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**ANALYSIS OF THE STATUS OF PROCUREMENT OF WOOD MATERIALS
BASED ON LOCAL WASTE AND CURRENT RESEARCH ON WOOD-BASED
BOARD BUILDING MATERIALS**

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Abstract.

The sustainable procurement of wood materials derived from local waste plays a crucial role in promoting eco-friendly construction practices and reducing environmental impact. This study examines the current state of wood material procurement based on local waste sources, highlighting challenges, opportunities, and best practices. Additionally, the research provides an in-depth review of modern advancements in wood-based board building materials, focusing on their composition, mechanical properties, and sustainability aspects. The study identifies key innovations in engineered wood products and evaluates their potential applications in low-carbon building construction. The findings contribute to the development of sustainable procurement strategies and support the advancement of environmentally responsible construction materials.

Keywords: Wood procurement, local waste, sustainable construction, wood-based boards, engineered wood, eco-friendly materials, waste utilization, green building materials, circular economy.

Introduction.

To achieve the required level of energy saving and fire safety in buildings, it is necessary to use materials that have the given thermal and fire safety characteristics, as well as such important characteristics as: relatively low thermal conductivity, water and moisture absorption, low fire hazard values, long-term durability and relatively low cost. At the same time, modern urban planning is characterized by the following requirements: increasing the energy efficiency and fire safety of various buildings and structures; reducing the overall weight of structures; modern design

and other similar requirements, which has led to the emergence of modern materials of a structural and non-structural nature in the building materials market.

They include sandwich panels, high-performance thermal insulation and other materials that are displacing huge and heavy structures from today's modern construction. Environmental benefits are also achieved through the use of any construction materials produced from local waste: a much higher energy efficiency reduces the amount of emissions released into the atmosphere by 25-30%, and accordingly, reduces the impact of energy consumption on climate change. In addition, the increase in energy efficiency in the residential sector also includes measures to adapt to climate change by improving the protection of houses from adverse weather conditions.

During the research, research was conducted to study the properties of the plane tree and its leaves. As we know, everything in nature is created in harmony. In autumn, dry, yellowed plane leaves fall and cover the earth. Based on natural shedding, the leaves fall to the ground and are harmless to humans and nature. However, in order to achieve cleanliness, we collect and burn dry leaves. As a result, the toxic gases accumulated in the leaves are released into the atmosphere again. Thousands of people breathe the smoke produced when dry leaves are burned, endangering their health. First of all, the human pulmonary system is damaged. Toxic substances spread throughout the body through the blood, causing great damage to the kidneys, liver, brain, and nervous system.

According to experts, when 1 ton of dry leaves is burned, 9 kg smoke microparticles are released into the air. These microparticles include: dust, nitrogen oxide, carbon monoxide, heavy metals, and the most dangerous substances for humans - dioxin and dioxane. When these toxic substances enter the human body, they damage the immune system, disrupt the function of hormones and vitamins.

One of the most important problems today is how to get rid of maple leaves. The reason is the damage caused by burning maple leaves, as we mentioned above. Another way is to get rid of the leaves by burying them in the ground in the fall and turning them into useful fertilizer the following spring. However, scientific studies have shown that when the leaves are buried and opened after one or more years, the maple leaves practically do not decompose. Another major problem is that due to the fact that the collection of maple leaves is extremely heavy and occupies a large volume, any landscaping systems have some problems in removing and eliminating them from any urban area, which has not yet been solved.

Methodology.

It is appropriate to consider the effect of fire retardants on the appearance of wood materials in the following aspects:

Firstly, many flame retardants reduce the thermal stability of wood in the pre-combustion temperature range, which is manifested in a decrease in the temperature at which active thermal decomposition of the material begins. This is due to a decrease in the activation energy of the thermal decomposition process of wood. The most effective flame retardants for lowering the temperature limit for wood decomposition are FMD, KM and FKM ($\text{NH}_4\text{H}_2\text{PO}_4$, $(\text{NH}_4)_2\text{HPO}_4$, $(\text{NH}_4)_2\text{SO}_4$, $\text{Na}_2\text{B}_4\text{O}_7$, H_3BO_3).

According to the fire protection condition, when the material is burned, the effective means must be activated, that is, they begin to be released with the appearance of an acidic environment necessary for the dehydration of the wood substance. In this case, the activation temperature t_a must be lower than the temperature at which the active thermal decomposition of high-molecular wood components begins, otherwise the flame retardant will not have time to show its fire extinguishing effect or it will be limited only to preventing combustion in the gas phase and burning of char residue. At the same time, the hot pressing of the wood-based material must be carried out at a temperature lower than the temperature at which the flame retardant will not be able to manifest its effect in time. Thus, the temperature stability condition must be met $t_{pr} < t_a < t_t$ (t_{pr} -limit temperature, t_a -activation temperature, t_t -thermal decomposition temperature).

Since flame retardants lower the temperature limit for thermal decomposition of the wood complex, it is necessary to reduce the pressing temperature in the production of fire-resistant wood materials. Thus, if in the presence of flame retardants the temperature is $t_t = 200-220^\circ\text{C}$, then $t_{pr} = 180-190^\circ\text{C}$ should not be higher. The process of pressing fiberboard by the dry production method is carried out at a temperature of the heating plates of the press $230-260^\circ\text{C}$ and is accompanied by the initial thermal decomposition of the wood complex, which ensures sufficient strength of the material. At low pressure temperatures, interfiber bonds cannot be formed effectively, therefore, in order to avoid excessive consumption of binders, flame retardants should be added to the process of forming the structure of the wood material as a plasticizer, hardener or interlinking agent. This method has been used to produce fire-resistant fiberboards manufactured in a dry process using flame retardants such as FMD, KM and FKM. In this case, the boards are produced without the use of binders, the pressure temperature is reduced and a heat treatment step is introduced.

The next point is related to the interaction of flame retardants with binders. In wood-based materials, the mass fraction of binders is less than that of the flame retardant. Technological methods for introducing a flame retardant are aimed at ensuring its penetration into the wood particles to a certain depth in order to achieve the largest surface area for interaction with wood substances in wood conditions. As a result, the amount of flame retardants on the surface of wood particles intended for contact with the binder decreases, while the flame retardant and binder bonds cannot be fully preserved when using the components. Therefore, the compatibility of the fire retardant with the binder is of great importance. The incompatibility of these components leads to the loss of binding properties and the coagulation of the binder with the strength of the finished board. The weakest link in the formation of a wood-fire-resistant-adhesive adhesive layer is fire-resistant. Then its introduction can change the wettability of the wood and interact with the adhesion between the wood and the binder.

A certain acidity of the medium is required for solidification of various oligomers. Therefore, the presence of flame retardants with acid-base properties changes the curing conditions of oligomers. In addition, many flame retardants change their acidity during hot pressing. As a result, depending on the type of flame retardant and oligomer, flame retardants can accelerate the hardening of the binder and prevent it from hardening, which affects the quality of the finished wood panel material.

For example, it is known that the solidification of CFC occurs in an acidic environment. Therefore, in the production of fire-retardant CFCs, the processing of wood particles with $(\text{NH}_4)_2\text{SO}_4$ or H_3BO_3 accelerates the hardening process of the binder and prevents the hardening of fire extinguishers with alkaline properties, for example, $(\text{NH}_4)_2\text{HPO}_4$, $\text{Na}_2\text{B}_4\text{O}_7$, NaH_2PO_4 and Na_2HPO_4 . The use of a FMD flame retardant with a weakly acidic reaction allows you to obtain a flame-retardant PB with satisfactory physical and mechanical parameters. Depending on the type of binder used in the production of fire-resistant plywood, the KM flame retardant is synthesized with different acidity - sour (acidic) when using KFC, and neutral in the case of FFS. It should be noted that by accelerating the hardening process, the flame retardant can both act as a hardener and excessively increase the rate of oligomer condensation, which, as a result, leads to a deterioration in the quality of the thermosetting polymer.

Results

The study demonstrates that fire retardants significantly influence the formation and properties of wood-based materials by participating in inter-fiber bonding processes. Flame

retardants containing amide and amino groups, such as FMD, KM, and FKM, exhibit a plasticizing effect on wood fibers, enhancing their flexibility and promoting stronger inter-fiber interactions during hot pressing. This plasticization effect leads to increased fiber bonding forces, facilitating the development of a more cohesive and structurally stable material. Furthermore, the presence of flame retardants reduces the temperature range required for fiber softening, allowing for a decrease in both pressing temperature and processing time without compromising the internal strength of the material.

The chemical interaction between fire retardants and wood materials plays a crucial role in enhancing fire resistance. The phosphorylation of polysaccharides with phosphoric acid groups results in the formation of phosphoester bonds, contributing to the development of a tightly bound fire-retardant complex. Additionally, the integration of nitrogen-containing bases and esterification of cellulose and lignin with polyphosphoric acids further enhances the stability and fire resistance of the composite material. This ensures that the fire-retardant agents remain effectively incorporated within the structure, preventing their migration or loss during the operational lifespan of the material.

The multifunctionality of the fire-retardant components influences both the mechanical and fire-resistant properties of the panels. While H_3PO_4 dissolves cellulose and reduces fiber strength, $(\text{NH}_2)_2\text{CO}_3$ acts as a plasticizer, improving fiber interactions and overall material cohesion. Consequently, the optimal production regime must balance these effects to maximize fiber strength while maintaining strong inter-fiber bonding. The incorporation of metallophosphates, such as aluminochromophosphates and aluminum borophosphates, further enhances fire resistance through polycondensation reactions that reinforce the material's structure.

However, some inorganic salts used as fire retardants negatively impact the structural integrity of fiberboards. Compounds such as $\text{NH}_4\text{H}_2\text{PO}_4$, $(\text{NH}_4)_2\text{HPO}_4$, and ZnCl_2 decompose during hot pressing, releasing acidic byproducts that weaken wood fibers and reduce both strength and water resistance. Additionally, fire-retardant salts with high water solubility may migrate to the material's surface under high humidity conditions, leading to a loss of fire protection over time. This highlights the importance of selecting fire retardants that maintain their stability, prevent moisture absorption, and integrate effectively into the material's matrix.

The study emphasizes that the most effective approach involves using fire retardants as bifunctional agents—serving as plasticizers, hardeners, and modifiers—without negatively affecting adhesive properties, fiber interactions, or pressing conditions. The optimal fire-retardant

formulation should avoid coagulation, maintain compatibility with binders, and ensure high solubility in water for efficient application. The use of concentrated working solutions enhances the mass fraction of fire-retardant components in wood particles while minimizing drying costs.

Overall, the research highlights the potential for improving fire-resistant wood-based panels through optimized fire-retardant formulations and production processes. By carefully selecting suitable flame retardants and refining manufacturing conditions, it is possible to produce durable, fire-resistant wood-based materials with enhanced mechanical properties and long-term stability.

Conclusion.

The study highlights the potential for producing fire-resistant wood-based composite panels using local raw materials, offering a sustainable and cost-effective solution for the construction industry. To achieve high-quality fire-resistant panels, it is essential to carefully select wood raw materials, establish an optimal particle size distribution of sawdust, and incorporate locally sourced fire-resistant agents and fillers that ensure adequate fire protection and safety. Furthermore, the development of an optimized composition and formulation for fire-resistant panels is crucial for enhancing their performance and durability.

The findings indicate that existing enterprises in the republic require improvements in industrial technology for the production of fire-resistant composite panels. Advancements in manufacturing processes, material selection, and formulation techniques will contribute to the development of high-performance fire-resistant building materials, supporting the broader goals of sustainable construction and fire safety. Further research and investment in technological upgrades are necessary to enhance the production capabilities of local enterprises and ensure the widespread adoption of fire-resistant wood-based panels in the construction industry.

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THE IMPORTANCE OF MULTILINGUALISM IN THE MODERN WORLD

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Abstract: In the modern era of globalization and rapid technological advancements, multilingualism has emerged as an essential skill that influences various aspects of life, including cognitive development, career prospects, cultural awareness, and global communication. As societies become more interconnected, the ability to speak multiple languages is no longer just an academic achievement but a practical necessity. Research suggests that multilingual individuals have improved cognitive abilities, better job opportunities, and enhanced cross-cultural understanding. Despite these advantages, multilingualism is often underappreciated in certain educational and professional settings, and many people face significant challenges when learning a second or third language. This paper provides a comprehensive analysis of the benefits of multilingualism, examines the difficulties associated with language acquisition, and explores effective strategies for promoting multilingual education.

Key Words: multilingualism, Language Acquisition, Cognitive Benefits, Career Opportunities, Globalization, Language Education, Cross-Cultural Communication

Introduction

Language is an integral part of human civilization, serving as the foundation of communication, cultural identity, and knowledge transmission. In today's fast-paced and interconnected world, the ability to communicate in multiple languages has become increasingly valuable. Whether in education, business, or social interactions, multilingualism provides individuals with numerous advantages that extend beyond basic communication skills.

Historically, multilingualism was primarily associated with specific regions where multiple languages coexisted due to trade, migration, or colonial influence. However, in the 21st century, multilingualism has taken on a new significance. The rise of globalization, digital media, and international travel has made linguistic diversity more relevant than ever. For instance, multinational corporations prioritize employees who can communicate across different markets, and diplomatic relations rely on individuals who can bridge linguistic and cultural gaps.

Additionally, technological advancements, such as artificial intelligence and machine translation, have facilitated language learning, making multilingualism more accessible to a wider population.

Despite its clear benefits, learning multiple languages can be challenging. Many individuals struggle with pronunciation, grammar, and cultural differences that influence language comprehension. Moreover, some societies prioritize monolingualism, discouraging the active pursuit of additional languages. This paper explores the cognitive, social, and professional benefits of multilingualism, identifies key challenges in language acquisition, and discusses potential solutions to promote linguistic diversity in education and society.

Methodology

This study employs a qualitative research approach, incorporating data from various academic sources, linguistic studies, and real-world case studies. The methodology includes:

1. Literature Review – Analyzing existing research on multilingualism, cognitive psychology, and linguistic diversity to provide a strong theoretical foundation.
2. Case Studies – Examining real-life examples of multilingual individuals and societies to understand the practical implications of multilingualism.
3. Comparative Analysis – Comparing multilingual and monolingual individuals in terms of cognitive performance, career opportunities, and social adaptability.
4. Educational Policies – Reviewing language education strategies in different countries to identify effective methods for promoting multilingual proficiency.

Results and Discussion

Multilingualism provides a wide range of cognitive, social, and economic benefits, yet it also comes with challenges that learners must overcome. While many studies highlight the positive effects of speaking multiple languages, it is essential to analyze how multilingualism influences brain function, social interactions, career opportunities, and language acquisition difficulties. Since language is a key aspect of human cognition, individuals who speak multiple languages tend to develop stronger memory, problem-solving skills, and cognitive flexibility. Research suggests that the process of switching between languages enhances the brain's executive functions, which in turn improves multitasking abilities. Moreover, studies conducted by Bialystok et al. (2012) indicate that bilingual and multilingual individuals perform better in tasks requiring selective attention and mental agility, while they are also less likely to suffer from cognitive decline in old age. Since neuroplasticity plays a vital role in brain health, using multiple languages regularly strengthens neural connections and delays the onset of neurodegenerative diseases such as

Alzheimer's. In addition, multilingualism encourages analytical thinking and creativity, as individuals who can express thoughts in different languages often approach problems from multiple perspectives.

Not only does multilingualism enhance cognitive abilities, but it also fosters cross-cultural understanding and global communication. Because language is deeply intertwined with culture, multilingual individuals are more capable of understanding different traditions, social norms, and values. In an increasingly interconnected world, cultural awareness is a crucial skill, especially in diverse societies where multiple languages are spoken. For instance, individuals in multilingual countries such as Switzerland, Belgium, and Canada experience smoother social integration, as they can interact with different linguistic communities without communication barriers. Furthermore, multilingual individuals are more empathetic since they are exposed to different ways of expressing emotions and interpreting social cues. Although cultural misunderstandings often arise due to language barriers, those who speak multiple languages can bridge these gaps and build stronger connections with people from diverse backgrounds. In international business and diplomacy, effective communication is essential, and multilingual professionals are often better equipped to navigate complex negotiations and establish trust between parties.

Similarly, multilingualism significantly enhances career prospects, as businesses increasingly seek employees who can operate in multiple linguistic and cultural environments. Because global trade and international relations require effective cross-cultural communication, multilingual professionals are highly valued in industries such as tourism, diplomacy, finance, and customer service. Moreover, companies that expand into international markets prefer employees who can communicate with clients and partners in their native languages, which not only improves business relations but also increases the company's competitiveness. In fact, research conducted by the European Commission (2016) indicates that businesses employing multilingual workers perform better in foreign markets than those that rely solely on monolingual employees. While multilingual individuals have access to a broader range of career opportunities, they also tend to earn higher salaries than their monolingual counterparts, since language skills provide a competitive advantage in the job market. Additionally, multilingual professionals are more adaptable to relocation, as they can work in different countries and interact with people from diverse cultural backgrounds. Because international companies require employees who can collaborate across linguistic boundaries, multilingualism has become an essential skill for career growth and professional success.

Despite these numerous benefits, learning multiple languages can be a challenging process due to cognitive and environmental factors. Since each language has its own grammar, pronunciation, and vocabulary, learners often experience interference between languages, which can cause confusion and slow down the learning process. For example, closely related languages such as Spanish and Portuguese share similar structures, which may lead to misunderstandings when switching between them. Moreover, language acquisition requires constant exposure and practice, yet many learners lack opportunities for real-world immersion. Because classroom-based language learning does not always provide sufficient speaking practice, students may struggle to achieve fluency without additional exposure to native speakers. Additionally, some societies prioritize a single dominant language, making it more difficult for learners to maintain their multilingual skills.

1. Cognitive Benefits of Multilingualism

One of the most well-documented advantages of multilingualism is its positive effect on cognitive function. Studies have shown that individuals who speak multiple languages tend to have improved memory, problem-solving skills, and mental flexibility. This is because multilingual individuals constantly switch between languages, which strengthens the brain's executive control system. A study conducted by Bialystok et al. (2012) revealed that bilingual and multilingual individuals exhibit greater cognitive flexibility and enhanced decision-making abilities compared to monolinguals. The ability to manage multiple linguistic systems requires active cognitive control, which translates into better multitasking and concentration skills. Additionally, research has found that multilingualism can delay the onset of age-related cognitive decline, including diseases such as Alzheimer's and dementia. Kavé & Eyal (2021) discovered that elderly individuals who regularly used more than one language exhibited stronger cognitive resilience than their monolingual counterparts.

2. Social and Cultural Advantages

Language is not just a tool for communication; it is deeply intertwined with culture and identity. Multilingualism allows individuals to engage more effectively with people from diverse backgrounds, fostering cross-cultural understanding and empathy.

For instance, individuals who speak multiple languages can navigate different social contexts with ease, understanding the nuances of cultural expressions, humor, and etiquette. In multilingual

societies like Switzerland, Belgium, and Canada, language diversity plays a crucial role in social cohesion, enabling citizens to communicate across linguistic and cultural boundaries.

3. Career Opportunities and Economic Benefits

In the modern job market, multilingualism is a highly valuable skill that can significantly enhance career prospects. Companies operating on an international scale prioritize employees who can communicate with clients, partners, and colleagues in multiple languages.

Research by the European Commission (2016) found that businesses with multilingual employees perform better in international trade and negotiations. Additionally, a study by the Economist Intelligence Unit (2019) reported that professionals who speak multiple languages earn higher salaries than their monolingual peers.

4. Challenges of Learning Multiple Languages

Despite its many advantages, acquiring multiple languages presents several challenges. One of the main difficulties is the cognitive load associated with learning different grammatical structures, vocabulary, and pronunciation rules.

Another major challenge is the lack of opportunities for language immersion. Many learners struggle to find environments where they can practice speaking the language in real-life situations.

Conclusion

Multilingualism is a vital skill in the modern world, offering cognitive, social, and economic advantages. While learning multiple languages can be challenging, the benefits far outweigh the difficulties. As globalization continues to shape societies, fostering multilingual proficiency should be a priority in education and professional development.

By promoting language diversity, we can create more inclusive and connected communities, bridging cultural gaps and opening new opportunities for individuals worldwide.

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СОВРЕМЕННОЕ ЛЕЧЕНИЕ РАКА ШЕЙКИ МАТКИ I И II СТАДИИ: ОБЗОР ЛИТЕРАТУРЫ

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Актуальность. Рак шейки матки является четвертой по значимости причиной смертности от рака у женщин, и по оценкам, в 2020 году во всем мире от него умрет 342 000 человек. По расчетным данным ВОЗ, опубликованным в 2022 г., в Европейском регионе рак шейки матки ежегодно диагностируется у примерно 60 000 женщин и более 32 000 женщин ежегодно умирают от этого предотвратимого заболевания. Самые высокие показатели заболеваемости и смертности наблюдаются в странах Африки к югу от Сахары и Юго-Восточной Азии. [3] Наиболее важным фактором риска является вирус папилломы человека (ВПЧ), который может вызывать мутации, влияющие на механизмы клеточного цикла. Рак шейки матки стал в значительной степени предотвратимым после разработки вакцин против ВПЧ и внедрения скрининга мазков Папаниколау и тестирования на ВПЧ. Четырехвалентная вакцина эффективна против ВПЧ типов 6, 11, 16 и 18, в то время как нонавалентная вакцина эффективна против ВПЧ типов 6, 11, 16, 18, 31, 33, 45, 52, и 58. Широкое применение вакцины имеет решающее значение для снижения заболеваемости раком шейки матки.[2] Существует ряд различных ВПЧ-ВР, которые могут вызывать предрак и рак шейки матки. Наиболее значимыми ВПЧ высокого риска являются ВПЧ16 и 18, поскольку они являются причиной приблизительно 70 % случаев рака шейки матки по всему миру. Профилактическая вакцинация путем внутримышечного введения вирусоподобных частиц запускает процесс образования антител, защищающих от будущих ВПЧ-инфекций. [Arbyn M, Xu L, Simoens C, 2018]. Кроме того, распространенность скрининга на рак шейки матки в странах с низким уровнем дохода остается недостаточной [path.org/resources/global-hpv2021]. Всемирная организация здравоохранения (ВОЗ) призвала к разработке глобального плана действий, основанного на трехэтапном подходе, включающем вакцинацию против ВПЧ не менее 90% девочек старше 15 лет; скрининг не менее 70% женщин в возрасте от 35 до 45 лет, по крайней мере, дважды; и лечение более

90% выявленных при скрининге предраковых поражений. Оперативное лечение является основным методом лечения рака шейки матки на ранних стадиях. Однако в случае локального рака шейки матки химиотерапия обладает более высокой эффективностью лечения. Оптимизация современных хирургических методов, конформной лучевой терапии и брахитерапевтического лечения с визуализацией, улучшает исходы заболевания и качества жизни пациентов после лечения.

Обновления в руководстве по этапированию FIGO 2018

После обновления системы стадирования Международной федерации гинекологии и акушерства (FIGO) в 2018 году Американский объединенный комитет по раку (AJCC) также обновил свою систему стадирования TNM (9-е издание), которая была опубликована в 2021 году и согласована с FIGO. А именно, эти изменения AJCC включали в себя исключение латерального распространения заболевания из обозначения T1a, добавление T1b3 (соответствующего FIGO IB3), уточнение статуса ВПЧ и влияние результатов визуализации и патологических находок на стадию.

В таблице 1 представлены изменения, произошедшие в период с 2009 по 2018 год в системах промежуточного контроля FIGO

AJCC 9-издание	FIGO	2009 г FIGO система (изменения выделены жирным шрифтом)	2018 г FIGO система
T1	I	Локализуется в шейке матки	Локализуется в шейке матки
T1a	IA	Инвазивная карцинома, диагностируемая только с помощью микроскопии при максимальной глубине инвазии <5 мм и боковом распространении <7 мм	Инвазивная карцинома, диагностируемая только с помощью микроскопии при максимальной глубине инвазии <5 мм
T1a1	IA1	Стромальная инвазия <3 мм в глубину	Стромальная инвазия <3 мм в глубину
T1a2	IA2	Стромальная инвазия	Стромальная

		≥3 мм и <5 мм в глубину	инвазия ≥3 мм и <5 мм в глубину
T1b	IB	Инвазивная карцинома глубиной более 5 мм, ограниченная шейкой матки	Инвазивная карцинома глубиной более 5 мм, ограниченная шейкой матки
T1b1	IB1	~~—Размер опухоли ≤4 см~~	Глубина ≥5 мм и <2 см в наибольшем измерении
T1b2	IB2	~~—Размер опухоли ≤4 см~~	≥2 см и <4 см в наибольшем измерении
T1b3	IB3	Без предварительного назначения	≥4 см и ограничивается шейкой матки
T2	II	Опухоль выходит за пределы матки, но не распространяется на нижнюю треть влагалища или боковую стенку малого таза	Опухоль выходит за пределы матки, но не распространяется на нижнюю треть влагалища или боковую стенку малого таза
T2a	IIA	Поражение ограничено верхними двумя третями влагалища без параметрического поражения	Поражение ограничено верхними двумя третями влагалища без параметрического поражения
T2a1	IIA1	Поражение верхней части влагалища и <4 см в наибольшем размере	Поражение верхней части влагалища и <4 см в наибольшем размере
T2a2	IIA2	Вовлечение верхней	Вовлечение

		части влагалища и максимальный размер ≥ 4 см	верхней части влагалища и максимальный размер ≥ 4 см
T2b	IIb	С инвазией параметрия, но не до боковой стенки таза	С инвазией параметрия, но не до боковой стенки таза
Радиологические исследование		Результаты рентгенографии запрещены	Результаты рентгенографии влияют на стадию
ВПЧ статус		Без предварительного указания	Специфик ВПЧ статус

Таблица 1 Краткое описание стадий рака шейки матки на ранних стадиях AJCC, Американский объединенный комитет по раку; FIGO, Международная федерация гинекологии и акушерства; ВПЧ, вирус папилломы человека.

Хирургические методы

Методы сохранения фертильности

Средний возраст пациенток с впервые диагностированным инвазивным раком шейки матки составляет приблизительно 50 лет; таким образом, значительная часть пациенток находится в детородном возрасте. Для этих пациенток с заболеваниями IA1, IA2, IB1 и некоторыми заболеваниями IB2 (максимальный диаметр менее 2 см) могут быть рассмотрены подходы, позволяющие сохранить фертильность, для тех, кто хочет сохранить деторождение. Определение стадии IA1 по FIGO указывает на раннюю стадию микроинвазивного заболевания с глубиной инвазии менее 3 мм и без признаков лимфоваскулярной пространственной инвазии (ИЛВП). Лечение таких пациенток может проводиться консервативно с помощью диагностических процедур иссечения шейки матки, таких как конусная биопсия или конизация, или, в качестве альтернативы, с использованием процедуры электрохирургического иссечения петли (LEEP). Эти процедуры являются как диагностическими, так и терапевтическими и направлены на

полное удаление подозрительного очага для адекватной патологической оценки глубины, ИЛВП, краевого статуса, окрашивания на ВПЧ и гистологического определения подтипов.

Конизация шейки матки — оперативный метод лечения в сфере гинекологии и онкологии, при котором удаляется часть шейки матки в виде конуса с лечебной или диагностической целью. Иссечению подлежит патологически измененная ткань цервикального канала и часть шейки матки. Удаленные в ходе операции ткани отправляются на гистологическое исследование, в ходе которого определяется наличие патологически измененных клеток по линии среза. При отсутствии таких клеток лечение можно считать радикальным, в противном случае назначается операция в большем объеме. При дисплазии и раке шейки матки *in situ* конизация шейки матки оказывается оптимальным вариантом — удаление пораженных патологическим процессом тканей с последующим диагностическим выскабливанием цервикального канала.

При исследовании образцов FIGO IA1 без ИЛВП риск поражения лимфатических узлов минимален (<1%) и, как правило, не показано картирование сторожевых лимфатических узлов (СЛУ) или тазовая лимфаденэктомия.¹⁰⁻¹² Для пациенток, достигших репродуктивного возраста или не заинтересованных в сохранении фертильности и подходящих по медицинским показаниям, экстрафасциальная/простая гистерэктомия (тип А) также может быть рекомендована. может быть предложено в качестве окончательного лечения с помощью вагинального, лапароскопического или минимально инвазивного метода. Недавно были опубликованы результаты многоцентрового проспективного исследования ConCerv, в котором приняли участие 100 пациенток с опухолями IA2-IB1 1-2 степени, с глубиной инвазии менее 10 мм, без ИЛВП и с отрицательными границами после конизации, что позволило пациенткам выбрать сохранение фертильности (только хирургическая оценка узлов) или простой гистерэктомия плюс оценка состояния узлов. Авторы сообщили, что частота поражения лимфатических узлов в этой когорте составила 5% (из которых 67% были опухолями IB1), а частота неудач за 2 года составила 3,5%.

Радикальная трахелэктомия. В дополнение к пациентам с IA1 (рассмотренным выше), пациенты с заболеваниями IA2 и IB1, как правило, также имеют право на операцию по сохранению фертильности, если это необходимо, а именно радикальную трахелэктомию. Простая трахелэктомия удаляет большую часть шейки матки, но не выводит ее за пределы анатомических границ самой шейки матки и, таким образом, должна проводиться только

при заболеваниях *in situ* или IA1. У пациентов с заболеваниями IA2 и IB1 и опухолями размером 2 см и менее радикальная трахелэктомия включает в себя резекцию большей части шейки матки, а также дополнительного онкологического поля. В частности, удаляется большая часть шейки матки, и следует провести разрез еще на 1-2 см вдоль сводов влагалища с параметрической резекцией, визуализировать мочеточники и отделить их от шейки матки, а маточно-крестцовые связки разделить на 1-2 см кзади от шейки матки, сохранив подчревное нервное сплетение. По сравнению с микроинвазивными заболеваниями, пациенты с IA2 и IB1 имеют повышенный риск лимфатических метастазов, поэтому тазовая лимфаденэктомия с картированием СЛУ должна выполняться одновременно с радикальной трахелэктомией, и этот вопрос обсуждается отдельно. Основным преимуществом открытого абдоминального доступа является улучшенный доступ к параметрам. В ряде учреждений сообщалось о результатах радикальной трахелэктомии. трахелэктомия у пациентов с опухолями размером от 2 до 4 см со смешанными результатами. В серии наблюдений из 29 пациентов с опухолями размером от 2 до 4 см была выполнена трахелэктомия, и после среднего периода наблюдения в 44 месяца только у одного из них произошел рецидив; однако 45% из них перенесли завершающую гистерэктомию из-за дополнительных факторов риска, а 21% продолжили получать адъювантную химиолучевую терапию.²⁰ В одном исследовании было выявлено, что пациенты на ранних стадиях с опухолями размером более 2 см имели значительно худшую 5-летнюю безрецидивную выживаемость после трахелэктомии по сравнению с пациентами с опухолями размером менее 2 см, абсолютная разница составила 13% ($p=0,039$).^[19] Эти исследования подчеркивают повышенный риск рецидива опухолей размером от 2 до 4 см при трахелэктомии, и, как таковая, гистерэктомия с рассечением тазовых узлов остается стандартом лечения. Рекомендации по проведению трахелэктомии у этих пациентов остаются в силе. Совсем недавно медицинские учреждения внедрили малоинвазивные методы (лапароскопическую и роботизированную) трахелэктомии, хотя эти результаты не сравнивались напрямую с открытой трахелэктомией. Продолжающийся межведомственный ретроспективный анализ, проводимый доктором медицинских наук Андерсоном, направлен на сравнение результатов применения открытых и минимально инвазивных методов (лапароскопических или роботизированных) радикальной трахелэктомии.^[1] Во время обучения пациентов и получения информированного согласия пациентки должны быть осведомлены о том, что беременность после трахелэктомии

сопряжена с повышенным риском выкидыша и преждевременных родов. Процент успешных родов составляет около ~60%.[18,31] Что касается неклоточной, неаденокарциномы и неаденосквамозной гистологии: гистологические исследования шейки матки, такие как мелкоклоточные/нейроэндокринные опухоли, аденокарцинома желудка или злокачественная аденома, не подходят для хирургических вмешательств, позволяющих сохранить фертильность, даже радикальной трахелэктомии, учитывая их особенно агрессивный характер и отсутствие доказательств эффективности.[19] Для наблюдения после лечения ранних стадий заболевания с целью сохранения фертильности, Национальная комплексная онкологическая сеть (NCCN) рекомендует проводить обследование с интервалом 3-6 месяцев в течение 2 лет, затем каждые 6-12 месяцев до 5 лет, а затем ежегодно. Цитологическое исследование шейки матки следует проводить не реже одного раза в год (таблица 2), хотя его значение после радикальной трахелэктомии на сегодняшний день неясно.[8]

Таблица 2

Стадия	Варианты лечения	Наблюдение после лечение
I: Карцинома локализуется строго в шейке матки IA1: Измеренная стромальная инвазия на глубину ≤ 3 мм	Конизация, или конусная биопсия, или экстрафасциальная (т.е. простая) гистерэктомия без лимфаденэктомии	Сбор анамнеза и физикальный осмотр/осмотр органов малого таза каждые 3-6 месяцев в течение первых 2 лет, $\pm$ мазок Папаниколау и анализ ДНК на ВПЧ, затем каждые 6-12 месяцев в течение следующих 3 лет, затем ежегодно. Цитологический скрининг не реже одного раза в год
IA2: Измеренная инвазия стромы >3 мм и ≤ 5 мм в глубину	Модифицированная радикальная гистерэктомия с лимфаденэктомией	Сбор анамнеза и физикальный осмотр/осмотр органов малого таза каждые 3-6

		месяцев в течение первых 2 лет, ± мазок Папаниколау и анализ ДНК на ВПЧ, затем каждые 6-12 месяцев в течение следующих 3 лет, затем ежегодно. Цитологический скрининг не реже одного раза в год
IB: Инвазивная карцинома с измеренной глубиной инвазии >5 мм (выше IA стадии), поражение ограничено шейкой матки IB1: Инвазивная карцинома с глубиной стромальной инвазии >5 мм и наибольшим размером менее 2 см.	см. Модифицированная радикальная гистерэктомия с лимфаденэктомией/взятием проб сторожевого лимфатического узла (СЛУ) ± адъювантная терапия	Сбор анамнеза и физикальный осмотр/осмотр органов малого таза каждые 3-6 месяцев в течение первых 2 лет, мазок Папаниколау и анализ ДНК на ВПЧ, затем каждые 6-12 месяцев в течение следующих 3 лет, затем ежегодно. Цитологический скрининг не реже одного раза в год
Кандидаты, желающие сохранить фертильность возраст <40 лет; размер поражения ≤2 см, гистология низкого риска (плоскоклеточная карцинома, аденокарциномы и аденосквамозные опухоли), отрицательные лимфатические узлы стадии от IA1 до IB1: радикальная трахелэктомия, простая трахелэктомия, конизация нехирургические методы лечения с учетом сопутствующих заболеваний на стадии IA1-IB1: радикальная лучевая терапия с использованием внешнего лучевой терапии с последующей брахитерапией		
IB2: Инвазивная карцинома >2 см и ≤4 см в наибольшем размере	Модифицированная радикальная гистерэктомия с лимфаденэктомией / СЛУ) + адъювантная терапия	Сбор анамнеза и физикальный осмотр/осмотр органов малого таза каждые 3-6 месяцев в течение первых 2 лет, ± мазок Папаниколау и

		анализ ДНК на ВПЧ, затем каждые 6-12 месяцев в течение следующих 3 лет, затем ежегодно. Цитологический скрининг не реже одного раза в год
IB3: Инвазивная карцинома наибольшего размера >4 см	Окончательное химиолучевое лечение в дозе 45-50,4 Гр в 25-28 приемов с одновременным еженедельным применением цисплатина в дозе 40 мг/м ² с последующей брахитерапией.	После завершения лечения с помощью МРТ (или ПЭТ-КТ) через 3 месяца подумайте о повторном обследовании через 12 месяцев. Сбор анамнеза и физикальный осмотр/осмотр органов малого таза каждые 3-6 месяцев в течение первых 2 лет, ± мазок Папаниколау и тестирование ДНК на ВПЧ, затем каждые 6-12 месяцев в течение следующих 3 лет, затем ежегодно*
ПА: Поражение ограничено двумя третями влагалища без параметрического вмешательства ПА1: Инвазивная карцинома наибольшего размера менее 4 см ПА2: Инвазивная карцинома наибольшего размера более 4 см	Окончательное химиолучевое лечение в дозе 45-50,4 Гр в 25-28 приемов с одновременным еженедельным применением цисплатина в дозе 40 мг/м ² с последующей брахитерапией	После завершения лечения с помощью МРТ (или ПЭТ-КТ) через 3 месяца подумайте о повторном обследовании через 12 месяцев. Сбор анамнеза и физикальный осмотр/осмотр органов малого таза каждые 3-6 месяцев в течение первых 2 лет, ± мазок Папаниколау и

		тестирование ДНК на ВПЧ, затем каждые 6-12 месяцев в течение следующих 3 лет, затем ежегодно*
IIВ: С поражением параметрия, но не до тазовой стенки	Окончательное химиолучевое лечение в дозе 45-50,4 Гр в 25-28 приемов с одновременным еженедельным введением цисплатина в дозе 40 мг/м ² с последующей брахитерапией	После завершения лечения с помощью МРТ (или ПЭТ-КТ) через 3 месяца подумайте о повторном обследовании через 12 месяцев. Сбор анамнеза и физикальный осмотр/осмотр органов малого таза каждые 3-6 месяцев в течение первых 2 лет, ± мазок Папаниколау и тестирование ДНК на ВПЧ, затем каждые 6-12 месяцев в течение следующих 3 лет, затем ежегодно*

Таблица 2 Краткое описание вариантов лечения и стратегий эпиднадзора при раке шейки матки IA-IIВ стадии *Стратегии эпиднадзора после лечения в разных учреждениях по всему миру сильно различаются. На сегодняшний день отсутствуют качественные данные о дополнительной полезности рутинного цитологического обследования и диагностических результатах МРТ или ПЭТ-КТ после лечения. Таким образом, эти тесты часто используются с учетом факторов риска развития опухоли и стадии заболевания. 28 52 53 ВПЧ, вирус папилломы человека; МРТ, магнитно-резонансная томография; ПЭТ-КТ, позитронно-эмиссионная томография-компьютерная томография; СЛУ, сторожевой лимфатический узел.

Тактика у больных отсутствие фертильности

Для пациенток со стадией от IA2 до IB1, достигших детородного возраста или не заинтересованных в сохранении фертильности, или с опухолями более 2 см (IB2),

стандартным методом лечения является модифицированная радикальная гистерэктомия (тип В) или радикальная гистерэктомия (тип С1) с тазовой лимфаденэктомией. Выбор хирургом модифицированной радикальной гистерэктомии по сравнению с радикальной гистерэктомией зависит от степени поражения. Например, при IA1-й стадии заболевания с инвазии лимфоваскулярным пространством (ИЛВП) или IA2-й стадией наиболее подходящим может быть модифицированный радикальный подход (класс В по Керлеу/Морроу), в то время как при IB1/2-й или более тяжелой стадии может потребоваться радикальная гистерэктомия (класс C1/C2 по Керлеу/Морроу). В таких случаях гистерэктомия всегда проводится в лечебных целях с целью полного удаления очага заболевания с отрицательным краем, всей шейки матки. Одновременная овариэктомия необязательна и может зависеть от различных факторов, таких как возраст и состояние в период менопаузы. Некоторые центры считают гистологическое исследование аденокарциномы показанием для одновременной овариэктомии, хотя это противоречиво. Подробные описания процедур приведены в хирургической классификации Керлеу и Морроу от 2008 года²⁹, которая заменила классификацию Пивера-Ратледжа-Смита, и кратко изложена ниже.[24] Как обсуждалось выше, модифицированная радикальная гистерэктомия полностью удаляет матку и шейку матки через открытый лапаротомный разрез. Рекомендуется оставить влагалищный край на расстоянии 1-2 см, двусторонние мочеточники вскрыть и отсечь от шейки матки, а параметрии также удалить на 1-2 см по горизонтали, как и маточно-крестцовые связки. Весь параметрий иссекается до внутренних подвздошных сосудов, что особенно важно при опухолях с подозрением на латеральное поражение параметрия. Радикальная гистерэктомия C1 также направлена на сохранение подчревного нервного сплетения (щадящий нерв) и разделяет маточно-крестцовые связки по крайней мере на 2 см кзади от шейки матки. Выбор заболевания IA1 также может быть рассмотрен для гистерэктомии в зависимости от резектабельности вагинального компонента заболевания и размера опухоли (<4 см). Пациентов с опухолями IB3 (>4 см) и более следует направлять на обязательную химиолучевую терапию, хотя в некоторых зарубежных практиках по-прежнему считается стандартом предварительное хирургическое вмешательство при опухолях IB3.

Абдоминальная радикальная гистерэктомия

В сравнении с малоинвазивной хирургией в последние годы все большее внимание уделяется рекомендации абдоминальной радикальной гистерэктомии по сравнению с

малоинвазивными/лапароскопическими подходами. В проспективном рандомизированном клиническом исследовании, спонсируемом Medtronic и MD Anderson, с целью оценки отсутствия неполноценности, 631 пациентка была случайным образом распределена на открытую операцию или минимально инвазивный лапароскопический подход к радикальной гистерэктомии. Руки были хорошо сбалансированы с учетом стадии FIGO, гистологии, возраста и работоспособности. Большинство (92%) пациентов были отнесены к “старой” группе IB1 на основе классификации по FIGO 2009 года (опухоли <4 см), которая теперь включает как IB1, так и IB2, и исключает IB3 (опухоли >4 см) в соответствии с классификацией по FIGO 2018 года. Оценка безрецидивной выживаемости через 4,5 года (первичная конечная точка) выявила значительное абсолютное снижение безрецидивной выживаемости на 10,6% (86% против 96,5%) при минимально инвазивном подходе. Рецидивы чаще всего наблюдались в области свода влагалища или малого таза. В дополнение к этому выводу был проведен систематический обзор и мета-анализ более 9000 пациенток в 15 центрах, который показал, что ОР составил 1,71 (вероятность на 71% выше рецидива или смерти) у тех, кто перенес минимально инвазивную гистерэктомию, по сравнению с теми, кто перенес открытую операцию.[12] В противовес этим исследованиям, вышеупомянутые авторы исследования ConCerv отметили, что их благоприятный показатель неудач в 3,5% (хотя и при более коротком сроке наблюдения) был достигнут в когорте, в которой 96% пациентов получили минимально инвазивный хирургический доступ. В настоящее время проводится проспективное исследование (SHAPE, NCT01658930), в котором изучается потенциальная роль простой гистерэктомии у пациенток с низким риском в сравнении со стандартной радикальной гистерэктомией; однако в настоящее время в этом исследовании не проводится стратификация пациентов в зависимости от минимально инвазивного или открытого подхода.

Оценка состояния тазовых лимфатических узлов

Только у пациентов со стадией заболевания IA1 без дополнительных факторов риска достаточно щадящего или не щадящего фертильность подхода к хирургическому вмешательству. Однако при IA1-й стадии с ИЛВП или любой стадии IA2 или выше показано хирургическое обследование тазовых лимфатических узлов, поскольку даже у этих пациентов на ранних стадиях более чем в 5% случаев может быть скрытое поражение лимфатических узлов, и обычно оно заключается в картировании лимфатического узла и тазовой лимфаденэктомии.³² На сегодняшний день не было получено качественных

проспективных данных, подтверждающих отсутствие взятия проб тазовых лимфатических узлов у этих пациентов. Хирургические методы взятия пробы из узла в данном обзоре подробно не рассматриваются.

Методы адъювантного облучения

Послеоперационное облучение органов малого таза.

После модифицированной радикальной гистерэктомии хирургические образцы оцениваются на наличие факторов риска, которые могут потребовать проведения адъювантной терапии. GOG 92 — это рандомизированное клиническое исследование III фазы, в котором сравнивалось отсутствие дальнейшего лечения и адъювантное облучение после радикальной гистерэктомии и лимфодиссекции у пациенток с IB стадией, поражением лимфатических узлов с определенными факторами риска. Подходящими пациентами были: (1) Наличие ИЛВП, глубокая инвазия в треть стромы, при любом размере опухоли; (2) наличие ИЛВП, инвазия в среднюю треть стромы, размер опухоли ≥ 2 см; (3) Присутствует ИЛВП поверхностная инвазия в одну треть стромы, размер опухоли ≥ 5 см; или (4) отсутствует ИЛВП, глубокая или средняя инвазия в одну треть стромы, размер опухоли ≥ 4 см. В исследовании приняли участие 277 пациентов, рандомизированных в соотношении 1:1, и продемонстрировали превосходные онкологические результаты при адъювантной лучевой терапии. Десятилетняя частота местных рецидивов была снижена с 21% до 14% с добавлением лучевой терапии, а 10-летняя общая выживаемость увеличилась в пользу лучевой терапии на 9% (71% против 80%, $p=0,074$). На сегодняшний день стандартной практикой является послеоперационная лучевая терапия органов малого таза. в этой популяции пациентов.

Послеоперационное химиолучевое лечение

Существует несколько рандомизированных исследований, позволяющих определить, какие пациенты могут получить пользу от добавления химиотерапии к адъювантной лучевой терапии. Хотя исследуемые группы остаются довольно неоднородными, можно сделать некоторые выводы относительно оптимального отбора пациентов. Исследование GOG 109/SWOG 8797/RTOG 9112 было клиническим исследованием III фазы, в ходе которого оценивалась роль адъювантной химиолучевой терапии в сравнении с только лучевой терапией при раке шейки матки на ранних стадиях высокого риска. Группу высокого риска определяли как стадию IA1, IB, IIA после радикальной гистерэктомии и тазовой лимфодиссекции, либо с положительным поражением тазовых лимфатических

узлов, параметриальным поражением, либо с положительными краями хирургического вмешательства. Пациенты в группе оперативного вмешательства получали цисплатин в дозе 70 мг/м² + 5-флуоурацил в дозе 1000 мг/м² каждые 3 недели в течение четырех циклов (два цикла одновременно и два адъювантной). Добавление четырех циклов цисплатина и 5-флуоурацила обеспечило 4-летнюю выживаемость без прогрессирования заболевания, которая составила 80% по сравнению с 63% при использовании только лучевой терапии, и 4-летнюю общую выживаемость, которая составила 10% (81% по сравнению с 71% при использовании только лучевой терапии) [27].

Исследование STARS - это китайское клиническое исследование III фазы с участием более 1000 пациентов, впервые опубликованное в 2021 году, в котором использовались несколько более широкие критерии включения, но также ставился вопрос о выборе только адъювантной лучевой терапии по сравнению с химиолучевой терапией (еженедельный прием цисплатина) и третьей группой последовательной химиотерапии "сэндвич" (два цикла цисплатина и паклитаксела, затем следует лучевая терапия, а затем два дополнительных курса химиотерапии). В исследование были включены пациентки, перенесшие гистерэктомию и тазовую лимфодиссекцию со стадией заболевания от IB1 до ПА2 и с любым из следующих факторов риска: ИЛВП, глубокая инвазия стромы, положительный результат на тазовые узлы, положительные границы или инвазия параметрия (92,3% имели открытый хирургический доступ). Это исследование показало улучшение безрецидивной выживаемости и общей выживаемости в течение 3 лет при последовательном химиолучевом лечении по сравнению с только лучевой терапией (безрецидивная выживаемость 90% против 82% при одной лучевой терапии, $p=0,01$), а также улучшение безрецидивной выживаемости по сравнению с одновременной химиолучевой терапией (90% против 85% при химиолучевой терапии, $p=0,01$).³⁵ При медиане наблюдения в 4,7 года отдаленные метастазы уменьшились почти вдвое при применении комбинированной терапии по сравнению с двумя другими группами (6,5% комбинированной терапии, 10,6% лучевой терапии, 11% химиолучевой терапии; $p=0,05$ и $0,04$ соответственно). Комбинированный режим лечения дал скромное, но значительное преимущество в общей 5-летней выживаемости по сравнению только с лучевой терапией - 4% и 5% при анализе намерения к лечению и в соответствии с протоколом соответственно. Сэндвич-терапия имела тенденцию к улучшению выживаемости по сравнению с химиолучевой терапией при анализе каждого протокола, но была незначительной ($p=0,07$).

Поскольку STARS использовали более широкий критерий включения, некоторые пациенты, подходящие для GOG 92, возможно, также имели право на получение STARS, что размывало показания к химиотерапии на ранних стадиях. Текущее исследование GOG 0263 направлено на уточнение отбора пациентов для одновременной системной терапии путем оценки роли адъювантной химиолучевой терапии в сравнении с только лучевой терапией у пациентов с I-II стадиями заболевания и факторами среднего риска (глубокая инвазия на треть; средняя инвазия на треть и опухоль ≥ 2 см; или поверхностная инвазия на треть и только на треть). опухоль ≥ 5 см).[9]

В отличие от STARS, в исследовании OUTBACK (NCT01414608) оценивалась дополнительная химиотерапия, начинающаяся после химиолучевой терапии, и в него были включены 919 пациентов. Первоначальные данные за 5 лет были представлены в виде резюме. Исследование включало как ранний, так и местнораспространенный рак шейки матки (FIGO 2008, стадия IB1 и наличие узловых образований, IB2, II, IIIB или IVA) и предварительно показало, что при добавлении химиотерапии outback не было никакой пользы в выживаемости без прогрессирования (63% случаев в outback против 61% химиолучевой терапии), и 5-годичная общая выживаемость была схожей (72% в отдаленных районах против 71% при химиолучевой терапии). Эти результаты, возможно, привели к предварительному ограничению некоторых институциональных практик проведения дополнительной адъювантной химиотерапии после химиолучевой терапии, хотя результаты STARS показывают некоторую перспективу раннего начала химиотерапии для уменьшения отдаленных результатов. В настоящее время четкими показаниями для послеоперационной химиолучевой терапии у пациентов являются положительные результаты в тазовых лимфатических узлах, вовлечение параметрия и положительные хирургические границы, непригодные для повторной резекции, а краткое описание показаний к адъювантному лечению после операции приведено во вставке 1. Следует отметить, что в настоящее время проводится исследование (INTERLACE trial), посвященное роли неоадъювантной индукционной химиотерапии с использованием карбоплатина и паклитаксел в популяции, преимущественно с местнораспространенным заболеванием, но это позволяет пациентам со стадией IB2 диагностировать заболевание IVa.[33]

Примечание

Показания к проведению адъювантной терапии после операции по поводу рака шейки матки

Установленные в настоящее время показания к проведению адъювантной терапии после операции по поводу рака шейки матки

Факторы высокого риска (“Критерии Питерса”) для проведения адъювантной химиолучевой терапии

Положительные края хирургического вмешательства

Патологически подтвержденное поражение тазовых лимфатических узлов

Наличие параметрических факторов Среднего риска (“Критерии Седлиса”) для проведения адъювантного облучения

Инвазия лимфоваскулярного пространства (ИЛВП) плюс глубокая, на треть, инвазия стромы шейки матки и опухоль любого размера

ИЛВП плюс инвазия в среднюю треть стромы и размер опухоли более 2 см

ИЛВП плюс поверхностная инвазия в одну треть стромы и размер опухоли >5 см

Отсутствие ИЛВП, но глубокая или средняя инвазия в одну треть стромы и размер опухоли >4 см

Окончательное химиолучевое лечение на ранней стадии заболевания

Радикальная химиолучевая терапия обеспечивает высокий уровень контроля заболевания у пациентов на ранних стадиях. Уровень контроля на местном и региональном уровнях достигает 90-95%. Однако утверждать, что все пациенты на ранних стадиях заболевания должны проходить химиолучевое лечение, было бы преувеличением, поскольку некоторые пациенты могут быть излечены только хирургическим путем, и не следует упускать из виду долгосрочную токсичность химиолучевого лечения. Поэтому междисциплинарное обсуждение и тщательный отбор пациентов имеют решающее значение для определения того, какие пациенты подходят для окончательного химиолучевого лечения. На рис. 1А, Б показано рентгенологическое исследование пациентки с FIGO IIa с клиническими признаками поражения верхних отделов влагалища, для которой междисциплинарным советом по опухолям было рекомендовано окончательное химиолучевое лечение.

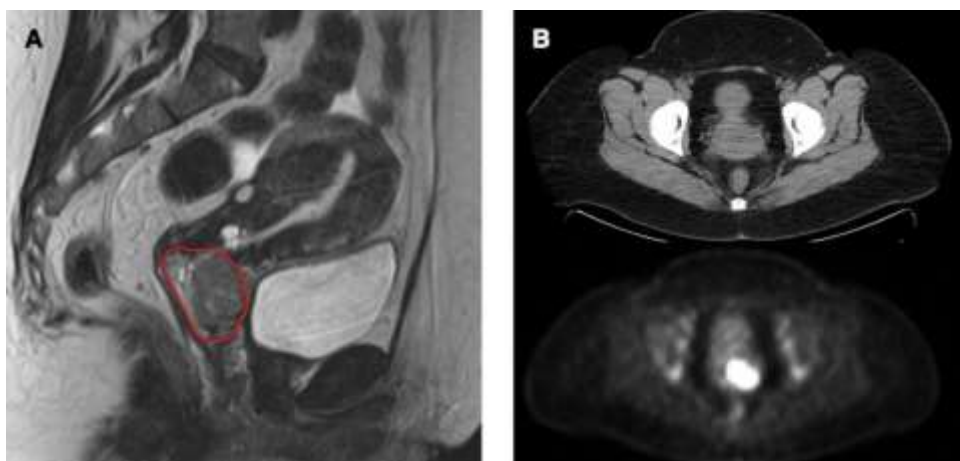


Рисунок 1. Диагностическая визуализация рака шейки матки у 41-летней женщины с болезнью ФИГУ ПА (А): сагиттальная магнитно-резонансная томография (МРТ) с T2-взвешиванием. Условные обозначения: красный цвет - степень выраженности заболевания на МРТ с T2-взвешиванием до начала лечения. (Б) Аксиальная позитронно-эмиссионная томография -компьютерная томография (ПЭТ-КТ) перед началом лечения. Условные обозначения: неконтрастная компьютерная томография (вверху) и ПЭТ-эмиссия с фтордезоксиглюкозой (ФДГ) (внизу). Заядлое поражение характеризуется интенсивной активностью и максимальным значением SUV 16,1.

Рекомендуется проводить только хирургическое вмешательство у пациентов с риском развития признаков среднего или высокого риска. В исследовании Landoni пациенты с раком шейки матки IB или ПА стадии были рандомизированы на хирургическое вмешательство, а не только на облучение. Хирургические пациенты со следующими факторами риска получали дополнительное облучение после радикальной гистерэктомии: размер опухоли более 4 см, незатронутая строма шейки матки менее 3 мм, положительные лимфатические узлы или положительные границы. В этой популяции на ранних стадиях большинство пациентов, рандомизированных для хирургического вмешательства (64%), нуждались в дополнительном облучении. Долгосрочная выживаемость и медиана времени до рецидива были одинаковыми в разных группах лечения, а у пациентов, перенесших хирургическое вмешательство, наблюдались более высокие показатели токсичности 2-3 степени, вероятно, из-за двухкомпонентного лечения.[20]

Также было изучено хирургическое вмешательство после неoadъювантной химиотерапии. В исследовании, проведенном Гуптой и соавторами, три цикла неoadъювантного приема паклитаксела и карбоплатина с последующим радикальным

хирургическим вмешательством сравнивались с облучением и еженедельным приемом цисплатина у пациентов с заболеваниями IB2, IIA или IIB. Химиолучевая терапия продемонстрировала онкологическое превосходство с абсолютным преимуществом в безрецидивной выживаемости на 7,4% (76,7% против 69,3%). Поздние показатели токсичности со стороны желудочно-кишечного тракта и мочевого пузыря были схожими.[25]

В таблице 2 представлена сводная информация по стадиям заболевания, при которых рекомендуется химиолучевая терапия. Поскольку высокий процент пациенток с раком шейки матки приходится на возраст от 35 до 50 лет, необходимо обратить особое внимание на хронические токсические эффекты химиолучевой терапии, включая возможную сакральную недостаточность, вторичные злокачественные новообразования, проблемы с кишечником и мочеиспусканием, а также преждевременную менопаузу. Транспозиция яичников из зоны предполагаемого облучения является одной из стратегий снижения риска преждевременной недостаточности яичников. Из-за рисков, связанных с химиолучевой терапией у молодых пациентов, ее применение у пациентов на очень ранних стадиях (от IA1 до IB1), у которых высока вероятность излечения с помощью радикальной трахелэктомии или других местных процедур, неоправданно. Однако при более крупном заболевании ≥ 4 см или при заболевании, выходящем за пределы шейки матки, химиолучевую терапию следует рассматривать как стандарт лечения. Прежде чем давать окончательные рекомендации по лечению, следует обсудить с пациентом возможность принятия обоснованных совместных решений с акцентом на плюсы и минусы каждого подхода к лечению.

Брахитерапия

В сочетании со снижением токсичности после внешней лучевой терапии с использованием IMRT достижения в области брахитерапии на основе 3D-изображений также привели к дальнейшему снижению токсичности и даже могут похвастаться улучшением локального контроля. Французское исследование “STIC” показало, что, используя методологию трехмерного планирования, авторы смогли снизить степень токсичности 3+ почти вдвое по сравнению с традиционным двухмерным планированием на основе точки А с использованием брахитерапии с низкой мощностью дозы и импульсной мощностью дозы. Кроме того, безрецидивная выживаемость на местном уровне была

улучшена на абсолютные 4-8% благодаря использованию 3D-планирования в каждой из трех обследованных групп пациентов.[10]

В глобальном внедрении трехмерного планирования брахитерапии, международная группа IBS-GEC ESTRO-ABS разработала консенсусные рекомендации по планированию брахитерапии на основе КТ.47 48 Улучшенное определение целевых показателей с помощью планирования на основе МРТ позволяет увеличить безопасную дозу до целевого клинического уровня высокого риска (HR-CTV). Для практиков, имеющих доступ к планированию МРТ-моделирования, рабочая группа GEC-ESTRO также разработала рекомендации по брахитерапии на основе МРТ. [13,14]

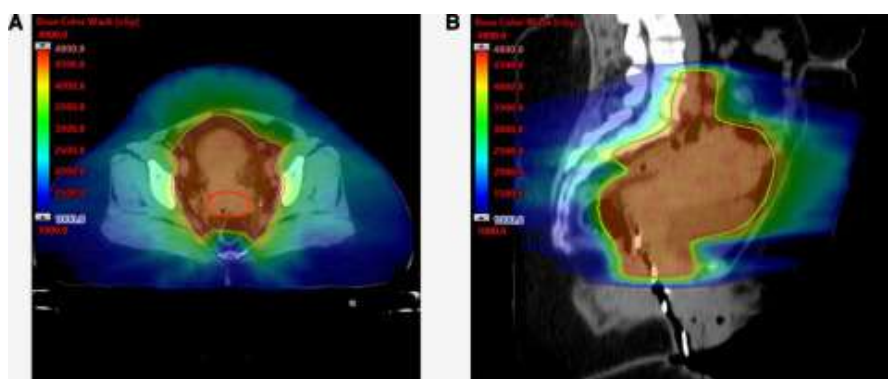


Рисунок 2. Планирование лучевой терапии внешним пучком с использованием лучевой терапии с модулированной интенсивностью (IMRT). (А) Аксиальный план IMRT. Цветное изображение плана IMRT в осевом направлении, при котором в область малого таза вводится 45 Гр в 25 дозах одновременно с цисплатином. Пациентка моделировалась с помощью альфа-камеры. Для моделирования использовались снимки полного и пустого мочевого пузыря, чтобы обеспечить охват всей шейки матки и дна матки, которое видно спереди. Условные обозначения: красный - общий объем опухоли (GTV); синий - внутренний целевой объем (ITV); зеленый - планируемый целевой объем (PTV) в соответствии с рекомендациями EMBRACE II. (В) Сагиттальный план IMRT. Сагиттальный вид на плане IMRT с интравагинальным маркером для идентификации вагинального канала. Условные обозначения: зеленый=PTV.

Выводы

Хирургические рекомендации варьируются в зависимости от степени заболевания и варьируются от процедур биопсии, таких как конизация холодным ножом, LEEP,

трахелэктомия и модифицированная радикальная гистерэктомия. Трахелэктомия может сохранить фертильность, хотя при этом может быть удалена не вся ткань шейки матки, и сопровождается снижением вероятности успешного родоразрешения. Продолжают поступать данные об отдаленных онкологических последствиях малоинвазивной трахелэктомии. При опухолях размером более 2 см следует изменить хирургический подход - радикальную гистерэктомию. Гистерэктомия должна быть рекомендована, если радикальная или модифицированная гистерэктомия показана в качестве окончательного лечения рака шейки матки на ранней стадии. Малоинвазивные подходы к гистерэктомии показали, что безрецидивная выживаемость при этом заболевании снижается примерно на 10%, хотя более современные и продолжающиеся исследования могут помочь выбрать более подходящую пациентку для малоинвазивной хирургии. Пациентам с послеоперационными факторами среднего риска рекомендуется адъювантное облучение, а пациентам с признаками высокого риска следует назначать адъювантную химиолучевую терапию. Окончательная химиолучевая терапия с последующей брахитерапией является стандартом лечения пациентов с опухолями размером 4 см и более, распространяющимися за пределы шейки матки или непригодными для хирургического вмешательства. Модернизированное планирование брахитерапии с помощью МРТ направлено на определение более точных целевых показателей для подбора дозы и максимального терапевтического эффекта лучевой терапии при раке шейки матки.

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METHODOLOGY OF TEACHING CONSTRUCTION DRAWING USING MODERN GRAPHIC PROGRAMS

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Abstract: This article analyzes the methodology of teaching construction drawing using modern graphic programs. The role of graphic programs in the field of construction is increasing, as they are used as effective tools in creating architectural and building designs. The article provides information on what methodical approaches can be used in teaching these programs, how to develop students' imaginations, and how to correctly create construction projects with the help of drawings.

Keywords: graphic programs, construction drawing, AutoCAD, Revit, teaching methodology, architecture, drawings, 3D modeling, education

МЕТОДИКА ОБУЧЕНИЯ СТРОИТЕЛЬНОМУ ЧЕРТЕЖУ С ИСПОЛЬЗОВАНИЕМ СОВРЕМЕННЫХ ГРАФИЧЕСКИХ ПРОГРАММ

Аннотация: В данной статье анализируется методика обучения строительному рисованию с использованием современных графических программ. Роль графических программ в сфере строительства возрастает, поскольку они используются как эффективные инструменты при создании архитектурных и строительных проектов. В статье представлена информация о том, какие методические подходы можно использовать при преподавании этих программ, как развивать воображение учащихся и как правильно создавать строительные проекты с помощью чертежей.

Ключевые слова: графические программы, строительный чертеж, AutoCAD, Revit, методика обучения, архитектура, чертежи, 3D-моделирование, образование.

INTRODUCTION

Construction drawing is one of the important foundations of architecture and construction design. To work in this field, students need to be able to draw not only traditional drawings, but also drawings using modern graphic programs. Currently, there is an opportunity to create 2D and 3D drawings using graphic programs such as AutoCAD, Revit, ArchiCAD. If these programs are used in teaching, new opportunities will open up for students in understanding and creating

drawings. This article will discuss effective methods for teaching construction drawing using modern graphic programs. The construction drawing course in a higher educational institution is aimed at forming the graphic culture of students, as well as the creative potential of the individual. Many effective works have been carried out in this area, in particular, in teaching the discipline of construction drawing, educational efficiency is achieved using modern graphic programs. Among the graphic programs designed for the field of architecture, ArchiCAD is particularly well-suited for covering the topics of the subject of construction drawing, and it is an effective way to bring the drawings to a three-dimensional state in front of the eyes of students in order to cover the essence of the subject. Therefore, the practical importance of graphic programs and their descriptions play a special role in covering the full essence of this subject.¹

The use of the most modern technologies in the teaching process creates comfortable conditions for students and helps them develop independent thinking. Studying graphic programs not only improves drawing skills, but also develops students' technical knowledge. The importance and tasks of teaching graphic programs. Modern graphic programs are used as the main tool for creating drawings in the construction industry. The use of these programs in teaching provides students with the opportunity to develop projects in real time. During the training process, students have the opportunity to create not only traditional drawings, but also 3D modeling, visualization and animation.

The main tasks of teaching construction drawing are as follows:

- Improving graphic knowledge: Teaching students to create construction projects using drawings and images.
- Developing technical skills: Developing skills to quickly and efficiently create projects using modern graphic programs.

Developing creative thinking: Students learn to realize their creative ideas using 3D modeling and other graphic tools. The importance and tasks of teaching graphic programs. Teaching graphic programs, especially in the construction industry, is gaining importance with the development of modern technologies. With the help of these programs, it is easier to create, view, analyze and implement construction projects. In the process of teaching graphic programs, students are given

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https://www.researchgate.net/publication/359362846_Qurilish_chizmachiligi_fanini_o'qitishda_talabalar_fazoviy_tasavvurini_grafik_dasturlar_asosida_rivojlantirish_metodikasini_takomillashtirish

the opportunity to develop not only technical knowledge, but also creative thinking, problem-solving and design skills.²

Adaptation to modern technologies: Many graphic programs currently used in the construction industry (AutoCAD, Revit, ArchiCAD, SketchUp, etc.) provide the ability to create, model and analyze projects in real time. Studying these programs helps to strengthen students' technical knowledge and prepares them for the modern construction industry. **Effective creation and analysis of projects:** With the help of graphic programs, students save time when creating construction projects. For example, with the help of 3D modeling and visualization programs, it is possible to see how the project will look before its completion. This, in turn, allows you to create drawings more accurately and correctly.

The importance of the problem of forming and developing spatial imagination is that many studies have been conducted in this area. In particular, Uzbek scientists R. Khorunov, Yu. Kyrgyzboyev, I. Rakhmonov, R. Ismatullaev, Sh. Murodov, T. Azimov, D. Kuchkarova, E. Ro'ziyev, P. Adilov, S. Saydaliyev, Sh. Abdurakhmonov, A. Hamrakulov and others; including scientific research conducted by foreign scientists such as I.P. Istomina, O.V. Razumova, L.V. Zanfirova, L.P. Rusinova, A.V. Piliper, Yu.A. Volkova, Ye.P. Benenson, N.S. Podkhodova, A.I. Khubiyev, L.N. Anisimov, X.A. Arustamov, A.D. Botvinnikov, A.V. Ivanov, I.Ya. Kaplunovich, Yu.F. Katkhanov, Ye.I. Korzinov, I.I. Kotov, M.N. Makarov, A.A. Pavlov, V.S. Stoletnev, V.I. Yakunin, P.A. Ostroykov, I.P. Kaloshin.³

Skills Development: Teaching graphics programs teaches students a variety of skills. Students develop not only a technical approach to creating drawings, but also creative thinking. With the help of graphics programs, it will be possible to more clearly express ideas about projects developed. **Teaching students the basics of graphics and design:** One of the main tasks of teaching graphics programs is to help students understand construction graphics and design. Teaching students how to create 2D and 3D drawings using graphics programs allows students to learn construction technologies in more depth. **Technical Skills Development:** One of the most important tasks of teaching graphics programs is to teach students the technical skills necessary to

² <https://cyberleninka.ru/article/n/arxitektura-qurilish-chizmalarini-o-qitishda-grafik-dasturlardan-foydalanish-metodikasini-takomillashtirish/viewer>

³ <https://scispace.com/pdf/qurilish-chizmachiligi-fanini-oqitishda-grafik-dasturlardan-1r9v1465.pdf>

create drawings and models. Students learn to create drawings in the program, but also learn to make effective decisions during the project process.



1-rasm

House drawing drawn in Auto Cad program

Developing creative thinking: With the help of graphic programs, students have the opportunity to develop projects not only technically, but also creatively. These programs help students create their own designs, develop new ideas and express them visually. Developing a creative and analytical approach: Learning graphic programs helps students develop a creative and analytical approach to solving problems. When creating drawings, students are forced to consider different options, analyze them and choose the best option. This process, in turn, increases the analytical thinking skills of students. Solving real-world problems in the field of construction: By learning graphic programs, students learn not only to create drawings, but also to analyze various

aspects of construction projects. For example, they learn to solve real-world problems by paying attention to the selection of building materials, strengthening structures, location and other factors. Automating the construction process: Learning graphic programs helps to automate construction processes. Students will have the opportunity to quickly and efficiently create projects, analyze them, and view the results of projects in real time. This process allows you to create projects more efficiently and safely. Teaching graphics programs is very important for improving the knowledge and skills of students in the construction industry. With the help of these programs, students develop not only technical knowledge, but also creative and analytical thinking. In the process of studying graphics programs, students are given the necessary skills that ensure high efficiency in creating and analyzing construction projects. There are methodological approaches to using various graphics programs in teaching construction drawing. The selection of programs and their effective use in the teaching process is of great importance. AutoCAD: AutoCAD is a widely used program for creating construction and design drawings. With the help of AutoCAD, 2D and 3D drawings can be created. Teaching AutoCAD in teaching helps to provide students with technical knowledge. Revit: Revit is very effective in building data management and 3D modeling. In teaching, students are given the opportunity to manage construction projects, model them, and see the project process more fully and clearly using the Revit program. ArchiCAD: The ArchiCAD program is used to create architectural and design projects. Training in this program helps students create architectural structures, as well as create virtual models.

Methodology for using modern graphic programs. Modern graphic programs play an important role in creating, analyzing, and improving projects in the construction and architecture industries. With the help of graphic programs, it is possible to create 2D and 3D drawings, model, visualize, and develop animations, all of which serve to increase the effectiveness of the learning process. Methodological approaches used in teaching modern graphic programs help students develop not only technical knowledge, but also creative and analytical thinking. The main goal of teaching graphic programs is to teach students to effectively use modern technologies in creating construction and architectural projects. This methodology helps to develop students' technical knowledge, teach them innovative approaches, and increase creative thinking in the process of creating projects. The main objectives of the methodology for using graphics programs are as follows: Teaching students to create 2D and 3D drawings: Creating and visualizing drawings using graphics programs teaches students to move from traditional drawing to a modern, automated

approach. Modeling and analyzing projects: By studying graphics programs, students are given the opportunity to model construction projects, analyze and optimize their various aspects.⁴

Developing a creative approach: Using modern graphic programs, students learn to create their own designs, develop new ideas, and express them graphically. Various methodological approaches are used in teaching modern graphic programs. Each of them helps students develop certain skills. Below are some of the main methodological approaches: Theoretical lessons and instructions: Initially, when studying graphic programs, students are given theoretical knowledge about the main functions and capabilities of the programs. These lessons are aimed at teaching how the program interface, tools, and elements work. Using this method, students are introduced to the basic concepts of the program.

⁴ <https://journal.idpu.uz/index.php/phys-tech/article/view/4990>



2-rasm

House drawing drawn in Auto Cad program

Practical exercises: Practical exercises play a significant role in learning graphics programs. Students begin to apply theoretical knowledge in practice, create various design elements, and draw 2D and 3D drawings. With the help of exercises, students can be taught various functions and tools used in working with the program. Course projects: Students are given small course projects during their studies, in which they create a real-life construction or architectural project. This method provides students with the opportunity to apply their knowledge in real situations. Upon completion of the project, students submit a report on their work, which in turn requires analysis and updating. Teaching with the help of virtual and demonstration materials: Visually

displaying 3D models and interactively viewing projects is an effective method for students. Displaying 3D models created using graphics programs using virtual reality (VR) technologies allows students to fully understand the projects. This approach helps students to learn the material in a more lively and interesting way. Brief information about some popular programs used in the process of learning graphics programs and their methodological application: AutoCAD: AutoCAD is the most widely used 2D and 3D drawing program, which is used to create construction and architectural projects. The methodological approach to teaching students how to create drawings using the program is as follows: first, the basic tools are explained, and then practical exercises are organized so that students can work independently with them. When teaching AutoCAD, step-by-step instructions are given so that the student learns how to create drawings in the program. Revit: Revit is used for construction data management and 3D modeling. Students need to be explained the process of creating and modeling building elements in Revit from an initial technical point of view. Students are given interactive exercises, practices through modeling various structures and buildings. ArchiCAD: ArchiCAD is widely used in the field of architecture. In teaching, students learn to model, plan and place buildings using this program. Students are taught to interactively create various projects using the program, place structures and their elements. SketchUp: SketchUp is a 3D modeling program that allows you to create various models in architecture, design and other fields. It is based on the methodology of teaching students simple and fast approaches to creating projects in the SketchUp program. With the help of this program, students will have the opportunity to create, optimize and view 3D models. Some aspects that should be paid attention to when teaching graphic programs: Creating comfortable conditions for students: To learn graphic programs, it is necessary to provide students with the necessary technical tools, computers and programs. The effectiveness of practical training: During practical training, students should be given various tasks, encouraged to work independently, and helped to complete projects. Use of new technologies: It is necessary to create more effective teaching opportunities for students by teaching new technologies in the program, for example, using 3D visualization and virtual reality (VR) tools. Modern graphic software teaching methods help students not only create drawings, but also develop creative thinking. Effective use of programs provides students with solid knowledge in creating and analyzing construction and architectural projects. The use of modern methodological approaches in the process of studying graphic programs develops students' knowledge and skills, preparing them for successful work in the professional field. When teaching graphic programs, it is necessary to provide students with theoretical knowledge as well as

practical training. Methodological approaches in the teaching process are implemented in the following forms: Teaching using textbooks and manuals: Special textbooks and manuals should be developed for each program. These guides help students learn how to use the programs. Practical exercises: Students consolidate their knowledge by performing various tasks in graphics programs, creating drawings, and performing 3D modeling. Course projects: Students are given the task of studying and creating real-life construction projects. This methodology helps students understand the real problems of the construction industry. Teaching methods and practical exercises. Choosing effective teaching methods in teaching modern graphics programs is important in providing students with not only technical knowledge, but also creative thinking and analytical skills. Teaching graphics programs involves not only learning software tools, but also preparing students to create, analyze projects, and successfully implement them. Therefore, the correct organization of teaching methods and practical exercises significantly improves the process of student learning. The methods used in teaching graphics programs make the student's learning process active and effective. The main teaching methods are listed below:

CONCLUSION

Teaching construction drawing using modern graphic programs is a very important and effective process for students. These programs not only teach how to create drawings, but also develop creative and technical approaches in students when creating construction projects. Methodological approaches used in teaching programs such as AutoCAD, Revit, ArchiCAD help prepare students for the modern world of construction. The use of various methodological methods in the teaching process creates the opportunity to fully develop students' skills.

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TURKISH STATE ADMINISTRATION OF SAYIDS AND PLACE IN SOCIO-CULTURAL LIFE

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Abstract: *The term Sayyid is used to refer to the descendants of the Prophet Muhammad, especially the chain of his grandsons. According to the sources, the descendants of Fatima and Ali, the cousins of the Prophet Muhammad, were given the name "Sayyid". Sayyid is an honorary title of the descendants of Muhammad (s.a.v.), which means: master, owner, chief, leader. In the Middle Ages in Eastern countries, sayyids were considered a privileged group in Muslim society and had a high influence among religious people. In the regions of Samarkand, Kashkadarya, Surkhandarya, Navoi, and partly in Bukhara and Ferghana Valley, the descendants of Sayyids and sometimes the descendants of Khojas are treated with respect as "eshanbova" and "hoja". Descendants of the Sayyids came to Central Asia mainly from Iran, and some came from the Badakhshan lands of Afghanistan. During the Soviet era, the term "Sayyid" was suppressed, as were the Islamic kadriyats. Thanks to the independence of Uzbekistan, the national and religious values of our people have been restored. The rights of various classes in the society, including the descendants of Sayyids, were restored, and favorable conditions were created for them to freely practice their religious beliefs.*

Basic words: Sayyid, Khoja, Tora, Khan, Eshan, Eshonbova, Malik, Naqib, Sadr, Khanda, Poshsha Ana, Poshshakhan, Aftob, Oybib, Ova, Aka Tora, Aftob Ayim, Taqsir, Hazrat.

Аннотация: Для обозначения потомков Пророка Мухаммеда, особенно цепи его внуков используется термин «Сайид». Согласно источникам, потомкам Фатимы и Али, двоюродных братьев Пророка Мухаммеда, было присвоено имя «Сайид». Сайид – почетный титул потомков Мухаммеда (с.а.в.), что означает: хозяин, начальник, вождь. В средние века в странах Востока сайиды считались привилегированной группой в мусульманском обществе и имели большое влияние среди религиозных людей. В Самаркандской, Кашкадарьинской, Сурхандарьинской, Навоийской областях, а также частично в Бухарской и Ферганской долине к потомкам Сайидов, а иногда и потомкам

Ходжесей относятся с уважением как «эшанбова» и «ходжа». Потомки Сайидов пришли в Среднюю Азию в основном из Ирана, а некоторые пришли из Бадахшанских земель Афганистана. В советское время термин «Сайид» был запрещен, как и исламские ценности. Благодаря независимости Узбекистана восстановлены национальные и религиозные ценности нашего народа. Были восстановлены права различных классов общества, в том числе потомков сейидов, и созданы благоприятные условия для свободного исповедания ими своих религиозных убеждений.

Ключевые слова: Сайид, Ходжа, Тора, Хан, Эшан, Эшонбова, Малик, Накиб, Садр, Хандада, Поиша Ана, Поишахан, Афтоб, Ойбиби, Ова, Ака Тора, Афтоб Айим, Таксир, Хазрат.

In the Middle Ages in Eastern countries, sayyids were considered a privileged group in Muslim society and had a high influence among religious people. Among the public, sayyids took a place like ayans. Therefore, the term "sayyid" is found in historical sources and among the people.

The term Sayyid is used to refer to the descendants of the Prophet Muhammad, especially his grandsons. According to the sources, the descendants of Fatima and Ali, cousins of the prophet Muhammad, were given the name "Sayyid". For example, Saidamirkhan, Sayidolimkhan, Saidnabikhan, Saidkhan, Saidboy, Saidjon, etc.

Sayyid means: master, owner, chief, leader, spelling errors and misuses of this term can also be seen, but this does not change the logical essence of the concept of "sayyid". . Hazrat Ali's father, Abu Talib, was once a Sayyid of the Quraysh tribe. Therefore, this title was considered an honorary title of the descendants of Ali's sons Hasan and Husain.

Zahiriddin Muhammad Babur also described Sayyids as chiefs, leaders, descendants of prophets. Before Islam, the word Sayyid represented the title of the head of the Arab tribe and was used in the meanings of "leader", "chief". As mentioned above, Sayyids are descendants of Prophet Muhammad. In pre-Islamic Arabia, the term "sayyid" meant a representative of the tribal aristocracy, and they were active in state administration and socio-cultural life for thousands of years.⁵.

⁵ Семёнов А. А. Бухарский трактат о членах и званиях и об обязанностях нее урок средневековой Бухаре. СВ, т. V. 1948. – С.141.

Persons with the Sayyid surname held high positions in the state and were appointed to positions such as khutasib and naqib (leader) in the Bukhara Khanate. In the Emirate, sayyids are distinguished as a special privileged class and do not enter into marriage relations with other classes and categories of the population⁶. The descendants of the Prophet Muhammad who had the title of Sayyid had privileges such as living in any place they wanted, easy access to the humdar there, and exemption from all taxes.

Owner Amir Temur always appreciated the Sayyids. Sayyids are mentioned with respect in many pages of "Temur Tuzuklari". As noted in Acar, Sayyids took an active part in Sahibqiran meetings and gave valuable opinions on state, legal and moral issues. Sahibqiran learned many issues related to halal and haram from them. In the work, the sayyids are considered to be distinguished and considerate people, and they are replaced by honorifics. It is reflected in the written sources that Sahibqiran showed respect to the sayyids who were the descendants of the Prophet, respected them and always followed their advice in state administration. Mir Sayyid Baraka of Makkah was a descendant of Sayyids of Termiz and was considered the elder of Sahibqiran. Amir Temur said in his will: "Put my head at the feet of my old Mir Sayyid Baraka."

Amir Temur wrote in his decrees: "The first decree I used in the development of the religion was that I appointed one capable among the sayyids as the leader of the people of Islam." Or, - "Those who have a special leader, a naqib in the community of sayyids."

In every area where Muhammad's descendants lived, there was a special naqib who led them. Until the 10th century, all Naqibs belonged to the Abbasids, and Ali's descendants also obeyed them, and later there was a split. In Termiz, the naqib of the sayyids was also responsible for resolving legal issues and distributing allowances⁷.

The generation of Sayyids in the Fergana Valley is distinguished by their politeness and intelligence. Especially, the relationship between husband and wife acquires a sincere and natural meaning. Honoring Sayyidzadas, calling them "khondada" (appeal to father), "poshsha ona" (appeal to mother), "poshshakhan" (in relation to daughter), "oftab" (in relation to daughter-in-law, aunt, aunt, for example, daughter-in-law oftab, aunt oftab, amma oftob, etc.), "poshsha", "oybibi" (used by the spouse of the housewife), "ova" (elder sister, relative to the owner), "aka tora" (pochcha), "son of the groom" ra" (son-in-law), "torakhan", "taqsir" (son), "poshsha oftob"

⁶ Шу асарда. – С.158-159.

⁷ Мирзаев Ж. Термиз саййидлари // Мулоқот, 1997 йил 6-сон. 45 – 46-бет.

(appeal to people around, neighbors who are younger or the same age as him), They are addressed with words such as "Oftob Ayim" (an address to a housewife who is older than her), "Toram", "Toramlar", "Hazrat" (an address to a man). Admittedly, these words are common everyday words between the household of Sayyids and the people who interact with them.

However, most of these words are rarely found in modern Uzbek language and fiction. In the Sayyid family, children were raised with high pedagogical skills. They are given great freedoms at the expense of a sense of future obligations. Children acquire not only religious beliefs, but also worldly sciences. Physical punishment and rude, insulting words are never used against them.

Naming children after great people and saints puts an end to the situation of violence itself, because using rudeness to a child is also considered disrespectful to the respected great people associated with his name. The main requirement is upbringing, mutual respect, modesty, eloquence (speaks well), neat dressing, respect for adults, drawing conclusions based on observing others. In the Sayyid houses, the pir-murid relationship was continued from generation to generation. This is probably why the owners of "ordinary" houses respectfully address them as "eshon bovalar" ("eshon bavo", "eshon bova" means "eshon bova") or look at them in such a way. But some people and individuals use such words in a bitter sense of cynicism towards Sayyids, for example, "eshonzoda", "ok suyak", etc.

Only in this case, the pronounced sentence is spoken with special emphasis. Even during the Soviet era, he could not abruptly end the pir-murid relationship. No matter how many measures were taken by the government to stop this situation, this process continued. For this reason, the door of the Sayyids' house is always open. A visiting guest or anyone visiting from far and wide is greeted with open faces and smiling greetings. The Sayyids pay special attention to the genealogy as a document confirming their descent from the Prophet. However, the family tree is not shown to everyone. It's just an excuse.

In fact, this is understandable, because over time, homeowners have become more cautious. For example, in a secret letter written by the head of the city of Tashkent on December 8, 1892 to the governor of the Syrdarya region, which is kept in the National Archives of Uzbekistan, it is written: , from my side, the influence of the local people on the city work assigned to me, as well as the influence of the bigoted ideas that have passed on I will take all measures so that it does not fall into the direction of⁸. Decisions and documents expressing similar opinions and attitudes did

⁸ Ўз МА, И-17-фонд, 1-рўйхат, 26660-иш, 3-варақ.

not lose their influence even later, that is, during the Soviet era. Such a tense relationship will cause serious injuries to the genealogy, mentality and lifestyle of the next generation.

In the regions of Samarkand, Kashkadarya, Surkhandarya, Navoi, and partly in Bukhara and Fergana Valley, the descendants of Sayyids and sometimes the descendants of Khojas are treated with respect as "eshanbova" and "hoja". In fact, it is a title earned through the work of an individual. Derived from the word Eshan (Persian - ruler of the majority, people), they were used to refer to people who brought religious spirituality to the Islamic world. In Persian, the third person plural also means "they". This name was created due to the respect of a part of Muslims for the Eshans, and the reason that some people do not say the names of respected persons, not only looking them straight in the eyes, but even behind their backs, according to Muslim traditions. Local residents usually use the pronoun "Ular-Eshon" as "Hazrat", that is, Mr.⁹.

In fact, Eshon is a title. "It is known that prosperity does not come through lineage or generation, but through sects and leeches. When Piru murshids give lessons to their murids and admirers in the path of Islam and commandments, those who reach the level of enlightenment are confirmed by "hatti irshad" like a family tree. Eshons can come from Sayyidzads and other profoundly learned lineages and individuals."¹⁰.

The pamphlet "Tashkent Eshonlari" written by N. Likoshin describes the brief social situation of fifty-four Eshons. The Eshans whose names are mentioned in this pamphlet belong to the Qadiriya, Naqshbandiya, Sultaniya, Suhrawardiya, Kubraviya (words such as "Eshan belonging to the Jahriya direction" are also mentioned, perhaps the author meant the Yassawiya). gives information about Among the population, descendants of Eshans are called Eshanzodas, which means "sons of Eshan". Even a person who does not belong to Eshans can rise to the level of Eshan through high religious knowledge, and it is not necessary to be a descendant of the Prophet to become an Eshan. For this, a person needs to be mentally and spiritually mature¹¹.

Owner Amir Temir brought many Arabs back from his travels to the Arab world. Sayyid Hazrat Sultan Amir Shamsuddin Mirhaidar (died 1365/66), a religious leader from Kasbi district of Kashkadarya region, took some of these Arabs at the request of Sahibqiran and settled them in the areas of present-day Kosan district. This part of the Arabs was called "Mirhaydari", they

⁹ Остроумов Н.П. Мусулманские ишаны. – Ташкент: Тинография газеты “Средназиатская жизнь”, 1908. – С.206.

¹⁰ Ликошин Н. Тошкент эшонлари. – Т.: Рухафо, 1996.

¹¹ Ликошин Н. Тошкент эшонлари. – Т.: Рухафзо, 1996. 7-бет.

considered Sultan Mirhaydar as their own, and paid taxes until the 20s of the 20th century. They were engaged in agriculture along with animal husbandry, which is an ancient economic way of life. Although there are not many Arabs in the region, they still keep their name.

Some people claim to be the descendants of the Prophet for the sake of worldly benefits or to gain respect and prestige. He becomes a Sayyid or a Khoja from a lie. Or he thinks and talks that he is from the Prophet's generation, even if there is no clear evidence.

In the hadith shared by Imam Bukhari, it is said: "The biggest lie is when a person attributes himself to someone other than his father." Another hadith says: "If a person knowingly claims someone other than his father (as father), then he has brought a blessing to disbelief", and another hadith says: "Whoever claims someone other than his father, Jannah is forbidden to him." , it is emphasized.

During the Soviet era, the term "Sayyid" was repressed, as well as the Islamic cadres. First of all, people belonging to the Prophet's generation were persecuted. Holy places and shrines were trampled. The Sayyids were condemned to forget their origin, ancestors, even their name. Thanks to the independence of Uzbekistan, the national and religious values of our people have been restored. The rights of various classes in the society, including the descendants of Sayyids, were restored, and favorable conditions were created for them to freely practice their religious beliefs.

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ХАРАКТЕРИСТИКА ИЗМЕНЕНИЙ ВЕСА У ВИЧ БОЛЬНЫХ

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Факторы риска, способствующие развитию неинфекционных заболеваний, такие как изменение массы тела, играют важную роль в распространенности хронических заболеваний. Несмотря на это, взаимосвязь между ними до конца не изучена. Поэтому мы изучили распространенность этого фактора риска в ВИЧ-инфицированной популяции с хроническими гастродуоденальными заболеваниями.

Ключевые слова: вирус иммунодефицита человека, популяция, хронические гастродуоденальные заболевания, избыточный вес, недостаточный вес

CHARACTERISTICS OF WEIGHT CHANGES IN HIV PATIENTS

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Risk factors that contribute to the development of noncommunicable diseases, such as changes in body weight, play an important role in the prevalence of chronic diseases. Despite this, the relationship between them is not fully understood. Therefore, we studied the prevalence of this risk factor in an HIV-infected population with chronic gastroduodenal diseases.

Key words: human immunodeficiency virus, population, chronic gastroduodenal diseases, overweight, underweight

Введение. Хорошо известно, что к независимым факторам риска, способствующим формированию и обострению ХГДЗ, относятся изменения, связанные с потерей или набором веса. Поэтому в настоящем исследовании эти факторы рассматривались в контексте ВИЧ-инфекции и популяции, и были определены «эпидемиологические пути», приводящие к ХГДЗ, на основе тех, которые рассматривались в контексте ВИЧ-инфекции.

Доказано, что ВИЧ и СПИД могут вызывать резкую и значительную потерю веса, или истощение. Эти изменения наблюдаются не только на стадии СПИДа, менее заметная потеря веса возможна и на ранних стадиях ВИЧ-инфекции. Потеря веса при ВИЧ отличается от потери веса при голодании. В то время как голодающие люди сначала теряют

жир, ВИЧ-инфекция приводит к потере гладких тканей тела, таких как гладкая мышечная масса, и таким образом изменяется сама структура тела.

Одним из факторов, способствующих снижению веса при ВИЧ, является повышенный расход энергии. Почему это происходит, пока неизвестно, но исследования показывают, что люди с ВИЧ в состоянии покоя потребляют примерно на 10% больше калорий, чем люди без ВИЧ; на поздних стадиях ВИЧ-инфекции энергозатраты еще больше. Однако ускорение метаболизма - не единственная проблема. В обычных условиях человек может есть немного больше или двигаться немного меньше, чтобы компенсировать потерю энергии, если энергозатраты немного увеличиваются.

Во-первых, ВИЧ снижает потребление энергии, или, проще говоря, люди с ВИЧ начинают меньше есть. Поскольку вирус ослабляет иммунную систему, могут развиваться различные инфекции, которые влияют как на аппетит, так на способность принимать пищу, то есть жевать и глотать. Например, язвы во рту и горле могут сделать проглатывание пищи болезненным, проблемы с кишечником и тошнота могут снизить аппетит; ВИЧ-инфицированные могут чувствовать себя плохо, у них меньше сил на покупку продуктов или приготовление пищи для себя. Стресс и психологические проблемы также могут оказать негативное влияние. Во-вторых, ВИЧ и другие инфекции могут повреждать слизистую оболочку желудочно-кишечного тракта, что приводит к снижению усвоения питательных веществ из пищи, особенно жиров, и потере веса. Кишечные расстройства – распространенный симптом таких проблем с пищеварением.

Цель исследования: выяснить характеристику изменений веса у ВИЧ-больных с гастродуоденальными заболеваниями.

Материалы и методы. Для исследования были отобраны ВИЧ-инфицированные жители Андижана, которые, по данным областного комитета статистики, были репрезентативны для всего населения города по специальным расчетам. Исследование проводилось в соответствии с научной программой «Разработка и практическое применение новых технологий ранней диагностики, профилактики и лечения внутренних болезней при ВИЧ-инфекции», утвержденной Министерством здравоохранения Республики Узбекистан.

Результаты и выводы. Анализ показал, что недостаточный вес (НВ) (83,0%) был широко распространен при ВИЧ среди населения в возрасте 20-69 лет, что видно из данных, представленных в таблице 1. Избыток веса (ИВ) (4,1%) встречался значительно 20

раз реже, чем недостаточный. Полученные нами результаты в этом направлении представлены на рис.1.

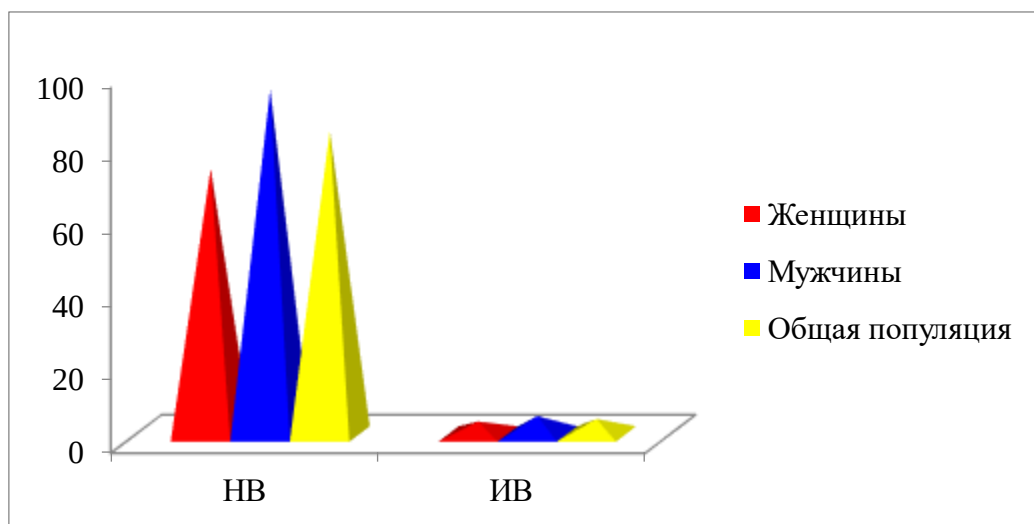


Рис.1. Распространенность изменений веса у ВИЧ-инфицированного населения

Распространенность этих факторов риска у ВИЧ-популяции женщин и мужчин составили соответственно: НВ – по 72,6% и 94,3% ($P < 0,05$) и ИВ – по 3,4% и 4,9% ($P > 0,05$). Мы убедились в том, что НВ встречаются у обследованных по сравнению с ИВ более чем в 20,7 раз ($P < 0,001$). Среди мужчин отмечено более высокая распространенность отмеченных ФР, чем у женщин: НВ – на 21,7% ($P < 0,05$) и ИВ – на 1,5% ($P > 0,05$).

Далее были изучены и оценены возрастные показатели выявления характеристики НВ и ИВ среди ВИЧ-положительных лиц. Данные представлены на рисунке 2.

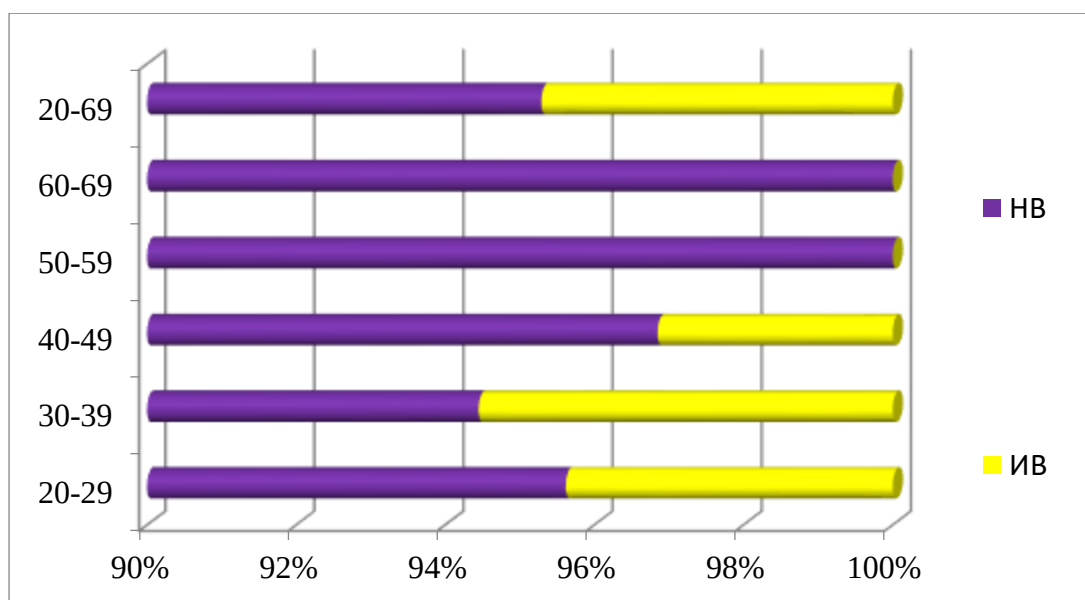


Рис.2. Возрастные особенности распространения изменений веса у ВИЧ-инфицированного населения

Анализ подтвердил высокую распространенность НВ во всех возрастных группах исследуемой популяции. Распространенность НВ в зависимости от возраста составила 20-29 лет - 65,5% и 30-39 лет - 93,6% ($P<0,05$), в 40-49 лет – 95,4%, в 50-59 лет – 100,0% ($P<0,05$) и в 60-69 лет – 100,0% ($P<0,05$) (рис. 2).

Очень низкая выявляемость ИВ отмечена у ВИЧ-инфицированной популяции 20-69 лет – 4,1%. В группе лиц 60-69 и 50-59 лет этот фактор не выявлялся (0,0%), а в других возрастных группах ИВ отмечалось сравнительно меньшей частотой: в 20-29 лет – 3,0%, в 30-39 лет – 5,5% ($P<0,05$) и в 40-49 лет – 3,1% ($P>0,05$).

Таким образом, в ВИЧ-инфицированной популяции четко прослеживаются специфические закономерности эпидемиологических условий для ХГДЗ на фоне НВ и ИВ. Эти закономерности должны быть отражены в программах лечения и профилактики гастроудоденальных патологий в контексте ВИЧ-инфекции.

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CULTURAL SIGNIFICANCE OF PHRASEOLOGICAL UNITS IN ENGLISH AND UZBEK LANGUAGES

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Abstract

The cultural significance of phraseological units in English and Uzbek languages highlights the intricate relationship between language and culture. Phraseological units, which include idioms, proverbs, and collocations, serve as reflections of cultural values, beliefs, and practices. In English, these expressions often reveal historical contexts, societal norms, and humor, while in Uzbek, they emphasize family ties, nature, and traditional wisdom. This study aims to analyze the similarities and differences in phraseological units between the two languages, exploring how they embody unique cultural identities. By examining selected phrases, the research underscores their roles in communication, cultural exchange, and the preservation of linguistic heritage. Ultimately, understanding these units enhances cross-cultural competence, fostering deeper appreciation for both languages and their respective cultures.

Keywords: figurative meaning, function, sayings, tradition, wisdom, cultural differences, maritime, hospitality, cross-cultural.

Культурное значение фразеологических единиц в английском и узбекском языках подчеркивает сложные взаимосвязи между языком и культурой. Фразеологические единицы, включая идиомы, пословицы и устойчивые выражения, служат отражением культурных ценностей, убеждений и практик. В английском языке эти выражения часто отражают исторический контекст, нормы общества и юмор, тогда как в узбекском они подчеркивают семейные узы, природу и традиционную мудрость. Цель этого исследования – проанализировать сходства и различия фразеологических единиц между двумя языками, изучая, как они воплощают уникальные культурные идентичности. Изучая выбранные фразы, исследование подчеркивает их роль в общении, культурном обмене и сохранении языкового наследия. В конечном итоге понимание этих единиц способствует межкультурной компетентности и углубляет оценку обоих языков и их культур.

Ключевые слова: Фигуральное значение, функция, пословицы, традиция, мудрость, культурные различия, морская, гостеприимство, межкультурный

Annotatsiya

Ingliz va o'zbek tillaridagi frazeologik birliklarning madaniy ahamiyati til va madaniyat o'rtasidagi murakkab aloqani ta'kidlaydi. Idiomalar, maqollar va kombinatsiyalarni o'z ichiga olgan frazeologik birliklar, madaniy qadriyatlar, ishontirishlar va amaliyotlarning aks-sadosi sifatida xizmat qiladi. Ingliz tilida ushbu ifodalar ko'pincha tarixiy kontekstni, jamiyat normalarini va hazilni ko'rsatadi, o'zbek tilida esa oilaviy bog'liqliklar, tabiat va an'anaviy donolikka urg'u beriladi. Ushbu tadqiqot ikki til o'rtasidagi frazeologik birliklarning o'xshashliklari va farqlarini tahlil qilishni maqsad qilmoqda, ularning o'ziga xos madaniy identitellarni qanday ifodalashini o'rganadi. Tanlangan iboralarni o'rganish orqali tadqiqot ularning kommunikatsiya, madaniy almashinish va til merosini asrashdagi rolini ta'kidlaydi. Nihoyat, bu birliklarni tushunish madaniyatlararo kompetentsiyani rivojlantiradi va har ikkita til va ularning madaniyatlarini chuqurroq qadrlashga yordam beradi.

Kalit so'zlar: tasviriy ma'no, funktsiya, maqollar, an'ana, donolik, madaniy farqlar, dengiz, mehmondo'stlik, madaniyatlar to'qnashuvi

Introduction

Language is not only a means of communication but also a carrier of culture, traditions, and historical experiences. Phraseological units, also known as idioms, proverbs, and fixed expressions, play a crucial role in enriching the language and reflecting the worldview of a particular nation. English and Uzbek languages, belonging to different language families—Germanic and Turkic, respectively—exhibit unique phraseological units that encapsulate the cultural identity of their speakers. This article explores the cultural significance of phraseological units in English and Uzbek languages, comparing their origins, structures, and functions.

The cultural significance of phraseological units in English and Uzbek languages reflects the rich tapestry of each culture's unique worldview and social practices. Phraseological units, such as idioms, proverbs, and fixed expressions, serve as linguistic markers that embody shared experiences, values, and customs. In English-speaking cultures, expressions like "break the ice" and "throw in the towel" reveal attitudes towards communication and perseverance. Similarly, in Uzbek culture, phrases like "to have a heart of stone" or "to catch the tail of a tiger" convey deep-rooted beliefs and societal norms. By analyzing these phraseological units, we gain insights into

how language shapes thought and influences behavior within each culture. This exploration reveals not only linguistic diversity but also the profound connections between language and identity, allowing for a richer understanding of both English and Uzbek cultural landscapes.

Methods and Results

A) The Concept of Phraseological Units

Phraseological units are stable word combinations that have figurative meanings distinct from the literal meanings of their individual components. They are an essential part of the lexicon in any language and serve to convey complex ideas succinctly. Phraseological units can be classified into various categories, including idioms, proverbs, sayings, and collocations.

B) Cultural Reflections in English Phraseological Units

The English language, influenced by its historical evolution, literature, and socio-political changes, has a rich repository of phraseological units. Many idioms and proverbs reflect British traditions, religious beliefs, and historical events. For example:

"A penny for your thoughts" (used to ask someone what they are thinking) originates from an old English practice of paying for valuable ideas.

"The apple of one's eye" (a beloved person) has biblical roots, highlighting the religious influence on English phraseology.

"Bite the bullet" (to endure hardship) originates from battlefield medicine, where soldiers bit on bullets during painful procedures.

"Break the ice" (to initiate social interaction) comes from maritime activities where ships would break ice to navigate. These examples illustrate how historical experiences and cultural contexts shape the English language's phraseological expressions.[5;47p]

C) Cultural Reflections in Uzbek Phraseological Units

Uzbek phraseological units reflect the country's nomadic heritage, Islamic traditions, and historical ties with Persian, Arabic, and Russian cultures. Many Uzbek idioms and proverbs are deeply rooted in folk wisdom, hospitality, and respect for elders. Examples include:

"Ko'z qorachig'idek asramoq" (to protect like the pupil of an eye) emphasizes the importance of care and protection, similar to the English "the apple of one's eye."

"Otangga rahmat" (thank your father) is used to express gratitude, reflecting the Uzbek cultural value of respecting ancestors.

"Yetti o'lchab, bir kes" (measure seven times, cut once) teaches patience and careful decision-making, paralleling the English "measure twice, cut once."

"Ko'ngil ko'zi ochiq" (having an open heart) signifies wisdom and openness, highlighting the Uzbek emphasis on emotional intelligence. These phraseological units demonstrate the deep connection between language and cultural heritage in Uzbekistan.[6;13p]

D) Comparative Analysis of English and Uzbek Phraseological Units

Although English and Uzbek belong to different linguistic families, they share common themes in phraseology, such as wisdom, patience, and respect. However, cultural differences influence the way these concepts are expressed:

Religious Influence: English idioms often derive from Christianity (e.g., "cast the first stone"), while Uzbek idioms frequently reflect Islamic teachings (e.g., "Inson – inson uchun ko'zgudek" meaning "A person is a mirror for another").

Historical References: English idioms are often linked to maritime, industrial, and colonial history, whereas Uzbek idioms reflect a nomadic and agricultural lifestyle.

Social Values: Both languages emphasize respect for elders and wisdom, but Uzbek phraseology places greater emphasis on collectivism and hospitality, whereas English idioms often reflect individualism.[2;30p]

E) The Role of Phraseological Units in Cross-Cultural Communication

Understanding phraseological units is essential for effective cross-cultural communication. Language learners and translators must grasp the cultural nuances behind idioms to avoid misinterpretations. For example, direct translations of idioms may lead to confusion if the cultural context is not considered. Bridging cultural gaps through phraseology enhances international dialogue and fosters mutual understanding. Phraseological units play a significant role in cross-cultural communication. They are expressions that convey meanings beyond their literal interpretations, reflecting cultural values and social norms. Understanding these units fosters better comprehension between speakers from different backgrounds, as idioms and sayings often encapsulate cultural wisdom and unique experiences. For example, "kick the bucket" in English or "spill the beans" may not have direct equivalents in other languages, leading to misunderstandings if not properly translated or contextualized. Moreover, using local phraseological units can enhance interpersonal connections, showing respect and appreciation for the other culture. It facilitates engagement and can help to bridge gaps in communication, making interactions more meaningful and enriching. Mastering phraseological units is essential for effective cross-cultural dialogue, promoting mutual understanding and respect.

Discussion

The cultural significance of phraseological units in English and Uzbek languages highlights how language encapsulates shared values and social norms. In English, idiomatic expressions often illustrate concepts like determination and humor. For example, "spill the beans" conveys secrets revealed, reflecting a culture that values transparency and openness in communication. Conversely, Uzbek phraseological units are deeply rooted in traditions and proverbs. Expressions such as "a wise man learns more from a fool than a fool learns from a wise man" emphasize the importance of humility and learning from experiences, resonating with the communal nature of Uzbek society. Both languages utilize idioms to convey complex emotions and ideas succinctly, which fosters rapport and cultural identity. Understanding these units enriches intercultural communication. It encourages respect for diverse perspectives and demonstrates how language functions not just as a communication tool, but as a vessel of cultural heritage, ultimately bridging divides and building connections between different peoples.

Conclusion

In conclusion, the cultural significance of phraseological units in both English and Uzbek languages serves as a testament to the rich tapestry of human experience. These idiomatic expressions not only reflect cultural values, beliefs, and social norms but also enhance communication by conveying complex ideas in relatable ways. The comparison between the two languages reveals unique insights into their respective societies, with English idioms emphasizing individualism and transparency, while Uzbek phrases highlight communal wisdom and humility. By studying these phraseological units, we gain a deeper understanding of how language shapes thought and cultural identity. This exploration encourages greater appreciation for linguistic diversity and fosters mutual respect among different cultures. Ultimately, recognizing the cultural weight of these expressions reinforces the notion that language is not just a means of communication, but also a crucial element of our shared humanity. Phraseological units in English and Uzbek serve as windows into their respective cultures, offering insights into history, values, and social norms. Despite linguistic differences, both languages use phraseology to convey wisdom, emotions, and shared human experiences. Studying these units enriches language learning and strengthens intercultural connections.

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ETYMOLOGY OF THE MOST COMMON UZBEK ANTHROPONYMS AND THEIR PRAGMATIC FUNCTION IN FICTIONAL DISCOURSE

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Abstract. Anthroponyms, or personal names, are a crucial part of linguistic and and key elements to signify cultural identity, they reflect not only historical and social, but also pragmatic aspects of a language. The study explores the etymology of the most common Uzbek anthroponyms and examines their pragmatic functions within fictional discourse. By analyzing previously conducted research on Uzbek and Turkish anthroponymy, the study identifies patterns in name formation and usage, shedding light on how names contribute to character development and narrative structure. Examples from Uzbek literature illustrate the functional roles these names carry in fictional contexts.

Annotatsiya. Ismlar nafaqat insonni atash vositasi, balki ularning madaniy va tarixiy ildizlarini, ijtimoiy o'rnini va tilimizning boyligini aks ettiruvchi muhim unsurlardan biridir. Ushbu maqolada o'zbek tilida eng ko'p uchraydigan shaxsiy ismlarning kelib chiqishi o'rganilib, ularning badiiy adabiyotda qanday ma'no anglatishi tahlil qilinadi. Ilgari olib borilgan tadqiqotlar asosida, o'zbek va umuman turkiy ismlarning shakllanishi, ularning qachon va qanday qo'llanilishi kabi qonuniyatlar tahlil qilinadi. Shuningdek, badiiy asarlardan olingan misollar orqali bu ismlarning qahramonlar xarakteri va hikoya tuzilishiga qanday ta'sir qilishi ochib beriladi.

Introduction Anthroponymy's personal name studies have always been one of the most crucial aspects of linguistic investigations. Under this term, one would seek to understand the cultural, historical, and social implications behind the names. Begmatov E. A. (1991) studied to a certain extent the history of Uzbek anthroponyms: their evolution at various stages of the historic period. His research showed deep linguistic layering in Uzbek names, proving that they were a mixture of Turkish, Persian, and Arabic origins. This historical background is an important aspect for understanding names beyond the identification function, with cultural as well as historical meanings. Following this groundwork, Begmatov E. and Ulugov N. (2008) compiled a large

bibliographic guide to Uzbek onomastics-internalizing previous research and those approaches to studying personal names. Their work emphasizes the transdisciplinary character of anthroponymy: the historical narrative, the linguistic change, and the sociopolitical context highlight naming traditions. They discovered that names are more than mere linguistic units: they are living markers of culture and changes throughout the time.

From a more contemporary angle, Kenjayeva S. E. (2011) examined Uzbek anthroponyms through a semantic and sociolinguistic lens, highlighting the fluidity of name meanings and their shifting connotations across different social and historical landscapes. Her research underscores the role of names in shaping identity and interpersonal dynamics, particularly within fictional discourse, where names often function as subtle yet powerful indicators of character roles, relationships, and narrative progression.

Adding a fresh perspective, Melibayeva S. A. (2023) explored Uzbek personal names from both linguistic and cultural viewpoints, emphasizing their role as carriers of collective memory and communicative intent. Her study reveals that in fictional discourse, anthroponyms transcend their conventional role, actively shaping character identity, thematic resonance, and even reader perception. Her findings suggest that names in literature serve as coded messages, reinforcing underlying cultural narratives and authorial intent.

Building upon these significant contributions, this article aims to further explore the etymology and pragmatic significance of widely used Uzbek anthroponyms in literary discourse. By analyzing key examples from Uzbek fiction, the study will demonstrate how names function as narrative devices, influencing character development, thematic depth, and storytelling structure. Through this lens, Uzbek anthroponymy emerges not merely as a linguistic curiosity but as a vital element in the artistic and cultural fabric of fictional narratives.

Methodology To explore the etymology and pragmatic function of Uzbek anthroponyms in fictional discourse, this study adopts a qualitative research approach. Specifically, it builds on three key methodological pillars.

First and foremost, the research draws upon a comprehensive analysis of existing linguistic and anthroponymic studies. By synthesizing previous scholarly works, the study establishes a solid theoretical foundation, identifying historical patterns and linguistic influences that have shaped Uzbek personal names over time.

Secondly, a close examination of Uzbek literary works allows for the identification of common anthroponyms and their contextual usage. This step is crucial in uncovering how names function within fictional narratives, shedding light on their deeper meanings and narrative significance.

Finally, a pragmatic analysis of selected anthroponyms is conducted, considering their symbolic, functional, and character-building roles in storytelling. Names in literature often carry connotations beyond their literal meanings, influencing character perception, foreshadowing developments, and reinforcing thematic elements.

To ensure a well-rounded analysis, the study utilizes a carefully curated corpus of Uzbek novels and short stories. This diverse selection spans different literary genres, offering a broad representation of anthroponymic patterns and their varied applications in fictional discourse. Through this multifaceted approach, the study not only traces the linguistic roots of Uzbek names but also demonstrates their integral role in shaping literary narratives.

Results The analysis highlights distinct linguistic origins of common Uzbek anthroponyms.

Firstly, Turkish-origin names like Yo‘lchi ("traveler") and To‘lqin ("wave") reflect nature and societal values, reinforcing ancestral heritage.

Secondly, Persian-derived names such as Bahrom and Rustam, known from classical Persian literature, showcase historical cross-cultural influences, often associated with nobility and heroism.

Thirdly, Arabic-origin names like Muhammad and Karim stem from Islamic traditions, symbolizing moral virtues and religious identity.

Beyond etymology, anthroponyms in Uzbek fictional discourse serve vital pragmatic functions:

1. **Character Differentiation:** Names reflect social status, regional background, or personality traits.
2. **Narrative Foreshadowing:** Names often hint at character destinies (O‘roz—"blessing"—for a selfless protagonist).
3. **Cultural Representation:** Authentic names immerse readers in Uzbek traditions, reinforcing historical depth.

Ultimately, Uzbek anthroponyms go beyond identification; they shape identity and narrative, making them essential to literary storytelling.

Discussion The findings strongly reinforce prior research, affirming that Uzbek anthroponyms are not merely linguistic remnants of the past but living markers of identity that bridge history, culture, and contemporary usage. More significantly, these names do not function in isolation; rather, they are intricately woven into the fabric of fictional narratives, serving as powerful tools to enrich storytelling, solidify thematic depth, and construct culturally resonant character portrayals.

A striking example of this phenomenon can be found in Abdulla Qodiriy's "O'tgan kunlar", where names transcend their basic role as identity markers. The protagonist Otabek—derived from the Persian-rooted *bek* ("leader")—immediately evokes notions of nobility, wisdom, and responsibility. Notably, this choice is not arbitrary; it subtly guides the reader's perception of Otabek's character arc, reinforcing his role as a principled and honorable figure caught in the socio-political turbulence of his time. Through such carefully chosen anthroponyms, authors embed layers of meaning into their narratives, allowing names to serve as narrative signposts that foreshadow character destinies or underscore key ideological conflicts.

Beyond individual literary examples, a comparative analysis with other Turkish languages reveals both striking similarities and unique linguistic evolutions. While Uzbek anthroponymic structures exhibit notable parallels with Kazakh and Uighur naming traditions—particularly in the use of honorifics and nature-derived names—their phonetic development and semantic nuances have taken on distinct characteristics over time. This divergence is particularly evident in the adaptation of Arabic and Persian influences, which have been assimilated into Uzbek naming conventions in ways that differ from their usage in neighboring Turkish languages. Consequently, Uzbek anthroponyms stand as a testament to the dynamic interplay of historical inheritance and linguistic adaptation, reflecting not only the past but also the evolving identity of Uzbek culture.

Conclusion The study highlights the etymological diversity of Uzbek anthroponyms and their significant pragmatic functions in fictional discourse. Names in Uzbek literature are more than simple identifiers; they carry cultural, historical, and narrative weight. Future research could explore regional variations in Uzbek anthroponymy or its evolution in modern naming conventions.

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USE OF MODERN EDUCATIONAL TECHNOLOGIES IN PHYSICAL EDUCATION LESSONS IN THE EXAMPLE OF TECHNICAL HIGHER EDUCATION

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Annotation: This article discusses in detail the effective aspects of the use of modern educational technologies in physical education lessons in the example of technical higher education, their importance, as well as several educational technologies that serve to ensure the quality of education.

Keywords: In physical education lessons, educational technologies, level differentiation technology, information and communication technologies, technical higher education.

Introduction: We will focus on those used by physical education teachers. It is impossible to conduct a modern physical education lesson and increase its effectiveness without developing the issue of individual-oriented educational technology, student-oriented education. Student-oriented and differentiated approaches are important for students with both low and high results in physical education. Low development of movement qualities is often one of the main reasons for students' failure in physical education, and high-level students are not interested in lessons intended for the average student. In addition to dividing students into main and preparatory groups, in almost every class it is possible to conditionally divide children into several more groups (categories), Physically well-developed children may lose interest in studying in class if it is not very easy and interesting for them. Therefore, it is necessary to differentiate both the tasks and the content, the speed of mastering the program material, and the assessment of achievements.

The content of personality-oriented education is a set of pedagogical technologies for the differentiated training of motor actions, the development of physical qualities, the formation of knowledge and methodological skills, the management of the educational process, and the achievement of physical perfection. 2. Level differentiation technology: One of the directions for improving the physical education of students in educational schools is the use of a differentiated approach in physical education lessons, which is an important condition for optimizing the educational and upbringing process. The need for a differentiated approach to students in teaching is not a new idea, but, unfortunately, has not been implemented to the necessary extent in practice.

It is impossible to further improve the lesson and increase its effectiveness without developing the issue of differentiated education. Children with different levels of physical fitness and psychological qualities are often selected in classes. This leads to a decrease in the effectiveness of physical education lessons, provided that uniform requirements and methods of working with all students are applied. When assessing physical fitness, both the maximum result and the increase in the result are taken into account. In addition, individual achievements are of great importance.

3. Information and communication technologies: The development of society today requires the use of new information and communication technologies in all aspects of life. Currently, a computer at home and at school is no longer a luxury, but a tool for work. Is the use of ICT in physical education lessons mandatory? Is it appropriate? After all, physical education is, first of all, movement. The teacher's task in the lesson is to choose teaching methods that allow each student to show his activity, creativity, and activate the student's motor and cognitive activity. The use of new information technologies and Internet resources allows you to solve many problems and achieve maximum results in physical education lessons. It allows you to solve problems of diagnosing the level of health and physical fitness of participants. The use of presentations in the lesson allows you to present theoretical material in a more detailed and demonstrative way, which makes the learning process most effective. Also, with the help of a presentation, you can explain the rules of sports games, tactical actions of players, present historical events, biographies of athletes in a colorful way. The presence of a visual range of information allows you to fix it in memory.

Results and Methods: increasing the effectiveness of the use of modern pedagogical technologies in physical education lessons, incorporating teaching methods. Currently, physical education teachers, like all teachers, are required to use advanced pedagogical technologies, such as organizing lessons based on modern pedagogical requirements, forming an innovative approach to the lesson, and teaching students to think independently during the lesson. These modern technologies serve to activate the assimilation of knowledge by students in physical education and sports classes, and to develop their personal qualities by increasing the activity between students and the teacher in the educational process. In place of the conclusion, it should be said that, as we noted above, a perfect system of modern technology has not been developed in secondary schools to date. At the same time, the need for this system is a requirement of the times, because modern technology is a process that increases the effectiveness of students' mastery of knowledge, skills and qualifications based on a certain system. Modern education should be reflected in the tasks,

content, methods, means, forms of organization and results of studying through technologies. Improving the theoretical and practical knowledge of students in studying physical education through modern educational technologies is an important scientific and pedagogical problem. For this, it is necessary to use new teaching methods, including modern educational technologies.

Conclusion: Thus, the design of the educational process in the conditions of new requirements for a physical education teacher implies not only other approaches to planning educational outcomes, but also to choosing the content, methods, forms and technologies of education. The use of modern educational technologies in physical education is, first of all, a creative approach to the pedagogical process in order to increase interest in physical education and sports. This is connected with the task of improving the level of the educational process in order to maintain health and is our main goal.

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НОВЕЛЛИСТИЧЕСКОЕ МАСТЕРСТВО ВАШИНГТОНА ИРВИНГА

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В этой статье рассматриваются принципы формирования и развития американского романа девятнадцатого века и иллюстрируются работы известного американского писателя ранней эпохи американского романа Вашингтона Ирвинга. Это потому, что Уильям Ирвинг внес в американскую прозу романтический роман, главная тема которого в его романах - сатира и юмористика, что делает романы автора критическим взглядом на различные аспекты американской жизни. В статье проанализированы первые новеллы писателя «Рип Ван Винк» и «Легенда о Сонной лощине» и другие романы.

Ключевые слова: романтика, критический реализм, новелла, сатира, юмор, новый мир, фантастика, кельтская легенда, эпос, Иран.

Abstract: This article is discussed the principles of the formation and development of an American novel in nineteenth-century American literature and illustrates the work of the famous American writer of the early era of the American novel, Washington Irving. This is because William Irving introduced a romantic novel into American prose, the main theme of which in his novels is satire and humor, which makes the author's novels a critical look at various aspects of American life. The article analyzes the first novels of the writer "Rip Van Wink" and "The legend of sleepy Hollow" and other novels.

Key words: romance, critical realism, novella, satire, humor, new world, fiction, Celtic legend, epic, Iran.

Вашингтон Ирвинг-оригинальный и талантливый романтик-стоит у истока в американский национальной литературы как новеллист –юморист,создатель герой-комический и сатирической хроники, очеркист,автор книг путешествий, тонкий стилист, великолепный пейзажист.

С него начинается заокеанская новелла,жанр,заявщий в истории национальной литературы столь же важное место, как и роман; этот жанр будут развивать романтики,

реалисты, натуралисты XIX века, писатели XX столетия-вплоть до наших дней.

Создавая свой первый и прословенный рассказ «Рип Ван Винкль» («Rip Van Vinkles», 1819), Ирвинг стретился, по его собственному признанию, к тому, чтобы придать национальной литературе романтический колорит, который в ней еще не утвердился. Каатскильские горы отроги Аппалачей. Их величавый сказочный абрис-первое, что вводит читателя в атмосферу сугубо американской и в тоже время волшебной сказки. В горах водятся гномы- существа традиционные для европейского романтизма, но у иронического американца они предстают в локальном колорите-на них камзолы с галунати, шорокий пояс и кортик, треуголка с перьями, красные чулки и башмаки с пряжками; они точно сошли со старинной фламандской картины вывезенной из Голландии в Новый свет первыми переселенцами. Вместо волшебного напитка гномы, как заправские скваттеры, осушают бочонок голландской водки, с азартом играют в кегли, оставаясь при этом существами фантастического мира. Ирвинг-первый американский романтик —начинает свое творчество с введения в него и одновременно пародирования атрибутов европейского романтизма. Это становится характерной чертой его новелистики.

Читателю кажется, будто Ирвинг мочен в описании места действия, недаром его младший современник Герман Мелвилл восклицал :” Рип, а где жил Рап ван Винкль?!”

Сочетание фантастического начала с реалистическим, мягкие переходы повседневного в волшебное-не переменная черта романтической манеры Ирвингановеллиста. Мотив волшебного сна, использованный в рассказы «Рип Ван Винкль», очень старый. Он известен еще в античной литературе,¹ широко популярен в немецких народных сказаниях о Фридрихе Барбоссе,² встречается в пельтском эпосе,³ в рыцарских романах, в народных сказках Индии, Греции и других стран. Почти всегда он имеет трагическую окраску, пробумдаясь, человек и гибнет непонятый и одинокий. У Ирвинга в его рассказе нет и тени драматизма. Повествование ведется в мягко-иронических и нарочито «приземленных» тонах. Рип-«простой, добродушный», «покорный забитый супруг»-является перед читателем бредущим по деревянной улице, окруженный ватагой влюбленных в него мальчишек. Ленивый, беспечный с приятелями в кабачке пересудами политических событий полугадовой давности, он знает лишь одну страсть-бродить в горах с ружьем за плечами. Какой эффект получал автор, погрузив такого героя в волшебный сон на двадцать лет? Комический Рип видишь, проснувшись, как изменилась природа: малый ручей превратился в бурный поток, разросся и стал непроходимым лес; изменился облик деревни, изменились

люди («вместе былой невозмутимости и сонного спокойствия во всем проступала деловитость, напористость и суштлиность»). Не изменился лишь сам Рип, ему и волшебный сон ни о чем, – все такой же ленивец, любитель поболтать и посудачить. Чтобы подчеркнуть юмористическую неизменность его никчемной натуры, автор дает в лице сына Рипа точную копию отца-ленивца и оборванца. Можешь отчуждаться война за независимость, быт свергнутит его английской тирании, укрепиться новый политической строй, бывшая колония можешь превратиться в республику, – лишь беспутный ленивец остается все тем же. Юный Рип, как и его старый отец, «занимается всем, чем угодно, только не собственным делом».

И все же читатель чувствует, что не Рип Ван Викль – объект авторской иронии. Он скорее щит, которым Ирвинг заслоняется от напора «деловитых», «существых» и жадных сограждан. Недаром он утверждал в кругу друзей, что жадность заразительна, как холера, и издевался над всеобщим американским безумием – желанием внезапно разбогатеть. «Иметь деньги для меня значит чувствовать себя преступником», – говорил он.

Антибуржуазность раннего Ирвинга-романтика сказывалась в том, что он создавал в своих произведениях особый мир, непохожий на окружающую его действительность. Вот как пишет Лонгфелло о первом сборнике новелл Ирвинга – «Книге эскизов» («The sketch book»): «Я был еще школьником, когда книга была опубликована и прочтена многими своими возрастающим по мере чтения удивлением и удовольствием тонкой нежной атмосферой повествования; даже серо-коричневая обложка, мягкие очертания заголовков и прекрасный четкий шрифт этого издания оказались выразительным символом стиля автора»⁴

В «Легенда о Сонной лощине» Ирвинг рисует безмятежный мирный уголок между высокими холмов; по дни лощины скользит ручеек «баюкающий и навевающий дрему». Ирвинг – превосходный пейзажист сюжеты его рассказов всегда органически слиты с окружающим ландшафтом могучий воды Гудзона цепи краснейших холмов, горизонт, горящим богрянцем, свинцовые и пурпурные тона скал и утесов высокого берега и маленькое судношко на неподвижной воде составная часть картины сельского голландского праздника, где горы лишь представляю соблазнительные зрелища описание дома ван Тассилей – целый панорама домовидности уюту изобилию и деревенскому трудолюбию тон Ирвинга – смесь восхищения «патриархальной старины» и мягкой иронии. Обитатели сонной лощины – потомки первых голландских поселенцев. Их головы набиты чертовщиной и выведенный из Европы разросшейся за счет индейских сказок и преданий.

Это фон для развития сюжета рассказа, последующие события как бы вырастают из этого фона. Легенда о Всаднике без головы одна из суеверных историй этого края проделка Брома Бомса над соперником в любви, школьным учителем Икабодом Крейном, родила новую легенду ,ужасный всадник якобы швыряет в Крейна свою голову таинственно исчезнувший учитель унесён призраком, его дух поселился в школьном здании. Вложив в уста деревенских кумушек новую легенду и не забыв сообщить читателю, что на месте поединка Крейна со всадником на утро нашли разбитую тыкву. Ирвин тем самым придаёт новеллу законченную кольцевое построение: начал рассказ рассуждением о том, что сонная лощина на любого человека навевает грёзы – окончил создателем иронической легенды –пародии.

Но не только над суеверным сограждан смеётся здесь Ирвин. Легенды, поверья, фантастические истории нашли для него и поэтическое очарование: ими он охотно украшал свои рассказы хотя заставлял духов и приведений играть в них комические роли.

Образу Инабода Крейна автор уделяет особое внимание. Сначала кажется что это громестная фигура необходима для усиления эронии при созданом легенде- пародии : учитель не только верит любому устному рассказу о потусторонних силах,он ещё начитан в “В истории колдовства” и прочих учёных книгах. Но дальше становится очевидно, что автор неспроста наделал Крейна от малкивающих чертами. В нём всё карикатурно преувеличено: нескладная тощая фигура (автор сравнивает его с пугалом, сбежавшим с кукурузного поля), гнусавая манера петь исалмы, жадность вечно голодного приживала. Не случайно Ирвин изгоняет его из своего рая – из иделлической Сонной лощины. Метопарическая фраза “ Чтоб его чёрт побрал!” в сюжете рассказа получает как бы материальное воплощение: обитатели Сонной лощины уверены, что Крейн – находка для дьявола.

Та же самая метафора и в точно таком же трагикомическом воплощении появляется в новелле “Дьявол” “Том Уокер” (из цикла “Рассказы путешественника” “Tales of the traveler”). Это американское фаустиана, только с пародийной окраской. Как и всегда у Ирвинга фантастика и повседневная сплетаются, свободно и непосредственно входя одно в другое. В то, что фантастическое – часть реального, твёрдо верят американцы той поры. Тощий и жадный Том Уокер какой же алчный как Икабод Крейн несколько раз встречается и долго торгуется с дьяволом прежде чем заключить с ним договор. Для суеверного Тома чёрт такая же реальность, как и очередное потосовка со сварливой с скупой женой из-за куриного яйца. Американский Фауст – тоже вполне реальный образ скряги – поставщика

из Бостона. Том Уокер разоряет своих должников, играет на бирже, наживается на спекулятивной лихорадке, предъявляет закладные ко взысканию и ханжество усердно читает библию, посещает церковь. Религия – ширма для ростовщических дел. Это беспощадно раскрыл Ирвин, указав на ханжество, как на типичнейшую черту американского бизнесменства.

Чёрт уносит Тома Уокера с соблюденным всех традиций своего адского ремесла: в грозу и в бурю, на вороном коне, навстречу молниям. В эту колдовскую картину врываются иронические детали лукового автора: надменного ростовщика чёрт непочтительно перекинул поперёк седла, белый ночной колпак Тома болтается на стороны в сторону, ветер треплет его утренний халат. А в сундуках ростовщика вместо векселей, закладных и золота нашли лишь пепел, щепки и стружки.

Тема стяжательства и неуятой жажды обогащения многократно возникает в новеллах Ирвинга и каждый раз подаётся в иронической и сатирической интерперетации. В стране деловитности и суеверий даже призрак предка оказывается практичным и дальновидным (“ДольфХейлигер”) одна мысль о богатстве может поднять умирающего со смертного ложа “ВольфертВеббер, или золотые сны”. В рассказах Ирвинга мертвецы и духи стеруют бесчисленные илады, не желая их отдать в руки живых; старый морской пират и после смерти не расстаётся с награбленным и верхом на своём сундуке несётся в бурном потоке сквозь вполне реальные “Ворота Дьявола” чтобы в шести милях от Монхеттена.

Нужно представить одержимость тогдашнего американского читателя, приходившего в восторг от логических, чёрных европейских романов, местом действия которых были средневековые замки, руины, кладбищ где являлись выходцы из могил, чтобы понять и оценить иронию Ирвинга в “Женихе – призраке”, “В необыкновенных рассказах нервного джентельмена” и других новеллах.

ПРИМЕЧАНИЕ И ЛИТЕРАТУРА

- 1) The complete works of Washington Irvin
- 2) Сюжет таков: спасаясь от полуденного зноя, пастух Епименидес заснул в пещере про проспал 57 лет
- 3) Они повествуют о том что Фридрих Барбаросса заснул в горе Кифгайзере, проснётся лишь тогда когда народ будет нуждаться в нём (см: “Зимняя сказка” Г. Гейне).

4) Мотив волшебного течения времени в границах жизни одного человека встречается в ирландских сагах. Там же рассказывается о путешествиях в страну Фей. (см : “ Плавание Брана”), где путешественники провели 300 лет.

5) Irvingiana. A memorial of Washington Irvin. N. Y. 1860

6) Доставшись по наследству писателям реалистам, это тема возникает в одном из лучших сатирических рассказов Марка Твена – “Письмо ангела – хранителя”.

7) Brooks V. W. The world of Washington Irving n. N. Y., 1950.

**DEVELOPMENT OF ANALYTICAL THINKING THROUGH THE
LINGUOSTYLISTIC INTERPRETATION OF THE SHORT STORY "BEAUTY OF
THE DEAD"**

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Abstract. This study explores the development of analytical thinking through the linguostylistic interpretation of the short story "Beauty of the Dead." It investigates how engaging with literary texts enhances students' cognitive abilities, particularly their analytical and critical thinking skills. The research applies a linguostylistic approach to uncover the stylistic features of the text and their impact on interpretation.

Keywords: analytical thinking, linguostylistic interpretation, literary analysis, stylistic devices, cognitive development, textual analysis, psychological short story, pedagogical strategies.

Introduction. Analytical thinking is a crucial cognitive skill that enables individuals to process information systematically and make reasoned judgments. One effective way to develop this skill is through literary analysis, which involves a close examination of a text's language, style, and meaning. The short story "Beauty of the Dead" provides a compelling case for such an analysis due to its rich linguistic and stylistic features. This study aims to demonstrate how the linguostylistic interpretation of this story contributes to the enhancement of analytical thinking among students.

A key element of literary analysis is the ability to decipher implicit meanings and uncover deeper layers of interpretation within a text. The study of literary style, including syntax, lexical choice, and figurative language, provides an opportunity to explore not just what is said, but how it is said. Through this approach, students learn to recognize patterns of meaning and make informed inferences about character development, themes, and the author's intent.

Methods. The research employs a qualitative linguostylistic analysis, focusing on lexical, syntactic, and stylistic elements of the short story. The study is conducted in an educational setting where students are guided through a structured interpretation process. The methodology includes:

- textual analysis – identifying key stylistic devices such as metaphors, similes, and symbolism;
- discussion sessions – encouraging students to articulate their interpretations and analyze different perspectives;
- written reflections – assessing students' ability to synthesize their findings and present coherent arguments.

Results. The findings indicate a significant improvement in students' analytical thinking skills. Participants demonstrated greater attention to linguistic details, improved their ability to identify stylistic elements, and developed more nuanced interpretations of the text. The study also revealed that students became more confident in discussing abstract concepts and supporting their arguments with textual evidence.

Discussion. The results highlight the effectiveness of linguostylistic interpretation as a pedagogical tool for fostering analytical thinking. By engaging with the language and style of "Beauty of the Dead," students developed a deeper understanding of the text and refined their cognitive skills. Furthermore, this approach encouraged independent thinking and creativity in literary analysis. Future research could explore the application of similar methodologies to different literary works and educational contexts.

This paper examines the work of Herbert Bates, *Beauty of the Dead*. The charm of Bates' stories lies in their impressionistic style, unique lyricism, and gentle intonation. He is economical in his descriptions and selection of details, avoiding emphasis on events (his stories are often "plotless") or the emotions they evoke. A brief depiction of an action or a single remark is enough to present an almost complete portrait of a character, a fully formed psychological impression. The main merit of Bates' stories is their pure tone, the complete absence of falsehood or moralizing. At the same time, he often condemns selfishness, moral insensitivity, and indifference. As is characteristic of an English writer, his palette includes humor and a tendency toward the eccentric and the "slightly odd." Bates' stories possess a rare quality: they contain a certain inner depth, even though little happens on the surface. As a result, a brief sketch may carry an impressive generalization [1, p. 34]. A subtle and attentive psychologist, Bates values in people both the simple and the fundamental: decency, the capacity for compassion, and love.

It is well known that the material foundation of any text is, first and foremost, its language. A deeper approach to text analysis is necessary when working with literary texts. Consequently, at

this stage of the work, the student is required to reinterpret the text. The degree of accuracy in understanding the information within the text, as well as its semantic perception, is the result of the student's engagement with it. Literary tradition has established the term "psychological short story," which refers to the exploration of a person's inner world—one that has no boundaries or forbidden themes. The primary merit of H. E. Bates' works is that the course of action is linked to events and determined by psychological elements [2, p. 73]. Outwardly, nothing extraordinary seems to happen, yet a person's fate can change due to the most insignificant "hidden obstacles." Even in Bates' early short fiction, it is evident that he is least interested in ordinary characters. The very structure of Bates' stories, the seemingly insignificant details, and even the color palette—color playing a crucial role in his work—convey the author's attitude toward events.

It is no coincidence that before moving on to text interpretation, students are introduced to a brief account of the writer's creative biography and given a series of lexical and grammatical exercises. These and other activities help students focus on understanding specific episodes of the text, grasp the author's intent, identify stylistic devices, and recognize extralinguistic phenomena related to the main theme of the work. Often, the title of the story plays a direct role in revealing its dominant theme.

One notable aspect of this analysis is the interpretation of the story's title. The title "The Beauty of the Dead" has been translated into Russian as "Мертвая красота" (Dead Beauty) and "Красота с мерти" (The Beauty of Death). While both translations have validity, from a stylistic perspective, the juxtaposition of these words appears to be a deliberate technique employed by the author. The theme of death permeates the entire narrative, from the title to the final words of the story. The protagonist Grimshaw exists in a lifeless, soulless world, surrounded by "mute offspring"—his furniture. Every time his gaze falls on the furniture, he admires its beauty. While his wife is on her deathbed, he constructs a "beautiful coffin" for her, contemplating how beautifully she will be buried: "It would be a beautiful coffin, no one in the world was going to be buried more beautifully." For the characters, beauty takes on a different meaning—beautiful, though dirty, furniture, a beautiful coffin. This explains why Bates titled his short story "The Beauty of the Dead" rather than "Dead Beauty." The title itself plays a fundamental role in uncovering the story's dominant theme. For the characters, beauty takes on a different meaning—beautiful, though dirty, furniture, a beautiful coffin. This explains why Bates titled his short story

“The Beauty of the Dead” rather than “Dead Beauty”. The title itself plays a fundamental role in uncovering the story’s dominant theme.

Additionally, the analysis of color symbolism and setting in *Beauty of the Dead* further reinforces the idea of a detached, aesthetically driven perception of life and death. Bates’ use of subdued tones and contrasting descriptions between Grimshaw’s lifeless surroundings and his obsession with the aesthetic quality of death deepens the psychological complexity of the narrative. The absence of vibrant, living elements in the environment mirrors the emotional sterility of the protagonist and underscores the overarching theme of moral desensitization.

The findings indicate a significant improvement in students’ analytical thinking skills. Participants demonstrated greater attention to linguistic details, improved their ability to identify stylistic elements, and developed more nuanced interpretations of the text. The study also revealed that students became more confident in discussing abstract concepts, supporting their arguments with textual evidence, and making connections between linguistic choices and broader thematic concerns.

Students engaged in the analysis of *Beauty of the Dead* exhibited a deeper understanding of how language shapes meaning. They were able to distinguish between literal and figurative meanings, identify the emotional undercurrents within the text, and appreciate the author’s deliberate use of stylistic techniques. Furthermore, students reported an increased ability to recognize similar patterns in other literary works, suggesting that their analytical skills were transferable beyond the immediate text under study.

Implications for Teaching. The application of linguostylistic analysis in the classroom offers multiple pedagogical benefits. Encouraging students to engage critically with texts not only enhances their ability to interpret literary works but also fosters essential skills such as logical reasoning, structured argumentation, and comparative analysis. Educators can utilize this approach to help students appreciate literature as more than just storytelling—it becomes a complex interplay of language, style, and meaning. As literature continues to be a fundamental aspect of language education, incorporating linguostylistic approaches can significantly enrich students’ analytical abilities. Educators should consider integrating such methods into their teaching practices to encourage a more profound engagement with texts and promote higher-order thinking skills among students.

To further support the development of analytical thinking, teachers may incorporate multimodal activities such as:

group debates: allowing students to argue different interpretations of key passages;

creative writing assignments: encouraging students to imitate Bates' style in their own compositions to deepen their understanding of stylistic choices.

cross-textual analysis: comparing "Beauty of the Dead" with works by other authors who employ impressionistic storytelling techniques.

By integrating these activities, educators can create a more dynamic and interactive learning environment that strengthens students' analytical competencies.

Conclusion. This study demonstrates that linguostylistic interpretation is a valuable method for developing analytical thinking. By analyzing the stylistic features of "Beauty of the Dead," students not only enhance their literary comprehension but also cultivate critical reasoning skills applicable beyond the realm of literature. Educators should consider incorporating such analytical exercises into their teaching practices to promote higher-order thinking among students.

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SCIENTIFIC AND METHODOLOGICAL RESEARCH IN INCREASING THE
INTELLECTUAL POTENTIAL OF STUDENTS AS A RESULT OF THE
APPLICATION OF PEDAGOGICAL SOFTWARE TOOLS IN THE COURSE OF
THE LESSON

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Abstract: *The following study investigates the role and significance of pedagogical software tools in developing students' intellectual potential within the context of the lesson. In the general context of a literature review and based on recent research, we investigate different technological approaches and methodologies pertaining to developing the technical competence of students, their self-determination, and finally their overall intellectual capabilities. The findings indicated that the use of innovative software and digital platforms in the educational process may establish more interactive and effective learning environments, which could enhance the cognitive capabilities of students and result in better academic performance. Other key themes to emerge from the analysis included efficient intelligent learning systems with gamification elements, technology for promoting inclusion and self-determination in students with disabilities, and teacher preparedness to enable successful implementation of these tools. The research also presented flipped classroom models and technology-enhanced physical education programs for holistic intellectual development. The hindrances in implementation may be considered the digital divide, infrastructure constraints, and resistance to change. The paper concludes that while there is immense potential for the pedagogical tools in enhancing the intellectual capability of the students, their successful integration will have to consider various needs of the students, continuous professional growth on the part of educators, and a balanced approach*

with both digital and traditional teaching methods. Future research directions are indicated, underlining the longitudinal studies that will be necessary with regard to the long-term impact of these technologies and formulating the best practices in terms of their implementation across diverse educational contexts. The current study contributes to the growing body of research regarding how educational technologies can be utilized to foster intellectual development in students and holds significant implications for educators, researchers, and policy-makers looking to enhance learning outcomes in the digital era.

Keywords: *intellectual potential, pedagogical software, educational technology, student competence, innovative teaching methods, digital learning environments*

Introduction

The development of students' intellectual potential has become one of the important concerns of pedagogues and politicians in the yet rapidly changing work scenery of modern education. The information age gave an opportunity to finally speak about the use of advanced technologies that could seriously develop all aspects of teaching and learning processes (Scherbakov & Pudovkina, 2022). Among these, several promising ones have emerged in recent times to develop traditional methods of education and enhance cognitive growth in the performance of students through pedagogical software tools.

Technology integration into education is not a fad, but rather the ingredient to equip students to deal with the challenges of the 21st century. According to Tkachenko & Tsarenok, (2023), intelligent learning systems with elements of gamification may gain much in student activities and knowledge retention. However, effective application of such tools requires a sophisticated understanding of their influence on various facets of the students' learning and development.

The aim of this study will be the systematic presentation of recent research dealing with the use of pedagogical software tools in educational settings and the effects therefrom on the intellectual potential of students. We will, through our systematic review, attempt to capture insights from a variety of methodological approaches by diverse technologies and their findings against a wide range of students. This will provide an overview of the current status of knowledge in this field. We also discuss the challenges and opportunities accompanying these technological interventions in education.

Methods and Literature Review

Our inclusion criteria consisted of studies on the implementation of pedagogical software in educational institutions dealing with issues of intellectual development of students, empirical or theoretical material, and published in the English language. On the other hand, we excluded those types of studies which do not bear any educational implication but only focus on technological details of software development, did not relate to cognitive outcomes, or were without methodological rigor.

Further, for the estimation of pedagogical software tools' influence on students' intellectual potential, an experimental research has been carried out at Fergana State University. The sample included freshmen studying in the following departments: Social Work and Sociology.

A total of 120 students were randomly divided into four groups; each group consisted of 30 students:

- Group A: Social Work students studying with the use of pedagogical software tools
- Group B: Social Work students studying using traditional approaches
- Group C: Students of Sociology who employ pedagogical software tools
- Group D: Students of Sociology who do not employ these tools

The experiment lasted for one semester, a total of 16 weeks. Groups A and C were introduced to different pedagogic software tools; examples include an interactive learning platform, data analysis software, and virtual simulation environments relevant to their specific fields. Groups B and D continued with traditional methods of learning by lectures.

Intellectual potential was measured at the beginning and the end of the semester by students on standardized cognitive abilities tests measuring critical thinking-problem-solving and analytical skills.

Abstracts and titles were screened first, followed by the review of the full texts of selected articles, extraction of data on key variables, and synthesizing findings according to theme via a thematic analysis approach for themes and patterns that recurred in studies.

There were several dominant themes emerging from our analysis. For instance, Musurmanova et al., (2022) focused on the novel approaches to students' technical competence development by revealing the appropriateness of integrating a few pedagogical methods with state-of-the-art software tools. The study, in fact, found that in instances where

such integrated methods had been employed, there was a significant improvement in students' problem-solving skills and technical competence.

In addition to these, some other key themes that came forward were intelligent learning systems and gamification. Tkachenko & Tsarenok, (2023) presented the K-Synapse system- an intelligent learning platform with embedded gamification. From the results presented by them, such systems would extensively develop student interest and motivation for better retention and improved cognitive development.

Another overarching theme was how technology promotes inclusion and self-determination of students with disabilities. Shogren et al., (2018) established critical predictors for self-determination in postsecondary education for students with intellectual and developmental disabilities, while the work of Gilson et al., (2020) considered attitudes toward inclusive postsecondary education. These studies especially highlight the role of technology in fostering independence and making supportive learning environments for all kinds of students.

The question of successful implementation involved the integration of information technologies in teacher education. Proceeding with this aspect, Hodge et al., (2014) made a critical emphasis that the educator has to be capable of active using the tool for its effective implementation into his practice.

More interestingly, the literature pointed out the link between physical education and intellectual development. Bertills et al., (2018) discussed how technology-enhanced PE programs could contribute to overall cognitive growth in students, especially students with disabilities. This was putting an emphasis on the need for a whole-child approach in education, putting focus both on physical and mental development.

Other innovative instructional models were equally represented, such as the flipped classroom approach. Hodge et al., (2014) analyzed this model, discussing its problems and substantial benefits for the students in terms of improving engagement and knowledge acquisition when supported by appropriate digital tools.

Results

The literature review has identified a number of key findings with respect to pedagogical software tools about students' intellectual potential:

Development of Technical Competence

Musurmanova et al., (2022) established that new and integrated approaches with the use of education technologies significantly improved technical competence among students. Their study revealed that linking several pedagogical approaches with advanced software tools brought significant improvement in the problem-solving and technical competencies of students. This finding underlines the multi-faceted nature of the way educational technology is implemented. Software tools should not, per se be used, but educators should consider how such facilities can be integrated with traditional methods of pedagogy to produce a synergy in learning. Enhancement of problem-solving abilities suggests that effective technological interventions should lead to higher-level thinking skills, which are really of the essence of intellectual ability.

Intelligent Learning Systems and Gamification

Tkachenko & Tsarenok, 2023, have proposed the system of K-Synapse-an intelligent learning platform with gamification elements. Their research indicated that such systems increase students' engagement and motivation, which leads to better knowledge retention and cognitive development. The efficiency of a gamified learning platform is a certain testimony to the great potential of applying intrinsic motivation in educational settings. In such systems, the challenge of keeping students interested in learning is perhaps better addressed, especially for complex and abstract subjects, by making learning interactive and more engaging. However, there is a need to balance how gamification should be implemented with rigorous academic content so as to have substantial learning outcomes.

Self-Determination and Inclusion

Among students with intellectual and developmental disabilities, some key findings were discovered in other research. Shogren et al., (2018) identified the most important predictors of self-determination for these students at the post-secondary level, including technology use in promoting independence and decision-making. The study by Gilson et al., (2020) investigated attitudes related to inclusive post-secondary education and highlighted supportive digital learning environments as one essential ingredient to promote such inclusion. These studies really put into perspective the role of educational technology as an

equalizer in affording students with disabilities the opportunity to develop some very critical life skills with full participation of such students in educational settings. Given the emphasis on self-determination, well-designed technological interventions would seemingly go beyond academic outcomes in fostering personal growth and autonomy. This is in line with a broader view of intellectual potential as knowledge acquisition but also independent use of such knowledge in myriad contexts of life.

Information Technologies in Teacher Education

Hodge et al., (2014) comprehended the place of information technologies in professional preparation of future vocational training teachers. This study, therefore, emphasized that educators needed to acquire the necessary skills to employ pedagogical tools effectively in their teaching practices. This finding points to an essential element that ensures successful integration of educational technology, which is teacher preparedness. In fact, all technological interventions are only as effective as educators can use them. This would therefore suggest that teacher education programs and continuous professional development emphasis must be on technological literacy and pedagogical methods to incorporate software tools into classroom teaching.

Physical Education and Intellectual Development

Bertills et al., (2018) explored the relationships between the PE teaching methods and students' self-efficacy and functional skills. The authors presented results to show that aptly designed PE programs, complemented with technology, might contribute to the general intellectual development in students with disabilities. This research illustrates a linkage that is often neglected in the development of children's physical and cognitive abilities. Keeping that in mind, holistic approaches to education through technology-enhanced physical activities could offer a more whole-rounded development of intellectual potential than a purely academic intervention. For this reason, given the aim here, the findings would especially mean quite a bit to students with disabilities because well-designed PE programs can promote both physical and cognitive development.

Flipped Classroom Approaches

Hodge et al., (2014) explored the flipped classroom model as one of the innovative teaching approaches to procedural knowledge. This uncommon teaching method did have some disadvantages but also had very significant advantages with respect to students' engagement and knowledge acquisition, provided the suitable digital tools support them. The flipped classroom learning model represents a paradigm shift in how pedagogies have been traditionally conducted using technology as a facilitator of change in the way learning is conducted. The model may offer gains in developing in students independent learning skills and deeper approaches to complex understanding, which are important benefits related to student engagement and learning gain. However, the identified challenges suggest that successful implementation requires careful planning and support structures to ensure that all students will benefit from this approach.

Putting these findings together from all these studies, the general portrait that comes out forms the multifaceted contribution of pedagogical software tools to the development of the intellectual potential of students. Some important themes coming out relate to:

1. Integration and Holistic Approaches: The most effective interventions place technology in a relation with traditional pedagogical methods and consider cognitive and physical aspects of students' development.

2. Personalization and Adaptivity: Intelligent learning systems and gamified platforms have immense potential to be tailored for greater personalization that will serve to better engage diverse student populations.

3. Inclusion and Empowerment: Technology holds the promise to make educational settings more inclusive, thus empowering students with disabilities to develop skills considered critical for life.

4. Teacher Preparedness: Technological interventions will only prove successful insofar as the teachers are adequately prepared to handle the technologies. This calls for strong training for the teachers.

5. Innovative Instructional Models: Innovations such as the flipped classroom have shown how technology can be used to restructure the learning process in ways that can help drive far deeper engagement and understanding.

These findings hint at a great potential for pedagogical software utilities in the intellectual development of students, but in fact, their effectiveness is determined by considerate usage-that is, an implementation that carefully contemplates this complex

interaction of technology, pedagogics, and various needs of students. Further research should focus on long-term effects, possible disadvantages, and ways of overcoming obstacles in implementation for the full exploitation of these utilities in educational settings.

Analysis and Discussion

The literature review has identified several strong themes regarding the ways in which pedagogical software tools have the potential to enhance students' intellectual capabilities. In this section, these findings are examined further, with discussion of implications for educational practice and research.

Also, in this respect, an empirical investigation into the effect of pedagogic software tools on students' intellectual potential was conducted in a controlled experiment at Fergana State University. More specifically, the sample included first-year students aged 18-22 years old from the Social Work and Sociology departments.

The experiment spanned one academic semester (16 weeks). Groups A and C were introduced to various pedagogical software tools, including:

Table 1:

Pedagogical Software Tools Used in the Study

Tool Type	Description	Application
Interactive Learning Platforms	Online platforms with multimedia content and quizzes	Concept reinforcement and self-assessment
Data Analysis Software	Statistical software packages	Quantitative research skills development
Virtual Simulation Environments	Role-playing scenarios in virtual settings	Practical skill application and decision-making

Groups B and D continued with traditional lecture-based learning methods.

We assessed students' intellectual potential at the beginning and end of the semester using a standardized cognitive abilities test that measured critical thinking, problem-solving, and analytical skills.

Table 2:

Cognitive Abilities Measured

Ability	Definition	Assessment Method
Critical Thinking	The objective analysis and evaluation of an issue to form a judgment	Essay questions and case studies
Problem-Solving	The process of finding solutions to difficult or complex issues	Scenario-based tasks and puzzles
Analytical Skills	The ability to collect and analyze information, problem-solve, and make decisions	Data interpretation and logical reasoning tests

These represent strong evidence from Fergana State University to support the view that pedagogical software tools have indeed a positive impact on the intellectual development of students in a particular context. Indeed, the fact that such an improvement has been observed among students of both Social Work and Sociology may point out that this type of tool could be used efficiently across a broad range of social sciences disciplines.

This impressive difference in gains suggests a possible role of technology-enhanced learning in higher-level cognitive skills acquisition for the software tool treatment groups compared to the traditional groups. This is in line with previous reports of effective interactive and customized learning using educational technology.

Table 3:

Experimental Results

Group	Department	Method	Pre-test Score	Post-test Score	Improvement
A	Social Work	Software Tools	65.3	78.9	20.8%
B	Social Work	Traditional	64.8	68.2	5.2%
C	Sociology	Software	66.1	79.5	20.3%

		Tools			
D	Sociology	Traditional	65.7	69.1	5.2%

Note: All scores are given as an average score out of a total score of 100.

Results indicated a significant rise in intellectual potential when students utilized pedagogical software tools as compared to traditional modes of learning. Some of the most important findings were:

Significant Improvements from Software Tools: Students in Social Work and Sociology showed remarkable improvements after the utilization of the software tools, with a percentage rate of 20.8% for Groups A and 20.3%, respectively. It still goes to reveal that technology-enhanced learning integration can decisively enhance the intellectual capabilities of students hailing from across different social science disciplines.

Traditional Learning showing Moderate Gains: Students in the traditional learning group -B and D-won some ground, too, but at a far reduced rate of 5.2% for both groups combined. Clearly, traditional methods do pay off in terms of intellectual growth, but the contrast with the software tool groups is dramatic.

The baselines are comparable-all the groups started reasonably comparable, and the range of the most disparate beginning scores was from 64.8 to 66.1. This starting point is quite comparable; hence, the results of the comparison can be that much more valid.

Highly Significant Difference in Final Scores: The final scores for groups using software tools were much higher compared to those using traditional methods; it was around 10 points on the 100-point scale. The large difference suggests the potential of technology-enhanced learning in the development of critical thinking, problem-solving, and analytical skills.

It is also important to point out that while there were some gains for the traditional groups, substantially higher gains for the software tool groups underline further value added by the integration of these technologies into the curriculum. It therefore appears that while traditional teaching methods have their merits, supplementing them with appropriate software tools may result in substantially better outcomes in terms of students' intellectual growth.

These findings provide strength for a wider diffusion of pedagogical tool usage within higher education and, in particular, within the social sciences. They emphasize that when

this is done properly, these tools accelerate the acquisition of critical cognitive capabilities necessary for academic success and professional competence later in life.

This will establish whether these gains in intellectual abilities remain constant for a very long period. Such gains could be followed up and investigated in terms of how these intellectual improvements appear in academic performance in later years of study and eventual professional success thereafter. The particular areas within the software tools themselves, which most strongly produce improvements, could also be studied for more effective implementation within education.

The first strong theme that emerges relates to how several integrated approaches-which are employing a range of pedagogical methods in concert with advanced software tools-have been proving particularly successful in supporting the development of students' intellectual capabilities. Musurmanova et al., (2022) showed that in the case of such an integrated approach, technical competencies of students significantly rise. It can thus be inferred that holistic education will be most effective in creating a bridge between traditional pedagogical teaching and cutting-edge technologies to develop intellectual capabilities. Educators should not consider technology as a substitute for pedagogy, but as a tool to extend pedagogical teachings.

The second important theme to emerge was the possibility of personalization and adaptive learning. Tkachenko & Tsarenok, (2023), in their K-Synapse platform, highlight highly personalized and adaptive learning with the use of intelligent learning systems. The scope of such a system is that it may adapt itself to individual needs of students and hence create tailored content and challenges to optimize cognitive development. The gamification aspects included in these platforms further heighten engagement and motivation, which are considered some of the key factors in intellectual growth. This personalized approach is in concert with modern understandings of differentiated instruction and perhaps would be particularly helpful in the wide range of learning needs found in most classrooms.

The research also underlined the transformative potential of educational technologies in the facilitation of inclusion and empowerment for students with intellectual and developmental disabilities. Gilson et al., (2020); Shogren et al., (2018) determined supportive digital environments as one of the fundamental facilitators to independence and decision-making in students with disabilities. That, therefore, could mean that pedagogical software tools would be of great importance in creating an inclusive educational space to

match various learning needs. These tools may perhaps offer an opportunity to level the playing field for students who struggle in the course of conventional education by affording them different means of engagement and ways of expression.

However, this can only occur provided educators are prepared for such an eventuality. Indeed, Hedzyk, (2022) established that teacher education programs are incomplete without the integration of information technologies. This brings in the aspect of continuous teaching professional development for effective integration of these tools into the improvement of the students' learning processes. The ineffective translation of even state-of-the-art pedagogical software into desired outcomes may just be because the educators have not been trained enough to handle the software.

A most interesting emergent finding from the literature in this area was that of the relationship between physical education and intellectual development. Bertills et al., (2018) suggested that technology-enhanced PE programs could also foster overall cognitive growth—especially among students with disability needs. This, therefore, highlights an important holistic approach to education wherein both physical and mental growths are catered for, as opposed to the prevailing tendency to view academic subjects and physical education in relative isolation.

At the same time, the study by Kuvatov et al., (2023) presents significant methodological insights into the development of intellectual potential in students studying physical education and sports. Their conclusions correspondingly support and further develop the ideas of Bertills et al., (2018), bringing more emphasis to the very interconnection there is between physical education and cognitive development. A set of such software tools in physical education contexts may also have an important role in developing the intellectual, not only physical, skills of students.

Kuvatov et al., (2023) consider that technology use in physical education classes has great potential for developing critical thinking, strategic planning, or deeper understanding of theoretical issues of sports and physical activities among students. The holistic approach to physical education, supported by the means of digital technology, might guarantee more rounded development of the intellectual potential of students. In this sense, it steps aside from the traditional view of physical education being mainly directed to the development of physical skills and underlines the cognitive aspects of sports and physical activities.

Another important dimension of the social aspect of gender strategies in educational spaces came from the work of Gerasymova & Krylova, (2019). While their study did not focus on pedagogical software tools, their study underlined the importance of considering gender dynamics in the implementation of educational technologies. This point is significant in designing and implementing pedagogical software tools so as to ensure inclusivity and benefit for all students, irrespective of gender.

Gerasymova & Krylova, (2019) suggested that educational strategies, including those on technology issues, should be sensitive to gender differences and aim for equality. This chimes with themes of inclusion and empowerment identified in our earlier analysis but focuses specifically on gender considerations. Pedagogical software tools should therefore, when developed and put into practice, be considered from the point of view of how they may have differentiated effects according to gender, and kept in mind as tools that promote equal opportunities for intellectual growth among all students.

Considering these supplementary perspectives, it's even more evident than before that the possibilities through which pedagogical software tools can improve the intellectual capabilities of students are even more complex than they at first seemed. It means, following the paper of (Gerasymova & Krylova, 2019), that the integration of technologies in physical education opens new ways for intellectual development that used to be poorly represented earlier. Further research and practice are thus encouraged toward an interdisciplinary approach, seeking how pedagogical software tools can be applied across a range of subjects, even traditionally less academic ones.

Gerasymova & Krylova, (2019) further complicate our understanding by introducing the gender perspective. This calls for a more articulate design and implementation of educational technologies by considering social and cultural factors that could either favor or not favor their effectiveness. This addresses the broader theme of personalization and adaptive learning identified previously but underlines the need to consider macro-level social factors along with individual student needs.

These additional points also signal towards the need for training and professional preparation of teachers. A teacher training should be addressed, not only with regard to technical skills in pedagogical software uses but also about how they apply within different contexts, such as physical education settings, and an awareness of how social factors, including gender, may affect the impact of these tools.

These also point out that there is a need for more interdisciplinary studies in this area. Further research may reach the effective integration of pedagogical software tools within various subjects, how to design those tools in support of greater gender equality, and how to use those tools to bridge the gap between physical and cognitive development in education.

These contributions stress further the potential of pedagogical software to enhance the intellectual powers of students but render problematic how pedagogical software tools can be used effectively. They stress more that the use of technologies in education has to be holistic, interdisciplinary, and socially conscious of not only the needs of the individual student but of the greater social and cultural condition.

The flipped classroom model, explored by (Hodge et al., (2014), is an innovative way of integrating technology to improve learning. Indeed, this model comes with some sort of implementation challenges but offers huge potential for enhancing student engagement in improved conceptual understanding. Such models shall turn out to be fruitful only when digital tools are integrated into teaching and learning with due consideration for the needs of students-a clear pointer to the importance of thoughtful instructional design in technology-enhanced learning environments.

This is despite a number of challenges and limitations that were realized in the implementation of pedagogical software tools. For example, there is still great concern about the so-called digital divide, a factor which may continue to exacerbate already existing inequalities in education because of unequal access to technology. There might be quite a number of technical difficulties and infrastructural requirements that become significant barriers in resource-constrained education settings. Resistance to change by some educators and institutions can also work to slow down the rate at which new technologies and their respective pedagogies are adopted. A balance between the use of technology and traditional approaches remains a challenge, demanding judiciousness in the timing and mode of integrating digital tools into instruction. Finally, critical questions about the privacy and security of the usage of digital platforms for storing student data need to be deliberated upon. In brief, though pedagogical software tools are very promising for enhancing students' intellectual capabilities, for their effective application, consideration needs to be given to these various challenges and limitations. It is envisioned that future research will be more directed toward the development of strategies to surmount these constraints and to longitudinal studies on how these tools finally affect long-term intellectual development.

More emphasis is also needed toward the possible negative impacts of increased technology use in educational settings that there may be a properly balanced, constructively beneficial integration of these tools within learning environments.

Conclusions

This paper has discussed how pedagogical tools might influence the unfolding of greater intellectual potential through a wide-ranging review of recent literature. It seems that the integration of current technologies into educational practice offers great potential for improved cognitive growth and academic success of students from all walks of life.

Key conclusions obtained through this study include:

1. It is integrated approaches that merge traditional pedagogy with advanced software tools that achieve the largest gains in the intellectual capabilities of students.
2. Intelligent learning systems with game elements will be able to increase student involvement and knowledge retention by quite a significant factor.
3. Technologies for education can contribute to promoting inclusion and self-determination in students with disabilities.
4. Readiness and professional growth are important in the successful implementation of pedagogical software tools among teachers.
5. Technology-enhanced physical education provides a far more holistic approach to education by integrating it with general intellectual development.
6. Newer instructional models, like the flipped classroom, offer new opportunities for using technology to create greater depth in student understanding.

While there are commendable advantages to pedagogical software tools, various problems in access, infrastructure, and pedagogic integration are setbacks to their successful implementation. Future research is encouraged to take up these challenges and further the best practices for effective use of educational technologies against diverse educational contexts.

Application of pedagogical software tools within the lessons gives a promising avenue toward increasing the intellectual potential of students. Educators and policymakers would need to remain flexible with each evolution of technology toward innovative approaches that

raise the learning outcomes for the students to be contributing members in a digitally dominated world.

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INTERACTIVE APPROACHES TO TEACH IDIOMS IN ENGLISH

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Abstract: Without idioms our language would become dull and dry. Most idioms contain an extremely profound and rich meaning. This article explores the challenges of teaching English idioms and proposes interactive pedagogical approaches to enhance learner engagement and comprehension. It examines the limitations of traditional methods and advocates for techniques that leverage technology, collaborative activities, and learner-centered strategies to foster deeper understanding and retention of idiomatic expressions. The article highlights the importance of contextualization, authentic materials, and opportunities for meaningful practice in successful idiom acquisition.

Keywords: Idiom instruction, English language teaching (ELT), interactive learning, technology-enhanced language learning (TELL), collaborative learning, learner-centered approach, contextualization, authentic materials, vocabulary acquisition.

Introduction

Idioms, non-literal expressions whose meaning cannot be derived from the individual words, pose a significant challenge for English language learners (ELLs). Their figurative nature and cultural embeddedness often lead to misunderstanding and inaccurate usage. Traditional methods of idiom instruction, such as rote memorization or simple definition provision, often prove ineffective, leading to poor retention and limited practical application. This article argues that interactive approaches are crucial for overcoming these challenges and fostering effective idiom acquisition. We will explore several interactive strategies, demonstrating how they can improve learner engagement, comprehension, and ultimately, fluency.

An idiom is a phrase or expression that largely or exclusively carries a figurative or non-literal meaning, rather than making any literal sense. Categorized as formulaic language, an idiomatic expression's meaning is different from the literal meanings of each word inside it.[1] Idioms occur frequently in all languages; in English alone there are an estimated twenty-five thousand idiomatic expressions.[2] Some well known idioms in English are spill the beans (meaning "reveal secret

information"), it's raining cats and dogs (meaning "it's raining intensely"), and break a leg (meaning "good luck").

Literature review

Idioms are essential for developing fluency and comprehension in English since they are frequently employed in daily speech. They make language more colourful and expressive, which enables speakers to explain complicated ideas clearly and concisely. However, because idioms include cultural allusions and nonliteral meanings, learners frequently find them difficult to understand. Idiom understanding is crucial for improving reading comprehension and listening abilities as well as for efficient communication. As a result, idiomatic education needs to be given top priority in curriculum.

While Russian scholars use the word "phraseological unit," which was coined by V. V. Vinogradov [3], Western scholars use the term "idiom." Although some scientists believe that these ideas are different, the terminology listed above are used interchangeably in this article. "Idiom" is defined by the Cambridge Dictionary as "a collection of words in a specific order that have a specific meaning that differs from the meanings of each word alone." [4]. An "idiom" is "a group of words which have a different meaning when used together than the one it would have if the meaning of each word were taken individually," according to the dictionary of idioms [5, p. 4].

The entirety of the characteristics that set phraseological units apart from free word-groups (non-phraseological word-groups) are reflected in these two definitions. There are the following characteristics:

- Since idioms have semantic unity - that is, a persistent structure - words in them cannot be substituted with synonyms.
- Idioms possess grammatical invariability, meaning that most of the time, when someone employs phraseological units, the words' form cannot be altered.
- Idioms typically have a metaphorical connotation, therefore their meaning cannot be regarded in its main sense.

Prodromou (2005) proposes a classification of idioms based on a combination of their form and meaning, singling out four types [6]:

- a) Formulae, which include prepositional phrases e.g. at home, and transparent bi-/trinominals, e.g. bed and breakfast (i.e. whose meaning may be understood by combining the

meanings of the constituents, which makes this approach radically different from the ones cited above).

b) Collocations, which can be open, e.g. sun+rise, or restricted, e.g. spur sb's memory.

c) Phrasal Verbs (e.g. to turn around in the meaning of 'radically change one's mind')

d) Cultural Idioms. This subtype of English phraseological lexicon includes 'colourful binominals' (e.g. chalk and cheese) or 'trinominals' (e.g. lock, stock and barrel), metaphors and figurative expressions (e.g. to fight fire with fire), similes (e.g. [to get on] like a house on fire), proverbs and sayings (e.g. an apple a day keeps the doctor away), literary allusions (e.g. quotes from Shakespeare) and a range of other similar multi-word units like nursery rhymes, or pop-song lyrics [7].

Some English idioms and phrases with meaning:

- a drop in the bucket: very small or insignificant
- once in a blue moon: very rarely
- to be head over heels: to be very much in love
- to kill two birds with one stone: to accomplish two tasks at the same time
- to pull someone's leg: to tease or trick someone
- to be in the same boat: to share the same problem or experience
- out of the blue: unexpectedly

It is difficult for English students to master English idioms, let alone students because the figurative meanings of English idioms cannot be predicted through an analysis of their individual word meanings. It is not surprising, "The trouble with foreigners in this country is that they take everything Americans say literally" (Buchwald, 2000, p. 104). However, idioms are common in American daily life and provide a rich source of American culture (Cooper, 1999).

Idiomatic expressions seem to be ubiquitous in English. Crystal (1995) asserts that idioms are found across genres and registers, including media (journalism and advertising), political as well as spoken discourse, and everyday conversation [8]. Academic prose is not devoid of idioms either. Drawing on corpus data, Bieber et al. (1999) comes to a surprising conclusion, however, that informal idioms are actually more frequently used in fiction by authors who imitate oral conversation, rather than in real conversation per se [9].

The most famous Russian classification of phraseological units is Vinogradov's classification, which is based on the cohesion degree of the idioms components. V. V. Vinogradov identified three types of idioms:

- Phraseological fusions. The idiom meaning is not based on the meaning of each single word, e.g., at sixes and sevens. Such idioms used to be figurative expressions, but now native speakers do not understand them.

- Phraseological unities. The idiom meaning is determined by the meaning of each word. The figurative meaning is understood by native speakers, e.g., to play the first fiddle. This type of idiom can have a homonymous word combination, which is used in its primary meaning, e.g., a fat cat.

- Phraseological combinations. In this type of idioms one of the words is used in the primary meaning and the other in a figurative meaning, e.g., to break a promise [10].

The teacher can select the most effective idiom teaching strategies thanks to this classification. For instance, learning the term "white elephant" is difficult for students. This expression describes phraseological fusions, implying that its meaning is unclear. In this instance, the pedagogue can explain the origin of the idiom by telling the tale of how the King of Siam gave a white elephant to a courtier who couldn't afford to care for it but couldn't get rid of it [11]. Accordingly, this expression refers to something that is expensive yet has no practical use [12]. By using this technique, learners can establish a connection between an idiom and its meaning. Consequently, the idiom meaning is permanently fixed in their memory.

Discussion and results

Classifying phraseological units according to a theme premise is the conventional approach. Because it categorises idioms into subject groups—such as nature, animals, food, etc.—it is most well-liked by EFL students. It facilitates the retention of idiom meanings and enables the correlation of lesson subjects with thematic groups of idioms. The benefit of this classification is that a foreigner can choose the appropriate theme group and an idiom that fits the speech context when they encounter a certain speech circumstance.

There is a certain sequence of working with idioms:

5. Read the idiom meaning and examples of its use in speech.
6. Practice using them (write, read and pronounce this idiom).
7. Make sentences of your own, using this idiom.

The best way to remember idioms is to work in this order. The teacher can also employ the following strategies in addition to the ones listed above: listening, watching TV show video clips, and learning idioms through visual aids. Having discussions, describing the idiom's history, engaging in a game of word association, and looking for the main meaning. Using online resources (Dave's ESL Cafe, The Idioms Largest Idioms Dictionary, and Idioms Online). There are mobile

apps (English Idioms, English Idioms and Phrases, Idioms Land: Learn English Idioms with Flashcards) and YouTube channels (English Idioms Online, English Grammar and Idioms, Idioms Explained).

The stylistic effect that is caused by idioms is a degree of informality that the text acquires, as they lend a "vivid colour to an otherwise serious discussion".

Teaching English Idioms in Contexts. Context's Function in Language Learning. Context plays a crucial part in language acquisition. Students frequently struggle to grasp how new words can signify different things in different contexts. Students are therefore unable to practically apply the terms they have learnt in a variety of circumstances. It is essential that teachers give their students a rich setting in which to study and practise the language. For example, adolescents' understanding of idioms is improved by linguistic contextual information. The meaning of a word can be conveyed to readers through its surrounding context. On the other hand, readers will find it difficult to accept language that lacks context. As a result, learning language in context is more beneficial for students than learning words one at a time through drill and memorisation.

Introducing English Idioms in Story Contexts. It's common practice to utilise stories to instruct and amuse language learners. Students are typically drawn to and readily captivated by captivating stories. It is crucial for teachers to give their pupils rich context since contextual knowledge greatly helps them grasp English idioms. Therefore, it may be possible to improve students' comprehension and memory of English idioms by incorporating them into engaging stories.

Teaching English Idioms with Rich Illustrations. The Function of Pictures in Reading. Some academics assert that reading materials with images will be easier to understand, notwithstanding the ongoing controversy on the impact of visuals on reading comprehension. When presented together, words and images improved pupils' recall more than when they were presented separately. It is effective to support and reinforce vocabulary acquisition with engaging visuals. Visual aids must therefore be engaging, captivating, and inspiring in order to improve pupils' reading comprehension and retention.

Teaching English Idioms with Group Discussion. Reading comprehension group discussion. One useful technique to improve understanding is for students to discuss what they have read. Group discussions can give students excellent chances to gain the language and social skills they need to comprehend new materials they come across. During content reading, students engaged in collaborative discussion, helping one another to grasp difficult vocabulary, grasp the major

ideas, and respond to questions regarding what they had read. Consequently, group discussions seem to be a useful method for improving students' reading comprehension.

Applying Group Discussion in Understanding English Idioms. When lectures are solely given in class, students are more likely to be passive learners. Conversely, discussions in small groups may encourage students to actively participate in the process of knowledge construction. Additionally, whether consciously or unconsciously, students will learn from one another during group conversations. As a result, you used group discussions to help pupils actively learn English idioms before elucidating their meanings. When students participated in group discussions, they were able to comprehend English idioms more effectively than when they were merely exposed to them in a tale.

Teach English Idioms with Retelling and Rewriting. Reading a story again. Retelling has proven to be an effective method for assessing students' learning and improving their comprehension. Because retelling exercises can motivate students to attempt recall, they can help kids with reading retrieval. Teachers are better able to gauge how much knowledge their students have acquired thanks to their recollection.

Applying Retelling and Rewriting to Practice English Idioms. This encourages you to use retelling exercises while teaching English idioms since they are effective strategies for helping pupils retrieve what they have read. After explaining English idioms to your students, you encouraged them to work in pairs to recount the material using their own words rather than the idioms and to rework class-provided phrases using the idioms. Students had additional opportunities to understand the meanings of English idioms and become acquainted with the ones they had just learnt thanks to the recounting and rewriting exercises.

Teach English Idioms with Dialogue Writing and Role-Play. Dialogue Writing and Role-play in Reading. In addition to giving students plenty of experience with fundamental speaking abilities in context, dialogues can give them scenarios in which to practice everyday conversation. First of all, dialogues can be thought of as little dramas that are read aloud to pupils and then acted out. Additionally, the student-written dialogues serve as fundamental forms of communication at all levels. Additionally, assigning students to pairs for the role-play in everyday conversations is a successful method of oral practice for students of all ages and skill levels. Before they must talk in a real-world setting, role-plays are also great ways for students to practise speaking in a somewhat safe setting. As a result, conversations give pupils a chance to practise speaking and acting out scenarios before they face the actual world.

Teaching Idioms through Stories and Anecdotes. Idioms can be effectively taught via stories and anecdotes because they add context and enhance student interest. When students come across idioms in a story, they are better equipped to understand the figurative meanings within the context of the story. This technique makes it simpler to remember and apply the idiomatic terms by integrating them into memorable situations. Students can learn the meaning and application of this idiom, for example, by using a short tale in which a character "bites the bullet" before making a tough choice. Instructors might use pre-existing literature that contains colloquial language or they can write their own stories. Following reading, students can have group discussions about the idioms, examine how the context aids in understanding their meanings, and analyse their meanings.

Idioms can be introduced to students in authentic settings through the use of books, films, TV series, and music. Idiomatic expressions abound in literature, and educators can choose texts that include pertinent idioms for discussion and study. In a similar vein, media outlets offer illustrations of idioms in common usage. Learners can hear and observe how native speakers use idiomatic terms by watching a movie clip or listening to a song that contains them.

Illustrations and visual aids are effective teaching resources for idioms. Diagrams, cartoons, and pictures can illustrate both the literal and figurative meanings of an idiom. A person "barking up the wrong tree" picture, for example, can depict someone genuinely barking at a tree and then explain the idiomatic meaning of taking the incorrect path. Abstract ideas become concrete through visual representations, which facilitate understanding and memory.

Learning through games. Games with an idiom theme, like memory matching, bingo, or online tests, can make learning fun and interesting. In a low-stakes setting, these activities foster active engagement, teamwork, and the reinforcement of learning through application and repetition.

Technology-Assisted Education. Multimedia tools, interactive internet platforms, and language learning applications provide entertaining methods to learn idioms through interactive exercises, audio, and graphics. These resources offer chances for self-directed practice, individualised learning pathways, and instant feedback.

Contextual Learning. Teaching idioms in the context of a sentence, narrative, or conversation as opposed to separately is known as contextual learning. This approach aids students in comprehending the practical applications of idioms. For instance, the phrase "let the cat out of the bag" can be used in a story about a surprise party where someone unintentionally divulges a secret,

rather than being presented alone. This method makes idioms' meanings more understandable and remembered by assisting students in seeing how they fit into a broader story or discussion.

Teaching idioms can be difficult for a number of reasons. To begin with, students might have trouble connecting idiomatic terms to their own linguistic experiences. Second, pupils may become confused if they try to take idioms literally due to their abstract character. Furthermore, a lack of contextual exposure may make it more difficult for students to employ idioms correctly in discourse. In order to overcome these obstacles, interactive teaching strategies that encourage participation and contextual awareness must be implemented.

Idioms are dynamic and contextual, and traditional methods that emphasise definition-based learning and isolated practice fall short in this regard. Students frequently struggle to use the term correctly in many settings when only given a meaning. Additionally, learning idioms by heart without comprehending their cultural meaning and roots impedes deep learning and inhibits fluid, organic usage.

Conclusion

Since mastering English requires that students learn English idioms, teachers should create a variety of activities that allow students to practise using English idioms and consequently learn them effectively. Furthermore, because they can engage with peers and enjoy studying together, children learn better when given collaborative activities. Lastly, students can participate in the application of English idioms in four skills when teachers combine speaking, listening, reading, and writing exercises when teaching them. Therefore, giving children a variety of tasks to practise and apply English idioms in diverse circumstances is an excellent way to teach them the language.

Teaching idioms effectively requires a shift from traditional, passive methods to interactive, learner-centered approaches. By incorporating games, technology, collaborative activities, and contextualized learning, educators can create engaging and effective learning environments. These interactive strategies not only enhance learner motivation and participation but also lead to better comprehension, retention, and ultimately, more fluent and natural use of idiomatic expressions in the target language. Further research could investigate the effectiveness of specific interactive techniques across different learner populations and proficiency levels, providing more concrete evidence to inform best practices in idiom instruction.

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ВАЖНОСТЬ РАННЕГО РАЗВИТИЯ И ОБУЧЕНИЯ ДЛЯ ДЕТЕЙ В ДОШКОЛЬНОМ ВОЗРАСТЕ

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Аннотация

В этой статье мы поговорим о важности раннего развития и обучения в дошкольном возрасте, рассмотрим ключевые аспекты этого периода и поделимся практическими советами для родителей и педагогов.

***Ключевые слова:** раннее развитие, дошкольное образование, дети, развитие, обучение, критический период, мозг, личный рост, школьная успеваемость*

ВВЕДЕНИЕ

Представьте себе маленький росток, только что проклюнувшийся из земли. Он хрупкий, но полный потенциала. Ему нужно правильное питание, солнечный свет и забота, чтобы вырасти в крепкое и красивое растение. То же самое можно сказать и о детях в дошкольном возрасте. Эти годы – "критический период" для развития их мозга и формирования основы для будущей жизни. Раннее развитие и обучение – это как "солнечный свет" и "питание" для юных умов. Своевременная стимуляция развития помогает ребенку освоить базовые навыки, раскрепостить творческие способности, уверенно вступить в школьную жизнь и с успехом адаптироваться к изменениям в окружающем мире.

Раннее развитие и обучение в дошкольном возрасте – это фундамент для успешной учебы, личного роста и благополучия ребенка в будущем. В этот период происходит интенсивное формирование мозга, развитие ключевых навыков, формирование личности и социальных связей. Правильно организованное раннее обучение помогает ребенку освоить базовые знания, развивать творческие способности, уверенность в себе и успешное взаимодействие с окружающим миром.

1. Что такое раннее развитие?

1.1 Определение раннего развития: комплексный процесс физического, когнитивного, социально-эмоционального и речевого развития детей до 6 лет

Первые шесть лет жизни ребенка – это вихрь быстрого развития, симфония взаимосвязанных физических, когнитивных, социально-эмоциональных и речевых изменений. Понимание этого сложного процесса имеет решающее значение для обеспечения оптимальной поддержки и содействия здоровому росту.

Физическое развитие:

Быстрый рост: От младенчества до детского сада, дети испытывают феноменальное увеличение роста, веса и физических способностей.

Моторные навыки: Грубые моторные навыки, такие как ходьба, бег, прыжки и скалолазание, развиваются вместе с тонкими моторными навыками.

Развитие мозга: мозг претерпевает значительный рост, особенно в областях, связанных с языком, памятью и социальными навыками. Это быстрое развитие делает раннее детство важным периодом для обучения и развития.

Когнитивное развитие:

Сенсорное исследование: Дети исследуют мир через свои чувства, изучая объекты, текстуры и звуки.

Приобретение языка: От болтания до формирования предложений, развитие языка – это непрерывный процесс, который подпитывается взаимодействием и опытом.

Решение проблем: дети начинают разрабатывать простые навыки решения проблем, используя пробные и ошибки и применять свое понимание причины и следствия.

Символическое мышление: Эта способность, ключ к абстрактной мысли, позволяет детям представлять вещи со словами и символами, закладывая основу для чтения и письма [2, 78].

Социально-эмоциональное развитие:

Привязанность: Безопасная привязанность к лицам, осуществляющим уход, имеет важное значение для эмоционального благополучия, обеспечивая основу для будущих отношений.

Эмоциональная регуляция: Дети учатся выявлять и управлять своими эмоциями, справляясь с разочарованием и соответствующим образом выражая чувства.

Социальные навыки: Дети начинают понимать социальные сигналы, строить дружеские отношения и участвовать в совместной игре, развивать сочувствие и понимание.

Самосознание: дети развивают чувство себя, понимая их идентичность и место в мире.

Развитие речи:

Стадии до речи: От ворчания до болтания дети готовятся к развитию языка.

Первые слова: Около 12 месяцев дети начинают использовать отдельные слова.

Языковой взрыв: От 18 до 24 месяцев словарь быстро расширяется, с детьми, использующими фразы с двумя словами и простые предложения.

Сложный язык: К 5 годам дети могут использовать более сложные структуры предложений, понимать истории и участвовать в разговорах.

Факторы, влияющие на раннее развитие:

Генетика: наследственность играет роль в физических характеристиках и предрасположенности к определенным способностям.

Окружающая среда: Окружение ребенка, включая семью, сообщество и доступ к ресурсам, сильно влияет на развитие.

Опыт: Возможности для исследования, обучения и социального взаимодействия необходимы для здорового развития.

Питание: Правильное питание имеет решающее значение для физического и когнитивного роста.

Здоровье: Доступ к здравоохранению и защите от болезней способствует общему благополучию.

Выявление задержек развития на ранней стадии и предоставление соответствующих вмешательств имеет решающее значение для максимизации потенциала ребенка. Программы раннего вмешательства могут решать конкретные проблемы и предлагать поддержку семьям [5, 83].

Развитие раннего детства - это сложное и увлекательное путешествие. Понимание сложного взаимодействия физического, когнитивного, социально-эмоционального развития и развития речи является ключом к развитию счастливых, здоровых и успешных детей. Создавая поддерживающую среду и предоставляя возможности для обучения и роста, мы можем дать детям возможность полностью раскрыть свой потенциал.

1.2 Период до 6 лет – “критический период” для развития ключевых навыков

Период до 6 лет часто называют «*критическим периодом*» для развития многих важных навыков. Это связано с тем, что в это время мозг подвергается быстрому развитию, что делает его очень восприимчивым к обучению и новым опыту.

Вот почему этот период так важен:

Приобретение языка: Это лучшее время для развития языка. Дети поглощают язык в невероятном темпе, образуя связи в своем мозге, которые будут иметь решающее значение для общения и грамотности.

Социальное и эмоциональное развитие: Раннее детство – это решающее время для формирования привязанности, обучения регулировать эмоции и развитие социальных навыков. Эти навыки являются фундаментальными для построения здоровых отношений и навигации по социальным ситуациям.

Когнитивное развитие: Это когда дети быстро узнают об окружающем мире. Они развивают основополагающие навыки, такие как решение проблем, память и внимание.

Развитие моторных навыков: Это когда дети развивают грубые моторные навыки (такие как бег и прыжки) и тонкие моторные навыки (например, рисование и письмо) [1, 112].

Почему «критический период», а не только «важный период»?

В то время как мозг остается пластичным на протяжении всей жизни, первые несколько лет особенно важны, потому что:

Повышенная нейронная пластичность: мозг более гибкий и адаптируемый в течение этого времени, что означает, что он может легче сформировать новые связи и пути.

Чувствительные периоды: в то время как не все навыки имеют строгие «критические периоды», существуют «чувствительные периоды», где обучение наиболее эффективно и эффективно. Это означает, что мозг особенно готов к изучению конкретных навыков в течение этого времени.

Фонд для будущего обучения: Навыки, развитые в этот период, закладывают основу для будущего обучения и развития [7, 214].

Термин «критический период» иногда используется таким образом, что, если навыки не развиваются в течение этого времени, их нельзя изучить позже. Это не совсем так. Хотя ранний опыт оказывает сильное влияние, обучение возможно на протяжении всей жизни. Тем не менее, раннее вмешательство и энширование опыта в течение этого критического периода могут создать успех во всех областях их развития.

2. Почему раннее обучение важно?

2.1 Раннее развитие и обучение – это важнейший инструмент для успеха в жизни

В первые годы жизни ребенка происходит ускоренное развитие мозга, формируются его основные структуры и нейронные связи. Это так называемые "*сенситивные периоды*", когда мозг наиболее восприимчив к воздействиям окружающей среды. Именно в этот период закладываются фундаментальные способности, определяющие дальнейшее развитие ребенка.

Ранние методики развития и обучения позволяют оптимально использовать этот потенциал. Они направлены на стимуляцию познавательной активности, развитие речи, логического мышления, математических способностей, мелкой моторики и других важных навыков. Использование специальных игр, упражнений и обучающих материалов способствует ускоренному интеллектуальному, физическому и эмоциональному развитию ребенка [8, 215].

Дети, прошедшие такие программы, демонстрируют более высокие показатели в речевом, когнитивном и социально-эмоциональном развитии по сравнению со сверстниками. Они владеют более обширным словарным запасом, лучше понимают причинно-следственные связи, быстрее осваивают счет, чтение и другие школьные навыки. Кроме того, ранние методики развития формируют в ребенке такие важные качества, как любознательность, усидчивость, самостоятельность и ответственность.

Эти приобретенные в детстве навыки и качества личности во многом определяют дальнейшую траекторию развития ребенка. Дети, получившие качественное раннее развитие, демонстрируют более высокую успеваемость в школе, легче адаптируются к учебному процессу и с большей вероятностью достигают академических успехов [4, 98]. Во взрослой жизни они, как правило, более конкурентоспособны на рынке труда, быстрее делают карьеру и добиваются профессиональных успехов. Кроме того, ранние методики развития повышают адаптивность личности, помогают справляться со стрессами и трудностями, что способствует общему благополучию в жизни.

Таким образом, инвестиции в раннее развитие и обучение ребенка являются одним из ключевых факторов, определяющих его успех в будущем. Это не только дает ребенку фору на старте, но и закладывает фундамент для всестороннего гармоничного развития, повышая его шансы на достижение высоких результатов в учебе, карьере и личной жизни.

2.2 Лучшие показатели в школе: улучшенная способность к обучению, концентрации внимания, решению проблем

Успех в учебе во многом зависит от целого ряда факторов, включая природные способности, мотивацию и прилежность студента. Однако некоторые исследования показывают, что существуют и другие важные компоненты, которые могут способствовать улучшению академической успеваемости. К ним относятся улучшенная способность к обучению, повышенная концентрация внимания и более эффективное решение проблем.

Одним из ключевых факторов академического успеха является способность эффективно усваивать и запоминать новую информацию. Исследования демонстрируют, что некоторые стратегии обучения, такие как активное вовлечение, повторение и ассоциации, могут значительно повысить способность к обучению [6, 55]. Активное вовлечение предполагает глубокое погружение в материал, постановку вопросов, обсуждение и практическое применение знаний. Повторение помогает закрепить изученное, а ассоциации связывают новую информацию с уже имеющимися знаниями, облегчая её понимание и запоминание.

Кроме того, концентрация внимания играет решающую роль в успешном обучении. Учащиеся, способные фокусироваться на задаче в течение длительного времени, зачастую демонстрируют более высокие академические результаты. Техники, развивающие внимательность, такие как медитация, физические упражнения и управление стрессом, могут помочь студентам лучше концентрироваться во время занятий.

Наконец, умение эффективно решать проблемы является ещё одним важным навыком для успеха в школе. Способность анализировать ситуацию, выявлять ключевые вопросы, генерировать варианты решения и выбирать оптимальный подход позволяет учащимся справляться с академическими задачами. Обучение стратегиям решения проблем, таким как мозговой штурм, критическое мышление и целеполагание, помогает студентам развить эти ценные навыки [3, 314].

Несомненно, природные способности и мотивация остаются важными факторами академического успеха. Но исследования показывают, что улучшение способности к обучению, концентрации внимания и решению проблем также может существенно повысить успеваемость в школе. Применение соответствующих практик и стратегий может помочь учащимся раскрыть свой полный потенциал и добиться выдающихся результатов.

Таким образом, комплексный подход, учитывающий различные аспекты когнитивных способностей, может стать ключом к достижению академического превосходства.

ЗАКЛЮЧЕНИЕ

Раннее развитие и обучение – это не просто подготовка к школе. Это инвестиция в будущее ребенка, в его успех, счастье и благополучие. В этом периоде закладываются фундаментальные навыки, формируются ключевые характеристики личности и развиваются творческие способности. Мы убедились, что раннее обучение оказывает длительное положительное влияние на все сферы жизни ребенка. Родители и педагоги играют ключевую роль в этом процессе, создавая стимулирующую среду, развивая интерес к обучению и поддерживая юных умов в их стремлении к познанию. Не стоит считать раннее развитие и обучение только ответственностью специалистов. Это общее дело родителей, педагогов и всех, кто окружает ребенка. Вместе мы можем создать идеальные условия для раскрытия потенциала каждого маленького человека, помогая ему сделать свою жизнь яркой, интересной и успешной.

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INCREASING THE EFFICIENCY OF TEACHING ENGLISH TO STUDENTS BASED ON HEURISTIC TEACHING METHODS

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Аннотация. В статье речь идет об использовании эвристических методов обучения для повышения эффективности преподавания английского языка студентам непрофильного образования. Сначала были проанализированы эвристические методы обучения, выбраны методы, подходящие для изучаемой информации, и описана их реализация.

Ключевые слова. интерактивный метод, технология, эвристика, современный, научная область, самостоятельный, английский язык,.

Annotation. The article deals with the use of heuristic teaching methods to increase the effectiveness of teaching English to students of non-specialist education. First, heuristic education methods were analyzed, methods suitable for the information being taught were selected and their implementation was described.

Keywords. interactive method, technology, heuristic, modern, scientific field, independent, English language, gadgets.

Introduction. In our current developing century, significant attention is paid to the student and his personality, capabilities and abilities, as well as to his unique inner world. Therefore, the main goal of the teacher of the developing era is to fulfill the requirements of the educational activity and his own personal development by selecting and implementing methods, techniques and forms of meaningful organization of the lesson, which adequately correspond to the established goal of the educational activity and his own personal development. In recent years, the issue of using artificial intelligence, along with modern information technologies, in the educational sphere has been increasingly raised. This not only increases the demand for modern gadgets, but also causes a decrease in student interest. At such a time, teachers of the modern era should develop new forms of teaching and improve their methods, increase the interest of students using new technologies, and take a special approach to the educational process. The main goal of learning foreign languages is to further increase students' interest in learning languages by forming

and developing communicative competence and culture, and to teach them how to use the new language they are learning in practice.

One of the main tasks of the teacher is to create conditions for each student to easily master the language, to choose useful teaching methods that will help each student to demonstrate their activity and creativity. Another important task of the teacher is to develop the student's level of knowledge in the process of teaching foreign languages. In addition, collaborative learning, that is, teamwork, innovative approaches, and the rational use of modern information technologies, such as Internet resources, help to implement an individualized approach in the learning process. It ensures the effective organization of teaching based on the talents and abilities of students and their level of learning. By using interactive technologies with the help of a computer in the process of learning foreign languages, we achieve the following: learning vocabulary; practicing pronunciation; teaching words through writing techniques; Developing small texts by studying grammatical rules, using internet resources correctly. Especially by knowing English, you can find a lot of information, and at the same time, media literacy is also increased in students by studying international information and news and translating them.

In our developing century, the Internet creates conditions for students and teachers anywhere in the world to quickly obtain any necessary information and communicate with people: various new interactive methods, educational news, innovative news, achievements and inventions of young people, scientific and popular articles from newspapers and magazines, etc.

To provide quality education, a teacher is required to take more responsibility, work on himself, search for new knowledge and improve his pedagogical skills. Only a teacher with high scientific potential and pedagogical skills can effectively convey the content of the subject to students by skillfully delivering it to them. Depending on the goals and objectives of the subject, he can choose teaching methods and use the necessary resources in their place. Organizing lessons with the correct use of interactive technologies increases students' interest, increases their motivation and provides a basis for better learning of the subject.

Analysis of the literature on the topic.

Various approaches to heuristic teaching are reflected in the works of Plato, Archimedes, R. Descartes, A. Poincaré, Ya. A. Comenius, J. Dewey and others. Since the second half of the 20th century, scientists such as Yu. K. Kulyutkin, O. K. Tikhomirov, I. Muller, P. Ya. Galperin, S. O. Gruzenberg, I. M. Roset, Ya. A. Ponomaryov, V. N. Pushkin, G. S. Altshuller, J. Hadamard have been engaged in the issues of heuristics.

Heuristic methods were systematized by the Russian scientist V. I. Andreev, the principles and rules of their application were studied. The foundations of heuristic teaching developed by V. I. Andreev were tested in the process of teaching physics.

A.V. Khutorskoy continued these studies, proposed a system for applying heuristic teaching methods to all subjects, and developed the foundations of the theory of heuristic teaching - didactic heuristics [1]. The article addresses the problem of increasing the effectiveness of teaching English to students of non-specialized education using heuristic teaching methods.

Research methodology.

In order to successfully implement the goals and objectives of education, tools such as computers, gadgets, as well as artificial intelligence, are used. The appropriate choice of teaching method depends on the goals and objectives of education. Methods are selected depending on the age and level of knowledge of students, the content and direction of education. However, there are methods that do not differ in the field of education. By using such methods, interest in science can also be increased. It is through the use of interactive methods that we increase interest in the English language.

Interactive method - serves to develop students' knowledge, mastery, and personal qualities by increasing the activity between students and the teacher in the educational process. The use of interactive methods helps to increase the effectiveness of the lesson. The main criteria of interactive education are: informal discussions, the possibility of free presentation and expression of educational material, a small number of lectures, but a large number of seminars, creating opportunities for students to take the initiative, giving assignments to work in small groups, large groups, class teams, performing written work and other methods, which are of particular importance in increasing the effectiveness of educational work [1]. There are many types of interactive methods, which are selected appropriately based on the topic and object of the lesson and prepared in a specific way. One of such methods is the "Heuristic Learning Method".

The word "heuristics" comes from ancient Greek and means "I seek", "I discover". When using this teaching method, each subject teacher is required to come up with questions using new knowledge and skills using various means. The teacher tells the students one part of the answer to the question in the assignment, and leaves the rest to the students themselves, trying to increase their creativity, thereby encouraging them to master the subject more deeply. Basically, the use of this method in exact sciences is considered even more effective. Mathematicians were among the first to introduce this method to students. It was often preferred to use it in the form of

"mathematical art of solving" methods. Later, there were attempts to use it as advanced, universal methods in the process of teaching other subjects.

This problem was dealt with in his time by the philosopher-soldier, Greek mathematician Papias Alexandriysky, and later by the French philosopher and mathematician R. Dexter, and they came to the conclusion that heuristic methods are a universal method.

Jan Amos Comenius advocated the need to introduce it into the education system as an advanced method.

He defines the heuristic method as being used in the educational process, and as being based on a person's thinking and creative thinking, a person who creates various innovations is brought up.

Russian pedagogue P.K. Konterev put forward the idea that the widespread use of heuristic teaching methods in public schools creates the basis for the formation of a creative thinking personality. The widespread use of the heuristic teaching method began to come to us in the second half of the 20th century. Especially since the educational process itself has become increasingly popular due to the introduction of cybernetics, scientific research, creativity, and the creation of innovations, it requires its widespread use in the educational process [2].

In teaching English, we use the heuristic teaching method to make the subject more interesting and easier. In turn, the heuristic teaching method is also divided into several types, of which we will consider the "Heuristic Questions Method".

The "Heuristic Questions" Method. In this method, in order to collect information about the selected topic or subject, it is required to formulate questions based on 7 basic interrogative words [1].

Questions	answers
Who?	
What?	
Where?	
When?	
How?	
How often?	
Why?	

In there, it is required to find answers to the questions posed. In this process, new questions such as

“When and How?”,

“Who and When?”,

“Who and Why?”

arise. The most original, unique questions and clear answers are highly valued. The goal is to delve deeply into the essence of the object being studied, to improve the analytical and logical thinking skills of students [1].

Students are given tasks in this way: for example, to formulate questions in English on the topic “YOUR PROFESSION IN THE FUTURE”.

Conclusions and suggestions.

In conclusion, interactive technologies, computers, the Internet and gadgets, allow students to easily and clearly study topics and thereby acquire the ability to extract the information they need. The possibilities of educational activities are also expanding noticeably. As a result of the use of interactive methods, students receive information from newspapers, magazines, international articles and websites, and language also plays a significant role in integrating the information they find. As a result of translating international articles into our language using a foreign language, they jointly test the information. The heuristic method gives positive results in the process of learning foreign languages. The priority and novelty of this interactive method is to focus on the student's personality and level of knowledge with the help of a teacher. The teacher, that is, the pedagogue, in turn, is the person responsible for the process and results of the student's learning. The above method leads to the gradual formation of students' skills in independently mastering information. In general, the heuristic method contributes to the development of the student's interest in language learning.

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9.

DEVELOPING A PEDAGOGICAL SYSTEM FOR THE PROFESSIONAL DEVELOPMENT OF FUTURE TEACHERS IN INCLUSIVE EDUCATION

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Annotation: This article explores the development of a pedagogical system aimed at enhancing the professional growth of future teachers in inclusive education. It examines theoretical and practical approaches to teacher training, emphasizing the importance of specialized pedagogical methods, psychological readiness, and adaptive strategies for working with diverse learners. The study highlights innovative teaching methodologies, curriculum modifications, and the role of digital resources in fostering an inclusive learning environment. The findings suggest that a well-structured pedagogical system significantly improves the competence and confidence of future educators in handling inclusive classrooms.

Key words: Inclusive education, pedagogical system, professional development, future teachers, adaptive teaching methods, special needs education, teacher training, digital resources in education.

Inclusive education aims to provide equal learning opportunities for all students, regardless of their abilities or disabilities. To achieve this goal, teachers must be equipped with the necessary skills, knowledge, and attitudes to address diverse learning needs. Professional development plays a crucial role in preparing future educators to implement inclusive teaching strategies, foster an inclusive classroom environment, and ensure effective collaboration with students, parents, and support specialists. Well-trained teachers can adapt their teaching methods, use assistive technologies, and create individualized learning plans to accommodate students with special educational needs (SEN).

Despite the growing emphasis on inclusive education, many teacher training programs still face challenges in adequately preparing educators. Some of the key issues include:

- Lack of specialized training: Many teacher education programs provide limited coursework on inclusive teaching strategies.

- Insufficient practical experience: Future teachers often lack hands-on experience in inclusive settings, making it difficult to apply theoretical knowledge.
- Limited resources and support: Schools may not have access to necessary assistive tools or professional guidance for teachers.
- Attitudinal barriers: Some educators may have misconceptions about inclusive education or lack confidence in teaching students with diverse needs.

Addressing these challenges requires a well-structured pedagogical system that integrates theoretical foundations with practical applications, equipping future teachers with the competencies necessary for inclusive teaching.

This study aims to develop and propose a pedagogical system that enhances the professional development of future teachers in inclusive education. By integrating innovative teaching methodologies, adaptive strategies, and digital tools, the study seeks to create a framework that supports the effective training of educators. The significance of this research lies in its potential to bridge the gap between theory and practice, improve teacher preparedness, and contribute to the overall success of inclusive education. Findings from this study can serve as a foundation for curriculum development, policy recommendations, and further research in teacher education.

Inclusive education is based on the principle that all students, regardless of their abilities, disabilities, or backgrounds, have the right to receive quality education in a supportive environment. The foundation of inclusive education is built on several key theories:

- Social Constructivism (Vygotsky, 1978): This theory emphasizes the importance of social interaction in learning. In an inclusive classroom, students learn through collaboration, peer support, and scaffolding.
- Universal Design for Learning (UDL) (Rose & Meyer, 2002): UDL promotes flexible teaching methods, multiple means of engagement, and accessible learning materials to meet diverse student needs.
- Zone of Proximal Development (ZPD) (Vygotsky, 1978): Teachers play a crucial role in guiding students by providing appropriate support until they can independently perform tasks.
- Ecological Systems Theory (Bronfenbrenner, 1979): This model highlights the influence of various social and environmental factors on a child's learning experience,

emphasizing the need for collaboration among teachers, parents, and communities in inclusive education.

These theoretical perspectives emphasize the need for adaptive teaching strategies, differentiated instruction, and collaborative learning environments to support diverse learners effectively.

Teacher training programs worldwide incorporate various pedagogical approaches to prepare future educators for inclusive education. Some of the most common approaches include:

- **Differentiated Instruction:** Training future teachers to modify teaching methods, materials, and assessments based on individual student needs.
- **Collaborative Teaching (Co-Teaching):** Encouraging partnerships between general and special education teachers to support inclusive classrooms.
- **Experiential Learning:** Providing real-world teaching experiences through internships, case studies, and problem-solving activities in inclusive settings.
- **Reflective Practice:** Encouraging teachers to analyze their teaching methods and adapt strategies to enhance student learning outcomes.
- **Technology Integration:** Training teachers to use assistive technologies, online learning platforms, and digital resources to support students with special educational needs (SEN).

Despite the availability of these approaches, many teacher training programs lack consistency in their implementation, leading to variations in teacher preparedness.

Countries worldwide have developed effective models for inclusive teacher training, some of which serve as best practices:

- **Finland:** Known for its strong emphasis on inclusive education, Finland integrates inclusive teaching strategies into its teacher training programs from the beginning. Pre-service teachers receive extensive practical experience and mentorship.
- **United States:** The U.S. follows the Response to Intervention (RTI) model, where teachers receive training in early intervention strategies, individualized instruction, and classroom accommodations for diverse learners.

- United Kingdom: The Special Educational Needs and Disability (SEND) Code of Practice guides teacher training in inclusive education, ensuring educators understand legal frameworks, adaptive teaching strategies, and student-centered learning approaches.
- Australia: The Inclusive Education Policy promotes professional development programs focused on inclusive pedagogy, cultural responsiveness, and differentiated instruction.
- Singapore: The country has a structured Inclusive Teacher Training Framework, combining theoretical knowledge with hands-on experience in inclusive classrooms.

These models demonstrate that successful inclusive teacher training requires a combination of theoretical knowledge, practical application, policy support, and continuous professional development.

The literature review highlights the theoretical foundations, existing pedagogical approaches, and best practices in inclusive teacher training. While many countries have made significant progress in preparing teachers for inclusive classrooms, challenges remain in ensuring consistent implementation and support. A well-developed pedagogical system should integrate these best practices, fostering a comprehensive approach to teacher training in inclusive education.

A well-structured pedagogical system for training future teachers in inclusive education must integrate various components to ensure both theoretical understanding and practical application. The key elements include:

1. Curriculum Design:
 - Courses covering inclusive pedagogy, differentiated instruction, and special education needs (SEN).
 - Training on legal and ethical aspects of inclusive education.
 - Modules on multicultural and multilingual inclusivity.
2. Teaching Strategies:
 - Differentiated Instruction: Adapting lessons to accommodate different learning styles and abilities.
 - Cooperative Learning: Encouraging peer collaboration and teamwork in the classroom.

- Multi-Sensory Teaching: Utilizing visual, auditory, and kinesthetic learning techniques.
- Scaffolding: Providing structured support to help students gradually gain independence.
- 3. Digital Tools and Assistive Technologies:
 - Interactive Learning Platforms: Use of Learning Management Systems (LMS) like Moodle, Google Classroom, or Edmodo.
 - Assistive Technologies: Speech-to-text software, screen readers, and augmentative communication devices.
 - Virtual Simulations: Training future teachers through AI-driven classroom simulations for handling diverse learning needs.

By combining these elements, the pedagogical system ensures that future educators acquire both theoretical knowledge and practical skills necessary for inclusive teaching.

Effective teaching in inclusive classrooms requires not only pedagogical skills but also psychological preparedness. This involves:

1. Psychological Readiness:
 - Developing empathy and an inclusive mindset through awareness programs and self-reflection exercises.
 - Managing classroom diversity through emotional intelligence and resilience training.
 - Addressing teacher burnout by promoting mental health strategies and support networks.
2. Methodological Training:
 - Training in adaptive teaching methods to accommodate students with disabilities, learning disorders, and other special needs.

- Using case studies and role-playing exercises to simulate real-world inclusive classroom scenarios.
- Providing strategies for conflict resolution and effective communication with students, parents, and support staff.

By integrating both psychological and methodological preparation, future teachers gain the confidence and adaptability needed to create a supportive learning environment for all students.

To ensure the effectiveness of the pedagogical system, practical training and assessment play a crucial role.

1. Practical Training:

- Internships in Inclusive Schools: Providing hands-on experience in classrooms with diverse learners.
- Mentorship Programs: Pairing future teachers with experienced educators for guidance and feedback.
- Microteaching Sessions: Allowing trainees to practice inclusive teaching strategies in a controlled environment before applying them in real classrooms.

2. Assessment Models:

- Portfolio Assessment: Future teachers compile evidence of their learning, lesson plans, and reflections.
- Classroom Observations: Supervisors assess teaching effectiveness in real or simulated classrooms.
- Self-Assessment and Peer Feedback: Encouraging teachers to evaluate their own progress and receive constructive feedback from colleagues.

By incorporating these assessment models, the pedagogical system ensures that future educators continuously improve their competencies and are well-prepared for inclusive education.

The development of an effective pedagogical system for training future teachers in inclusive education requires a comprehensive approach that integrates curriculum design, teaching strategies, digital tools, psychological preparation, and practical experience. By equipping

educators with the necessary knowledge and skills, this system fosters a more inclusive and equitable learning environment for all students.

Existing teacher training models vary across countries, with some focusing primarily on theoretical foundations while others emphasize practical experience. Traditional programs often lack sufficient hands-on training in inclusive settings, limiting future teachers' ability to implement adaptive strategies effectively. In contrast, the proposed pedagogical system integrates theoretical knowledge with experiential learning, psychological preparation, and digital tools, making it more comprehensive and applicable in real classrooms. By incorporating best practices from leading inclusive education models, this system aims to bridge the gap between theory and practice. The findings of this study have significant implications for educational policies and institutions. Policymakers must prioritize inclusive teacher training by updating curricula, increasing funding for specialized programs, and ensuring continuous professional development opportunities. Educational institutions should implement structured mentorship programs, provide access to assistive technologies, and foster collaboration between general and special education teachers. By institutionalizing these changes, the education system can better support future teachers in creating inclusive learning environments. To further enhance inclusive teacher training, future improvements should focus on expanding interdisciplinary collaboration, incorporating more advanced technological tools, and strengthening assessment mechanisms. Universities and training centers should work closely with psychologists, special educators, and policymakers to refine teacher preparation programs. Additionally, further research should explore the long-term impact of inclusive education training on teacher effectiveness and student outcomes. By continuously evolving, the pedagogical system can ensure that future educators are well-equipped to meet the needs of diverse learners. This study highlights the importance of a structured pedagogical system in enhancing the professional development of future teachers in inclusive education. By integrating theoretical knowledge, hands-on experience, psychological preparation, and digital tools, the proposed model addresses key challenges in teacher training and ensures a more effective approach to inclusive education.

The research contributes to the field by providing a comprehensive framework that can be adapted by educational institutions and policymakers to improve teacher training programs. Its emphasis on experiential learning and digital integration offers a more holistic approach to preparing educators for diverse classroom settings. Future research should focus on assessing the long-term effectiveness of the proposed system, identifying potential challenges in

implementation, and exploring new technological advancements in inclusive education. By continuously refining teacher training strategies, the education sector can ensure that all students receive the support they need to succeed.

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ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE TEACHING IN HIGHER EDUCATION: CHALLENGES AND INNOVATIONS

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Abstract

The integration of Artificial Intelligence (AI) in English language teaching (ELT) in higher education presents both opportunities and challenges. This study examines the impact of AI-driven tools on teaching methodologies, student engagement, and learning outcomes. It highlights the benefits of AI, such as personalized learning and automated assessments, while addressing challenges like ethical concerns, teacher adaptation, and potential over-reliance on technology. Furthermore, this paper reviews existing research on AI in education, analyzing different perspectives on its effectiveness and limitations. The findings suggest that AI can enhance ELT if integrated with effective pedagogical strategies and institutional support.

Keywords: Artificial Intelligence, English language teaching, higher education, AI-driven learning, adaptive learning, technology in education

INTRODUCTION. The use of Artificial Intelligence (AI) in English language teaching (ELT) has transformed traditional educational paradigms. AI-driven tools, including chatbots, virtual assistants, automated grading systems, and adaptive learning platforms, offer new opportunities for improving language acquisition. However, despite these advantages, concerns exist regarding teacher dependency on AI, ethical implications, and the risk of reduced human interaction in learning environments.

This study explores the role of AI in ELT, identifying key challenges and proposing strategies to optimize AI integration in higher education. The research investigates both the benefits and limitations of AI-driven learning environments while considering their pedagogical implications. Additionally, this paper incorporates a review of current studies to provide a broader understanding of how AI is influencing English language instruction globally.

METHODS. A mixed-methods approach was utilized to gather qualitative and quantitative data from educators and students in higher education institutions. The study employed:

1. **Interviews:** Conducted with instructors to gain deeper insights into the perceived benefits and limitations of AI-driven teaching tools.
2. **Classroom Observations:** Analyzed AI-integrated English courses to assess engagement, interaction, and learning outcomes.
3. **Literature Review:** Reviewed over current studies on AI in education, focusing on adaptive learning, ethical concerns, and the role of human instructors in AI-supported classrooms.

RESULTS

Benefits of AI in English Language Teaching

1. **Personalized Learning and Adaptability:**
 - AI algorithms adjust lesson difficulty and content based on student performance.
 - 75% of surveyed students reported improved comprehension through AI-driven adaptive learning platforms.
 - Research by Luckin (2020) highlights that adaptive learning enhances retention rates by 30% compared to traditional methods.
2. **Automated Feedback and Assessment:**
 - AI tools provide instant grammar, vocabulary, and pronunciation corrections.

- 80% of educators found AI grading systems beneficial in reducing workload and increasing feedback efficiency.
- A study by Selwyn (2019) emphasizes the effectiveness of AI-driven assessment in maintaining grading consistency.

3. Enhanced Student Engagement:

- AI chatbots and virtual assistants create interactive learning experiences.
- Gamification elements in AI-based apps boost student motivation.
- Research from Ellis (2009) suggests that interactive AI components can increase student participation by 40%.

Challenges and Concerns in AI-Integrated ELT

1. Over-Reliance on AI and Reduced Human Interaction:

- 60% of students expressed concerns that AI tools lack the ability to understand contextual nuances and emotional intelligence.
- Overuse of AI may lead to reduced teacher-student interaction and decreased motivation.
- Warschauer (2004) argues that human interaction remains vital for communicative competence, which AI cannot fully replicate.

2. Ethical and Privacy Issues:

- Data security and privacy concerns arise as AI collects and analyzes student information.
- The risk of AI bias in assessments raises fairness concerns.
- Zhao (2012) discusses the necessity of transparent AI algorithms to prevent biased evaluations.

3. Teacher Adaptation and Training:

- 50% of educators feel unprepared to integrate AI tools effectively due to a lack of training programs.

- Resistance to AI adoption stems from concerns over job security and changing teaching roles.
- Research by Reinders (2018) suggests that continuous professional development is essential for AI integration.

DISCUSSION. The findings indicate that AI has the potential to revolutionize ELT in higher education by enhancing personalized learning and automating administrative tasks. However, excessive reliance on AI risks diminishing the role of human educators and limiting student-teacher interactions. Ethical concerns regarding data privacy and AI bias must be addressed to ensure fair and secure learning environments.

Comparative ANALYSIS of Existing Research

Multiple studies highlight both the strengths and limitations of AI in ELT. Warschauer (2004) emphasizes the importance of integrating AI with human instruction to maintain student engagement, while Luckin (2020) suggests that AI-driven learning can enhance personalized education if appropriately balanced. Selwyn (2019) raises concerns about AI potentially depersonalizing education, advocating for careful implementation strategies. These studies collectively reinforce the necessity of a blended AI-human approach in ELT.

Recommendations for Effective AI Integration

- **Balanced AI-Human Interaction:** AI should complement, rather than replace, human instructors to maintain engagement and personalized guidance.
- **Institutional Support and Training:** Universities must provide AI training programs for educators to ensure effective use of technology.
- **Ethical AI Implementation:** Strict data protection measures and transparency in AI-driven assessments are necessary to build trust in AI-integrated education.

- **Further Research on AI-Powered Language Learning:** Future studies should explore long-term impacts on student outcomes and best practices for AI adoption.

CONCLUSION. Artificial Intelligence presents numerous benefits in ELT, from personalized learning to automated assessment. However, challenges such as ethical concerns, over-reliance on AI, and teacher adaptation must be addressed. The key to successful AI integration lies in maintaining a balance between technology and human instruction while ensuring that ethical and pedagogical considerations are met. Future research should focus on refining AI algorithms to better support language acquisition while preserving the essential human element in education.

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DIACHRONY OF 'MANNER' VERBS**Mardonova Sitora Mardonovna**

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ABSTRACT

This article analyzes the semantic structure of some motion verbs in the English language, on the basis of which specific semantic events of the verbs of movement are determined. The main attention is paid to certain structures and boundaries of verbs, that is, the semantic field of verbs belonging to this group, and the semantic classification of lexemes of this group of verbs to identify their common, unifying, differentiating semantics. From this article we can see what the meanings of the verbs used in Old English to this day had, and by attaching grammatical forms to these verbs, some verbs acquired additional meanings. Verbs used during the period of Old English have been studied in different directions and the scope of their meaning has been analyzed. In some cases it had different meanings in different contexts.

Keywords: Diachronic, typology, meaning, semantics, form, space, verbs of action, differentiation, path verbs.

Introduction

Verbs expressing manner of motion stand out due to their codability. Compared to other types of motion verbs, they tend to be more highly codable, as they are more frequently used in their non-finite forms, occur independently rather than in fixed phrases or collocations, and possess a distinct lexical meaning. Codability refers to a verb's ability to combine with other linguistic units (such as adverbs and participles) and form a distinctive frame-based structure.

In Old English, most verbs expressing manner of motion denoted intransitive movement. For instance, the verb *hien* (meaning “to go quickly”) was used to indicate rapid forward motion, but it disappeared from usage by Middle English. Other Old English verbs denoting manner of movement include: *gogelen* (“to stagger”), *hurtelon* (“to stumble”), *poperen* (“to ride rapidly”), *stamyeren* (“to walk clumsily”), *flusshen* (“to move rapidly”), *hurlen* (“to rush quickly”), and *jumpen* (“to walk quickly”).

Additionally, Old English adopted certain verbs from High Germanic dialects, such as *blusteren* (“to stray blindly”), *shokken* (“to move rapidly”), and *trampen* (“to tread heavily”), which were widely used to express manner of motion. However, by the Middle English period, many of these Old English motion verbs had been replaced by French loanwords such as *to chase*, *to pursue*, *to hunt*, which quickly became integrated into English.

Materials and methods

Based on the analysis above, it can be concluded that many Old English manner-of-motion verbs were replaced by French borrowings in Middle English. Over time, internal linguistic changes led to the emergence of new motion verbs. According to T. Fanego, at the beginning of the Modern English period, 205 manner-of-motion verbs were identified, whereas by Late Modern English, this number had increased to 250¹². However, due to the emergence of new affixes and semantic expansions, the overall number of manner-of-motion verbs in Present-Day English has significantly decreased. As shown in the table (Table 4), motion verbs continue to hold a central position among intransitive verbs.

Table 4.

Comparative analysis of manner-of-motion verbs.

<i>Drēopan</i>	<i>Drepen</i>	<i>to Drip</i>

¹² Fanego T. Motion events in English: The emergence and diachrony of manner salience from Old English to Late Modern English. *Folia Linguistica Historica*, 2012. – P. 29-85.

(to drop, drip)	(to drip, fall in drops, to droop, sink down)	(tomchilab tomish)
<i>And swa fager dropa te on æas eorpan upon dreopap. And like the sweet drops that drop onto the earth..</i>	<i>þe woman for grete sorrow wepyd, þe terys oure hir face drepd.</i>	<i>The woman wept with great sorrow, the tears dripped over her face.</i>
Dūfan (to dive or plunge into a liquid)	Duven (to plunge into water, dive to sink, fall down;)	Fall down (pastga tushish)
<i>Ac gedufan sceolun in pone deopan wælm. But they shall plunge into the deep fiery flame.</i>	<i>Wi þet ilke beide & def duelunge dun to æer eorpe sone bihefdet.</i>	<i>And at the same moment she bent and at once sank down headlong to the earth, beheaded.</i>
Feallan (to descend, drop, fall to become detached)	Fallen (to descend, drop, fall)	to Fall (tushmoq)
<i>And tar feoll adune swilce of pam hrofe wearm hlaf mid his syflinge. And there also fell down from the roof a warm loaf with food.</i>	<i>She swooned now..Til wel neigh is she fallen fro the tree.</i>	<i>Now she swooned, until she has almost fallen from the tree.</i>

Result and discussion

Based on historical analyses of the English language, T. Fanego states that speakers have used manner-of-motion verbs more frequently than path-motion verbs¹³. However, distinguishing between manner-of-motion verbs and path-motion verbs can be quite challenging.

For instance, in examples 1 and 2, the verb "arrive" appears to function as a path-motion verb. In all three cases, the meaning of the verb is implicitly expressed. For example:

¹³ Fanego, Teresa., Motion events in English: The emergence and diachrony of manner salience from Old English to Late Modern English. *Folia Linguistica Historica* 2012. – P. 33– 85.

1. Tat folc of Denemarch aryuede in te Nort contreye

Translation: The people of Denmark arrived in the North country.

2. Nu beod of Brutaine beornes ariued i tis lond at Tottenas

Translation: The barons have arrived from Brittany into the land at Totnes.

3. Te wynde aryueu te sayles of vlixes and hys wandryng shippes in to te isle tere as Circe dwellet

Translation: The wind (makes) arrive the sails of Ulysses and his wandering ships into the island where Circe dwells.

In Old English, the verb "aryuede" functions as a path-motion verb in examples 1 and 2, whereas in example 3, it behaves as a non-directional verb.

This demonstrates that the limited aspectual properties of verbs help determine their manner-of-motion meaning. Notably, some motion verbs borrowed from German can be classified as manner-of-motion verbs due to the ambiguity in whether they express transitivity or path-motion meaning.

Additionally, the German auxiliary verb "haben" ("to have") played a role in forming manner-of-motion meanings when combined with main verbs. One of the primary manner-of-motion verbs in this context was "wandelen" ("to walk").

For example:

4. Ik heb heerlijk gewandeld. (Auxiliary verb: "hebben" – "to have")

Translation: I have lovely walked.

Meaning: I have had a great walk.

5. Ik ben daarheen gewandeld. (Auxiliary verb: "to be")

Translation: I am there to walked.

Meaning: I have walked there.

The similarities between Old and Modern English in the usage of manner-of-motion and path-motion verbs can be observed as follows.

In this case, we can observe manner-of-motion verbs in example 4, whereas path-motion verbs appear in example 6.

For example:

6. ðone widfarendan ænd ðone eæd on þin bus

Translation: And lead the wanderer and beggar into your house.

7. Cunuciað ænd eow bið geopenod

Translation: Knock, and the door will be opened.

According to T. Fanego, example 6 illustrates the syntactic structure of a motion verb¹⁴. In example 7, an abstract verb ("go") combines with a manner-of-motion verb to convey meaning.

For example:

8. þa hic ða hæfdon feorðan dæl þare ca geswummen

Translation: When they had swum a quarter of that river.

J. Zlatev examines both perspectives and highlights that in such cases, the motion verb "go" functions to express the state and purpose of the argument within the sentence¹⁵.

Now, let's analyze pure path-motion verbs used in Old English alongside path-motion verbs borrowed from Latin and French:

Initially, verbs expressing both direction and manner constituted 57% of the total motion verbs.

a) Speed-related verbs (total: 33):

arnan, blæstan, cleacian, drīfan, ef(e)stan / of(e)stan, fundian, fýsan, hradian, irnan/ iernan/ rinnan/ yrnan, læcan, ðonettan, pleg(i)an, racian, ræsan, recan, scēon, scēotan, scotian, scūfan, scūdan, scyndan, snēowan, snyrian, st(i)ellan/ styllan, stincan, swengan, tengan, teran, tocerian, ringan.

b) Slow or impeded motion (sust harakat ma'nosida) (total: 8):

¹⁴ Fanego T. Motion events in English: The emergence and diachrony of manner salience from Old English to Late Modern English. *Folia Linguistica Historica* 2012. – P 45-85.

¹⁵ Zlatev J. Polysemy or generality? Cognitive approaches to lexical semantics. Berlin: Mouton de Gruyter. 2003. – P. 447– 94; Zlatev J. Spatial semantics. *The Oxford handbook of cognitive linguistics*. Oxford: Oxford University Press, 2007. – P. 318– 350; Zlatev J., Peerapat Y. A third way to travel: The place of Thai and serial verb languages in motion event typology. Mahwah, NJ: Lawrence Erlbaum Associates, 2004. – P. 159–190.

crēopan, healtian, huncettan, luncian, slincan, smūgan, snīcan, tealtrian.

c) Movement through air or fluid (havo yoki suvdagi harakat) (total: 13):

dūfan, fi.ercian, fi.erian, flēogan, flēotan, flicerian/ flicorian, flogettān, floterian, flotian, lī.an, rōwan, siglan/ segl(i)an, swimman.

d) Falling (tushmoq) (total: 9):

drēopan, drēopian, drēosan, feallan, feallettan, gefetan, hrēosan, lūtan, sincan.

e) Gliding (parvoz harakati) (total: 9):

flōwan, glīdan, gelīsian, happan, sicerian, seohhian/ sēon, slīdan, slidrian, slūpan.

f) Jumping (sakramoq) (total: 6):

hlēapan, hlēapettan, hoppetan, hoppian, (wi.er)hyppan, springan.

g) Rolling (aylanmoq) (total: 7):

hwearfian, hwearftlian, hwierfan/ hwyrfan, turnian, tyrnan, trāwan, wealwian.

h) Fleeing, escaping (qochmoq) (total: 3):

gedīgan, flēon, sceacan/ scacan.

i) Other manner-of-motion verbs (harakat usulini ifodalovchi) (total: 22):

climban, crūdan, fētan, frician, lācan, rīdan, s(e)altian, spurnan, stappan, (be)stealcian, stalian, (be)stelan, swēgan, swōgan, tredan, treddan, treddian, treppan, tumbian, wealcan, weallan, windan.

2) Initially, verbs that primarily expressed path-motion accounted for 10% of all motion verbs:

a) Towards (bironbir yo‘nalish tomon) (total: 4):

grētan, lendan, genēahian, nēahlācan.

b) In (og‘rimoq) (total: 2):

innian, scipian.

c) Away (uzoq) (total: 5):

feorrian, feorsian/ fyrsian, (for)lāetan, wīcan, (ge)wītan.

d) Down (pastga tomon bo‘ladigan harakat) (total: 5):

gryndan, hnīgan, hyldan, līhtan, sīgan.

e) Up (yuqoriga bo‘ladigan harakatlar) (total: 2):

(a)ræman, rīsan.

f) Through (aylanma harakat) (total: 1):

pattan.

g) Neutral motion verbs (neytral ma’noga ega bo‘lgan harakat fe’llari) accounted for 25% of all motion verbs.

būgan, cyrran/ cirran/ cierran, cuman, dragan, dwelian, dwelsian, dwolian, el.ēodgian, faran, fēolan, fēran, fercian, ferian, folgian, fylgan, gān, gangan, gengan, gēotan, hweorfan, lēoran, reccan, scrī.an, settan, sī.ian, spyrian, stīgan, strīcan, strīdan, styrian, swīcan, swician, swīfan, tēon, (wi.)tremman, .ragan, wadan, wandrian, warlan, wæ.an, weallian, wegan, wendan, wōrian, wracian, wracnian, wrēcan, wrigian;

3) Initially, verbs that did not explicitly express motion accounted for 8% of all verbs.

Conclusion

The following verbs were identified: *berstan, brecan, (ge)dōn, facian, feohtan, healdan, hīgian, metan, nēosian, niman, (ā)redian, sēcan, slēan, weorðan, winnan*. These verbs exhibited a wide range of meanings in different texts.

The meanings of manner-of-motion verbs in Old English were more consciously stable compared to neutral motion verbs. However, by the Middle English period, some of these verbs had been replaced by French and Latin loanwords.

From the Middle English period onward, the semantics of motion manner became increasingly dependent on other linguistic elements within the context, such as postpositions, adverbs, and participles.

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FOSTERING STUDENT MOTIVATION IN ENGLISH LANGUAGE LEARNING

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Annotation: This essay explores effective strategies for fostering student motivation in English language learning. It highlights the importance of both intrinsic and extrinsic motivation, setting achievable goals, creating a positive classroom environment, and making learning relevant to students' lives. It also discusses the role of technology, a growth mindset, and teacher enthusiasm in enhancing student engagement and motivation. Ultimately, the essay emphasizes the teacher's role in inspiring students and creating a sustainable path for language acquisition.

Annotation: В данной статье рассматриваются эффективные стратегии по повышению мотивации студентов при изучении английского языка. Освещаются важность как внутренней, так и внешней мотивации, постановка достижимых целей, создание положительной атмосферы в классе и актуализация материала для студентов. Также обсуждается роль технологий, развитие мышления роста и энтузиазм преподавателя в повышении вовлеченности и мотивации учащихся. В конечном счете, подчеркивается важность роли преподавателя в вдохновении студентов и создании устойчивого пути к овладению языком.

Annotatsiya: Ushbu maqola ingliz tili o'rganishdagi talabalar motivatsiyasini oshirish uchun samarali strategiyalarni muhokama qiladi. Ichki va tashqi motivatsiyaning ahamiyati, erishish mumkin bo'lgan maqsadlar qo'yish, sinfda ijobiy muhit yaratish va o'rganishni talabalar hayotiga moslashtirish haqida so'z yuritiladi. Shuningdek, texnologiyaning roli, o'sish ongini rivojlantirish va o'qituvchi ishtiyoqi talabalar ishtirokini va motivatsiyasini oshirishdagi muhim omillar sifatida ko'rsatilgan. Nihoyat, maqolada o'qituvchining talabalarni ilhomlantirish va tilni o'rganishda barqaror yo'l yaratishdagi o'rni ta'kidlanadi.

Key words: motivation, foster, classroom environment, intrinsic, supportive atmosphere, communication skills, language acquisition.

Motivation is often considered the most critical element in language acquisition. Without it, students struggle to engage with the language and make progress. The significance of motivation

is well-documented in educational psychology, and when it comes to learning a language as complex as English, fostering motivation becomes even more crucial. English language learning involves not only mastering vocabulary, grammar, and pronunciation but also developing cultural understanding and communication skills. This multifaceted nature of the subject requires a sustained effort from students, which is impossible to achieve without a solid foundation of motivation. Teachers play an essential role in cultivating that drive, and their methods can influence whether a student remains enthusiastic and committed to their learning journey [3,48].

The relationship between motivation and language learning is deeply rooted in both intrinsic and extrinsic factors. Intrinsic motivation arises from within, fueled by a student's personal interest and enjoyment of the language. Extrinsic motivation, on the other hand, stems from external rewards such as grades, praise, or career prospects. Both forms of motivation are necessary to some degree, though intrinsic motivation tends to be more sustainable in the long run. When students are genuinely interested in learning English, their engagement levels increase, and they are more likely to persist in the face of challenges. However, extrinsic motivators such as success in exams or the prospect of using English for career advancement can also contribute significantly to the initial drive. In an effective language classroom, a teacher must find a balance between these two types of motivation to maintain an optimal level of student engagement.

One way to foster motivation is by setting clear, achievable goals. When students understand the purpose of their learning and can see tangible results from their efforts, their sense of accomplishment fuels their drive. Goals should be realistic and tailored to the individual needs of students. A teacher can work with students to identify short-term objectives that are within reach, such as mastering a particular grammatical structure or engaging in a simple conversation. These small victories provide students with a sense of progress and give them something to celebrate along the way. At the same time, longer-term goals-such as becoming fluent in English or passing a proficiency exam-help students see the bigger picture and provide a sense of direction for their efforts. Teachers should regularly remind students of these goals and help them break them down into manageable steps [6,27].

Creating a positive classroom environment is also crucial for fostering motivation. Students are more likely to feel motivated when they feel safe, supported, and respected. A classroom environment that is welcoming and inclusive encourages students to take risks and make mistakes, which is essential for language learning. If students are afraid of making errors or being ridiculed, their motivation will quickly decline. Teachers can foster a supportive atmosphere by praising

effort rather than just results, encouraging peer collaboration, and offering constructive feedback that focuses on improvement [5,83]. It is also essential to vary the classroom activities and teaching methods to maintain students' interest. A monotonous routine can quickly drain motivation, so incorporating interactive activities, games, and multimedia content can keep students engaged and excited about learning.

Furthermore, making learning relevant to students' lives is one of the most effective ways to increase motivation. When students see the practical application of English in their everyday lives or future careers, they are more likely to remain motivated. A teacher can achieve this by incorporating real-world materials into lessons, such as articles, videos, and conversations that relate to students' interests and experiences. For example, discussing current events, pop culture, or topics related to students' future career aspirations can make the language feel more meaningful. Additionally, allowing students to choose some of the content they learn about in class can give them a sense of ownership over their education, which boosts motivation. A student who can relate to the material is far more likely to stay engaged and put in the effort necessary to succeed [1,39].

Another effective strategy to foster motivation is the use of technology. In today's digital age, students are constantly interacting with technology, and incorporating it into language lessons can make learning more engaging and relevant. Tools such as language-learning apps, online games, and virtual classrooms offer dynamic ways for students to practice English outside the traditional classroom setting. Many of these tools use gamification to make learning feel more like a challenge or a game, which can increase intrinsic motivation. Social media and online communities can also be powerful motivators, as they provide students with opportunities to interact with native speakers, participate in language challenges, and share their progress. The use of technology can also cater to different learning styles, allowing students to learn at their own pace and in a way that suits them best.

Encouraging a growth mindset in students is another important aspect of fostering motivation. Students who believe that their abilities can improve with effort are more likely to persevere through difficulties. In contrast, students with a fixed mindset—those who believe that their talents are innate and unchangeable—are more likely to give up when they encounter challenges. Teachers can promote a growth mindset by emphasizing the importance of effort, persistence, and learning from mistakes. Rather than focusing solely on the outcome, teachers should encourage students to appreciate the learning process itself. Recognizing that language

learning is a journey, not just a destination, helps students stay motivated even when they encounter obstacles[7,38].

In addition to these strategies, it is crucial for teachers to maintain their own enthusiasm and passion for the subject. A teacher's attitude can significantly influence the atmosphere in the classroom. If a teacher is passionate about the English language and demonstrates excitement about teaching, students are more likely to mirror that enthusiasm. Teachers who are invested in their students' success and who show a genuine interest in their students' progress inspire motivation. Moreover, establishing strong teacher-student relationships based on mutual respect and trust is essential for maintaining motivation. When students feel that their teacher genuinely cares about them and their success, they are more likely to invest in their own learning.

Lastly, providing regular opportunities for students to assess their progress and reflect on their learning is vital. Students should be given time to evaluate their strengths and weaknesses, set new goals, and celebrate their achievements. This reflective practice not only motivates students but also helps them take ownership of their learning. Self-assessment encourages students to become more independent learners, and this autonomy fosters intrinsic motivation. A reflective approach to language learning allows students to see how far they have come and motivates them to keep pushing toward further improvement[2,136].

Thus, fostering student motivation in English language learning is a complex yet essential task that requires a combination of strategies. By setting clear goals, creating a positive and supportive classroom environment, making learning relevant, using technology, promoting a growth mindset, and fostering strong teacher-student relationships, teachers can help students stay motivated throughout their learning journey. Motivation is the driving force behind language acquisition, and when students are motivated, they are more likely to succeed in mastering English. Teachers play a crucial role in this process, and with the right approach, they can inspire their students to reach their full potential in learning English.

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USE OF COBRA VENOM IN THE TREATMENT COMPLEX OF MYOFASCIAL SYNDROME

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Abstract. Myofascial pain syndrome (MPS) is a common disorder characterized by chronic muscle pain caused by the presence of trigger points. These painful areas lead to limited mobility and deterioration of the patient's quality of life. In recent decades, there has been growing interest in alternative treatments, including the use of snake venom. Cobra venom, which has neurotoxic and anti-inflammatory properties, is gaining attention as a possible therapeutic agent in the treatment of myofascial pain syndrome. This article provides an overview of the mechanism of action of cobra venom, its potential therapeutic effects, and the results of clinical studies aimed at assessing its efficacy and safety.

Key words: myofascial pain syndrome, trigger points, traditional medicine, cobra venom, neurotoxin, pain relief

Myofascial pain syndrome is one of the most common causes of chronic pain associated with musculoskeletal disorders. [1,2,3]. Symptoms of MPS include localized pain that occurs as a result of muscle spasms, circulatory problems, and the appearance of trigger points—painful lumps in the muscles. Traditional treatments include physical therapy, massage, and medication. [4,5].

However, in recent years there has been a growing interest in alternative approaches, including the use of snake venoms, particularly cobra venom, for pain management. [6,7]. The use of cobra venom is based on its neuroparalytic action and ability to reduce inflammation and spasms, which can significantly improve the effectiveness of the treatment of myofascial syndrome. [7,8].

Cobra venom is a complex mixture of proteins, peptides, lipids and other active molecules such as neurotoxins, phospholipases, enzymes and proteases. One of the key components of the

venom is α -neurotoxin, which blocks the transmission of nerve impulses between neurons and muscle fibers, which can lead to muscle relaxation and reduced spasms. [10-12].

The mechanism of action of cobra venom on myofascial trigger points is based on its ability to influence nerve endings, which promotes neurogenic changes, restoring the normal balance in the functioning of muscle fibers. This, in turn, can lead to reduced pain, stress relief and improved mobility. [8,9].

One of the main causes of pain in myofascial syndrome is the activation of trigger points, which cause prolonged muscle spasms and chronic pain. [1,4,6]. The introduction of cobra venom into the area of these points helps to block pain impulses, reduce spasms and improve blood circulation in the affected tissues [9].

The main uses of cobra venom in MPS include:

1. Pain relief: α -neurotoxins, which are part of the cobra venom, block the transmission of nerve impulses, which reduces the perception of pain in the muscles. This may be useful in treating chronic pain associated with myofascial trigger points.
2. Muscle relaxation: the neuromuscular effect of the poison helps relieve muscle spasms, which are often the cause of pain in MPS.
3. Anti-inflammatory effect: components of cobra venom, such as phospholipases, have an anti-inflammatory effect, which helps reduce inflammation in the area of trigger points and speed up tissue repair.
4. Anti-inflammatory effect: components of cobra venom, such as phospholipases, have an anti-inflammatory effect, which helps reduce inflammation in the area of trigger points and speed up tissue repair.

Despite the extensive data on the therapeutic properties of snake venoms, specific clinical studies on the use of cobra venom for myofascial pain syndrome remain limited. However, some preliminary studies and patient reports show positive results. [14,16].

One clinical study conducted in 2015 used cobra venom extract for injection into trigger points in patients with chronic pain associated with myofascial syndrome. The results showed a significant reduction in pain and improvement in muscle function after several procedures. It was noted that in some cases the pain was reduced by 50-70% within 2-3 weeks after the start of treatment. [17].

In addition, a number of studies have confirmed the ability of cobra venom to reduce inflammation and improve blood circulation at injection sites, which helps speed up the healing process [15,17].

Despite the promise of cobra venom, there are certain risks associated with its use. Snake venom is a toxic substance and its uncontrolled use can lead to serious side effects such as allergic reactions, swelling, headaches or abnormal heart rhythms. Therefore, all procedures must be carried out exclusively by qualified specialists, and the dosage and frequency of poison administration must be strictly controlled. [18,19].

Contraindications to the use of cobra venom are allergies to the components of the venom, inflammatory diseases in the acute phase, cardiovascular disorders, as well as pregnancy and lactation. [8,10,18].

Conclusion. The use of cobra venom in the treatment of myofascial pain syndrome is a promising and promising method that demonstrates good results in reducing pain, relieving muscle spasms and improving functional muscle activity. Despite the positive effects, further research is needed to better understand the mechanisms of action of cobra venom and its long-term effects when used in the treatment of MPS. It is also important to consider potential risks and side effects that require strict monitoring by doctors.

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LINGUISTOCULTURAL FEATURES OF THE ALPOMISH EPISTLE

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ANNOTATION

This article is devoted to the study of the linguistic and cultural aspects of the epic "Alpomish". The article analyzes the cultural values, worldview and social structure of the people in the language of the epic. The specific features of the epic language, as well as the literary methods of its oral expression and phraseologisms and expressions characteristic of the folk language are analyzed. This article helps to understand the values and worldview of the Uzbek people through the linguistic and cultural study of the epic "Alpomish".

Keywords: Alpomish epic, Linguistic and cultural concepts, National language, Artistic language, Religious beliefs, Customs

INTRODUCTION

In the epic poem "Alpomish", the interrelation of language and culture is closely connected with the life and values of the people. This work is the most ancient and important part of national Uzbek literature, and its processes of linguo-cultural production occupy a special place in literary studies. The influence of language and culture on each other and their relationship are manifested through each part of the epic. By "linguo-cultural production" we understand the role of language in the production of new cultural codes through the interaction of language and culture, the production of language in a cultural context and the transmission of these codes to future generations. In the article, we study the processes of linguo-cultural production of the epic poem "Alpomish", the influence of language on cultural production, and how cultural wealth is reflected in the work.

1. Culture and values

Each part of the epic "Alpomish" reflects the historical values, traditions and worldview of the Uzbek people. The main character of the epic, Alpomish, is depicted as a symbol of courage, justice, loyalty to his people and patriotism. The language of the epic and the actions of the heroes express the moral and social values of the people.

Alpomish's values are not only reflected in his success in battle, but also in his commitment to truth, justice, and goodness. These values are often reflected in the unique language of the people, in the expressions and proverbs that are widespread in Uzbek culture.

2. Folk elements in the language

The language used in the Alpomish epic embodies the specific features of the oral art of the people. Through a number of lexical and syntactic features in the language, the cultural life of the people, their social structure, as well as relationships between people are reflected. In the language of the epic, words, expressions and phraseologisms characteristic of oral art are often found. The heroism and high spiritual qualities of Alpomish in battles are expressed in the image of folk heroes, which are widespread in the folk language. For example, an expression such as "Alpomish died to protect the homeland" not only reveals the content of the epic, but also reflects that era.

3. Religious and religious perspective

The language and style of the epic are imbued with religious values and imagery. Alpomish and other characters often follow religious beliefs and moral codes to achieve their goals. Many parts of the epic address the will of God, promises, and service to the country. These aspects reflect the religious life, beliefs, and moral concepts of the people.

4. Physical and spiritual characteristics

The heroes of the epic "Alpomish" embody not only physical strength and courage, but also spiritual qualities. The language of the epic often uses words such as "courage", "loyalty", "goodness", "justice", which reflect the concepts of the spiritual world of the heroes. These words create a unique spirit of the epic and show respect for the spirituality of the people. Alpomish's courage in various battles, loyalty to his homeland are highly appreciated by the people. These characteristics show how the people described their heroes and what thoughts they had about them.

5. Thoughts expressed in the first person

Another linguistic and cultural feature of the epic is the monologues and dialogues of the heroes, expressed in the first person. Alpomish himself, as well as his friends and enemies, express their thoughts and feelings in their own language. This is due to the oral narration of the epic and affects its structure, rhythmic and musical characteristics. The inner world, goals and values of the heroes are revealed through monologues. Alpomish himself, for example, often expresses his devotion to battle, his commitment to defending his homeland. The deep philosophical and spiritual layers in this language express the identity of the people and the changing social life.

CONCLUSION

In the epic poem "Alpomish", language and culture are closely intertwined, and through their interaction, the historical, spiritual and moral values of the people are expressed. The linguistic and cultural features of the epic illuminate the centuries-old culture and worldview of the Uzbek people. Through the language, style, values and symbols of the epic poem Alpomish, one can better understand the identity, social life and spirituality of the people

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IMPROVING THE EFFECTIVENESS OF MODERN EDUCATION THROUGH PEDAGOGICAL VIEWS IN THE WORKS OF SADRIDDIN AYNİY

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ANNOTATION: This article provides a scientific-theoretical analysis of Sadriddin Ayni's thoughts on the development of pedagogical views in socio-political and artistic works. In his pedagogical activity, textbooks, books on education, efforts on the path of Science and education serve the prosperity of society, training personnel according to the requirements of the time through the path of science.

Keywords: globalization, the era of jadidism, enlightened adib, mudarris, madrasa, didactic texts, teacher-disciple, Taliban science, contemporary, nation, career, personality, reform, cadre, textbook, progress.

INTRODUCTION: Sadriddin Said-Murodzoda was born on April 15, 1878 in the village of Soktare, Gijduvon district, Bukhara region to a Tajik family. While his father Said Murodkhoja was a farmer, he sought to make his children educated because he was literate. Therefore, his son Sadriddin sent Ayni to his village madrasa at the age of six. It was very difficult for poor people like Ayni to study in the madrasas of Bukhara. But due to his zeal, being a student of science, he overcame all the difficulties of life and study and studied for 16 years in the madrasas of Bukhara. He studied at madrasas Mir Arab (1890-1891), Olimkhan (1892-1893), Badalbek (1894-1896), Haji Zahid (1896-1899) and Kokaldosh (1899-1900) in Bukhara.

LITERATURE REVIEW: specifically for children, starting with writing a textbook for students of their school to organize the textbook "Alphabet". And in 1910 he published the textbook "Tahzib us-sibyon". This textbook in many respects corresponded to pedagogical treatises of the time. In particular, it is traditional to give didactic texts and poems, such as "disciplined child", "polite child", "parent", "School", "Teacher Teacher", "merciful Ahmadjan", "honest and thief child". However, in the expression of these didactic texts, in the interpretation of the topic, the peculiarity of the textbook of the teacher Ayniy is visible. Aynian developed a

tradition in the vernacular dialect, which he created more in Tajik, consequently, in his textbooks, typical of the Persian “choral book”. It is especially noteworthy that the definition-description of the school as a place of science brings a monad to the teacher-disciple question-answer.

From such texts, it is explained to the reader that the best place in the world is the school, the best children are those who study at school, and even better - those who never stay from school, of which - the best of them - carefully master the lesson, do not spare their help with a sincere attitude towards their fellow students. Didactic texts, which entered the textbook of the master Ayniy, are distinguished by the emphasis on the influence of school, family and environmental relations in the upbringing of children.

That is, it is justified through socio-life stories that not only the school plays an important role in the proper upbringing of the child, but also the family, parents and people around him. S. The fact that he ordered many alphabets and reading books for the same schools is evidenced by his high regard for Childhood. Among the about ten Tajik and Uzbek language alphabets published by Adib in the 1920s and reading books, the textbook “girl child or Holida” is distinguished by the fact that it is intended for a girls' school. It is for thirty lessons. The main character of the work was a girl named Holida, whose manners, character, attitude to those around her, and then, reading and upbringing were given plates. In particular, Kholi is shown in the process of activities in the family, school and nature

Also, on the example of Ayniy Khalida, in general, the girl reflects on the position, honor and ambition of the child in society: “the girl is the most beloved fruit of her parents. A girl is the kindest confidant of the parents in their grief. The people of the girl child are the image and names of their relatives. The girl is the adornment of the house and the state of the household. The girl is the garden of the land and the lamp of all elu Ulus”. Only after that, the girl is embodied in the image of a child. At first, her six-year-old arzanda and tightness, despite her small size, are told about yasan-tusanga's obsession and attitude towards her comrades in the same way, and later it becomes clear that a change in behavior, worldview has been made after this little girl odmigina befriends Fatima.

The desire to study and learn in kholida, the formation of hardworking qualities” kholida does not want anything from letters and literacy“,” Kholida goes to school“,” Kholida is the king and sucks velvet clothes“,” Kholida learns handicrafts“,” tikadur sewing in Kholida " were able to find their expression in the stories. So, at the end of the work, the reader sees holiday as an intelligent and wise girl, by which adib was able to show that the upbringing of a child, labor and

the family environment played an important role in the formation of a human personality. We can say that it was through this verse that Uzbek children also contributed a lot to the formation of prose. In addition, the subject of school and upbringing became sympathetic to him for life; Adib's short story "old school", "orphan", and memoir "Memoirs" form the basis for such a conclusion. In this sense, S.Ayniy wrote prose works for Uzbek children, made a special contribution to the development of children's realistic prose two language poet.

These innovations are, on the one hand, natural development and the contribution of the development of national literature, on the other hand, changes in European and world influence. Therefore, literature and history play an important role in the informatization of society. In the scientific research centers of the world, the contribution of Turkestan thinker allomas to the development of Science, the socio-political life of Muslim countries in the late 19th – early 20th centuries, the emergence of the Jadid movement and the role of jadid figures in this movement and the work of the press are studied. The scientific heritage of Sadriddin Ayniy, who created a school with his work, the activity of jadidism is also recognized as worthy by the world scientific community. How important it was for the Jadid intelligentsia to reform old-fashioned schools, to make fiction new, to use the theater scene in the place of the importer, so was the organization and progress of the National Press.

Haji Muin, editor of Jadid of Samarkand, notes: "just as the press is the first factor to awaken a nation, its history is an important branch of the history of the" Renaissance"". Indeed, the press, publishing house occupy a very important place in the history of the Uzbek period of jadidism. As the most fundamental factor in reforming the morale of the nation, enlightening the people, teaching them to look open to the world, and awakening thought, the Jadid editors raised the value of the press high. The press was supposed to be a wish for thoughts in them, a servant in the way of the development of the nation and the land, a sun of the consciousness of people, a mirror held in the conscience of everyone. In IT, S.Ayniy has been cited as a publicist, a publicist, and a coach. S.Ayniy's services towards the development of National Press in Samarkand were noted in particular: for a while in the translation and editing works of the newspaper "The Sound of the working people", Saidrizo Alizadeh, Muhammadjan Yusufiy, Qori Muhammadrahim Toji, Sadriddin Ayniy Afandi served. Among these, the one who worked for a long time at the first level was undoubtedly the same afandi.

Khabir, the editor of the" children's companion " (magazine) complex, was the son of Abdurashid Abdujabbor, the head in charge. In the editorial board of this, there was also a special

afandi. The permanent writers of the "SHU'lai Revolution" magazine-complex were only the same afandi as Saidrizo Alizoda". Foreign Press propaganda intensified and the movement to base the local press was also launched in Bukhara. With the approval of the Emir's government by active members of the young Bukharan secret society "Tarabai atfol" ("raising children"), the newspaper "Bukharoi sharif" began to be published in Persian-Tajik language in New Bukhara (Kagan). From March 11, 1912 to January 12, 1913, the 153rd "Bukharoi sharif" was active in the activities of S. Equally actively participated. It printed a number of articles by Adib in the socio-educational direction. These articles were on various topics with a publicistic interpretation of issues related to the life of Bukhara. The newspaper also featured articles from prominent Enlightenment figures of the time, such as Fitrat, Mirza Sirojiddin Hakim, Sahbo, domla Ikromcha, Samad Mansur, Hamidhoja Mehriy and Mirza Jalal Yusufzoda, with their own journalistic orientation. S. Ayniy actively participates in local press bodies published in the Turkestan region with his acute publicist articles. In the magazine "Oyina" S. Ayniy continued to participate with articles and poems on various topics. In this journal, S. Ayni has published some poems and articles such as "Nido ba javonon" ("appeal to youth"), "every nation is proud of its language" "Moses and hol", "Hasrat", "na died yo rab", "Marcia ba Mirzo Sirojiddin Hakimi Bukharoy".

S. Ayniy kuyunchakly writes in the article "every nation is proud of its language" "in the Journal" "Oyina" that respect for language, adding to it European words, even if their meaning in Turkic language, undermines our language, and simultaneously with the study of other languages, he puts forward the idea that each nation must deal with the protection of its own language, proving it with "In one of the most important issues of our time, language is a matter. Vigilant Nations count the importance of this over all issues. Chunonchi, soflandurub tongues day after day, throw out foreign words that have entered into their tongues and reform. To some extent they will raise awareness of their language, and when it comes to the role they will add two or three words to their words instead of a foreigner's word. For this reason, literature and their nation are progressing day by day. By the way, whichever nation keeps its language free from foreign dictionaries and protects its own nation, it is impossible to seize its religion and its game. But we turkestanis, on the other hand, are unaware of this important issue because of the abundance of ignorance and ignorance". In 1918-1920, S. Ayniy was mainly engaged in educational work in Samarkand. He also excels at writing fiction - historical publicist articles and poems that praise the "revolution" and challenge the old system. Most of them are published in Samarkand newspapers "Shu'lai revolution" ("Shula of Revolution"), "children's companion", "stick" magazines and "working

sound”, “Zarafshan”, “Hurriyat”. About it S.Ayniy himself writes: “Samarkand would have published a Tajik magazine” Shu'lai revolution “and an Uzbek-language newspaper named” The Sound of the working people”. I was serving both of these. At that time, there was a lack of local personnel, a minority, so I would fill most of this magazine and newspaper by writing articles with different signatures. I wrote poetry in two languages, I wrote articles in two languages”. Haji Muin Shukrullo (1883-1942-y), an Uzbek national intellectual, was a member of the. Separately noting Ayni's services towards the development of National Press in Samarkand, he writes in the newspaper “The Sound of the working people”: “in 1918 (June 11), an equestrian newspaper “the working people's axis” was issued by the government of Shiro. In charge of this, Haji Muin was appointed to the editorial board, and the late Shokir Mukhtary with Ms. Iffat (Zahida Burnasheva). In the fifth issue of this paper, the horse was changed to “the sound of the Working Men”. The newspaper was printed and circulated between 500-2000 copies. The translation and editing work of this newspaper was served for a while by Saidrizo Alizadeh, Muhammadjan Yusufiy, qori Muhammadrahim Toji, Sadriddin Ayniy Afandi. Among these, the one who worked for a long time at the first level was undoubtedly the same afandi”.

CONCLUSION: S.Ayny's life and creative work history is a vivid example of serving the nation and the motherland in the most turbulent times of zarvarakara. In the words of the great jadidist scholar Begali Kasimov, to be with the people in any case, to put his interest above all else, to know the Holy of all things S.Ayni was one of the most important features of his personality. In his pedagogical activity, however, he encouraged young people to work correctly and honestly, no matter what field they were working in. Educates rich children for free with money, poor children. Sadriddin Ayniy made his worthy contribution to the development of Science and culture in Uzbekistan and Tajikistan, in the cultivation of personnel. S. It puts the role of enlightenment in the maturation of the individual and the development of society at a high level. He believes that the economic, social situation of the people can be improved by spreading enlightenment among the population. That is why he said that “science brings wealth to the people.” he wrote.

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**METHODS FOR ACCELERATION OF APPROXIMATE SOLUTION OF A
SYSTEM OF LINEAR ALGEBRAIC EQUATIONS BY THE MONTE CARLO
METHOD**

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Annotation. The article examines methods to accelerate the approximation of the approximate solution to a system of linear algebraic equations using the Monte Carlo method. Solving systems of linear algebraic equations is crucial for addressing many scientific and engineering problems, especially in computational models and simulations. The Monte Carlo method seeks solutions randomly, employing a probabilistic-statistical approach, which often requires high-level precise computations. The article also analyzes strategies used to accelerate the convergence of step-by-step solutions to enhance the efficiency of the Monte Carlo method for solving systems of linear equations. As a result, these methods not only increase the solution speed but also reduce computational costs.

Keywords: Solution of a system of linear algebraic equations, Monte Carlo method, Approximate solution, Convergence rate, Parallel computing, Optimization methods, Statistical and probabilistic approaches, Computational efficiency, Algorithms, Computational models, Large-scale systems.

INTRODUCTION

The system of linear algebraic equations is one of the fundamental problems widely applied in various scientific and engineering fields. It plays a crucial role in physics, economics, engineering, and computer sciences, as well as in simulation and optimization processes. Solving systems of linear algebraic equations, especially when dealing with large-scale systems, becomes challenging

with traditional analytical methods. Therefore, iterative methods, such as the Monte Carlo method, play a significant role in enhancing computational efficiency and accelerating solutions.

The Monte Carlo method is based on searching for solutions randomly using a probabilistic approach. The main advantage of this method is its effectiveness in numerous complex systems, particularly in cases where analytical solutions do not exist or are uncertain. However, the primary limitation of the Monte Carlo method is the convergence rate of the solution. In large-scale systems, this process significantly slows down, leading to extended computational time.

This study analyzes various methods and approaches used to accelerate the convergence of approximate solutions for systems of linear algebraic equations using the Monte Carlo method. By employing parallel computing, optimization algorithms, and other efficient approaches, it is possible to improve the convergence rate of solutions and reduce computational costs. Additionally, this work demonstrates how the Monte Carlo method is applied in various fields, including scientific computing and industrial simulations.

This study presents modern approaches and methods for obtaining solutions to systems of linear algebraic equations more efficiently and rapidly.

LITERATURE REVIEW

There are numerous scientific studies on solving systems of linear algebraic equations. The literature in this field primarily focuses on developing exact or approximate solution methods, finding efficient techniques for obtaining solutions, and minimizing computational costs.

The Monte Carlo method and its mathematical foundations first emerged in the mid-20th century. The initial version of the Monte Carlo method, developed by Metropolis and Ulam (1949), was found to be effective in obtaining solutions through a stochastic approach. Later, this method was applied in various fields, including solving systems of linear equations. Metropolis and his colleagues evaluated the quality and efficiency of this method through their research.

There are numerous scientific studies on iterative methods for solving systems of linear equations. Traditional iterative methods such as the Gauss-Seidel and Jacobi methods are widely used. However, these methods can be extremely slow and inefficient when dealing with large-scale and high-dimensional systems. For this reason, modern research has focused on optimizing the Monte Carlo method to enhance convergence speed and improve efficiency.

A review of the literature shows that the Monte Carlo method is widely applied as an effective approximate method for solving systems of linear algebraic equations. Additionally,

parallel computing, optimization algorithms, and other modern approaches are employed to improve the convergence rate of solutions and enhance computational efficiency.

DISCUSSION AND RESULTS

This study examined the efficiency of applying the Monte Carlo method to solving systems of linear algebraic equations and explored various approaches to accelerate solution convergence. The key findings and conclusions of the research are as follows:

Efficiency of the Monte Carlo Method: The Monte Carlo method is an effective probabilistic approach for solving systems of linear equations, providing approximate solutions based on stochastic techniques. However, its primary drawback is the slow convergence rate. In large-scale systems, this process significantly slows down and requires a substantial amount of time to obtain a solution.

Application of the Monte Carlo Method in Large Systems: Research findings indicate that applying the Monte Carlo method to large-scale systems presents certain challenges. However, the use of parallel computing and optimization techniques can enhance solution speed and improve efficiency. This is particularly beneficial in industrial and scientific computing applications.

Reduction of Computational Costs: Optimizing the Monte Carlo method not only accelerates solution time but also helps reduce computational costs. This is especially critical for systems operating under resource constraints. Reducing computational expenses and achieving faster results expand the practical applicability of the method.

RESULTS

- The application of the Monte Carlo method in combination with parallel computing and optimization techniques significantly enhances efficiency in solving systems of linear algebraic equations.
- The accuracy and speed of solutions in large-scale systems improve considerably, expanding the practical applicability of the method.
- The obtained results demonstrate the potential for reducing computational costs and saving time.

The study results indicate that the Monte Carlo method can achieve high efficiency in solving systems of linear equations, especially when integrated with parallel computing and optimization approaches. This method is particularly valuable for solving complex and large-scale systems in practical applications. Future advancements in this approach are expected to further improve its performance and expand its use in other fields, such as simulation and statistical computing.

RESEARCH METHODOLOGY

The research methodology is based on studying the application of the Monte Carlo method for solving systems of linear algebraic equations and exploring various approaches to accelerate solution convergence. The methods employed in this study are as follows:

Literature Review: In the initial stage of the research, existing literature was analyzed to understand the Monte Carlo method, its mathematical foundations, and its application to solving systems of linear algebraic equations. This phase involved reviewing scientific studies on the advantages and limitations of the Monte Carlo method, its use in large-scale systems, and techniques for improving convergence speed.

Theoretical Analysis and Modeling: The study developed mathematical models of the Monte Carlo method and examined its theoretical application to systems of linear algebraic equations. Theoretical analysis was conducted to explore techniques for accelerating solution convergence, particularly through parallel computing, optimization algorithms, and simulation-based approaches.

Experimental Approach: Computer simulations were conducted to test different variations of the Monte Carlo method. Using modeling and simulations for large-scale systems, the convergence speed and computational efficiency of the solutions were measured. The performance and speed of each method were compared. The simulations were implemented using computer software, enabling an assessment of the practical effectiveness and efficiency of the proposed methods.

Parallel Computing Methods: Parallel computing techniques play a crucial role in enhancing the efficiency of Monte Carlo simulations. The study incorporated parallel computing approaches to reduce computation time and accelerate processing. To evaluate the effectiveness of parallel computing, tests were conducted using multi-processor systems and multi-core

computers. These tests demonstrated how parallel computing can significantly improve the performance of the Monte Carlo method in solving large-scale systems of equations.

CONCLUSION

Parallel computing and optimization approaches serve as effective methods for enhancing the efficiency of the Monte Carlo method and accelerating solution convergence. The research findings indicate that these approaches not only speed up solutions but also reduce computational costs and improve result accuracy. The practical application of these methods enables the Monte Carlo method to provide efficient and fast solutions for complex systems and large-scale problems.

In the future, further advancements in these methods are expected, along with their broader application in other fields such as scientific computing, simulation, and statistical analysis.

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TEACHER PROFESSIONAL DEVELOPMENT AND CAREER GROWTH**Rahmonova Marjona**

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Annotation

This article explores the importance of teacher professional development and its impact on career growth. It explains how continuous learning enhances teaching effectiveness, helps educators adapt to technological advancements, and improves job satisfaction. Additionally, it discusses how professional development creates career opportunities, expands professional networks, and increases job security. However, challenges such as time constraints, financial limitations, and resistance to change may hinder access to professional growth. The future of teacher training includes online learning, AI-driven personalized education, and mental health support. Investing in teacher development benefits both educators and students, ensuring a high-quality education system.

Keywords: teacher professional development, career growth, continuous learning, educational technology, teaching strategies, challenges in education, modern trends in teaching.

Аннотация

В данной статье рассматривается важность профессионального развития учителей и его влияние на карьерный рост. Описывается, как непрерывное обучение повышает эффективность преподавания, помогает педагогам адаптироваться к технологическим изменениям и увеличивает удовлетворенность работой. Также обсуждается, как профессиональное развитие открывает новые карьерные возможности, расширяет профессиональные связи и повышает стабильность занятости. Однако такие проблемы, как нехватка времени, финансовые ограничения и сопротивление изменениям, могут затруднить доступ к обучению. Будущее подготовки учителей связано с онлайн-обучением, персонализированным обучением на основе ИИ и поддержкой психического здоровья. Инвестиции в развитие учителей приносят пользу как педагогам, так и ученикам, обеспечивая качественное образование.

Ключевые слова: профессиональное развитие учителей, карьерный рост, непрерывное обучение, образовательные технологии, методы преподавания, проблемы в образовании, современные тенденции в обучении.

Annotatsiya

Ushbu maqolada o'qituvchilarning kasbiy rivojlanishi va uning martaba o'sishiga ta'siri muhokama qilinadi. Uzluksiz o'qish o'qitish samaradorligini oshirish, pedagoglarning texnologik o'zgarishlarga moslashishi va ishga bo'lgan qoniqishni yaxshilashga yordam berishi tushuntiriladi. Shuningdek, kasbiy rivojlanish yangi ish imkoniyatlarini yaratishi, professional aloqalarni kengaytirishi va ish xavfsizligini oshirishi haqida so'z yuritiladi. Biroq, vaqt yetishmovchiligi, moliyaviy cheklovlar va o'zgarishlarga qarshilik kabi muammolar o'qituvchilarning rivojlanishiga to'sqinlik qilishi mumkin. Kelajakda o'qituvchilarni tayyorlash onlayn ta'lim, sun'iy intellekt asosida shaxsiylashtirilgan ta'lim va ruhiy salomatlikni qo'llab-quvvatlashga asoslanadi. O'qituvchilarni rivojlantirishga investitsiyalar nafaqat pedagoglar, balki butun ta'lim tizimi uchun foydalidir.

Kalit so'zlar: o'qituvchilarning kasbiy rivojlanishi, martaba o'sishi, uzluksiz ta'lim, ta'lim texnologiyalari, o'qitish usullari, ta'limdagi muammolar, zamonaviy o'qitish tendensiyalari.

Introduction

Teaching is a profession that requires constant learning. Education is always changing, and teachers need to keep up with new methods, technologies, and research to provide students with the best learning experience. Professional development helps teachers improve their skills, stay motivated, and advance in their careers. It is not just about attending training sessions—it is about growing as an educator and making a lasting impact on students.

This article explores why continuous professional development is essential for teachers, how it benefits both educators and students, and what challenges teachers face in their career growth.

Why Professional Development Matters

Professional development is more than just attending a workshop or reading an article. It is an ongoing process that helps teachers refine their teaching strategies, adapt to new challenges, and ensure students receive quality education. Here are some key reasons why it matters:

1. Improving Teaching Effectiveness

Teachers who participate in professional development are more likely to use innovative teaching methods. They learn about different instructional strategies, classroom management techniques, and ways to engage students. Research has shown that teachers who continue learning throughout

their careers are more effective in helping students achieve better academic results (Darling-Hammond, 2017).

2. Adapting to Technological Changes

Technology is becoming an essential part of education. Many schools are now using digital tools, online platforms, and artificial intelligence to enhance learning. Teachers need to stay updated on how to integrate these technologies into their classrooms effectively. Studies suggest that teachers who receive proper training in technology use it more confidently and make learning more interactive for students (Schrum & Levin, 2015).

3. Boosting Teacher Confidence and Job Satisfaction

A well-trained teacher feels more confident in handling classroom challenges. Professional development provides teachers with the skills and knowledge they need to tackle difficult situations, whether it is managing diverse classrooms, addressing student needs, or improving lesson planning. Research indicates that teachers who engage in regular training report higher job satisfaction and are less likely to leave the profession (Ingersoll & Strong, 2011).

4. Meeting the Needs of Diverse Students

Classrooms are becoming more diverse, with students from different cultural backgrounds, learning abilities, and special needs. Professional development helps teachers understand how to create inclusive learning environments. For example, training on differentiated instruction allows teachers to adjust lessons based on individual student needs, ensuring that every student has the opportunity to succeed (Tomlinson, 2014).

How Professional Development Supports Career Growth

Beyond improving teaching skills, professional development also plays a significant role in career advancement. Teachers who continuously learn and develop their expertise are more likely to move into leadership roles, earn higher salaries, and have greater job security.

1. Expanding Career Opportunities

Teachers who engage in ongoing training may qualify for leadership positions, such as department heads, instructional coaches, or school administrators. Some even transition into higher education, curriculum development, or educational research. Schools often prefer teachers who show initiative in improving their skills and staying up to date with modern teaching methods (Fullan, 2016).

2. Building Professional Networks

Attending workshops, conferences, and online courses allows teachers to connect with other educators, share experiences, and learn from one another. Networking with professionals in the field opens up opportunities for collaboration, mentorship, and even career advancements. Many teachers find new job opportunities or research collaborations through professional connections.

3. Increasing Job Security and Recognition

In a competitive job market, teachers with additional qualifications and specialized training are more likely to be retained by schools. Administrators recognize the value of professional development and often reward teachers who invest in their growth. Some schools even offer salary increases or promotions to educators who complete advanced training programs (OECD, 2019).

Challenges in Professional Development

Despite its importance, professional development is not always easy to access or implement. Teachers often face obstacles that make it difficult to participate in continuous learning.

1. Limited Time and Workload Pressure

Teachers already have busy schedules, with lesson planning, grading, and student support taking up most of their time. Finding additional time for training can be challenging. Schools should provide flexible learning opportunities, such as online courses or self-paced training programs, to accommodate teachers' workloads.

2. Lack of Financial Support

Many professional development programs require funding, and not all schools have the budget for continuous teacher training. Governments and educational institutions need to invest more in teacher development to ensure that educators receive the training they need.

3. Resistance to Change

Some teachers may be reluctant to adopt new methods, especially if they have been using traditional teaching approaches for many years. Professional development programs should focus on demonstrating the practical benefits of new techniques, helping teachers see the positive impact on student learning.

4. Unequal Access to Training Opportunities

In some regions, teachers have fewer opportunities to attend workshops or receive mentorship. Online learning and digital resources can help bridge this gap, allowing teachers to access training from anywhere.

The Future of Teacher Professional Development

The way teachers engage in professional development is changing. Here are some key trends shaping the future of teacher training:

1. Online Learning and Micro-Credentials

Many teachers are now enrolling in online courses that offer micro-certifications in specific areas, such as inclusive education, digital teaching strategies, or classroom management. These short-term programs provide targeted skills without requiring a full degree.

2. Personalized Learning for Teachers

AI-powered platforms are beginning to offer customized training programs based on a teacher's specific needs and performance. Personalized learning can make professional development more efficient and relevant.

3. Collaborative Professional Learning Communities (PLCs)

More schools are encouraging teachers to work together in professional learning communities, where they share best practices, analyze student progress, and support each other in improving instruction.

4. Mental Health and Well-Being Training

As teacher burnout becomes a growing concern, professional development is starting to include training on stress management, work-life balance, and emotional resilience. Schools are recognizing that teacher well-being is directly linked to student success.

Conclusion

Continuous professional development is essential for teachers to remain effective, motivated, and adaptable in their careers. It improves teaching strategies, boosts job satisfaction, and enhances student learning outcomes. However, challenges such as time constraints, financial limitations, and resistance to change must be addressed to make professional development accessible to all educators.

Investing in teacher training benefits not only individual educators but also the entire education system. As teaching evolves, professional development will continue to play a vital role in ensuring high-quality education for future generations.

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(<https://www.learningpolicyinstitute.org/>)

ECONOMETRIC ANALYSIS OF THE INTERACTION BETWEEN FORMS OF EDUCATION IN UZBEKISTAN

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Abstract. This study conducts an econometric analysis of the interaction between different forms of education in Uzbekistan, including traditional, online, and blended learning. Using panel data and regression models, the research examines how these educational modalities influence each other and contribute to overall educational outcomes. The analysis considers factors such as student performance, accessibility, and economic efficiency. Findings indicate that while traditional education remains dominant, online and blended learning are gaining significance, particularly in urban areas. The results provide valuable insights for policymakers and educators in optimizing the integration of diverse educational formats to enhance learning effectiveness.

Keywords: Education development, exogenous factors, Uzbekistan, policy impact, globalization, digital transformation.

1.Introduction

There was adopted at the beginning of a new stage of reforms in Uzbekistan in February 2017, the "Action Strategy for the Five Priority Areas of Development of the Republic of Uzbekistan in 2017-2021", one of the priorities is "to continue the course of further improving the system of continuing education, increasing the availability of quality educational services, training highly qualified personnel, in accordance with the modern needs of the labor market". The development of improving the competitiveness of education in the country on the national and international labor markets was also included in the Concept of Integrated Socio-Economic Development of the Republic of Uzbekistan until 2030. [1]

This paper explores the interaction between different forms of education in Uzbekistan—traditional, online, and blended learning—through an econometric approach. Using panel data analysis and regression modeling, the study examines the impact of these educational modalities on student performance, accessibility, and economic efficiency. The findings suggest that while

traditional education remains dominant, online and blended learning are increasingly complementing it, particularly in urban regions. These trends align with global shifts in education, where digital learning platforms, artificial intelligence, and adaptive learning technologies are reshaping the educational landscape. The study provides empirical evidence on the synergies and trade-offs between these forms of education, offering valuable insights for policymakers and educators to optimize Uzbekistan's educational system in line with international developments.

2.Literature review

Theoretical aspects of brand and brand equity management, as well as modern trends, are studied by such foreign scientists as A. Aaker [2], K. Keller [3], T. Gad [4], S. George [5], A. Ronald, M. Waqas [6], A. Brzaković.

Issues of creating brand equity in the education system of the Commonwealth of Independent States are studied in the scientific research of such scientists as N.V. Khmelkova [7], T.Yu. Mitrofanova [8], V.V. Vanyushkina [9], V.B. Simonov.

Theoretical and methodological aspects and organizational issues of the brand in the higher education system of Uzbekistan are considered by such scientists as B.R. Adizov [10], A. Askarov [11], G.N. Akhunova [12], B.A. Begalov [13], A.Sh. Bekmurodov [14], K. Gazie [15], S.S. Gulyamov, Sh.N. Zainutdinov [16], M.A. Ikramov [17], N.K. Yuldashev, D.Kh. Nabiev [18], S.T. Norkulov [19], D.N. Rakhimova [20], R.A. Rakhmanbaeva [21], M.Kh. Saidov [22], N. Sodikov, M. Khakimova, Sh.D. Ergashkhodjaeva, K.K. Kurolov, K.Shaturaev.

3.Analysis and results

In this research paper, an econometric analysis of the interaction between the forms of education was conducted and similarities or common features were identified. For HEIs, real models of the advantages of brand equity development, if any, were developed.

When choosing the competitive brand equity, the following questionnaire variables were selected: university fame, level of knowledge, quality of the IRC, new literature, modern audience, international relations, age, gender and profession.

During the study, the following scientific hypotheses were formulated using STATA 17.00 and SPSS 25.0 programs:

H0: There are no similarities between public, private and joint educational programs.

H1: There are similarities between public, private and joint educational programs.

The following table shows the distribution of the frequency of choice between various alternative higher education institutions by professions (Professions) of individuals. Researchers, students, staff and teachers were selected for the professional categories. The total number of selected individuals is 487 people.

In Table 10, staff and researchers at private HEIs rated the university's reputation on a scale of 1 to 3. Staff and researchers at public HEIs also rated the university's reputation on a scale of 1 to 3. Below, we test hypothesis H0.

Multinomial logistic regression analyzes the relationship between occupation, age, gender, and individuals when choosing an alternative. The table presents coefficients, standard errors, z-scores, and p-values for each alternative category variable.

The main result is «State HEUs», the odds for other alternatives are compared to this category. The results show that there is a significant influence on the choice of alternative between profession and young people. For example, persons belonging to the category of «profession» are more likely to choose an alternative to HEU2 or HEU3 in relation to the category «State». Similarly, those aged 26-35 are less likely to choose an alternative HEU1 option compared to the HEU1 category «State».

Table 1

**Analysis of the latent model of brand equity of the higher education institution in
Uzbekistan**

WHOA	Coef.	St.Err.	t- value	p- value	[95% Conf	Interval]	Mr
State	(base outcome)						
Private							
modern_audience	1.047	.34	3.08	.002	.38	1.714	**
							*
Profession	2.115	.289	7.31	0	1.548	2.682	**

							*
Constant	-	5.949	-5.89	0	-46.678	-23.357	**
	35.018						*
Quality_IRC	-1.487	.483	-3.08	.002	-2.435	-.54	**
							*
New_Literature	1.388	.494	2.81	.005	.42	2.356	**
							*

Mean dependent var	1.216	SD dependent var	0.468
Pseudo r-squared	0.290	Number of obs	487
Chi-square	158.622	Prob > chi2	0.000
Akaike crit. (AIC)	439.844	Bayesian crit. (BIC)	548.739

*** p<.01, ** p<.05, * p<.1

Gender also has a significant impact on alternative choices, but the results do not correspond to the profession and age. For example, women are more likely than men to choose an alternative to HEU1, and men are more likely to choose an alternative SOPSthan women.

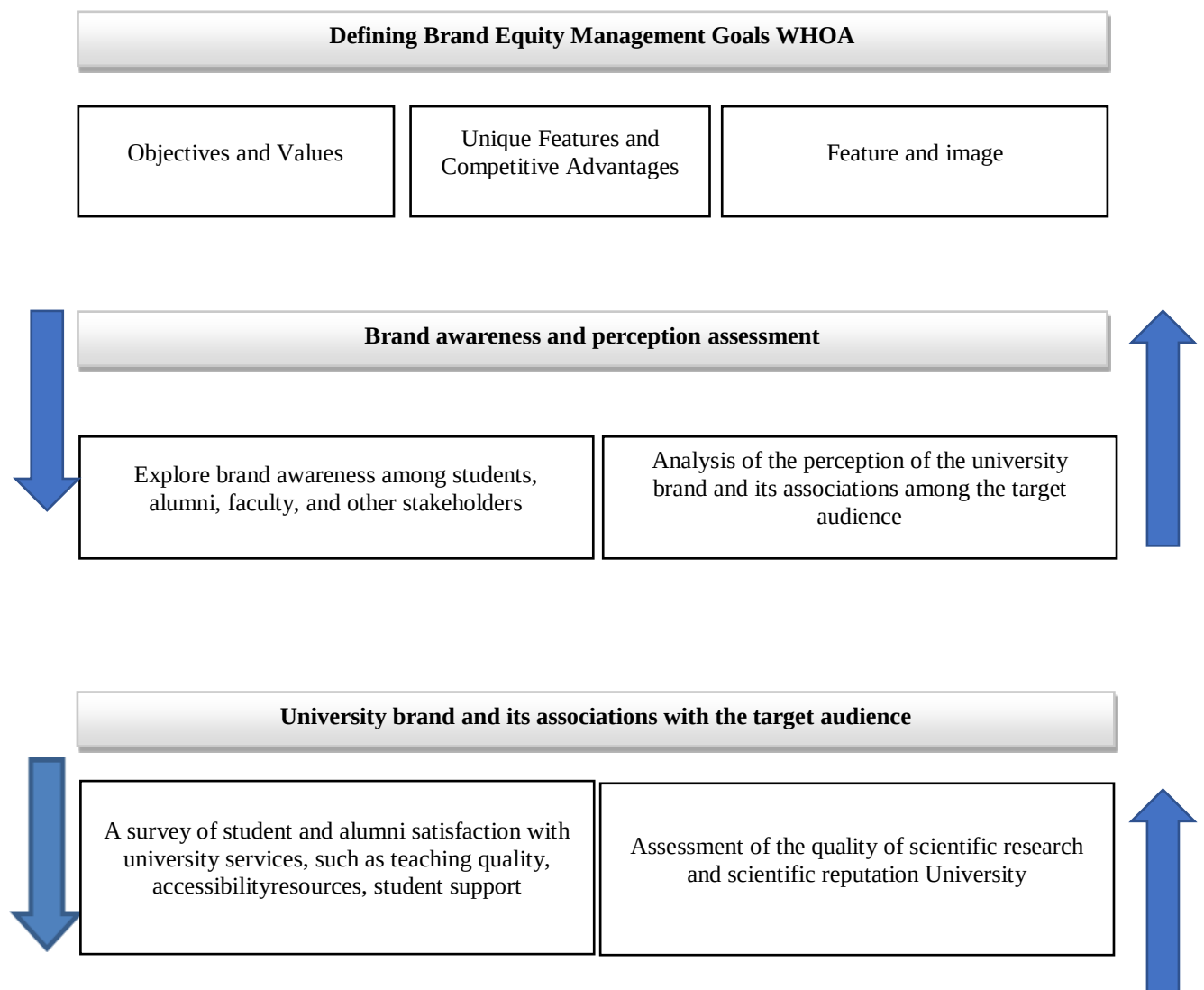
$$\text{Pr} = (\text{State} = \text{Private}) = \frac{e^{-35.018+0.61+0.047-0.997+0.115}}{1+e^{-35.018+0.61+0.047-0.997+0.115}+e^{-21.067-0.487+0.388+0.309}}$$

(equation 13)

For example, the probable logarithm of brand equity based on an increase in the quality of the RPI by 1 level is higher in private HEU than in public HEU by 0.61. If the state of the modern audience in private HEUs improves by 1 level, the likely logarithm of brand equity development will be 1.047 higher than in public HEUs. The probable logarithm of brand equity at the age of 26-35 in private HEUs is lower than in public HEUs by 0.997. If professional activity in private HEUs improves by 1 level, the likely logarithm of brand equity is 2.115 higher than in public ones.

If in SOPS the modern audience will improve by 1 level, the probable logarithm of brand equity development will be 1,487 lower than in the HEU brand. When improving the new literature in the SOPS Level 1 is the probable logarithm of brand equity development higher by 1.388 compared to government HEUs. With the improvement of professional activity in SOPS 1 level is the probable logarithm of brand equity development higher by 1.309 compared to state HEU

As a result of improving the quality of education in higher education institutions, mutual comparisons in the formation of brand equity become statistically significant. In this regard, we rejected the hypothesis H0 and chose an alternate form. According to the calculations obtained, RPCs have less brand equity than SOPS state universities. The level of provision of new literature is also better organized in SOPS.



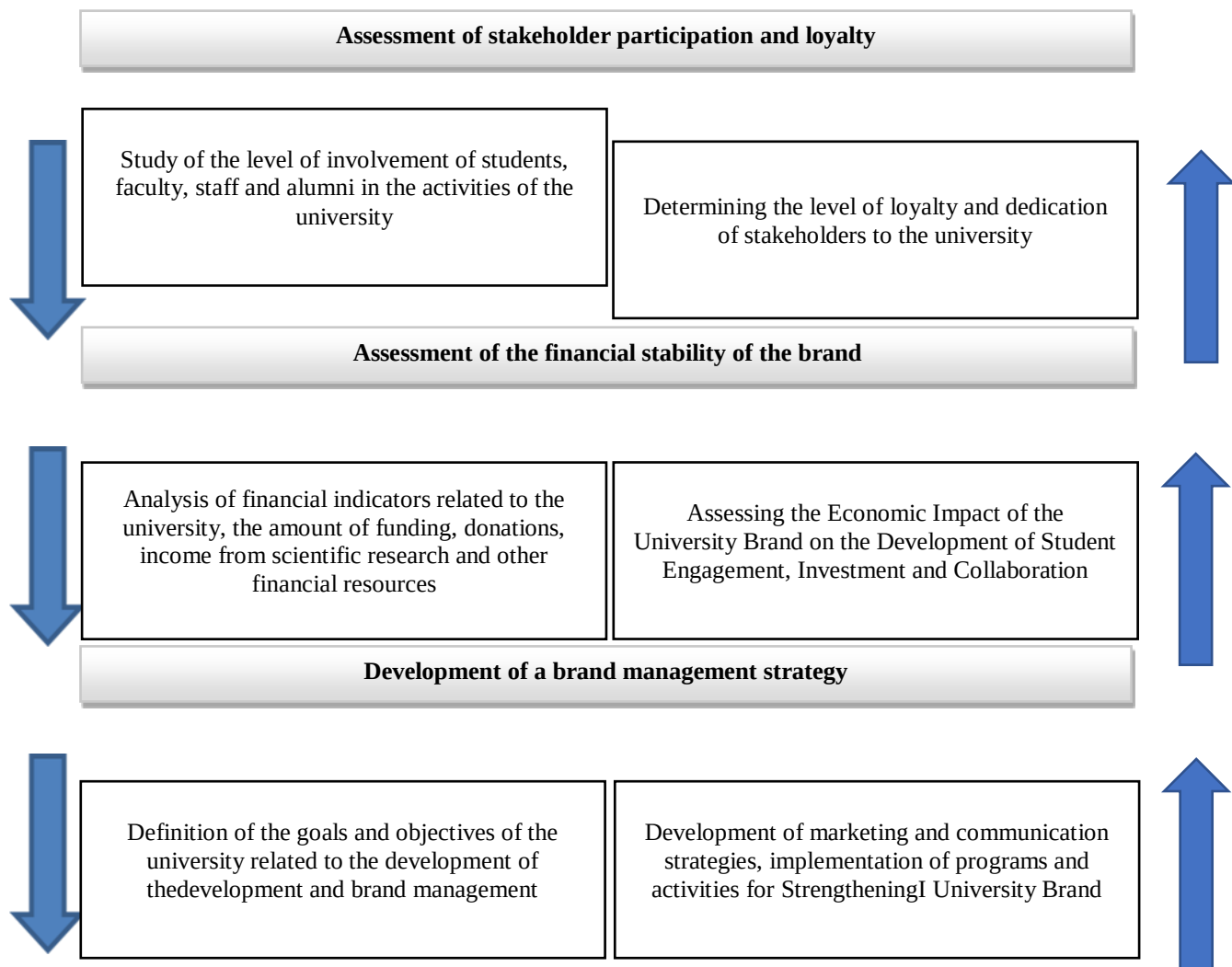


Fig.1. University Brand Capital Development Management Mechanism

Variables such as university fame, level of knowledge, current audience, international relations, and gender are considered statistically insignificant in the benchmarking process. This means that the issues of brand equity development remain problematic in the republican HEUs, where these variables are selected.

Improving the marketing strategy of brand equity management in higher education institutions is an ongoing process that requires constant analysis, study and adaptation. The main purpose of creating advanced brand equity is to distinguish the university from the consumer choices, attract talented students and prepare them for future success. As a result, an effective

brand equity management marketing strategy is a key success factor for higher education institutions. This helps the university achieve its goals, attract and retain talented students, and strengthen its reputation in the field of education. Most importantly, the university should have clear goals for managing brand equity.

The figure below (Figure 5) shows brand equity management at a university, and studying and evaluating different aspects of a brand can help in developing a brand management strategy. At each stage, appropriate research should be carried out to strengthen and develop the university's brand.

In the questionnaire presented in the thesis, the Ordered logistic model Ologit with qualitative indicators is used (Table 11). This allows us to build a regression equation for individual values of the university brand, evaluated by respondents at 5 levels, and to assess the interaction of variables with the dependent variable. According to the regression results, the relative logarithmic coefficient of the expected probability of a university's fame increases by 1.05 with an increase in educational attainment by one unit (i.e., from 1 to 2).

The results of the simulation can be explained as follows:

- as a result of an increase in the level of knowledge by one (i.e. from 1 to 2), the probable logarithmic coefficient of the expected popularity of the university p1.537 (Table 2):

$$S_j = B \cdot x_j \text{ in the } j \text{ (equation 14)}$$

Table 2

Regression model Ologies Seepодолжительность of the University Life Cycle¹⁶

fame_University	Coef.	St.Err	t-value	p-value	[95% Conf Interval	Mr
scientific_prestige	1.809	.229	7.90	0	1.36 2.258	***
proposal_work: base 1						

¹⁶ Author's development

Sports_Site		.617	.195	3.17	.002	.235	.998	***
Practical_cooperation: base 1								
	2	-	1.129	-3.40	.001	-6.048	-1.622	***
			3.835					
	3	-	1.084	-2.74	.006	-5.095	-.848	***
			2.972					
	5	-	1.197	-2.98	.003	-5.907	-1.216	***
			3.562					
University_Advertising		.615	.21	2.93	.003	.204	1.027	***
University Evaluation: base 1		0	.	.	.	.	.	
	2	-	1.279	-3.05	.002	-6.413	-1.4	***
			3.906					
Profession								
Student		3.313	.85	3.90	0	1.647	4.98	***

Mean dependent var	4.503	SD dependent var	0.877
Pseudo r-squared	0.534	Number of obs	487
Chi-square	488.71	Prob > chi2	0.000
	4		
Akaike crit. (AIC)	530.34	Bayesian crit. (BIC)	748.139
	9		

*** p<.01, ** p<.05, * p<.1

When this new value found was calculated based on equation 14, the following probabilities were determined:

$$P(\text{fame\_University}=\langle 1 \rangle) = P(S_u \leq \text{cut1}) = P(S_u \leq 7.014);$$

$$P(\text{fame\_University}=\langle 2 \rangle) = P(7.014 < S_u \leq 8.8);$$

$$P(\text{fame\_University}=\langle 3 \rangle) = P(8.8 < S_u \leq 11.344);$$

$$P(\text{fame\_University}=\langle 4 \rangle) = P(11.344 < S_u \leq 14.65).$$

For example, those who rate employability as 4 have probable The logarithmic coefficient of expected fame of the university is 0.07 higher than those who rate it as 1.

If we look at the length of a university's life cycle by profession, the relative logarithmic coefficient of expected fame of a university is 10,399 higher than that of research students. This means that university students interpret brand equity with higher values than researchers. The opinions of the remaining respondents were considered insignificant (Table 12). Gender also has a significant influence on the choice of alternatives, but the results do not correspond to the profession and age. For example, women are more likely to choose an alternative ASU1 compared to men, and men are more likely to choose an alternative ASU1 SOPS compared to women. For example, brand equity based on raising the quality level of the RPI by 1 level in private HEUs is more likely to have a logarithm of 0.61 than in public HEUs. An improvement in the state of the modern audience in private HEU by 1 level has a higher probability of developing brand equity than in public ones, the logarithm of which is 1.047. The probable logarithm of brand equity in private HEUs aged 26-35 is 0.997 lower than in public HEUs aged 16-25. An increase in professional activity by 1 level in private HEUs has a higher logarithm of the probability of developing brand equity than in public ones, equal to 2115.

Table 3

Ologit Regression Model of University Life Cycle Duration

fame_University	Coef.	t-	p-	[95%	Mr
	St.Err.	value	value	Conf Interval	
					]
Professional_	2.098	.329	4.73	0	1.544 2.852 ***
skill_Graduates					

Quality of the IRC:	1	.	.	.	.	.	
New_Literature	1.549	.262	2.59	.01	1.112	2.158	***
Modern_auditorium	1.514	.264	2.38	.017	1.076	2.129	**
International_relations	1	.	.	.	.	.	
	5	14.992	18.28	2.22	.026	1.373	163.672 **
		4					
Practical_cooperation	1	.	.	.	.	.	
	2	.207	.198	-1.65	.099	.032	1.346 *
HEU: State	1	.	.	.	.	.	
quotient	.504	.196	-1.76	.078	.235	1.08	*
SOPS	.275	.158	-2.24	.025	.089	.851	**
Age 16-25	1	.	.	.	.	.	
	46-60	3.759	2.753	1.81	.071	.895	15.792 *
Floor	1	.	.	.	.	.	
Husband.	1.619	.42	1.86	.063	.973	2.693	*
Profession	1	.	.	.	.	.	
Student	10.399	6.668	3.65	0	2.96	36.541	***

Mean dependent var	4.503	SD dependent var	0.877
Pseudo r-squared	0.337	Number of obs	487
Chi-square	308.543	Prob > chi2	0.000
Akaike crit. (AIC)	664.520	Bayesian crit. (BIC)	785.979

*** p<.01, ** p<.05, * p<.1

When upgrading the modern audience by 1 level in SOPS The probabilistic logarithm of brand equity development is 1.487 lower than that of the HEU brand. When improving the new literature in the SOPS Level 1 is the probable logarithm of brand equity development higher by 1.388 compared to government HEUs. With the improvement of professional activity in SOPS by 1 level, the probable logarithm of the development of brand equity is 1.309 higher compared to state HEU. The coefficients represent the change in the logarithmic coefficients of this alternative for a single growth of the explanatory variable. Likewise, age also influences the choice of alternative. Those aged 26-35 years are less likely to choose an alternative HEU1 compared to the HEU1 category «state». This may be because younger people are more attracted to innovative and experiential alternatives, while older adults prefer more established and traditional options.

It is necessary to develop targeted marketing and communication competencies to create a strong brand identity and awareness of the strengths and achievements of the educational institution. It remains important to use a variety of channels, including digital platforms, social media, events, and alumni networks, to build relationships with prospective students, parents, employers, and other stakeholders. Collaboration with a variety of stakeholders, including faculty, staff, students, alumni, employers, and the local community, is a priority to take new ideas and decision-making processes to the next level.

According to the overall findings, the methodology for creating brand equity in HEU has been improved through research. At the same time, balanced systematic approaches to the creation, development and management of brand capital were developed. In particular, criteria for assessing and monitoring brand capital in the field of higher education and scientific and practical recommendations for their practical application were proposed. In general, this thesis is a source of significant scientific and practical value for the field of higher education. Its results can be widely used in the creation and management of brand equity in higher education institutions.

4.Conclusions

As a result of the study conducted using the methodology of brand equity 9. During the study, the effects of brand equity development were studied based on a social online questionnaire consisting of 33 questions from existing higher education institutions in our country. In the process

of econometric analysis using the Stata 17.0 program, a structural model (Principal component analysis) was used. The results obtained in the formation of brand equity in higher education institutions of Uzbekistan were explained by explaining the 5 qualities mentioned in the questions of the University Brand questionnaire.

10. As a result of an increase in the student brand by one unit, the university brand increases by 1.546 units. As a result of an increase in the teacher brand by one unit, the university brand increases by 1.415 units. As a result of an increase in the practical brand by one unit, the university brand increases by 1.416 units. The teacher brand coefficient is 0.553, which indicates a strong positive relationship with the practical brand. This means that as the teaching brand grows, the performance brand also grows.

11. As a result of the econometric analysis of the interaction of the forms of education in the dissertation, similarities or common features were identified. If any, then a multinomial logistic regression model of real advantages in the development of brand equity was developed for the HEI. When choosing competitive brand equity, variables such as university reputation, level of knowledge, quality of the IRC, new literature, modern audience, international relations, age, gender and profession were obtained based on surveys of 487 people. According to the econometric analysis, gender also has a significant impact on the alternative choice, but the results are not consistent with profession and age.

12. Information on Instagram, Facebook, Twitter forums, blogs, sites related to their brand and educational programs, as well as the use of artificial intelligence (AI) will help improve the marketing strategy for managing brand equity in higher education institutions and analyze the perception of university brands in Uzbekistan. 13. When improving the methodology for creating brand capital in the higher education system, it is first necessary to develop targeted marketing and communication competencies to increase awareness of the strengths and achievements of the educational institution. Digital platforms, social media and various events are important tools for building relationships with applicants, students, parents, employers and other stakeholders.

14. When improving the methodology for creating brand capital in the higher education system, it is first necessary to develop targeted marketing and communication competencies to increase awareness of the strengths and achievements of the educational institution. Digital platforms, social media and various events are important tools for building relationships with applicants, students, parents, employers and other stakeholders.

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USING MARKETING STRATEGIES TO SUPPORT THE EXTERNAL ECONOMIC ACTIVITIES OF ENTERPRISES

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Abstract: Recently, significant attention has been given to entrepreneurial activities in countries around the world, including our own. Entrepreneurship is becoming increasingly important for the development of the national economy. In entrepreneurial activities, marketing serves as an effective tool and foundation for decision-making and development. It plays a crucial role in the management system of entrepreneurial activities, including organisation, planning, and control.

Keywords: Marketing theory, Modern marketing, activity of industrial enterprises, buyers and consumers.

Introduction

Since the liberalisation of foreign economic activity, special attention has been paid to the organisation and management of foreign trade operations in Uzbekistan. Foreign trade is a very complex organizational and management business. Entering the world market, Uzbek enterprises must face tough competition. Marketing strategies must be used effectively to survive and succeed in this battle.

Marketing strategies for entering the international market equip the enterprise with a clear program of action, and marketing support for foreign economic activities allows the enterprise to take into account the requirements of specific foreign markets, specific consumers, their development trends and prospects, and at the same time, influence these markets in a favorable direction. It is based on the use of marketing strategies that most commercial operations in the world market are carried out. Thus, the effective use of marketing strategies in the foreign economic activity of the enterprise plays an important role in increasing business efficiency, achieving high indicators, as well as increasing the competitiveness of the enterprise in the international market.

Analysis and results

Tasks of JSC "Maxam-Chirchik" joint venture - The activity of each industrial enterprise consists of production, re-production and trading processes. The activity of the enterprise in the

field of production is manifested in the preparation and organization of the production of new products. activity in the field of reproduction is reflected in the processes of recruitment of labor force, personnel training and improvement of their qualifications, renewal and expansion of production facilities. Activity in the field of trade is visible in the organization of material and technical support of production, sale of products (work, services) and return of used means of production in the form of income.

In studying JSC "Maxam-Chirchik" as a socio-economic system, it is necessary to consider two constituent parts of it - the system itself (enterprise) and the external environment in which it operates. The internal environment of "Maxam-Chirchik" JSC consists of means of production, money, information and human resources.

As a result of the interaction of the internal environment, a finished product appears, work is performed and service is provided, that is, a properly organized production and labour payment activity occurs.

The connection of the enterprise with the external environment takes place in their exit to the external system (attracting resources, determining their value, timely delivery of raw materials, materials and products, etc.). It is manifested in the process of influencing the external environment with the help of the flow of manufactured goods and services.

The external environment that determines the effectiveness of the joint enterprise of Maxam-Chirchik JSC is primarily product consumers, suppliers of raw materials and other materials, as well as government agencies and residents living near the enterprise.



Figure 1. Export composition of the Republic of Uzbekistan in 2023

In the conditions of the market economy, the following are the main directions of enterprise activity:

with the help of a comprehensive study of the market and its development prospects, to determine the existing and possible requirements of customers for products and services;

organization of research and development activities for the creation of new models and samples of the product;

production of goods that meet customer requirements;

production planning, programming, coordination and financing;

production of goods that meet customer requirements;

production planning, programming, coordination and financing;

organization of product distribution and sales system and its improvement;

It requires management of all activities of the enterprise, including production, sales, advertising, technical service, etc. Below we will get acquainted with the Republic of Uzbekistan export structure (Figure 1).

Taking this into account, we can consider the volume of production of industrial products of the Republic of Uzbekistan by type of economic activity in Table 1 below.

Table 1.

Classifier/years	2019	2020	2021	2022	2023
Mining and open-pit mining	43438,9	33106,9	43872,2	52093,5	55442,0
Manufacturing industry	254860,9	305928,6	378186,4	460491,8	556382,4
Production of food products	35337,3	42314,9	48643,3	57547,3	65678,2
Production of textile products	29946,6	36713,9	52372,3	62850,7	71509,8
Production of chemical products	18974,3	21213,5	28080,7	33639,5	33838,0

The volume of production of industrial products by type of economic activity

As can be seen from Table1, the share of production of chemical products in the volume of production of industrial products in the Republic by type of economic activity in 2023 was 33,838.0 billion soum.

At this point, we can see in the structure of exports of the Republic that the share of chemical products and similar products not included in other categories is 7 per cent. Figure 2.

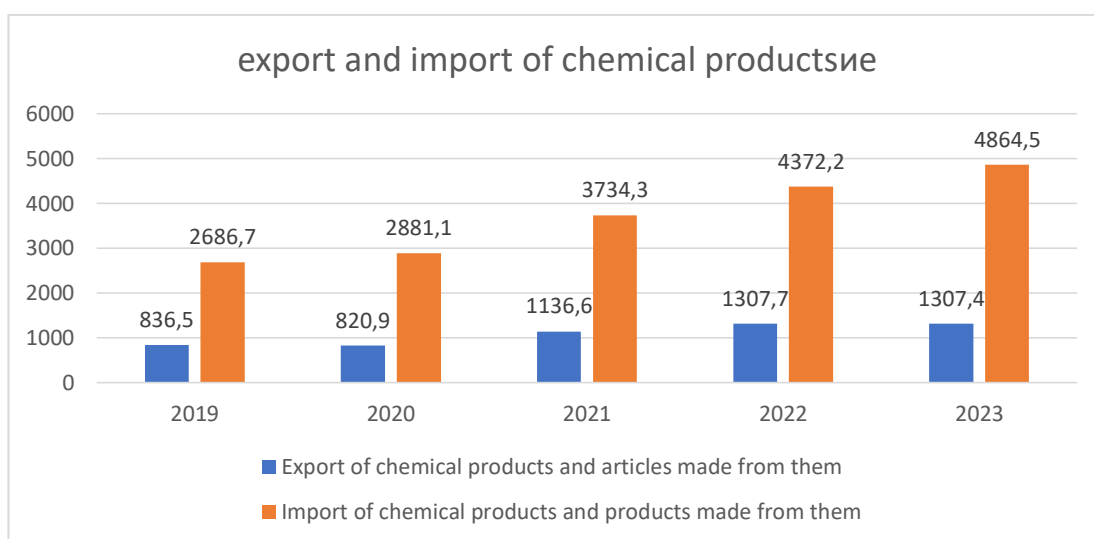


Figure 2. Export and import volume of chemical products and articles made from them in the foreign trade of our republic

As can be seen from Figure 2 above, in the foreign trade turnover, the import of chemical products is significantly higher than the export, and the balance in 2022 made up 3,620.3 million and reached \$4,278.9 million by 2023. To improve these indicators, a lot of work is currently being done in our republic, including the decree of the President of the Republic of Uzbekistan dated 10.10.2022 "On approval of the target program for the strategic development of the chemical and

gas-chemical industry" No. PD-388 was adopted. The program for the development of chemical technological clusters aimed at the development of the chemical and gas-chemical industries was approved. According to the program, the following was organized: "Navoi Chemical Technopark", "Fergana Chemical Technopark" and "Karakalpakistan Chemical Technopark";

Management directorates of each technological cluster in the form of LLC under the foundation of "Uzkimyosanoat" JSC;

The project office for coordination of activities of chemical and gas-chemical technological clusters within JSC "Uzkimyosanoat".

Following the legislation, tax and customs benefits provided for participants of special economic zones and their directorates are also applied to participants and directorates of technological clusters.

Until April 1, 2023, together with the International Finance Corporation, technical complex studies were carried out at "Maxam-Chirchik" JSC. A strategy for the development of this enterprise was developed on September 1, 2023.

In this, the "roadmap" for the organization and development of technological clusters, the continuation of transformation processes in the chemical industry; and Guidelines for the development of investment projects implemented in innovative chemical technological clusters have been developed.

Now we have the opportunity to consider the share of the above-mentioned volume of "Maxam-Chirchik" JSC, one of the largest enterprises producing chemical products in the Republic of Uzbekistan, in Figure 4.

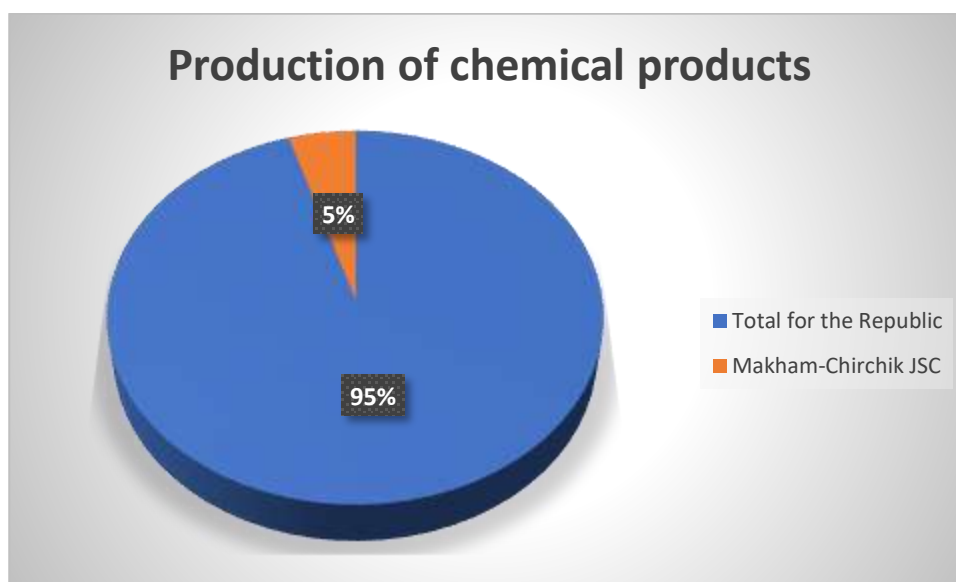


Figure 3. The share of "Maxam-Chirchik" JSC in the production of Republican chemical products.

In 2022, the enterprise sold products worth 1,811.4 billion soums and earned a profit of 317.3 billion soums before tax, net profit after taxes was 253.6 billion soums. amounted to soums.

Actual expenses for the period amounted to 316.2 billion soums, 43.5 billion soums more than the planned amount, including:

- increasing expenses for railway services - 5.5 bln. soums;
- increasing expenses for non-production workshops (repairs and downtime without gas supply) - 20.3 bln. soums;
- court costs, fines and pensions - 2.1 bln. soums;
- at the end of the year, according to Koldogovor, the premium payment is 13.1 billion. soums;
- payments according to the court decision for the violation of the use of the object of intellectual property - 5.9 billion. soums.

The positive balance of expenses and income on financial activity is 3,422.6 million soums, and expenses on financial activity are 13,698.2 million soums, income 17,120.8 mln. soums. The Maxam-Chirchik JSC joint venture should expand product sales markets and work to meet consumer demand in the domestic and foreign markets.

The products sold for export of "Maxam-Chirchik" JSC are distributed according to the ratio shown in Table 2.

Table 2.

Name of products	Quantity, in tons	the price is a thousand dollars
Ammonia	246,7	47,6
Ammonium nitrate	21 756.3	15,782.1
Urea	80,910.9	16 374.6
Sulphate of ammonium	13 290.1	2 225.3
Kuchzis nitric acid	3 495.4	747,3
KZAS	31 221.4	5 940.9
Diluted urea ammonia mixture	582,5	97
Carbon dioxide	23,7	5,4

Liquid oxygen	36,3	4,1

"Maxam-Chirchik" JSC composition of products sold for export

A total of 41,224.3 thousand US dollars' worth of products were exported, fulfilling 70.3% of the assigned task of 58,667.0 thousand dollars.

The share of product exports in the total volume of net income from sales was 15.9%.

In 2022, the import of material and technical resources amounted to 8,022.0 thousand US dollars. Among them, foreign currency funds were used:

to build a more accurate feed of products and suppliers;

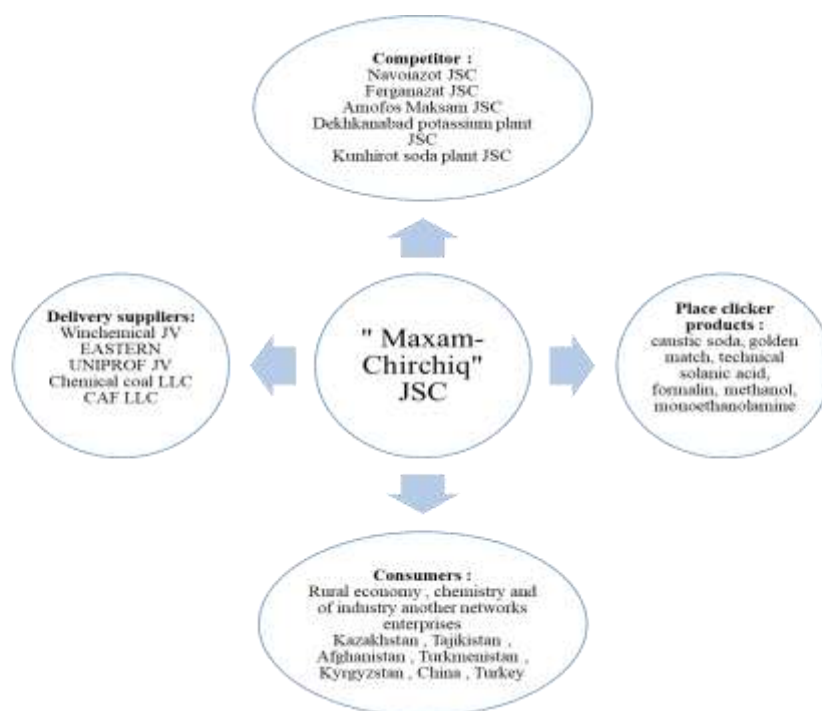
- technological equipment - 1,419.3 thousand dollars;

- components and spare parts - 2,009.4 thousand dollars;

- industrial services 734.0 thousand.

It can be said that the downward trend of export profitability negatively characterizes the export activity of Maxam-Chirchik JSC. Therefore, the company should expand its sales volume in the international market and strengthen its competitive position.

A competitive strategy must be based on a comprehensive understanding of the industry structure and the process of its change. No matter what sector of the economy, it does not matter whether it operates only in the domestic market or in the foreign market, the essence of competition



is represented by five forces (according to M. Porter's model): the threat of the emergence of new competitors, the bargaining power of buyers, the emergence of substitutes for goods or services

threat, bargaining power of suppliers, mutual competition of existing competitors [1,p.216]. According to Porter's matrix, the competitive position of "Maxam-Chirchik" JSC is shown in Figure4.

Competitiveness is a characteristic of a product that shows its difference from a competing product in terms of the level of compliance with a certain social need and the costs of its satisfaction [2, p. 182]. Evaluation of product competitiveness is based on the study of customer needs and market requirements. "Maxam-Chirchik" JSC should aim to increase the competitiveness of the enterprise in the international market.

Figure 4. The competitive position of "Maxam-Chirchik" JSC enterprise according to Porter's matrix

As a result of the analysis based on the matrix method, a positioning strategy was developed for the company "Maxam-Chirchik" in the foreign market, which is presented in Tables 2, 3 and 4.

Table 3.



Choosing a strategy for the development of foreign economic activity of "Maxam-Chirchik" JSC

* Recommended strategic directions are highlighted by the author

Table 4

Choosing the competitive position of "Maxam-Chirchik" JSC enterprise according to Porter's matrix

Strategic goal	Declining leadership Expenses	Leadership in product differentiation
Direct competitors	- flexible pricing policy - guaranteed profit even when prices drop from your closest competitors	- wide range of products - the originality and efficiency of the products
Power of suppliers	- optimization of transport costs - deliver the product on time - delivery without damage to product quality and technical condition	- to improve continuous relations with suppliers - free delivery to regular customers - to return the product if the customer is not satisfied with it
The power of buyers	- providing discounts - providing bonuses for buyers - work based on a loyal customer program - providing vouchers to regular customers	- to gain additional profits by winning the benefits of different consumer groups based on additional sales growth and higher quality and wider choice - replacing substitute products by strengthening relationships with consumers - creating an image of an enterprise that cares about the needs of specific customers

The threat of substitute products	- replacement of substitute goods due to mass production and low production costs - extra profit by increasing sales volume and reducing the market share of competitors with higher prices of similar products	- low price compared to substitute products - constantly changing trademarks - stronger focus on product quality
Competition between existing competitors	- flexible marketing plan - to eliminate the strategies of competitors in the field of product differentiation and market localization due to the low cost of products	- developing strategies for continuous growth in markets - to include weaker competitors in its composition - price advantage in a narrow market segment

* Suggested strategic directions highlighted by the author



Figure 5. Selection of directions for the development of export activity according to the Ansoff matrix and determination of the company's position.

*Strategic directions recommended by the author

As a result, a marketing support program for the foreign economic activities of the "Maxam-Chirchik" JSC enterprise aimed at improving the export-import activity of the enterprise was developed.

Implementation of the proposed measures will allow "Maxam-Chirchik" JSC to raise export-import activities to a new level, expand sales markets, take a leading position in the world market, as well as increase the demand for the product and the profit from its sales, which will provide increase the efficiency of the entire enterprise.

It should be noted that at the current stage of the development of foreign economic activity, participation in international electronic trade is a necessary condition. The main goal of international e-commerce is to unify the efforts of all e-commerce systems in the development of international trade, as well as to unify e-procurement processes - to create a "single window" for buyers and suppliers, regardless of their size. geographical location in all countries. The open form of e-commerce ensures the creation of a transparent and effective competitive environment. It is also necessary to take into account the stages of registration of participation in electronic sales.

Participation in international auctions allows "Maxam-Chirchik" JSC to attract consumers (customers) abroad as much as possible, reduce procurement costs, protect against information leakage, and increase the company's profit.

All proposed marketing activities are economically based. The economic efficiency obtained from the implementation of the proposed measures is presented in Table 4. The result of the implementation of the proposed set of measures will provide a significant economic effect in the form of profits of 71 thousand dollars, which will ensure stability. The financial condition of the JSC "Maxam-Chirchik" enterprise can be realized by expanding its export potential and increasing the competitiveness of its products.

Table 5.

**The formula for achieving economic efficiency by implementing marketing activities
of "Maxam-Chirchiq" JSC**

Suggestions	Calculation formula	Conditional signs	Economic efficiency
Improving the organizational structure of the enterprise's foreign trade activities: creating an export control service	$Y_1 = N - X$	N - the result of the event - an increase in profit; X - is event expenses	$Y_1 =$ 1286,54 mln, soum
Improving the communication policy in the foreign market: - increased participation in international exhibitions and fairs - developing a branding program: improving the packaging concept by introducing a hologram - Opening an international website for the enterprise on the Internet	$Y_2 = QSA * TB / 100 - KX$ $Y_3 = N - X$ $Y_4 = (Rq * TbT) / 100 - (Rx + SaX)$	QSA - additional sales turnover; TB - trademark for goods; KX - exhibition costs N - the result of the event - an increase in profit; X is event expenses Rq - additional turnover due to advertising; TbT - trademark per commodity unit; Rx - advertising expenses; SaX - additional costs for sales turnover	$Y_2 =$ 1008,19 mln, soum $Y_3 = 902,69$ mln, soum $Y_4 =$ 1035,66 mln, soum
Participation in international electronic commerce	$Y_5 = Tn - TX$	Tn - the result of the event - the profit received from winning the auction;	$Y_5 = 1325$ mln, soum

		TX - accreditation and tender costs	
Improvement of customer service policy: optimization of foreign economic contract terms (CIP → DAF)	$Y_6 = (X_{CIP} - X_{DAF}) * E_q$	X_{CIP} - enterprise costs under CIP conditions for 1 unit of product; X_{DAF} - enterprise costs under DAF conditions for 1 unit of product; E_q - annual export volume	Y₆ = 2438 mln, soum
Use of the financial leasing mechanism for the purchase of imported equipment	$Y_7 = MX - LX$	MX - the total cost of purchasing equipment using alternative options; LX - is the total cost of purchasing equipment through leasing	Y₇ = 719 mln, soum
Overall economic effect	$Y = Y_1 + Y_2 + Y_3 + Y_4 + Y_5 + Y_6 + Y_7$		Y = 8715,08 bln, soum

In this context, the current marketing activities and their implementation by 'Maxam-Chirchiq' JSC are not satisfactory, and systematic work needs to be carried out in this regard.

Conclusion and Suggestions

In conclusion, it can be said that in recent years, the chemical industry in Uzbekistan has further developed, and regional structures have improved. This is of significant importance for the rapid development of Uzbekistan's economy. This is because the regional organization of chemical enterprises is influenced by various geographic factors:

Changes in ownership forms within the sector, support for entrepreneurship, the population in the regions, the abundance of labour resources, and their employment and consumption all play a role. As a result, these factors create opportunities for the formation of large and numerous small chemical industry enterprises in the region.

The high potential of natural resources and the richness of local raw material resources in the Republic have led to the establishment of chemical industry enterprises in these areas.

Currently, the government's developing chemical and petrochemical strategy envisions extensive investments in this sector. However, exploration and extraction located at the upper end of the value chain in certain regions, still hold strategic importance and may remain under state control. This applies to all major projects in the strategic sectors of cotton and grain production and fertilization. According to Uzkiyosanoat forecasts, these should remain fully state-owned, though consideration could be given to organizing final product manufacturing in collaboration with private investors.

At the same time, Uzbekneftegaz has shown a clear interest in significant investments in the charter capital of gas processing enterprises and the subsequent production cycles of petrochemicals and polymers. Since these two enterprises utilize the same natural resources, they have products transmitted through their value chains, and the government controls raw material supply, energy provision, and to some extent, product sales. If the sector develops, proper coordination would be justified.

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ASSESSMENT OF THE COMPETITIVENESS OF FOOD EXPORTS IN UZBEKISTAN

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Abstract

The study analyzes the competitiveness of Uzbekistan's food exports and proposes strategic recommendations for its development. The comparative advantage of products in the international market is assessed using the Balassa index, while key export factors are examined through Porter's model. The findings indicate a strong export potential for fruits and vegetables, as well as stable growth in grain and flour product exports. To expand export volumes and strengthen global market positions, it is crucial to develop logistics infrastructure, improve international certification systems, and enhance deep processing of agricultural products. The results provide valuable insights for agricultural exporters, entrepreneurs, and policymakers in shaping effective sectoral strategies.

Keywords: food exports, competitiveness, Balassa RCA index, Porter's diamond model, international trade, agriculture, export strategy, logistics infrastructure, certification system, market diversification.

INTRODUCTION

Uzbekistan's agriculture is one of the main sectors of the country's economy, and has the potential to contribute to economic development not only by providing the population with food products, but also by increasing its export potential. In an environment where global food markets are becoming increasingly competitive, strengthening Uzbekistan's position in international trade is one of the most important issues. Diversifying food exports, developing new markets, and adapting to international quality standards should be one of the main directions of the country's export strategy [5], [8], [12], [15], [23]. In recent years, the government of Uzbekistan has been implementing a number of reforms to increase exports, adapt agricultural products to international markets, and develop the logistics system. To strengthen its position in international markets, the country needs to produce products that meet the requirements of international trade and improve its export infrastructure [6]. In addition, the instability in the global food supply chain and the

impact of climate change are creating new challenges for export markets, which requires the development of effective strategies to ensure the sustainability of Uzbekistan's exports [7].

The competitiveness of Uzbekistan's food exports depends on internal and external factors, and aspects such as production efficiency, logistics system, compliance with international certification requirements, and increasing the added value of products play an important role [9]. It is necessary to analyze what strategies the country's main competitors in international markets are using and how Uzbekistan can use their experience [10].

This study aims to assess the current state of Uzbekistan's food exports, identify the main factors affecting export competitiveness, and develop strategic proposals to strengthen the country's position in the international market [11]. The Balassa RCA index is used to assess the level of dominance of products in the international market, and the Porter Diamond model is used to analyze the main factors affecting exports [1].

The relevance of the topic is that increasing exports not only brings additional income to the Uzbek economy, but also allows for the creation of new jobs, the introduction of innovative technologies, and strengthening international trade integration [14]. In the context of constant changes in international markets and the formation of new trade requirements, Uzbekistan needs to flexibly improve its export strategy [16].

The results of the study are expected to be important for the scientific community, agricultural exporters, entrepreneurs, and politicians, as they will help determine specific strategic measures to increase export competitiveness [18]. Therefore, the study is based on reliable results through a realistic analysis based on international experience, national statistics, and economic models [20].

The following sections will provide a detailed description of the theoretical foundations, practical situation, key competitiveness factors, and recommendations for its development [22], [24].

LITERATURE REVIEW

The research on Uzbek food exports has been conducted within the framework of international trade theories, export competitiveness factors, and the country's agricultural policy. This section provides a review of existing scientific studies and reports, and analyzes the main scientific approaches related to Uzbekistan's food exports.

International trade theories and economic models play an important role in analyzing export competitiveness. Balassa (1989) in his study expressed his opinion on the importance of competitiveness for open economic systems and the use of the Balassa Relative Advantage Index (RCA) in its assessment [1]. The RCA index is one of the main tools for analyzing the relative advantages of agricultural exports [1].

The "Diamond Model of Competitiveness" developed by Porter (1990) is also widely used in analyzing the country's agricultural export potential. This model shows the importance of taking into account factors such as production factors, domestic demand, company strategies and government policies in increasing a country's export competitiveness [2].

Dunning (1981) analyzed the export strategies of developing countries using the "OLI" model in his study, which emphasizes the role of foreign investment and transnational companies in the export of agricultural products [3].

Uzbekistan's agricultural exports are growing, but there are also a number of problems in this process. According to the State Statistics Committee of Uzbekistan (2023), the country's food exports increased by 12% compared to 2022, but competition has intensified in the main markets - Russia, China and the European Union [23].

Mogilevskii & Akramov (2014) in their study of Central Asian agricultural trade show that, although Uzbekistan is a leading exporter of fruits and vegetables, its export volume is limited due to the lack of logistics infrastructure and quality certification requirements [24].

Kurmanalieva & Parpiev (2023) assessed the prospects for Uzbekistan's agricultural exports and emphasized the need to diversify export markets and develop the agricultural processing industry [16].

Export competitiveness is affected by various factors, including climate change, financial support, tariff and non-tariff barriers, and the logistics system.

Research by Vakulchuk & Overland (2023) shows that climate change directly affects the sustainability of agricultural exports, so Uzbekistan needs to develop long-term environmental adaptation strategies [18].

Bitabarova (2023) emphasizes the importance of financial assistance and subsidies in supporting agricultural exports and emphasizes the need for the government to expand credit and grant programs for farmers [17].

Pomfret (2023) provides a detailed analysis of how tariff and non-tariff barriers affect agricultural exports in Central Asian countries. According to her, Uzbekistan can increase its exports by introducing certification systems that meet international standards [25].

Tursunov B.O. [42] investigated mechanism for determining optimal management of use of production capacity at the textile enterprises, Maksudunov, A., & Avci, M. researched the color of the future in green marketing.[43,44]

In addition, Saidov & Rakhimova (2022) assessed the logistics system of Uzbekistan and expressed the opinion that it is necessary to improve transport infrastructure and expand cold storage systems for exports [28].

It is important to study the experiences of other countries to develop Uzbekistan's food exports.

Aydin & Tetik (2021) analyzed Turkey's agricultural export strategies and showed that competitiveness can be increased by protecting the domestic market and subsidizing exports [27].

A study by Sharafeyeva (2020) analyzed the effectiveness of Kazakhstan's agricultural export strategy towards the Russian and Chinese markets [26].

The FAO (2023) annual report highlights key trends in world agricultural exports and the impact of trade agreements [8].

METHODOLOGY

This study used combined analytical methods to assess the competitiveness of Uzbek food exports. The study was based on empirical data and combined quantitative and qualitative methods. As part of the quantitative analysis, the competitiveness of Uzbek food exports in the international market was assessed using the Balassa RCA index. RCA calculations are based on data from Spot.uz [32], the State Statistics Committee of the Republic of Uzbekistan [23], FAO [8], WTE_x [33] and the World Bank [7]. Qualitative analysis was conducted using Porter's Diamond model to study internal and external factors affecting exports. This model allows us to assess aspects such as production factors, domestic demand, industry structure and government policy [2]. The RCA (Revealed Comparative Advantage) index was used to measure the competitiveness of a product in the international market. Calculation formula [1]:

$$RCA = \frac{\left(\frac{X_{ij}}{X_i}\right)}{\left(\frac{X_{wj}}{X_w}\right)}$$

here:

- X_{ij} – Value of products exported by Uzbekistan
- X_i – Uzbekistan's total food exports
- X_{wj} – Global exports of this product
- X_w – World food exports.

The calculation results are reflected in the analysis results, and the level of competitiveness of products according to RCA values was determined. [3]

This model assessed the internal and external factors affecting Uzbek food exports. The Diamond model consists of the following four main factors and two auxiliary factors [2], [4].

Table-1.

Evaluation through Porter's Diamond Model [2]

Factor	Evaluation criterion
Factors of production	Resources, infrastructure, technology
Domestic demand conditions	Domestic market size and consumer demand
Industry structure and competition	Strategy and level of development of enterprises
Public policy and infrastructure	Government subsidies and export policy
Enablers	Packaging, storage and logistics system
International factors	Global demand and price changes

Porter's model indicates the need to increase production efficiency, introduce quality standards that are compatible with the international market, develop logistics infrastructure, and improve the financial support system for exporters to increase exports [2], [6].

ANALYSIS AND RESULTS

This section analyzes the competitiveness of Uzbekistan's food exports based on the Balassa RCA index, export dynamics, and impact on key markets. The analysis is based on official 2023 statistical data and international trade data.

To assess the competitiveness of Uzbekistan's food exports in the international market, an analysis was conducted based on the Balassa RCA index, the Porter competitiveness model, the diversification of export markets, and logistics infrastructure.

a) Data used (2023):

Official data on Uzbekistan's exports [32]:

- Total food exports: 1.77 billion USD
- Fruit and vegetable exports: 1.19 billion USD
- Grain and flour products exports: 478.8 million USD
- Meat and dairy products exports: 3.4 million USD

b) World food export statistics 2023 [8], [33]:

- Total food exports: 1.634 trillion USD
- Grain and flour products exports: 164.1 billion USD
- Fruit and vegetable exports: 141.9 billion USD
- Meat and dairy products exports: 268.9 billion USD

Calculation of the RCA index

$$2.1. \text{ RCA for fruits and vegetables: } RCA_{\text{Meva}} = \frac{\left(\frac{X_{\text{meva}}}{X_{\text{Uzbekistan}}} \right)}{\left(\frac{X_{\text{Meva Global}}}{X_{\text{World}}} \right)}$$

We will provide information.:

$$RCA_{\text{Meva}} = \frac{\left(\frac{1190}{1770} \right)}{\left(\frac{141900}{1634000} \right)}$$

$$RCA_{\text{Meva}} = \frac{0.6729}{0.0869} = 7.74$$

Fruits and vegetables RCA = 7.74 → High competitiveness.

RCA for grain and flour products:

$$RCA_{G'alla} = \frac{\left(\frac{X_{G'alla}}{X_{\text{Uzbekistan}}} \right)}{\left(\frac{X_{G'alla \text{ Global}}}{X_{\text{World}}} \right)}$$

We will provide information.

$$RCA_{G'alla} = \frac{\left(\frac{478.8}{1770} \right)}{\left(\frac{164100}{164000} \right)}$$

$$RCA_{G'alla} = \frac{0.2705}{0.1004} = 2.69$$

Grain and flour products $RCA = 2.69 \rightarrow$ High competitiveness.

RCA for meat and dairy products:

$$RCA_{G'o'sht} = \frac{\left(\frac{X_{G'o'sh}}{X_{Uzbekistan}}\right)}{\left(\frac{X_{G'osht}}{X_{World}}\right)}$$

$$RCA_{G'o'sht} = \frac{\left(\frac{3.4}{1770}\right)}{\left(\frac{268900}{164000}\right)}$$

Table-2.

Calculation results RCA results

Products	RCA index	Competitiveness Level
Fruits and vegetables	7.74	High
Grain and flour products	2.69	High
Meat and dairy products	0.0117	Low

The main factors affecting the competitiveness of Uzbek food exports in the international market were assessed based on Porter's Diamond Model [2] (Table 3):

Table 3.

The main factors affecting the competitiveness of Uzbek food exports in the international market

Factor	Impact on Uzbekistan's exports
Factors of production	The potential for fruit and vegetable production is high, but the processing industry is underdeveloped. [12], [8], [14]
Domestic demand conditions	Low domestic demand is affecting exporters' ability to adapt to global requirements. [5], [7], [10]
Industry structure and competition	Food export companies are small businesses and face difficulties in adapting to international standards. [9], [11], [6]

Public policy and infrastructure	Agricultural subsidies are available, but the logistics system and certification processes are not well established. [3], [39], [40]
Enablers	The packaging and storage industry is underdeveloped, which reduces the shelf life of products and leads to a decrease in export quality. [13], [15]
International factors	Fluctuations in global food prices have a significant impact on Uzbek exports. [40], [7]

Table-4

Logistika samaradorligi va eksport jarayoni muammolari

Yil	LPI reytingi (1-5 ball)	Dunyo bo'yicha o'rni
2018	2.57	99
2020	2.69	92
2022	2.85	85

- Uzbekistan's logistics efficiency has improved in recent years, but still lags behind developed countries [7].
- The complexity of customs procedures poses challenges for exporters [7].
- Improving cold chains and transport infrastructure could help increase export volumes [7].

CONCLUSIONS

The results of the study show that Uzbekistan's food exports have high potential in the international market. Fruit and vegetable exports are the country's most competitive direction (RCA = 7.74), while grain and flour products also have stable growth (RCA = 2.69). There is an opportunity to significantly increase export revenues by increasing the share of these products in the international market. The competitiveness of meat and dairy exports is low, and strategic investments in the sector will contribute to its rapid development.

The main obstacles to export development were identified as the underdevelopment of the processing industry, difficulties in adapting to international certification requirements, shortcomings in the transport and logistics system, and low market diversification. Although fruit and vegetable exports are highly competitive, the lack of deep product processing means that the

value chain is not fully formed. Export markets are mainly focused on the CIS countries, and expanding the direction to countries in Europe, Asia, and the Middle East will increase export stability.

To increase export volumes, it is necessary to increase production efficiency, introduce quality standards that are compatible with the international market, develop logistics infrastructure, and expand the financial support system for exporters. It is necessary to create added value and expand high-profit export segments through the development of deep food processing. The widespread introduction of GLOBALG.A.P., HACCP, and ISO certificates will accelerate the entry of products into international markets.

In the logistics sector, the development of cold chains and logistics centers, reducing transportation costs, and simplifying customs procedures will serve to accelerate international trade. The expansion of state subsidies, loans, and insurance mechanisms to stimulate exports will support the entry of small and medium-sized exporters into international markets. The introduction of innovative agro-technologies, the increase in the number of environmentally friendly products, and the promotion of local brands in international markets will ensure the sustainability of the country's food exports.

If the strategies developed based on the current state of Uzbekistan's food exports, analysis and recommendations are implemented, the country will have a more stable position in the international market. The results of the study are of great importance for the scientific community, agricultural exporters, entrepreneurs and politicians. The implementation of the strategic measures developed to develop exports and increase competitiveness will serve to increase the volume and quality of food exports.

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**IMPLEMENTATION OF AN INTERACTIVE AND INTERDISCIPLINARY
APPROACH AMONG STUDENTS OF MEDICAL AND PHILOLOGICAL
UNIVERSITIES BASED ON THE CREATION OF A GENERAL RESEARCH ARTICLE
TO IMPROVE ACADEMIC WRITING SKILLS**

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Annotation. This article uses an interactive and interdisciplinary approach to create a general research article. This approach promotes the integration of knowledge, the development of critical thinking, and the improvement of writing skills of students of medical and philological universities. It also includes an assessment of existing teaching strategies and their effectiveness, as well as case studies demonstrating the benefits of integrating disciplines to improve the quality of scientific research. Such methods help enhance understanding of a subject and strengthen connections between participants from different disciplines. This is important for developing the skills needed to be successful in the profession.

Key words: *academic writing, communication, interdisciplinary approach, interactive approach, academic writing skills, critical thinking, research project*

Annotatsiya. Ushbu maqola interfaol va fanlararo yondashuvdan foydalangan holda umumiy tadqiqot maqolasini yaratish jarayonini o'rganadi. Ushbu yondashuv tibbiyot va filologiya oliy o'quv yurtlari talabalarining bilimlarni integratsiyalashuviga, tanqidiy fikrlashni rivojlantirishga va yozish ko'nikmalarini oshirishga yordam beradi. Shuningdek, u mavjud o'qitish strategiyalari va ularning samaradorligini baholashni, shuningdek, ilmiy tadqiqotlar sifatini oshirish uchun fanlarni integratsiyalashning afzalliklarini ko'rsatadigan amaliy tadqiqotlarni o'z ichiga oladi. Bunday usullar mavzuni tushunishni yaxshilashga va turli fanlar ishtirokchilari o'rtasidagi aloqalarni mustahkamlashga yordam beradi. Bu kasbda muvaffaqiyat qozonish uchun zarur bo'lgan ko'nikmalarni rivojlantirish uchun muhimdir.

Kalit so'zlar: *akademik yozish, muloqot, fanlararo yondashuv, interfaol yondashuv, akademik yozish qobiliyatlari, tanqidiy fikrlash, tadqiqot loyihasi*

Аннотация. В этой статье рассматривается интерактивный и междисциплинарный подход к созданию общей научно-исследовательской статьи. Этот метод улучшает письменные навыки студентов медицинских и филологических вузов, а также способствует интеграции знаний. Кроме того, это включает оценку существующих методов обучения и их эффективности, а также примеры из практики, подтверждающие пользу интеграции дисциплин для повышения качества научных исследований. Эти подходы способствуют улучшению понимания предмета и укреплению связей между участниками из различных дисциплин. Это необходимо для развития навыков, необходимых для успеха в профессии.

Ключевые слова: *научное письмо, коммуникация, междисциплинарный подход, интерактивный подход, навыки академического письма, критическое мышление, исследовательский проект*

INTRODUCTION / KIRISH / ВВЕДЕНИЕ

Modern education in the context of globalization and rapid technological development requires students not only to have theoretical knowledge, but also to be able to communicate effectively, analyze information, and write scientific articles that meet international standards. It is important to note that teaching academic writing requires a comprehensive approach that may include traditional methods and innovative forms such as interdisciplinary interaction.

In the context of medical and philological education, the implementation of interdisciplinary projects can significantly enrich the educational process. For example, the creation of a common scientific article combining aspects of medicine and philology contributes to the development of both professional and universal skills, such as critical thinking, scientific writing, and communication.

Academic writing is an important part of scientific activity, and its development is associated with a high level of students' training. Research shows that successful writing of scientific papers requires mastering specific skills, such as correct text structure, use of scientific style, citing sources, and logical argumentation. As L. P. Vershinin (2017) notes, "the written form of presenting scientific results is an integral part of scientific communication and plays a key role in the professional training of students" (Vershinin, 2017). According to the German scientist H. Schmidt (Schmidt, 2014), successful writing of scientific papers depends on the level of proficiency in research methods, as well as on the ability to work with various sources of information. In turn, as noted by the English scientist L. Campbell (2017), interdisciplinary

collaboration helps students of scientific disciplines develop communication and critical thinking skills, which contributes to a higher quality of scientific articles.

The interactive approach to teaching is actively used to stimulate creativity and improve scientific work skills. This method involves the active involvement of students in the process of educational interaction, which contributes not only to the development of academic skills but also to the improvement of interpersonal communication (Johnson, 2015). At the same time, creating interdisciplinary projects can be a powerful tool for developing these skills. I. A. Kulikova (2015) emphasizes that “interdisciplinary research contributes to better acquisition of theoretical knowledge and skills, as well as the development of the ability to work in a team and use various research methods” (Kulikova, 2015).

The theory of an interdisciplinary approach in education finds its basis in the works of such scientists as V. I. Slobodchikov, A. L. Lobok and N. A. Gusev. In his study, Slobodchikov (2019) notes that the use of interdisciplinary methods allows students to integrate knowledge from different fields and solve complex problems that require an integrated approach. In addition, interdisciplinary collaboration promotes the development of critical thinking and analytical skills, which, in turn, improves the quality of scientific publications (Gusev, 2020).

Particular attention to the teaching of academic writing in Uzbekistan is paid by such scholars as M. A. Abduraimov (2021), who argues that high-quality academic writing is impossible without the use of innovative teaching methods, including project activities and group work. In his research, Abduraimov emphasizes that interdisciplinary interaction between students from different faculties can significantly increase the effectiveness of the educational process.

In Uzbekistan, there are a number of successful examples of the use of such methods in educational institutions. For example, the Tashkent State Medical University named after Abu Ali ibn Sina actively uses project methodology to prepare students to write scientific articles, including with the participation of philologists, which ensures a high level of quality of the prepared works (Petrov, 2022).

An interdisciplinary approach is not only an effective teaching method, but also an important aspect in scientific activity. In the field of medical and philological education, the interaction of these disciplines can lead to a deeper understanding of the specifics of work in each of them. For example, a philological approach can help medical professionals improve their written communication, and medical research can enrich philologists with practical examples and scientific data.

As S. V. Zenkin (2019) notes, “the inclusion of students of different specialties in joint projects helps to improve their ability to work with various information and create higher-quality research papers” (Zenkin, 2019). In this context, the creation of a general research article that combines elements of medicine and philology becomes an important tool for developing not only scientific but also practical skills.

METHODS / USULLARI / МЕТОДЫ

To assess the effectiveness of the implementation of an interactive and interdisciplinary approach among students of medical and philological universities, an experiment was conducted, including the creation of joint scientific papers. Students of both faculties worked on the creation of scientific articles that required the application of knowledge in both medicine and philology. The following stages were observed during the experiment:

1. **Formation of working groups** from students of the medical and philological faculties.
2. **Formulation of a hypothesis** – joint discussion of possible research topics, selection of research methods and sources.
3. **Data collection** – use of bibliographic and empirical data from both fields.
4. **Joint writing of the text** – dividing the work into parts corresponding to the specifications of each area, followed by writing a scientific article based on the use of knowledge from both disciplines.
5. **Reviewing and editing** – students peer reviewed their papers to improve the stylistic and scientific content of the article, and discussed the results and revised the text based on feedback from teachers and students.

The process of working on the article included several stages, namely, special attention was paid to the development of academic writing skills, such as citing, structuring the text, writing an introduction, developing the theoretical part and conclusion, as well as forming correct conclusions.

RESULTS AND DISCUSSION / NATIJALAR VA MUHOKAMA /

РЕЗУЛЬТАТЫ И ОБСУЖДЕНИЕ

The results of the experimental work showed that students from medical and philological universities who worked within the framework of interdisciplinary projects significantly improved their academic writing skills. This is due to the fact that each student from different fields brought unique knowledge and approaches to the work, which contributed to a deeper understanding of the topic and improved the quality of scientific work.

In addition, students were able to better master the structure of a scientific article, learn how to correctly cite sources and apply scientific style. These skills are an integral part of successful scientific writing and play a key role in an academic career. The combination of medical and philological knowledge is especially effective when developing articles on topics such as medical vocabulary, psychology of communication with patients, and mediation between patients and medical institutions. This collaboration allows students to deepen their understanding of both medical and linguistic aspects, which significantly improves the quality of their written work.

In addition, using interactive teaching methods such as group work allows students to exchange a variety of ideas, which not only helps them learn the material better but also develops social skills and the ability to work in a team.

As M. M. Novikov (2018) states, “interaction between students from different faculties allows for the development of critical and analytical thinking, which is a necessary element for writing high-quality scientific papers” (Novikov, 2018).

CONCLUSION / XULOSA / ЗАКЛЮЧЕНИЕ

The introduction of an interactive and interdisciplinary approach to teaching students of medical and philological universities through the creation of common scientific articles is an effective tool for developing academic writing skills. Joint work of students from different fields contributes to the development of critical and analytical thinking, as well as the formation of skills for successful scientific communication. This form of work allows students not only to deepen their knowledge in their field, but also to master new methods of research and scientific communication. The integration of various disciplines helps to improve the quality of scientific work and increase the level of training of future specialists.

To further improve the learning process, it is important to continue implementing project-based methodology and interdisciplinary programs, which will help students master all the necessary skills for successful academic and professional activities.

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THE REASONS FOR ENDANGERED LANGUAGES AND HOW TO PREVENT THEM**Boymurodova Feruza Ziyot kizi**MA International Education English Teacher
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Annotation: Language is one of the most important parts of a cultural identity and heritage representing a specific nation's independence and presence. However, it is getting prevalent for a particular nation to deprive of their mother tongue or to have become on the verge of extinction because of contribution of globalization, urbanization, and cultural assimilation. Many indigenous languages are disappearing, by which cultural and intellectual losses are occurring as well. This article delves into learning why language extinction takes place and what can we do to ensure our language will live forever, applying available methods to find out, especially qualitative and quantitative ones. It is obvious that every country and nation is available due to the presence of a mother tongue, displaying its the most pivotal cultural aspects, such as daily communications, interactions or literature. In this research work individuals' opinions are asked about what are the main reasons leading a particular language to extinction and what kinds of actions can be taken to prevent this global phenomenon. In order to mitigate this problem, different procedures to preserve language are discussed such as actions taken by governmental authorities, language education programs, public bids, and the importance of technology.

Аннотация: Язык является одной из важнейших частей культурной идентичности и наследия, представляющих независимость и присутствие конкретной нации. Однако я становится распространенным, когда конкретная нация лишается своего родного языка или оказывается на грани исчезновения из-за влияния глобализации, урбанизации и культурной ассимиляции. Многие языки коренных народов исчезают, что также приводит к культурным и интеллектуальным потерям. В этой статье мы углубимся в изучение того, почему происходит исчезновение языка и что мы можем сделать, чтобы гарантировать, что

наш язык будет жить вечно, применяя доступные методы для выяснения этого, особенно качественные и количественные. Очевидно, что каждая страна и нация доступны благодаря наличию родного языка, демонстрирующего его самые важные культурные аспекты, такие как повседневное общение, взаимодействие или литература. В этой исследовательской работе задаются вопросы о мнении отдельных лиц о том, каковы основные причины, приводящие к исчезновению конкретного языка, и какие действия можно предпринять для предотвращения этого глобального явления. Чтобы смягчить эту проблему, обсуждаются различные процедуры по сохранению языка, такие как действия, предпринимаемые государственными органами, программы языкового образования, публичные торги и важность технологий.

Annotatsiya: Til muayyan millatning mustaqilligi va mavjudligini ifodalovchi madaniy o'ziga xoslik va merosning eng muhim qismlaridan biridir. Biroq, globallashtirish, urbanizatsiya va madaniy assimilyatsiyaning hissasi tufayli ma'lum bir xalqning o'z ona tilidan mahrum bo'lishi yoki yo'q bo'lib ketish arafasida bo'lishi keng tarqalgan. Ko'pgina mahalliy tillar yo'q bo'lib ketmoqda, buning natijasida madaniy va intellektual yo'qotishlar ham sodir bo'lmoqda. Ushbu maqola nima uchun tilning yo'q bo'lib ketishini va tilimizning abadiy yashashini ta'minlash uchun nima qilishimiz kerakligini, mavjud usullarni, ayniqsa sifat va miqdoriy usullarni qo'llashni o'rganadi. Ko'rinib turibdiki, har bir mamlakat va millat ona tilining mavjudligi tufayli mavjud bo'lib, uning kundalik aloqalari, o'zaro aloqalari yoki adabiyoti kabi eng muhim madaniy jihatlarini namoyish etadi. Ushbu tadqiqot ishida ma'lum bir tilning yo'q bo'lib ketishiga olib keladigan asosiy sabablar nima va bu global hodisaning oldini olish uchun qanday choralar ko'rish mumkinligi haqida odamlarning fikri so'raladi. Ushbu muammoni yumshatish uchun tilni saqlab qolishning turli tartib-qoidalari, masalan, davlat organlari tomonidan ko'rilayotgan harakatlar, til ta'limi dasturlari, davlat takliflari va texnologiyaning ahamiyati muhokama qilinadi.

Key words: language extinction, endangered languages, language preservation, linguistic diversity, language revitalization.

Ключевые слова: исчезновение языков, исчезающие языки, сохранение языков, языковое разнообразие, возрождение языков.

Kalit so'zlar: tilning yo'q bo'lib ketishi, yo'qolib ketish xavfida bo'lgan tillar, tillarni saqlab qolish, tilning xilma-xilligi, tilni qayta tiklash.

INTRODUCTION

Language plays a crucial role as a cultural, human identity and a means of communication. It serves as an inevitable tool for not only the process of communication, but also it helps with transmitting knowledge, cultural traditions, rituals and social values across generations. However, in the recent era the number of languages spoken has declined considerably, not least for minority and indigenous ones, turning into endangerment and extinction. Sean Fleming (2020) states that according to UNESCO, 7000 languages are available around the world and more than 40% (2895) of them are on verge of extinction, but, some can still survive provided that appropriate conditions is supplied [1]. This concerning news warns speakers to be aware of proper usage of their language, ensuring language they are using is in daily use.

Obviously, language extinction takes place, unless it is utilized by its speakers regularly or other dominant languages, such as English or Spain would be prioritized over minority languages. Today, 96% of the population around the world speak in nearly 4% of languages, while 25% of languages possess fewer than 1000 communicators. Additionally, Neus Isern and Joaquim Fort (2014) says that if these present trends are not going to alter, according to linguists' prediction, 90% of almost 6000 languages may be directed towards extinction or large endangerment until the end of this century [2]. For this governmental authorities are also responsible, preferring to favor of such dominate languages in regular communication to local and indigenous languages. Sometime there are reasons, for example, it is said that in Encyclopedia Britannica by Noah Tesch in some cases languages are more likely to die out immediately. This can occur when a small number of communities of speakers are eliminated by disasters or battles. This was the case in el Salvador when indigenous Lenca and Cacaopera speakers gave up their mother tongue in order to being identified becoming as Indians to save their lives after a massacre in 1932 in which Salvadoran warriors killed many indigenous peasants to quell an uprising, or in Egypt Coptic language gradually disappeared because of its speakers' attempt to follow another language to avoid discrimination [3]. Consequently, these languages are more likely to become marginalized and even forgotten over time. The result of language extinction is prone to go beyond the disappearance of words, leading the loss of cultural identity and heritage. Being wary of this phenomenon linguists, researchers and governments are taking actions to hinder the occurrence of this problem. While doing this, they can take many actions, like encouraging local people to carry on daily communication in indigenous languages, telling stories, singing songs, accomplishing

cultural events and the most significant effort would be to teach lessons at schools in these languages. For instance, in Uzbekistan although the primary language is Uzbek language, people from various backgrounds speak in different languages, such Russian, Tajik or even Kazak. It is because that in their family these languages were spoken by their parents from their early ages, hearing from them they were brought up speaking these languages naturally as a mother tongue.

This research paper aims to find out the reasons and consequences of language extinction and endangerment while searching efficient resolutions for preserving endangered ones. The article looks for emphasizing the significance of safeguarding linguistic diversity for the long term, by looking at case studies and global attempts. Additionally, the study highlights the importance of education, technology, and policies to make sure the survival of at-risk languages. Fundamentally, collective and collaborative obligation stands at the forefront of everything to save world's linguistic heritage which is necessary aspect of human history and identity. While respondents in (both qualitative and also findings from qualitative research suggested that) were questioned about what is main reason of language endangerment and extinction and what is the best way of preserving language, many of them believed as dominance of major languages and intergenerational transmission respectively.

Literature review

The reasons of language endangerment and extinction

In fact, language endangerment and extinction is inevitably related to each other. Before experiencing extinction, firstly, languages are more likely to witness endangerment. While the former means languages through which fewer numbers of speakers are left, by means of the latter we can know that there are no communicators or speakers any more. There are plenty steps through which language is more likely to direct toward the endangerment. First of all, public preference of speaking dominant languages rather than mother tongue. Let's take English or Chinese language learners as an example, more and more people around the world attempt to learn and communicate through these languages as lucrative opportunities they offer, not least for employment chances. True, they are becoming employed by means of these languages, however, this is not without upsides. By looking at them young generations also are coming to decision to prioritize dominant languages over their native ones, unfortunately, they may even consider their own languages as unnecessary compared with dominant languages. In addition, it is true that everything, regardless what it is starts within a family, not only upbringing, but also cultural customs, rituals and affection for mother tongue also are developed in young minds of youngsters with the assistance of their

family. Even though some families are living in a specific community, they are carrying out their conversations in foreign languages, for instance, in my country Uzbekistan lots of famous figures, especially artists and political workers tend to speak in Russian or English even within a family. Thus, their children may also end up preferring foreign languages like their parents. It is urbanization that is another factor contributing to language endangerment. Clearly, many individuals are leaving their countries with the aim of getting employment or education abroad and in many cases they are settling there and thriving. Although this is a positive development, their attempts to communicate in another language due to economic and social reasons, it is impossible devoid of negative trace for native language. Another reason is the sudden eradication of a community of certain speakers owing to war or disasters as it is also mentioned by Stephen A. Wurm, the accelerated death of a given language because of violent acts, such as warfare and genocide, or through epidemic diseases and droughts causing disastrous famines, heavy floods, volcanic eruptions and to name but a few [4]. While Sebastian Drude (2003) argues that language endangerment might become the result of external forces, including military, economic, religious, or educational factors, or it may be triggered by internal reasons like the negative attitude of a community towards its own language. Internal pressures frequently possess their source in external ones, and both stop the intergenerational transmission of linguistic and cultural traditions. Many indigenous, associating their disadvantaged social rank with their culture, have believed that their languages are not worth revitalizing. They tend to abandon their languages and cultures in hopes of dealing with discrimination, to secure a livelihood, and hone social mobility, or to assimilate to the global market [5].

The consequences of language extinction

Inevitably, the extinction of languages leads to remarkable losses, even the loss of a nation, culture and community. Cultural identity stands at the forefront of results of language extinction. It is also mentioned that in the “Language Vitality and Endangerment” the loss of every language brings about the irrecoverable extinction of unique culture, history, and ecological knowledge. Per language is an individual expression of the human identity in the world. Hence, the knowledge of every language might become the basis to finding fundamental questions of the nature. When a single language passes away, there is less evidence for comprehending patterns in the structure and characteristics of a language, human prehistory, and the consistence of the diverse ecosystems in the world [5]. According to Kat Eschner (2017) there four main occurrences are going to take

place when a language dies out. First and foremost, as mentioned above several times the loss of the expression of a distinctive vision of what it means to become human. Secondly, world's histories and cultures will be lost as well as linguistic resources. Additionally, we deprive of the optimum local resources for dealing with environmental dangers. Furthermore, some individuals fail to keep their mother, native tongue [6]. Arjun Nagarajan (2018) explains the consequence of language extinction by giving an example of the difference between humans and animals, for instance, if predators feel hungry when they visit an unfamiliar territory, they just catch up their prey and fulfill their hunger and they understand each other instinctively, but what about humans? What are they going to do if they feel hungry and cannot explain this to people comprehending another language? Conversely, in order to live independently and in life, culture they want humans have to have their own mother tongue as well as independence to communicate through it [7]. Almost each person lives in this world with the aim of fulfilling their cultural needs that were left by their ancestors and they are able to find satisfaction in their lives due to the existence of cultural heritages. However, without mother language this would be impossible. For example, people tend to pray for God and ask for what they are in need of in their mother tongues, unlikely in another language it would be arduous to convey an exact meaning and context.

The preservation of language extinction and endangerment

As the endangerment and extinction of indigenous languages are occurring, it is inappropriate to just stand by. There are some actions that could be taken to prevent languages from extinction and endangerment. What supplies the maintenance of language in use is education. According to Arief Rachman (2006) while being educated in mother tongue, children also learn and search in this language. Instruction in the native language is of vital significance for pedagogical, social and cultural reasons. Hence, it is very crucial to develop the education of the mother tongue as native language at the family and at school because the priority given to the native language of students makes up the best basis for further learning and supports positive emotions that are essential for the construction of a private and cultural identity, as well as the sentiments of belonging to the community [8]. This role of education depends on the governmental actions, in order the enforcement of mother tongue in education to be applied, the government should introduce principles and disciplines related to language preservation, ensuring a regular application of native language not only in daily instructions at school, but also at home, communities. Arianna Berardi-Wiltshire (2017) states that due to the importance played by the family in both language attaining and socializing, micro-level investigations of language practices in a family and around children

generally have long been the concentration of sociolinguistic enquiry. But, in recent days, researchers paid attention to the family as a key factor contributing to the best preservation of a language [9]. It is also worth noting that technology plays a crucial role in preserving languages, providing an attractive atmosphere for students to engage in activities and educational programs in a native language ensure to keep young learners connected with a mother tongue. Let's take David Crystal's (2014) ideas concerning with technology as an example which says the development of Ai-driven language equipments, the proliferation of mobile and web-based language apps, and growing usage of VR and AR for immersive learning experiments are forming the future of language preservation. If these technologies improve in language preservation process, they offer new chances for engaging in language communities, documenting linguistic diversity, and supplying accessible and efficient language learning measurements [10]. These resolutions abovementioned are equally effective in preservation of languages, if applied appropriately and on time, also the collaboration of public and local individuals plays a pivotal role, even it is not possible to implement these actions devoid of cooperative attempts.

Methodology

The aim of this research work was to investigate what factors lead to endangered languages and extinction and propose some actions to take to prevent languages under endangerment. Concentrating on such intentions, this research paper put some relevant questions for adults, particularly those who were over 18 and under 25 years old. In this survey their considerations were asked what did they think as main reason of language endangerment, factors encouraging people to stop speaking their native language, actions they offer to introduce to prevent languages, whether they have an interest towards endangered languages, what do they think about the funding by governments to preserve languages, the role of social media and digital technology, and the most effective way they propose to make endangered language renowned again. Overall, 60 students took part in online survey and the author also carried out interviews with some individuals from which the results were presented below. It was clear that the majority of respondents attending were students in foreign language faculties and many of whom considered globalization and dominance of major languages as primary reason for language endangerment, while most of them confessed that they believe people become pressured by dominant languages, especially English and Chinese. They considered the government policies as one of the most effective ways of language preservation and ideas were followed by the importance of family communications and teaching. Notably, nearly all of the respondents admitted that they are not indifferent about

endangered languages and most thought government should spend a large amount of money for actions such as the organization of cultural events in native language, purchasing digital technologies to implement language learning programs. As expected, the majority of participants considered that social media and digital technology play an important in this process. Finally, the most efficient way of preserving languages was intergenerational transmission for most of them.

Findings and Discussion

The findings of this study provide compelling evidence for the importance of focus on causes of language endangerment and extinction as well as preservation. Both quantitative and qualitative data collected consistently emphasize the strategies to prevent languages so as to save cultural heritage and identity. The qualitative analysis shed light on that the majority of people in the community care about endangered languages and extinction, while the qualitative data further enriched our comprehension of language importance in shaping cultural and human identity. Other researchers' research works also identified how important to specify reasons for endangerment and preserve languages by contribution of collaborative communities, the importance of digital technology and primarily government policies to take further and immediate actions towards saving indigenous languages. This document analysis displayed that although many researchers attempted to urge societies to further actions, encouraging them to be wary of the potential consequences, including cultural heritage and human identity, there is still a room yet has to be filled. There should be more effective strategies to implement which can definitely ensure languages to survive. It is vital to get not only communities' attention towards languages, but also governmental authorities should be directed to the centre of the problems related to languages, forcing them to prioritize language issues over other factors, such as economic, industrial and development. Ai driven tools and other online programs are becoming available in many countries around the world, but in foreign languages, thus, in order to understand these apps and to find well-paid employment, people are trying to learn dominant languages leading them to prioritize foreign languages over theirs. These programs should be available in all languages, so individuals in a certain community do not become drawn by foreign languages. Without any doubt, learning foreign languages and communicating through them are a positive development, but not at the cost of another language's endangerment, nor extinction.

Conclusion

In conclusion, this study underlines the critical reasons of endangered languages and proposing some efficient ways to take into consideration. By understanding what is posing a threat for

indigenous languages towards endangerment and extinction, effective actions could be taken by the government, the communities and technology. The survival of languages depends on its consistent utilization, not least for among young generations. While education, technology, and government support play a crucial role, the most vital factor is intergenerational transmission, making sure that parents and older adults regularly communicate the language in front of their children. If language stays an essential aspect of lifestyle, it is most likely to survive for generations to come.

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**THE IMPACT OF LANGUAGES: DIFFERENCES BETWEEN THE BEHAVIOUR AND
PSYCHOLOGY OF PEOPLE WHO SPEAK IN EUROPEAN AND PEOPLE WHO
SPEAK IN ASIAN LANGUAGES**

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Abstract: The objective of this article is analyzing people how to behave and think. As languages are different, people's character are various and most of the time language and national culture can affect people's behaviour. As a result most of the times people judge other people's character and outlook depending on their national language. Additionally, there is one Uzbek Proverb "Til-millat ko'zgusi". And this research work gives information depending on some methods which are online survey and observation. Overall 48 people who are students and teachers participated in survey. 36 participants are Asian language speakers (Mostly, Uzbek) and rest of them are European language speakers (Mostly, Russian). The result of methods showed that there are significant contrasts in psychology, behaviour, self-esteem and outlook between Asian language speaker and European language speakers.

Key words: psychology, behaviour, outlook, self-esteem

Introduction.

From child was born, his behaviour, psychology and mindset start to shape due to some factors, for examples, parents' attitude and genetic factors. And some of people have thought that culture and national traditions have significant impact on people's character and the way of thinking. However, in globalization era, different countries' culture are being the same or most of traditions are being extinct. Therefore, scientists and linguistics have started to think about the impact of languages and by the now many researchers have made research and experiments on people who were from different nationality (usually western and eastern nations) and they achieved sufficient

results. For example, James W. Pennebaker, Mathhias R. Mehl and Kate G. Niederhoffer claimed this opinion with their review work.[1] And the languages can affect us in terms of cultural context, communication style, cognitive patterns and self-identity.

Cultural context

According to Lee Su Kim who made research on this topic, language is not only fixed procedure, it is the main tool to describe, spread and adjust culture . therefore language is used to save one nation's culture[2]. additionally, most of people have thought that western speakers usually emphasize individuality while eastern speakers highlight collectivism or group. The research work of Scott Saft claims this opinion with some evidence. For instance, English language, one of western languages and in its grammar, the prevalent of the first singular person is "I" and the second person is "you" is considered proof that English speakers distinguish themselves from others. However, Eastern people do not emphasize individualism as much as Western people. They think that identification of self or other are not always exact. As a result they adopt the situation, for example, Japanese outlook about individualism is that relationship between self and others is temporary and always changes. [3]. Furthermore you can see this situation in grammar of Uzbek language which is non-Western language. Uzbek people use the suffix [-lar] used for plurals or people instead of person in terms of respect to elder or unknown person. For example, "Buvim aytdilar (My grandmother said)" instead of "Buvim aytdi (My grandmother said)". You can see with only one suffix they avoid individualism, However, English and other western language have not this type of rule.

Communication Style

Communication style is one of the main aspect of language, so of course you can face some contrasts in the way of communication of Western and Eastern speakers . The main difference between them is that western language speaker often use direct communication and self-confident in their speech can be seem clearly. However, in terms of elegance and bashfulness, non-Western language speakers are dominant. In the book called "Outliers" of Canadian journalist, author and public speaker, Malcolm Gladwell, the opinion above is proven by evidence. In the chapter 7 called "The Ethnic Theory of Plane Crashes", the terrible crash of Korean Airlines Flight is described in detail. On that day, everything is ok but during landing process, the fuel in the plane started to be over because of delay of landing by controller . However, at that time the main captain of plane said about the situation in indirect communication style and controller did not pay attention. As a consequence, the fuel became over and plane fell down. On other crash, the plane

crashed to the hill called Guam because of the disappearance of beacon at the airport. The further cause for this accident can be the bashfulness communication manner of second pilot. This is because although the main pilot was experienced, second pilot said his confusion in indicating landing place in too indirect manner. However western pilots, especially, New York pilots could manage to avoid this type of problem by their direct communication style, although their communication manner can be seen a bit rude.[4].

Cognitive patterns

“More than a billion people in the world today claim intellectual inheritance from ancient Greece. More than two billion are the heirs of ancient Chinese traditions of thought. The philosophies and achievements of the Greeks and Chinese of 2,500 years ago were remarkably different, as were the social structures and conceptions of themselves. And the intellectual aspects of each society make sense in light of their social characteristics.” Richard E. Nisbett (2003, p. 1)

As every nation has their own language, every nation's people are different in terms of cognitive patterns. And people's cognitive skills are similar in neighbour countries so whole of continent have similar the way of thinking. In the chapter 4 (by Minkyong Koo, Jong An Choi and Incheol Choi) of the book called “ The Psychological and Cultural Foundation of East Asian countries” by Oxford University Press, Western speakers have analytic thinking and non-western speakers have holistic thinking. The analytic and holistic thinking are two systems of thinking. Analytic thinkers often pay attention directly on objects and their characteristics and they give an explanation depend on evidence of symmetrical reason and they and they classify objects in taxonomy style. In contradistinction to holistic thinkers, they are characterized to focus on the relationship between objects and they interpret something depend on based-experience and categorize objects based on thematic relations. [5]. Additionally, the research paper of Nisbett Richard E, Peng Kaiping, Choi Incheol, Norenzayan Ara claims the opinion mentioned above [6]

Self-identity

According to Hye K. Pae's book called “Script Effects as the Hidden Drive of the Mind, Cognition, and Culture”, Asian countries are characterized as collectivistic society , as a result, Eastern language speakers are considered interdependent and eager to work for group's success. Additionally, they have ability to work with group . In contrast, western speakers are belong to Individualistic society is situated around self-determination, self-expression, freedom and independence. You can see adjectives and nouns which are used to describe Western people have suffix (*self*).[7] Furthermore, the result of Spike W. S Lee, Daphna Oyserman and Michael Harris

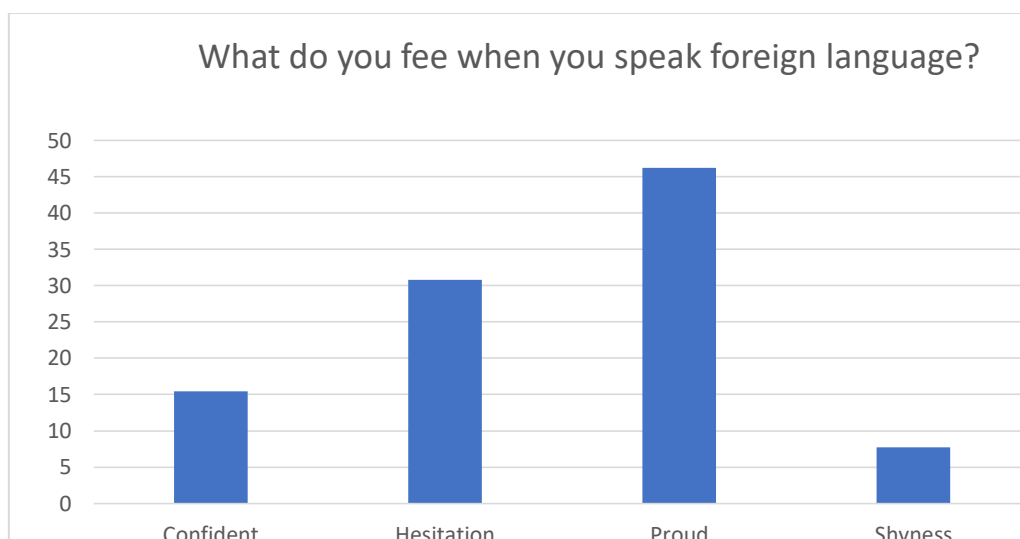
Bond's research western language speakers are more self-confident than non-western language speakers because of individualistic society and they think everybody has own uniqueness. However, in contrast, Eastern language speakers tend to compare themselves with others due to collectivism and they try to avoid group when they underperform tasks, as a result the level of shyness is higher than western language speakers.[8]

Methodology

The method of this article is survey with 48 participants. Who are teachers and students. 36 students of them are Asian language speakers and rest of them are western language speakers although they are Asian. They were asked overall 10 questions related to this topic and all of questions has their own aim . for example, the first question "*What do you feel when you speak foreign language?*" must to analyze and find differences related to self-identity of Eastern and Western language users. Additionally, the questions and answers which were contributed to this research work considerably for this research work are given In next paragraph.

Findings and Discussion

The result shows the significant contrast between them. The first question in survey is that "*What do you feel when you speak foreign language?*" And in bar chart you can see the differences between answers.

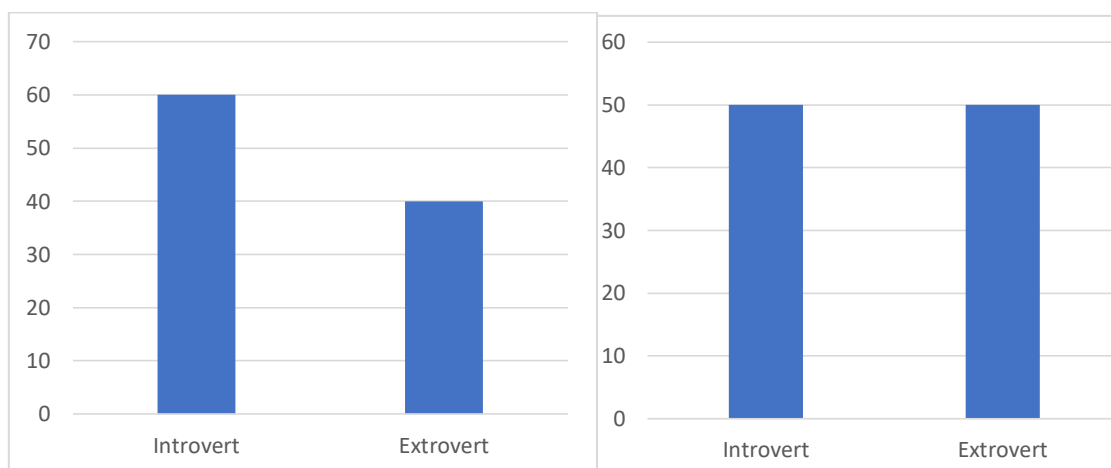


It is the chart of Asian language speakers' answer. And this chart proves the opinion mentioned above. It means Asian people often compare themselves with others because their traditions, culture and even their language are based on collectivism. So, 45% percent of participants are proud to speak in foreign language. This is because they may try to find their place and reputation in their society and they try to contribute its volume.

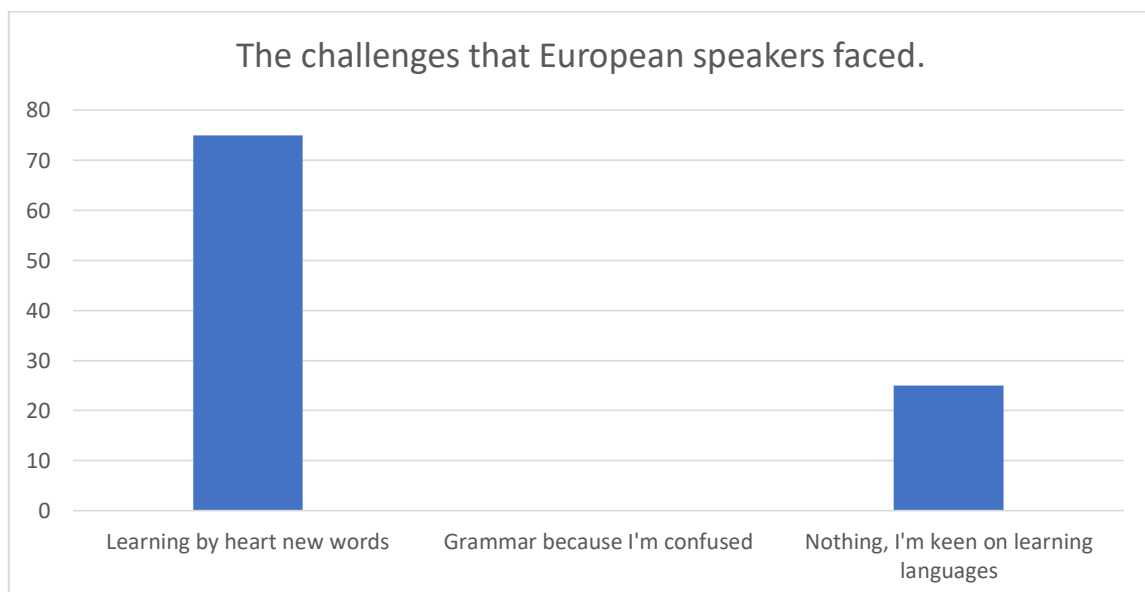
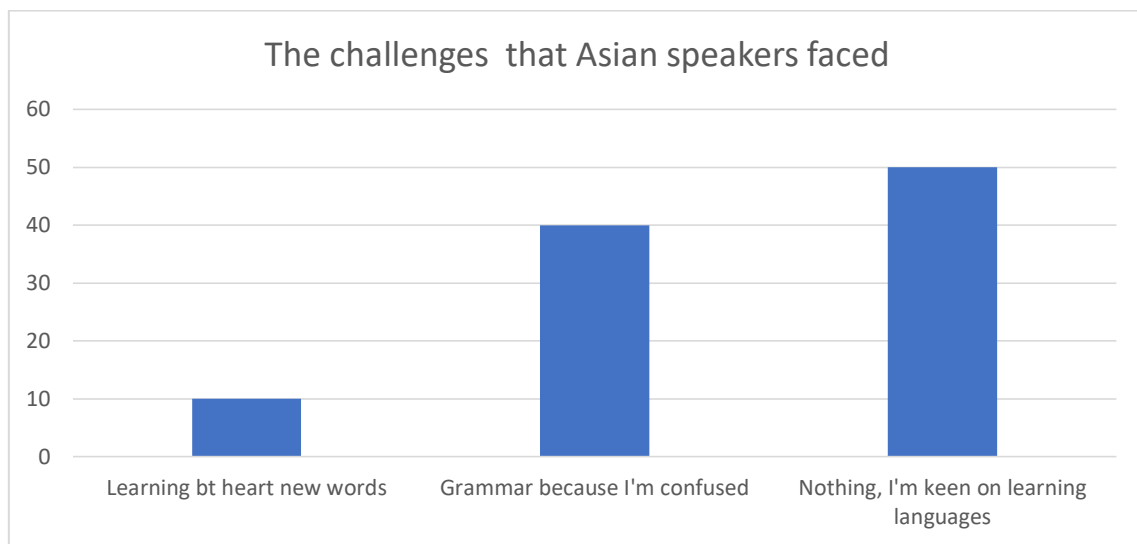


The chart given above is belong to West language speakers, in the bar chart, the answer “Confident” is dominant. Because Western speakers focus on themselves, not society or others. As a result, the level of their self-confident is higher than Eastern people.

And next question is “Are you introvert or extrovert?”



First of people’s character may not depend on their language. However, sometimes the language may have impact. For example, the first chart is belong to the participants who speak western language shows that these participants are tend to be introvert and they have their own imaginary world. Eastern language speakers answers are in second chart and they have usually both characteristics above.



Additionally, in terms of learning new language, they face different challenges. For example, participants who speak non-western language often encounter with problems related to grammar because the grammar of Asian languages differentiate significantly from the grammar of Western language. And also it is easy to encourage Asian language users because they have already the sense of pride and commitment in society. Learning new words can be difficult for Western students, because they are analytic thinkers, as a result, they focus on only one word while students from Asian language users learns new words easily because of thematic classification.

Conclusion

According to information, evidences and the result of survey above, Western and Eastern nations have notable contrasts in terms of cultural context, cognitive patterns, communication style and

self identity and the language can be one of main factors for these differences. People who want to study at themselves or teachers, even anybody can use this information and understand their self-identity and learn something, learning foreign languages, for instance, can be so easy to learn and its way can be smooth for these people.

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THE POTENTIAL THREAT OF ARTIFICIAL INTELLIGENCE FOR HUMAN TRANSLATORS

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Abstract: In today's globalization world, many individuals are getting used to use artificial intelligence for several purposes. In fact, it has become the part of human life as it offers easy and manageable way to complete projects. However, the role of AI in our life has its own disadvantages. The main purpose of this article is to represent the inconveniences people face in the following years because of the interference of AI. This article explores the potential threat that artificial intelligence can bring to the field of human translation. As advancements in AI and machine learning continue to develop, the accuracy and efficiency of machine translation systems improve significantly. This has raised concerns about the future role of professional translators. By analyzing current AI technologies, their applications, and the limitations that still exist, this article aims to provide a balanced perspective on the relationship between AI and human translators. It emphasizes the importance of human skills, such as contextual understanding and emotional intelligence, while also discussing the potential for collaboration between AI tools and human expertise. Ultimately, this piece suggests a balanced review about both human translators and AI.

Key words: Artificial Intelligence, the difficulty of being translator, the collaboration of AI and human translator.

Аннотация: В современном глобализованном мире многие люди привыкают использовать искусственный интеллект для различных целей. Фактически, он стал частью человеческой жизни, поскольку предлагает простой и управляемый способ выполнения проектов. Однако роль ИИ в нашей жизни имеет свои недостатки. Основная цель этой статьи — представить неудобства, с которыми люди столкнутся в последующие годы из-за вмешательства ИИ. В

этой статье рассматривается потенциальная угроза, которую искусственный интеллект может принести в область человеческого перевода. По мере того, как достижения в области ИИ и машинного обучения продолжают развиваться, точность и эффективность систем машинного перевода значительно повышаются. Это вызвало опасения относительно будущей роли профессиональных переводчиков. Анализируя текущие технологии ИИ, их применение и ограничения, которые все еще существуют, эта статья направлена на то, чтобы предоставить сбалансированную точку зрения на отношения между ИИ и переводчиками-людьми. В ней подчеркивается важность человеческих навыков, таких как понимание контекста и эмоциональный интеллект, а также обсуждается потенциал сотрудничества между инструментами ИИ и человеческим опытом. В конечном счете, эта статья предлагает сбалансированный обзор как переводчиков-людей, так и ИИ.

Ключевые слова: искусственный интеллект, сложность работы переводчика, сотрудничество ИИ и человека-переводчика.

Annotatsiya: Bugungi globallashgan dunyoda ko'pchilik insonlar sun'iy intellektdan turli maqsadlarda foydalanishga odatlanib qolishmoqda. Aslida bu inson hayotining bir qismiga aylandi, chunki u loyihalarni bajarishning oson va boshqariladigan usulini taklif qilmoqda. Biroq, sun'iy intellektning hayotimizdagi o'rni o'ziga xos kamchiliklarga ega. Ushbu maqolaning asosiy maqsadi sun'iy intellekt aralashuvi tufayli keyingi yillarda odamlar duch keladigan noqulayliklarni ifodalashdir. Ushbu maqola sun'iy intellekt tarjimonlik sohasida keltirib chiqarishi mumkin bo'lgan tahdidlarni o'rganadi. Sun'iy intellekt va mashinalarni o'rganish sohasidagi yutuqlar rivojlanishda davom etar ekan, mashina tarjimasi tizimlarining aniqligi va samaradorligi ham sezilarli darajada yaxshilanadi. Bu esa professional tarjimonlarning kelajakdagi roli haqida xavotir uyg'otadi. Hozirda mavjud sun'iy intellekt texnologiyalari, ularning ilovalari va hali ham mavjud cheklovlarni tahlil qilish orqali, ushbu maqola sun'iy intellekt va inson tarjimonlar o'rtasidagi munosabatlarga muvozanatli nuqtai nazarni taqdim etishni maqsad qilgan. U kontekstni tushunish va hissiy intellekt kabi insoniy ko'nikmalarning muhimligini ta'kidlaydi, shuningdek, sun'iy intellekt vositalari va inson tajribasi o'rtasidagi hamkorlik potentsialini muhokama qiladi. Oxir oqibat, ushbu ish inson tarjimonlar va sun'iy intellekt haqida muvozanatli sharhni taklif etadi.

Kalit so'zlar: Sun'iy intellekt, tarjimon bo'lishning murakkab jihatlari, sun'iy intellekt va inson o'rtasidagi hamkorlik.

Introduction

Artificial intelligence is rapidly entering various areas of our lives. Its convenience and the opportunities it offers us cannot be denied, of course. However, it is also important to consider that these changes have a huge impact on some types of professions including translators. It is no secret that in recent years, translation has become less of a difficult task. However, there are rising questions in surroundings. Will AI replace human translators? Will professional linguists lose their jobs within 5-7 years? Even though, no technology can express feelings and emotions people can. The fact that AI technologies is not advanced enough to remove completely the role of human translators.

Literature review

Artificial intelligence

Artificial intelligence has significantly impacted the translation industry, leading to both opportunities and challenges for human translator. Artificial intelligence is one of the key digital technologies considered as general-purpose technology (GPT) which is used in a large number of applications [1]. Artificial intelligence is used for daily activities including automated processing of documents and photos in police stations, email filtering and there are a lot on the list [2]. According to the survey of the attitude of Bulgarian translators toward AI, most of them considered AI as a threat to the profession. In order to the survey results, 61 percent of respondents, AI will alter the way of translators work. Even some translating activities are likely to disappear. The survey demonstrated that routine translation-9%, non-fiction translation-19%, document translation-14%, written translation-10%, text typing-5% will decrease in the following years [3]. This is mainly because, there is a huge possibility for AI to become teachers and editors of texts as they work much quicker and no need extra foundation for salary. And it is not secret that some parts of the world has already started to use AI as a teacher in schools.

The difficulty of being a translator

Translating requires various skills from individuals. Machine is not a human. It can never replace the place of human translators. Creativity, for instance, is one of the most significant aspect while translating. It is considered most challenging for AI to emulate. Professionals rely on their creativity, in addition they cover culture, traditions, communications, marketing everything that represents clarity while translating books or tasks. Cognitive perspective, on the other hand, plays a crucial role to translate complex texts compared to easy ones. Another key example for supporting the idea that human translators are more reliable rather than AI translators is Cognitive Load Theory [4]. This theory is developed by John Sweller which explains the human brain

processes and stores information. And there is question that why is CLT important for translating? The point is translating involves processing two languages simultaneously which highly affected on human memory. Understanding CLT can pave the way for human translators to streamline their approach and avoid unnecessary cognitive strain. However, the primary objectivity of CLT is to predict the outcomes by taking into consideration the limitations or capabilities of human cognition. This approach can be effective to tackle obstacles while the process of translating as humans are given problem-solving skills. As it is mentioned earlier, AI tools have no power to express deep feelings like love, sadness, sorrow, anger which make texts more authentic, readable and sensitive. Translating one book into another language consists of great effort. Despite it consumes a great amount of time, the work of professional translators deserve to read. Furthermore, utilizing idioms and proverbs while translating requires translators to have a good knowledge of both languages. One idiom can show different meaning or different languages use different idioms to express one meaning in several languages. For example, it is often used the phrase “to kick the bucket” instead of saying “to die”, but French people say “Casser sa pipe” (break one’s pipe) to give the same meaning. Italians prefer to use the phrase “Tirare le cuoia” (pulling the leathers) [5]. All of them sound interesting, but translators must to think deeply to transform them correctly into a target language. For this reason, it is not true or fair to say AI can be used totally as a translator.

The collaboration of AI and human translators

Instead of giving whole responsibility to AI for translating, it is more approachable and valuable to promote the collaboration between Ai and human translators. The collaborative approach enhances translation quality while maximizing efficiency. AI processes large volumes of text quickly, saving the time and boosting productivity. Platforms like MediaCAT combine AI’s speed with the cultural expertise of a human translator, it reflects both accuracy and nuance [6]. The partnership not only improves the quality of translations, but also opens up new possibilities for the industry. The narrative is that while AI taking care of the mechanism, human translators can invest their time in what really matters: delivering meaningful and cultural important messages [7]. In fact, AI in translation involves the adaptation of an algorithm that uses machine learning and neural networks to perform translation tasks in texts. Zhang and Lu highlighted that the development of artificial intelligence has progressed through four different stages to the models used in the translation industry today [8].

Methodology

It is now clear that this article based on professional research works and surveys conducted by writers. The objectivity of this paper is to consider both pros and cons of AI machines. For this reason, the article represents some exact statistics that shows the attitude of translators toward Artificial Intelligence. This research paper helps individuals to think about advantages and positive outcomes of AI translators beside some disadvantages. By reading this piece, individuals are shown the skills that plays a significant role in translating from cognitive perspective up to critical thinking. Finally, the article suggests the collaboration between AI tools and Human translators as this approach make huge differences in the field of professional translating including saving-time and foundation.

Findings and discussion

The findings of the article mainly reveal the conveniences of some digital inventions like MediaCAT which encourage the partnership of human translators with AI tools. The article referenced that some industries has already started to utilize AI machines to make the process quicker. Police stations are given as an example. Another important identification is realizing no technology can remove the human translators from this world. Furthermore, as essential discussion point from the findings is the difficulty that human translators face while translating texts from original version into a target language. It encourages awareness about the appreciation of human translators. Translation works require various aspect of life and deep knowledge to convey what writers are actually going to say by their books, texts and etc.

Conclusion

All things considered, the rise of AI in the field of translation presents both significant opportunities and formidable challenges. While AI technologies can enhance productivity and efficiency, they also raise concerns about job loss. Translation is an activity that has been developing over centuries. We are living in a developed world and it is offering an easy, free and fastest way at the same time to translate via using algorithms. However, human is a perfect invention in the world. Several advancements in technologies is a great opportunity for humans not the barrier to step forward in different fields of life.

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**THE RELATIONSHIP BETWEEN LANGUAGE ACQUISITION AND
LANGUAGE APPLICATION: A STUDY ON THE USE OF ENGLISH IN DAILY LIFE
AMONG NON-NATIVE SPEAKERS**

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Abstract. This research explores the connection between learning a language and the everyday use of English among non-native speakers. Specifically, it looks at how regular engagement with English in real-world situations affects the development of skills such as fluency, vocabulary, and listening comprehension. The study involved sixty adult English learners aged 18 to 50, who were categorized into two groups: one that frequently incorporated English into their daily lives (active users) and another that mainly participated in structured learning environments (formal learners). Data was gathered through proficiency tests conducted before and after the study, along with surveys, interviews, and observations. The findings indicated that those who utilized English in practical scenarios experienced significant enhancements in fluency and vocabulary, pointing to the idea that daily usage promotes faster language learning. Nonetheless, both groups struggled with grasping idiomatic expressions and cultural nuances. This study underscores the necessity of combining formal education with practical language experience to achieve proficiency, reinforcing that language learning is not solely a mental activity, but also intertwined with social and cultural contexts. These results offer valuable perspectives on the significance of daily language practice in the learning process and highlight potential areas for further investigation regarding the influence of social and cultural factors on acquiring a second language.

Key words: TOEFL, Language Acquisition, Language Application, active users, formal learners, the Zone of Proximal Development (ZPD), linguistic abilities.

Introduction. Language acquisition is a complicated and diverse process where learners gradually absorb a new language's rules, vocabulary, and structures. On the other hand, language application pertains to how these learned skills are utilized in real-life scenarios. For those who are not native English speakers, the journey toward fluency is often influenced by a combination of formal settings—like language classes or self-directed courses—and casual, everyday language experiences. The difference between acquisition and application has prompted important questions about how these two aspects of language learning affect one another.

This study examines the connection between language acquisition and application, particularly focusing on non-native English speakers. It specifically looks into whether regular usage of English in daily activities speeds up the acquisition process or reinforces previously learned language skills. While a significant amount of research has concentrated on the impact of formal education on language acquisition (Krashen, 1985; Ellis, 1994), there has been less exploration of how learners apply and integrate their knowledge in informal situations. This study seeks to fill that gap by analyzing how practical language use affects learners' proficiency, fluency, and retention.

Literature Review. The process of second language acquisition (SLA) has been widely explored through various linguistic, cognitive, and social perspectives. Scholars have proposed multiple theories to explain how non-native speakers acquire proficiency in a foreign language. One of the most influential theories is Krashen's Input Hypothesis (1985), which emphasizes the role of comprehensible input in language learning. According to Krashen, learners develop language skills effectively when they are exposed to input slightly beyond their current proficiency level, facilitating natural acquisition rather than conscious learning. On top of that, another important theoretical framework is Vygotsky's Sociocultural Theory (1978), which highlights the role of social interaction in language learning. He introduced the concept of the Zone of Proximal Development (ZPD), suggesting that learners benefit from guided interaction with more proficient speakers. Vygotsky's work supports the idea that interaction with native speakers or fluent users enhances language proficiency, particularly in spontaneous speech. Swain (1985) further contributed to SLA research with the Output Hypothesis, which argues that language production—both speaking and writing—is essential for linguistic development. She claimed that learners refine their grammatical accuracy and fluency when they are required to produce language in meaningful contexts. Empirical research also highlights the role of exposure in language acquisition. Ellis (1994) and Stern (1983) found that learners who frequently use a second

language in natural contexts develop better lexical flexibility and syntactic variation. Additionally, Gardner's (1985) work on language learning motivation suggests that learners with integrative motivation—those who seek to connect with a culture—tend to acquire language more effectively than those with purely instrumental motivations.

Methodology. It is evident that this research is based on established linguistic theories and empirical studies in the field of second language acquisition. The study examines the effects of different learning approaches on language proficiency, focusing on both formal instruction and active language use. To ensure a comprehensive analysis, various data collection methods were employed, including proficiency assessments, surveys, interviews, and observational studies. The research involved 60 adult non-native English speakers from diverse backgrounds, divided into two groups based on their English usage. Group A consisted of individuals who regularly engaged in English communication through social interactions, workplace conversations, and media consumption. Group B, on the other hand, comprised learners who primarily relied on formal instruction, such as language courses and tutoring. The selection criteria ensured that both groups had at least an intermediate level of English proficiency at the start of the study. One of the key assessment tools used in this research was a standardized pre-test and post-test evaluation, adapted from the TOEFL exam. This test measured vocabulary knowledge, grammatical accuracy, listening comprehension, and speaking fluency. By comparing the scores before and after the study, researchers were able to determine the extent of language improvement in each group. Additionally, participants completed detailed surveys that examined their language usage patterns, learning motivations, and self-assessed proficiency levels. This data provided valuable insights into how frequently learners engaged with English and in what contexts they applied their skills. To further explore individual experiences, semi-structured interviews were conducted with participants. These interviews focused on the challenges they encountered while using English, their perceived progress, and their confidence in different communication settings. The qualitative nature of these discussions allowed researchers to identify common themes in language learning experiences. Furthermore, an observational study was conducted on a subgroup of 20 participants (10 from each group) to assess their language use in real-world environments. Observations focused on fluency, accuracy, vocabulary usage, and cultural awareness in workplace or social interactions. This method provided a deeper understanding of how language skills were applied outside the classroom. The study's data analysis involved both quantitative and qualitative techniques. Paired t-tests were used to determine statistically significant differences in test scores,

while descriptive statistics helped identify patterns in survey responses. Thematic analysis was applied to interview transcripts to categorize common learning challenges and perceptions. Observational data were examined to evaluate real-life language application and cultural adaptation.

Discussion. The outcomes of this research support the notion that utilizing language in practical situations considerably boosts language acquisition. Participants who frequently engaged with English in their everyday lives exhibited quicker advancements in both fluency and vocabulary development. This observation aligns with Krashen's (1985) Input Hypothesis, which suggests that language learners are most successful when they receive meaningful, understandable input in real-life situations. In this investigation, learners from Group A gained advantages from consistent exposure to diverse language applications, which included conversational English, media consumption, and cultural subtleties, all contributing to their enhanced linguistic abilities. Nonetheless, the study also brings to light the difficulties encountered by learners in both groups. Although using English in real contexts aided vocabulary expansion, it simultaneously uncovered gaps in learners' grasp of idiomatic phrases, pronunciation, and social norms. These obstacles highlight that while casual language use is crucial for building fluency, formal education is still necessary to equip learners with a thorough understanding of grammar and cultural nuances (Larsen-Freeman, 2000). Moreover, the significance of social and cultural elements in language learning cannot be underestimated. Engaging with native speakers and experiencing English in culturally rich settings were found to accelerate the learning process. This emphasizes the necessity of immersive environments for language learners, as practical language usage extends beyond grammatical precision and encompasses cultural understanding and the capacity to participate in social conversations (Bialystok, 2001).

Conclusion. This research offers strong evidence that the frequent use of English in real-life contexts significantly enhances language acquisition. Non-native English speakers who regularly communicate in the language show quicker progress in fluency, vocabulary, and listening skills. However, the issues related to pronunciation, cultural allusions, and the proper application of grammatical rules underscore the importance of a well-rounded approach that merges both formal language education and informal language practice. Future studies could investigate the effects of specific social environments, such as language use in the workplace or online engagements, on language acquisition, as well as the influence of technology in creating immersive language learning opportunities

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THE IMPORTANCE OF PSYCHOLOGY IN TEACHING FOREIGN LANGUAGES FOR PRIMARY SCHOOL PUPILS

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Abstract. In today's world, learning foreign languages becomes challenging not only for primary school students but also for undergraduate students. Psychology is a science that studies human behaviour and also language aspects from a cognitive perspective. Various psychological theories and perspectives are found to apply in learning foreign languages; if teachers try to enrich the capability of foreign language learning by using new psychological principles, it contributes to enveloping their pupils enthusiasm to study. The writer observed the critical role of psychology in teaching foreign languages for primary school children by introducing its emotional, social, and cognitive influences. This research explores that learners of foreign languages have a higher association with teaching from psychological-pedagogical analysis. Significantly, according to the observations among primary school classrooms, 50 junior school students achieve academic success in foreign language learning. Overall, this research underscores the significance of psychology in teaching foreign language for primary school pupils with real-world examples and addresses positive change in children's learning foreign language processes.

Keywords: foreign language (FL), psychological theory, perspectives, psychological principles, psychological- pedagogical analysis, real-world examples

INTRODUCTION

In today's globalized world, psychology is a key factor in teaching languages that encourages cognitive, social, and emotional development. Effective foreign language teaching has diverse

approaches to fostering children's abilities and interests in learning processes. Educators can create convenient learning classrooms that help children to enhance adaptability and creativity. Interactive games like visual ads, storytelling, hands-on activities, and role-playing make it easier to learn for young learners, thus leading to improved motivation and engagement. Teachers can shape a supportive and conducive learning environment by stimulating curiosity, critical thinking, and love for learning languages. Motivation is the most significant factor that influences children's behavior and academic performance in learning processes. Many psychologists, like Zoltán Dörnyei, emphasize the importance of motivation in FL learning. Positive emotions like curiosity, enthusiasm, and confidence increase well in pupils' behavior, especially when teachers can praise or reward their students when they participate actively in classroom discussions and activities. By doing this, other students are triggered to participate actively in classroom activities. Negative emotions like anxiety, frustration, and self-doubt hinder the children's ability, and they have hesitation to allow themselves to make mistakes or take risks in their lives. If they make a mistake, teachers can't punish but instead give directions and explain learning from mistakes. Moreover, children have their learning styles, like visual, kinesthetic, and auditory learners. That's why teachers should use different teaching strategies to consist of learning styles. Piaget's cognitive development theory(1952) describes that teachers should pay attention to children's age groups, and through this, they can find age-appropriate methods. For instance, children (2-7 years) have a challenge with logic and critical thinking; that's why they can easily learn through play, storytelling, and hands-on activities. When it comes to children (7-11 years), they develop logical thinking and problem-solving skills[1]. They can learn better through group activities, classroom discussions, and real-life examples. Vygotsky(1978)underscores the importance of sociocultural learning[2]. From a psychological standpoint, social interaction plays a crucial role in foreign language learning. Primary school pupils have interaction with teachers, peers, and parents who help to perform their homework. Furthermore, it is beneficial to collaborate and communicate with others, or "self-talk, " and it enhances social interaction, thus leading to helping children process new concepts.

Literature review

The importance of psychology

The significance of psychology in FL learning for primary school students has been increasingly common sense in recent years. Innovations and advancements in FL teaching began in the 19th century and have become rapid in the 20th century. Nowadays, psychology is a critical

factor in education, and it helps teachers to use its psychological perspectives to advance children's cognitive development and social interaction. Moreover, many scientists state their views about the psychological aspect of teaching FL.

Personality Factors

According to the different studies, second language acquisition is influenced by various factors that can hinder children's ability to learn a new language. One of these factors is personality traits that can lead to various influential aspects in FL learning. A study by Bailey et al. (2000) found that the effects of anxiety and competitiveness in language learning. Language learners who have facilitating anxiety can perform better in language learning, whereas debilitating anxiety can negatively cause language acquisition [3].

Burt, Dulay, and Krashen (1982) explained the affective role of second language acquisition, particularly in their affective filter hypothesis, and according to their research studies, personal traits like motivation, anxiety, and self-confidence can have either effective results or repercussions. If language learners can have high anxiety and low motivation, it triggers a negative impact on the FL learning process. If students can be relaxed and well-motivated, they can easily gain results, while the stress and fear can block the language progress, leading to psychological barriers. Extroversion, willingness, communication, and confidence play a crucial role in FL learning [4].

Motivation

Motivation is one of the most crucial key factors in language learning. Many language learners are motivated by rewards, good grades, and praises for actively participating in classroom discussions.

For example, motivation is the fulfillment of human needs. Maslow (1970) proposed that people are motivated to achieve specific needs, beginning with simple psychological ones to complex psychological desires like special needs and self-actualization. In terms of language learners, they are motivated to learn language in order to achieve a better lifestyle, connect with others, or integrate with an interconnected world [5].

However, Deci et al. (1991) demonstrated self-determination theory, how motivation plays a crucial role in human behavior and learning skills. Motivation focuses on intrinsic and extrinsic motivation and psychological needs that drive human behavior. Intrinsic motivation is doing something that you enjoy and love; when it comes to extrinsic motivation, it is doing something for external rewards. If you learn a language because you love learning languages, its cultural

differences and traditions lead to intrinsic motivation, whereas you can learn a language for its external rewards, like for your social status, job acquisition, and good grades [6].

Role of teachers and learning environment

The role of teachers and the learning environment is gaining significance in FL teaching. Educators should create a supportive and convenient learning environment for students, which can enhance the learning process. According to Krashen's theory (1982), teachers should create not only a supportive learning environment but also explain language with different creative activities. If educators explain new words with pictures and gestures before just saying to learn by heart, they can teach to apply new words in speech or context [7].

Methodology

The aim of this literature review is to analyze various papers and synthesize the importance of psychology in FL learning for primary school students and especially what kind of psychological methods are used by teachers and what kind of effects arise in this process. Both qualitative and quantitative data consistently collect positive impacts of psychology on children's development, future careers, and learning styles. During this research, various articles, books, journals, and resources are observed and analyzed by the author, written in different years, respectively. This research was supervised through databases such as Google Scholar and Google platforms in order to gain necessary resources based on this topic.

A questionnaire was distributed among specific university students about how important psychology is in teaching, what kind of advantages arise with psychological perspectives, and how it can impact fear and anxiety in students' learning skills. According to the research results, approximately 60% of participants marked that psychology plays a crucial role in language learning, and teachers who have psychological perspectives are dominant in learning FL. Only 40% of participants considered that psychological factors cannot be as effective as a simple learning environment. Important data was gathered from existing studies compared with the author's questionnaire, and this literature review finds its accuracy in language learning, especially for primary school students.

Findings and Discussions

The findings of this study provide compelling evidence for the significance of psychology and its factors for primary school students. Both qualitative and quantitative data were collected

to emphasize the efficiency of psychology in students' cognitive development and social and emotional influence. The quantitative data analysis revealed that students perceive psychology as highly valuable in learning language. The qualitative findings further enriched our understanding of psychology in FL learning. Interviews with teachers and students explain to understand their perceptions of psychological influences on language learning. Questions focused on teaching strategies and students motivation in FL learning. Teachers should pay attention to each student's learning styles, like visual, kinesthetic, and auditory learning styles.

Conclusion

In conclusion, this study indicates the critical role of psychology in teaching FL for primary school students and proves its significance to both teachers and students. Motivation, anxiety management, cognitive development, and social and emotional state can influence language acquisition. In order to solve this kind of challenge, psychological methods help to improve language learning. Educators should implement supportive and convenient learning environments with low anxiety and social interactive classrooms by applying psychological principles that impact students' cognitive development and learning styles.

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THE IMPACT OF A SINGLE GLOBAL LANGUAGE: PROS AND CONS OF ADOPTING ONE UNIVERSAL LANGUAGE

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Abstract

Day by day, a demand for multilingualism has been growing significantly around the world in order to succeed in various fields. For instance, this is important in the context of globalization, technology, communication, industrialism and economy. By contrast, it will influence cultural diversity, leading to a loss of heritage, ethical and as well as sociopolitical implications. This article highlights both advantages and disadvantages of a single global language, discusses a majority of impact that will arise from it and offers an exact perspective by author. Especially, this article explores if one language becomes dominant, what causes can be seen over the world. During the article, while author is surveying from different age people, their opinions and comments are analyzed rigidly, at the same time provides strong basic outlines about the statement. All in all, the author intended by writing this article that explore what will occur if all people use the same language in the example of English language, and it leads to what kind of results by looking at both pros and cons of the one universal language.

Key words: universal language, technology, communication, industrialism, economy, cultural diversity, sociopolitical implications

Introduction

In today's globalized world, the demand to know more and more languages especially English is increasing noticeably. Because of the numerous opportunities and benefits which are the fundamental aspects of high income, lucrative jobs, and the development in an exact sector. According to David Crystal's (2003) works, English can be a global language and it has led to become dominant in several fields such as science, technology and a wide range of business [1].

Indeed, as a consequence of abundant reasons, people want to learn. It has already developed in many countries as well as my home country. Moreover, a wide range of young people tied to learn English and this is the most studied language, with approximately 1.5 billion people currently learning English globally [2]. On the other hand, economical, commercial and technological advantages are very important to mention [3]. Firstly, by adopting English, companies not only enhance communication with their partners worldwide, but also can reduce the need for multiple translations or interpreters when working internationally. Therefore, these can be effective in cost saving generally. Another possible example is many international technology standards are formulated in English which ensure compatibility among different technological systems, and devices internationally. In this article, all advantages and disadvantages will be analyzed, gathered several points and concluded.

Literature review

Advantages of a single global language:

Focusing on the significant impact first, if there is a single universal language, for example English, people can communicate with others easily even they are from different countries. It creates various benefits such as it will be useful in education to share ideas, to enhance knowledge, to expand mindset and other. Especially, the ability to use English opens up opportunities for the enhancement of personal and professional well-being [4]. Next good side is economic opportunities which can significantly promote employment prospects, provide good English skills in order to access information. Moreover, a single language would reduce misunderstanding and remove language barriers in international businesses and trades. As a result, these could develop smoother collaboration and faster communication [5]. There is definitely another positive side of this phenomenon, tourism will be the most considerably effected. For instance, without any challenges tourists can travel among the world, they easily understand history, culture and tradition of countries. It is not only beneficial for people, but also for the financial development and to boost tourism among countries that depend heavily on tourism.

It is not fact that, all technological devices, platforms, programs formed in English and over the world people always feel requirement for it. That is why, if this language be universal, humans do not face difficulties associated with language, it will be useful both saving time and budget. Furthermore, common language comes in useful in many fields such as science, literature and education. Despite many circumstances, it could facilitate faster sharing of ideas, innovation and

research and would simplify international cooperation, collaboration and descend misunderstandings. While translating literary and scientific books, usually some important parts or meaning can be lost. It means mostly translators could not change literatures 100% compared with real one. That is why, this support the idea of the single language. Based on the views given by Wells (2019) applying a single language would be productive on literary production and it gives the free exchange of ideas globally [6].

Disadvantages of a single global language:

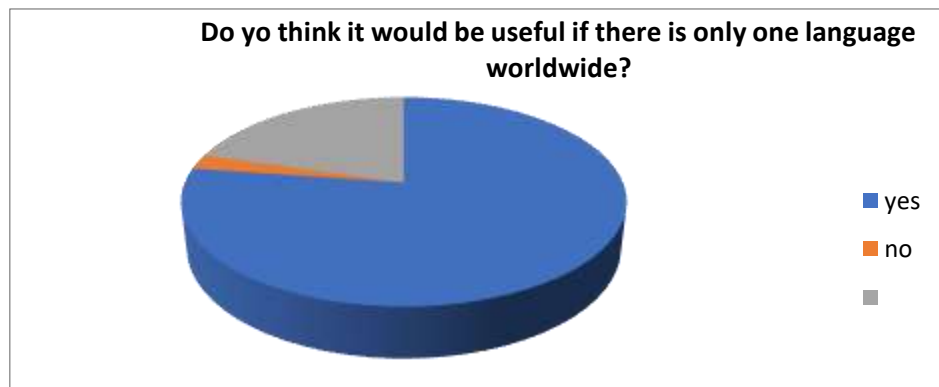
By contrast, varying issues may come from the backdrop of the single universal language. First of all, the widespread of using one language could lead to the significant extinction of many languages. In fact, nowadays majority of languages are becoming endangered or die out. As Crystal (2000) argues that at the end of the 21st century, the world could lose almost 50% of languages due to the dominance of languages such as English [7]. It is clear that the extinction of languages influence to cultures, tradition, and identity. Consequently, when a language disappears, it can result in the extinction of them. According to Nettle and Romaine (2000) losing language equals to losing culture [8]. Next disadvantage is social inequality which people struggle to participate in social life. At the same time, some professions may absent likely including translator, language teachers, interpreter and others related to language fields. It causes the growth of unemployment rate worldwide. The educational centers, publishing houses fail into financial decay. The imposition of the universal language could guide to insecure linguistic imperialism due to the dominance of one language (for example English) namely that of nation is pushed onto others. Phillipson (2009) conducted the survey about how the spread of global language (English) can be dominant and marginalize other languages and cultures respectively [9].

Methodology

During the writing article, the author conducted 35 participants and monitored their opinions about the universal language globally. Therefore, mostly multiple choice questions were offered as well as questionnaire was completed by respondents. Additionally, they reacted about the pros and cons of a single language as an example of English in various fields. More specifically, questions associated with education, tourism, cultural diversity, communication, economy and the effect of special professions. The majority of people that participated in survey are the learners of English. In survey respondents were voluntary, and their responses are anonymity. By conducting this, diverse views were examined in detail.

Findings and discussion

General views about the values of the universal language



According to 19 respondents, the universal language would be useful in various sides such as communication, education, travelling economy and others, while 7 respondents think that it results with losing culture, more languages and may appear conflict between people. In addition, 9 persons kept balance, it would be both.

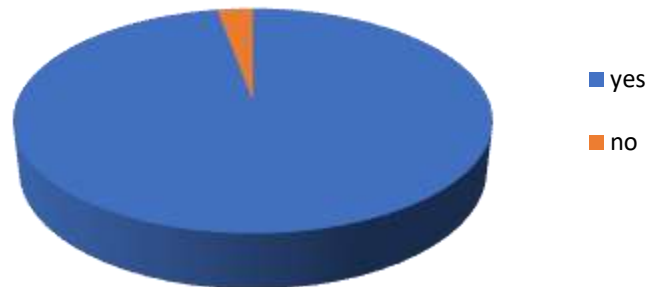
Opinions about online impacts of the universal language



25 participants agreed with the opinion "Most of the online services, technological devices are formulated in English and online crimes came from misunderstanding of language. A single language can save online crimes". However, 10 participants said that it is not the main factor for this issue and knowing English could not finish crimes fully.

Opinions about the effects of the universal language to literature

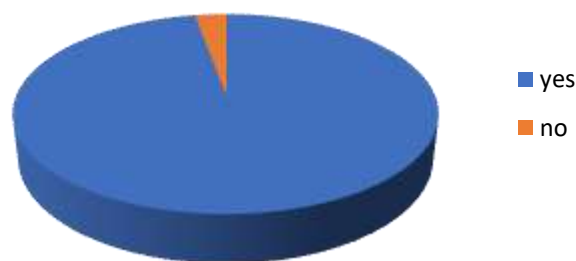
How using only English influence to literature



Based on 19 opinions literature would not be fostered by using only English, moreover with different languages, varying cultures literature are more interesting and meaningful. By contrast others argued that during translating some words, essential meanings might be lost.

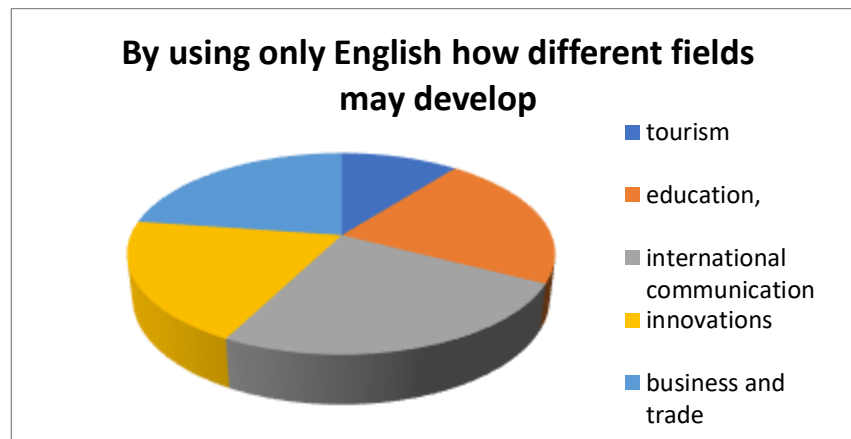
Views related to communication

Communication will develop if people speak in English only



Following 34 participants speaking in only English will be very useful and time keeper. Because if people speak in only English language, they can easily communicate, share their ideas, understand what they said at the same time it would save more time. People do not need to learn language instead of this they learn more, explore more. However, only one person mentioned about the dispute may occur between people.

The development of several fields by the universal language (English)



Participants generally gave their thoughts about what fields can be seen more development and 35 people chose different options, 14 votes to tourism, 13 votes to education, 33 votes to international communication, 26 votes to innovations, 30 votes figured to business and trade respectively.

Conclusion

In conclusion, the ability of knowing languages, especially English, can open more and more doors in the world. In this essay, the criteria, about the universal language as an example of English language, discussed in detail and both advantages and disadvantages were examined. Consequently, the results of survey indicate that most of people think that this idea would be more productive and can foster our lives. Therefore, utilizing only English globally might be useful in communication, education, travelling and business, although it causes linguistic imperialism, the extinction of languages, culture and some professions.

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THE INFLUENCE OF FRENCH ON ENGLISH LANGUAGE

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Abstract: Throughout history the English language has borrowed significant number of words from French language. This occurrence mainly boils down to Norman conquest of 1066. There are many English words in government, cuisine, fashion, art which are originated from French. While some words have retained their original pronunciation and meaning, others have evolved over time. This study explores the historical background, major areas of influence, and the ongoing adoption of French words into English. Understanding this linguistic exchange helps us appreciate the deep connection between these two languages. By comprehending these revolutions, linguists can achieve a more authentic point and engaging insights of French and English in their academic research papers as well as teaching. This article will further enhance appreciation and bonds of French and English language for learners and this pave the way to learn easily by comparing this two language.

Key words: Norman conquest, pronunciation and meaning, historical background, adoption of French, linguistic exchange.

Аннотация: На протяжении всей истории английский язык заимствовал значительное количество слов из французского языка. Это явление в основном сводится к нормандскому завоеванию 1066 года. Существует много английских слов в правительстве, кухне, моде, искусстве, которые произошли от французского. В то время как некоторые слова сохранили свое первоначальное произношение и значение, другие со временем изменились. Это исследование изучает исторический фон, основные сферы влияния и продолжающееся принятие французских слов в английский язык. Понимание этого языкового обмена помогает нам оценить глубокую связь между этими двумя языками. Понимая эти революции, лингвисты могут достичь более аутентичной точки зрения и увлекательного

понимания французского и английского языков в своих научных работах, а также в преподавании. Эта статья еще больше повысит оценку и связи французского и английского языков для учащихся и проложит путь к легкому обучению путем сравнения этих двух языков.

Ключевые слова: Нормандское завоевание, произношение и значение, исторический фон, принятие французского языка, языковой обмен.

Introduction

In fact, English is enriched by borrowing different words from various languages, because in old English there was a big different in comparison with today's modern English and there is also clear evidences about differences between old and modern English. But French (Albert C. Baugh 2002) plays most significant roles in the revolution of English language[1]. In Norman conquest of 1066 enemies came to the lands of English people and invaded resulting in spreading French dialect and words to this area's people[2]. Today many English speakers use French-origin words without realizing their foreign roots. This linguistic exchange highlights the close historical and cultural ties between the two languages. This paper explores how French words entered the English language, their impact on different fields, and whether this borrowing process continues in modern times.

Literature review

French loanwords play an integral role in enriching English language. During nearly 300 years of French rule in Britain, the Norman French used by the ruling elite influenced the local Anglo-Saxons. It was taught in schools and widely imitated, leading to extensive language contact across social classes. As a result, many French loanwords entered English, especially in politics, law, religion, art, fashion, and food, significantly shaping the English language [3].

The impact of French on English became more evident in manuscripts from the 13th century. During this period, approximately 10,000 French words were incorporated into English. These loanwords were predominantly associated with law and administration, but they also extended to areas such as medicine, art, and fashion. Notably, over 70% of these borrowed terms were nouns, many of which were abstract concepts formed with newly introduced French prefixes like con-, trans-, and pre-, as well as suffixes such as -ance, -tion, and -ment. Remarkably, around 75% of these words remain in use in modern English [4].

Regional Variations and Dialectology

Phonetic features can reveal regional and dialectal differences within the English-speaking world. The pronunciation of French loanwords may vary significantly between British, American, and Australian English, demonstrating the dynamic nature of language and the impact of geographical location on how words are spoken.[5] But in Canada, French is spoken like English in comparison with other areas of French spoken states.

Semantic evolution

The meaning of a loanword can change over time, just like its pronunciation. For example, in French, the word *salon* mainly refers to a formal gathering or a reception room. However, in English, it has gained new meanings, such as a beauty salon or a business providing specialized services. This broadening of meaning often happens as the word becomes a common part of everyday English[6]. The another clear example can be the loanword of “menu”. In French, menu originally referred only to a list of dishes, that is, a list of foods and drinks served in a restaurant or eating place.

In English, the meaning of the word expanded and began to be used in technology, computer programs, and other contexts. For example:

- Restaurant menu – The original meaning in French is retained.
- Computer menu – A system that allows the user to select different commands or options.
- List of options – Phrases such as “menu of options” refer to a general list of choices.

The French Influence on Modern English Orthography.

Orthography plays a vital role in the English language, preserving both its linguistic traditions and cultural history. Although the influence of French on English orthography has been extensively studied in the past, little attention has been paid to how French-related features were adopted in the various dialects of England. Three studies attempt to fill this gap by examining how differences in writing style and dialect influenced the outcome of French loanwords and orthographic norms in the Middle English context. Furthermore, the co-use of French and English in Norman England created favorable conditions for linguistic interaction[7]. However, this is an area of linguistic and sociolinguistic research that is still under-explored and requires further investigation.

Methodology

This study examines the influence of French on English based on a wide range of linguistic and historical sources. The main focus is on the process of French loanwords entering English,

their semantic and phonetic changes, and their impact on spelling norms. For this purpose, various scientific articles, linguistic studies, and historical sources were studied and analyzed. During the study, aspects such as the role of French in the English lexicon and writing system, as well as the use of loanwords in various fields, were analyzed in depth. As a result of this research, a broader picture of the lasting influence of French on English was formed and conclusions were drawn based on existing scientific views.

Findings and discussion

This study aims not only to study important information in linguistics, but also to provide useful analysis for everyone who reads it. Based mainly on newly published scientific sources, the influence of the French language on the English language was analyzed in depth. The most important and relevant information was selected from the studied sources and highlighted based on clear evidence. The results of the study show that the influence of the French language on the English language is not a novelty, but a process that has been formed over the centuries, which has had a significant impact on vocabulary, pronunciation and orthographic standards. Due to the constant development of the language, this influence is expected to continue in the future, which once again proves the continuity of linguistic exchange between English and French. In addition, it is observed that, along with historical factors, cultural, economic and educational processes also serve to strengthen this influence. Therefore, it is important to further explore this topic in the future and to study the changes that have occurred over time. Future research should also pay attention to how the interaction between different languages is shaped in a global context.

Conclusion

The relationship between English and French is not limited to the borrowing of words. French has had a wider influence on modern English spelling, and this influence is not limited to vocabulary. It is precisely the phonological features of the French language that have also changed the pronunciation of some sounds in English. In particular, the pronunciation and location of some English sounds have changed to match the sounds in French.

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CHOOSING TEACHING AS A CAREER**Boymurodova Feruza Ziyot qizi**

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Abstract: The purpose of this research writing is to explore reasons behind choosing teaching as a profession. Who actually are teachers? Teachers are individuals who play a pivotal role in the education system. They contribute to students learning, guiding them, imparting knowledge, skills, and values. They are not only responsible for helping children develop academically, but also, they teach students both socially and personally. Teachers are the ones who help shape the future by nurturing the minds of the next generation. They are professionals who dedicate themselves to the growth and development of their students. They are often defined as a leader. Through their roles in the classroom, society. Albeit sometimes their leadership might not be recognized in the same ways as other fields, such as economics and political leaders. It is deeply impactful and essential to the development of future generations. This article delves into advantages, disadvantages, and reasons behind the field of teaching. Highlighting teaching as a rewarding profession, it also has its own pros and cons. This research will explore further reasons opting for teaching and discuss advantages and disadvantages it contains.

Key words: leaders, imparting knowledge, guiding, socially, personally, rewarding profession, nurturing the minds.

Introduction:

In today's society, teachers are viewed as role models. Everyone knows that today's youth will become tomorrow's leaders. They are the heart of society's developing process and well-being. Teachers can thoroughly impact students' academic success, personal growth, and lifelong learning. They can promote positive relationships and inspire students to reach their full potential. They are the ones who can create a safe environment where students can express themselves,

collaborate with others, and solve conflicts. They teach students not only academically but also both personally and socially. They emphasize the importance of learning and education. Educators teach to adapt to a new environment where new technologies, industries, and information emerge at a rapid pace. They usually nurture the mindset that helps students become more flexible and ready for new challenges. As today's youths are struggling with mental health, teachers are oftentimes on the front lines, imparting support for students facing challenges and guiding them in managing their well-being. Critical thinking and problem-solving are today's required skills. Teachers encourage students to question, analyze, and evaluate information through the ability to think independently, which is vital in all areas of life—be it personal, academic, or professional. Notably, too, is the fact that in today's globalized society, teachers are key factors in delivering tolerance and respect for differences. They help students appreciate and understand diverse cultures and perspectives by fostering social cohesion and empathy. They create spaces where all students feel valued, respected, and supported despite their backgrounds or abilities.

Literature review

Advantages

of

teaching

First and foremost, teachers give a sense of accomplishment from shaping young minds, helping them to grow, and watching their students overcome their challenges, which is a strong motivating factor for all teachers, which can give them personal satisfaction during their teaching journey. According to Hargreaves (2012) and Fullan, teachers religiously experience a sense of fulfillment from shaping their students minds and contributing to their academic and personal lives, while Day and Gu (2010) claim that the ability to witness students' progress and achievements often fosters a deep feeling of motivation and job satisfaction. Also, Robinson and Aronica highlight that teachers play a crucial role in influencing youth generation's future careers and developing knowledgeable and responsible citizens for the government, which can boost one nation's social and economic status. Secondly, teachers are usually required to continually learn. Whether it is new methods, cutting-edge technologies, or updates in their subject area. This foster continues learning and gives a sense of self-improvement. Darling-Hammond emphasizes that teaching is one of the professions that requires constant learning and adapting to new educational trends and teaching strategies. This flourishes self-improvement and intellectual growth among educators. (2017) Also work-life balance that it gives. Teachers often enjoy structured schedules in schools. So that they can devote some time to their family as well. According to Ingersoll, who notes that teaching schedules often provide a structured routine, holidays, and breaks that usually allow

teachers to maintain a healthy work-life balance and spend time with their families. It is also worthy to mention that, as we are living in a world where some jobs can be replaced by technology, teaching definitely cannot be one. Albeit there are many language teaching apps out there, the majority of students still prefer face-to-face lessons. Another compelling advantage of teaching is job stability and security. Teaching is considered a stable and secure profession (OECD, 2019).

Disadvantages of teaching

Despite their pivotal role, they often feel undervalued and unappreciated in some societies, and teaching is often viewed as an easy job with a lot of vacations, which sometimes undermines the efforts and dedication that teachers put into their work. Johnson and Birkeland (2003) state that lack of recognition and respect sometimes negatively affects a teacher's morale and job satisfaction. This usually occurs thanks to social stereotypes and misconceptions about the teaching profession, argues Lortie (2002). Low salaries and financial issues can sometimes prevent students from opting for the teaching profession. In many countries, teaching is often an underpaid job compared to others. Despite their critical role in both society and an individual's life, they are provided with limited financial rewards, which can lead to financial stress and dissatisfaction. According to Hanushek et al. (2019), low teachers' salaries are one of the main reasons for job dissatisfaction and high turnover rates in the field of teaching. Sometimes teachers should deal with their students' behavior, discipline, and usually students parents' expectations, which can be mentally burdensome sometimes. Roeser et al. (2013) found that teachers frequently experience emotional distress and anxiety due to the pressure of handling such kinds of situations. While research conducted by Skaalvik (2017) shows that excessive workload and lack of support from school management contribute to high levels of stress and burnout among teachers. Notable, too, is the fact that in many education systems, teachers are allowed to fix the curriculum and prepare students for standardized tests, which could limit their creativity and flexibility during classroom lessons. Darling-Hammond (2017) highlighted that standardized testing pressure negatively affects teacher's autonomy and job satisfaction. Another compelling minus of teaching is that sometimes teachers face limited opportunities for career advancement. Most teachers keep stable for years without any promotion or salary increments – lead to frustration and demotivation. Guarino et al. (2006) stated that limited career progression is one of the main reasons why many talented teachers leave the profession for other careers.

Methodology

The method of this article is survey which conducted with a total of 39 respondents and included multiple-choice and multi-selection questions in order to explore various aspects of career motivation, challenges, and societal perceptions of teaching. The selection criteria focused on students who are currently making career decisions. A structured Google Forms survey was examined online to collect responses. The questionnaire consisted of mostly multiple-choice questions. Participation in the survey was voluntary, responses were anonymity.

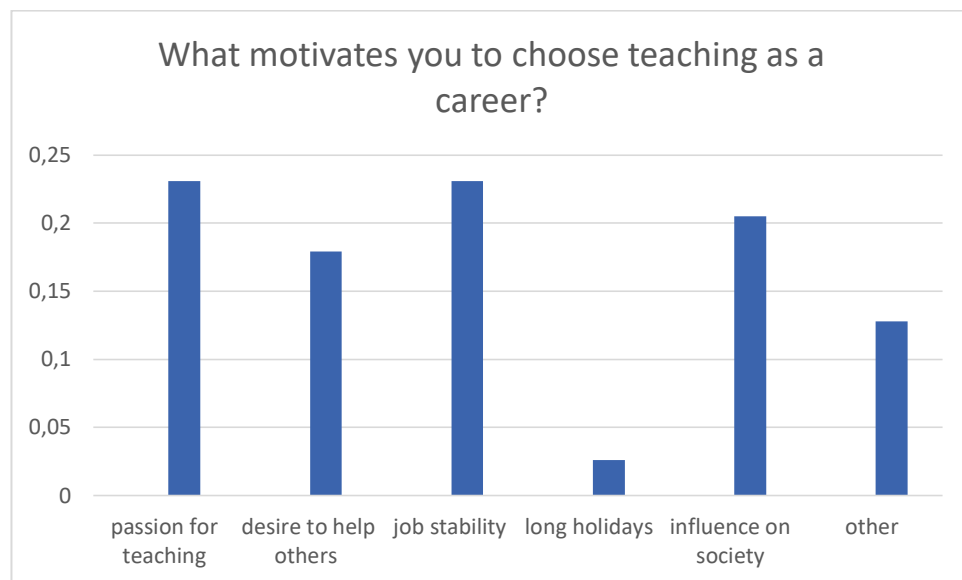
Findings and discussion

Interesting in teaching as a career: Participants were asked whether they had ever considered becoming teacher. The responses revealed that a significant portion of the participants had chose the profession, while smaller percentage were either unsure or had ever thought about it. The result of survey presented below.



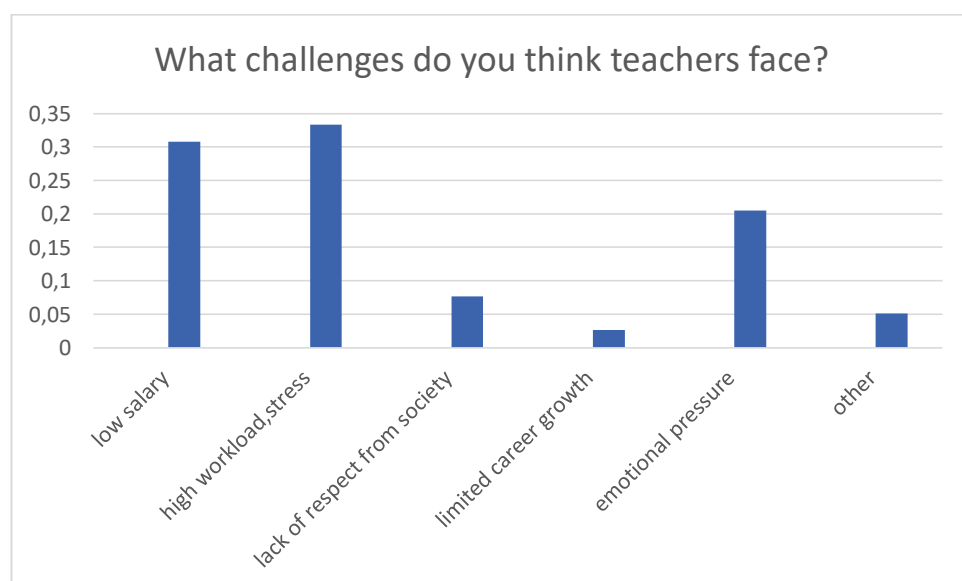
This chart proves that students have very high passion for teaching as proportion for Yes is responsible for almost 75% while No and Maybe are only accountable for 13%

Motivations for choosing teaching: participants were allowed to select multiple reasons for considering a teaching career. Common motivations included a passion for teaching, a desire to help others, job stability, long holidays, and the influence of teaching on society.



Most participants of survey choose teaching as a career because of their passion and stability of job that constituted for 23%. Also, many students prefer teaching because they have desire to help others which almost responsible for 18%. Long holidays (15%) motivate some teachers. The factor Influence on society was chosen by 20% of respondents which may suggest many individuals view teaching as a way to contribute positively to society.

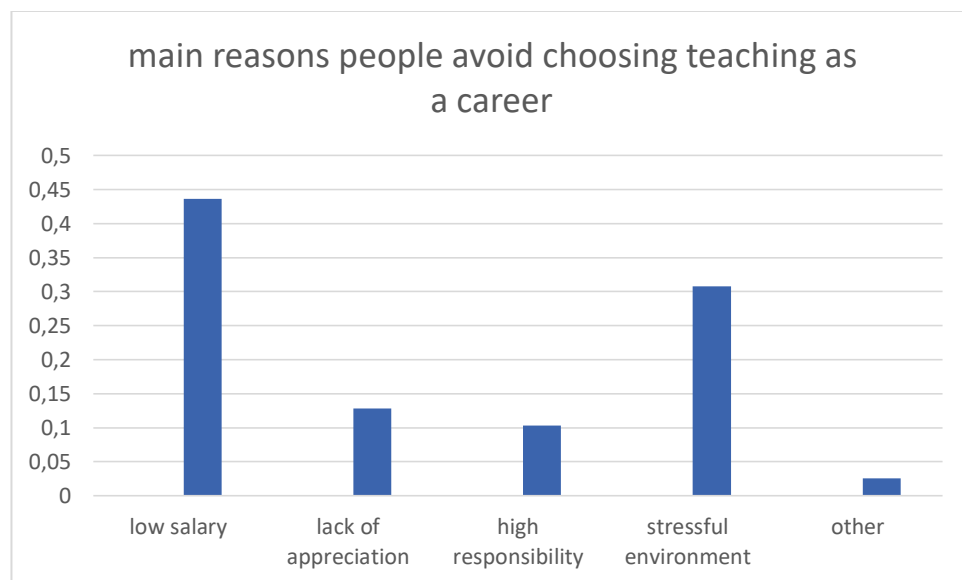
Challenges faced by teachers: The survey also explored challenges teachers encounter. Among the most frequently cited issues were high workload and stress, low salaries, emotional pressure, limited career growth, and lack of respect from society.



As chart representing high workload and stress and low salary emerge as the top challenges for students 33.3%, and 30% respectively. That indicates many teachers may feel overworked and underpaid. Emotional pressure is another major concern (18%), lack of respect from society is a

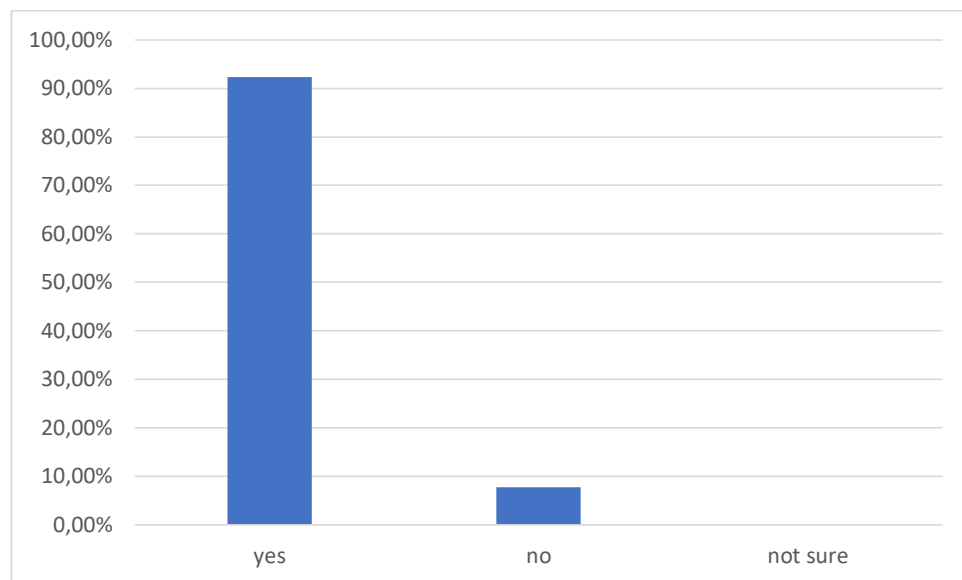
noticeable challenge claiming idea that while teachers have great impact on society, they may not receive the respect they deserve.

Reasons for avoiding a teaching career: emphasizing why students may avoid teaching is vital for addressing challenges in the field of education. The survey identified key deterrents, such as low salaries, high responsibilities, stressful working environments, and lack of appreciation. These factors about financial security and work-life balance may deter potential educators while teaching is viewed as rewarding profession



Low salary is the most significant factor for avoiding teaching (43%) which indicates financial concerns are a major deterrent for teachers. Stressful environment is another major reason (32%), lack of appreciation and high responsibility are notable concerns with respective figures of 12%, 10% highlighting that many people feel that teachers do not receive enough recognition for their efforts.

Teachers role in shaping society: important part of survey identified whether respondents believe teachers play essential role in shaping society. Over 90% of participants agreed that teachers significantly impact the younger generation and contribute to national development. Only small percentage disagreed.



The majority of respondents believe that teachers play a crucial role in shaping society. Over 90% of participants agreed that teachers significantly impact the younger generation and contribute to national development

Conclusion:

In conclusion, teaching is a rewarding profession that holds immense significance in shaping both individuals and societies. It is true that it comes with its numerous rewards; it also has various challenges. The above study provides valuable insights into the motivations, challenges, and perceptions of teaching. The findings highlight that the majority of participants are passionate about becoming teachers; also, helping others, job stability, and the opportunity to positively impact society are some of the most chosen advantages by respondents. By adapting to necessary needs and acknowledging the value of educators, society can pursue students who opt for teaching.

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**THE EFFECT OF DIFFERENT TYPES OF NITROGEN FERTILIZERS ON THE
DURATION OF GROWTH PHASES, PLANT DENSITY, AND WINTER SURVIVAL
RATE OF WINTER WHEAT**

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Annotation: This article presents the results of a study conducted at the educational and experimental farm on the effect of different types of nitrogen fertilizers on the duration of phenological phases, seedling density, and winter survival dynamics of winter wheat.

Keywords: Wheat, nitrogen, mineral fertilizer, ammonium nitrate, ammonium sulfate, ammonium chloride, urea.

Nitrogen is one of the essential nutrients crucial for plant life. It is a key component of amino acids, proteins, nucleic acids, and other vital organic compounds, ensuring proper plant growth and development. Nitrogen deficiency can lead to various growth issues, such as leaf yellowing and stunted growth. Therefore, the role and impact of nitrogen on plant life have been a subject of research for many years. Global studies indicate that nitrogen significantly influences soil fertility and plant nutrition. The amount of nitrogen fertilizers applied to agricultural fields has been increasing annually. According to statistical data, from 2000 to 2023, the global use of nitrogen fertilizers has increased by 30%, positively impacting plant growth [1].

According to many scientists, for wheat seeds to transition from the swelling stage to the germination stage, they must absorb 50-55% moisture relative to their dry mass, taking into account the seed size and soil-climatic conditions. As the moisture content in the grain increases under optimal air temperature, biochemical and physiological processes within the seed begin, activating enzymes that convert organic compounds such as proteins, fats, and carbohydrates into soluble forms. Starch is transformed into a water-soluble state and gradually accumulates in the embryo. Due to moisture, nutrients move from the endosperm to the seed embryo, initiating the growth of the radicle and the initial leaf. The primary root pierces through the seed coat and grows deeper into the soil, while the initial seed leaf emerges in the opposite direction, reaching the soil

surface. After some time, the second and third roots form. The sum of effective temperatures required for winter wheat seeds from swelling to emergence should be **120°C**. If the daily temperature is **10°C**, the seeds of sown winter wheat varieties will emerge in **12 days**, whereas at **20°C**, they will emerge in **6 days**. The time required for winter wheat seed emergence varies between **7 to 25 days**, depending on factors such as air temperature, sowing depth and timing, soil moisture, and its physical condition. Scientists have also noted that if these factors are insufficient, delayed germination of sown winter wheat can significantly reduce yield [2,4].

According to scientific research, the rapid and complete germination of winter wheat seeds sown in our country depends on various factors. These include the sowing time and rate, the duration of the growth and development phases of the cultivated variety, the amount of precipitation and soil moisture availability, air temperature and relative humidity, the number and rate of irrigations, the quantity and ratio of applied mineral and organic fertilizers, soil tillage methods and depth, as well as several other factors. [3,5,6].

According to the effect of different nitrogen fertilizers on the developmental phases of winter wheat, the best results were observed in the second variant, where ammonium nitrate fertilizer was applied. In this variant, the period from sowing to maturity lasted **220 days**. This was **4-8 days earlier** compared to the first and fifth variants, where ammonium nitrate and urea were applied in a **1.5:1.0 ratio** and only urea was used, as well as the control variant, where no nitrogen fertilizer was applied.

Winter wheat varieties undergo a dormancy period during the winter season. The winter hardiness of autumn-sown wheat varieties depends on various external environmental factors, particularly on how well the plants are prepared for dormancy and their acclimatization before winter. When winter wheat varieties are provided with optimal temperature and sufficient moisture, they develop well, accumulate an adequate amount of sugar in their tissues, and increase their resistance to winter and early spring low temperatures. The primary cause of seedling damage and high mortality during winter is a sharp drop in air temperature. When temperatures drop too low, ice crystals form between plant tissue cells, compressing the cell protoplasm. If the protoplasm loses its water content, it becomes permeable, leading to frost damage, which causes the leaves to turn yellow. Additionally, seedling suffocation can also result in plant death.

When studying the effect of different nitrogen fertilizer types on the seedling density and winter survival rate of winter wheat, the best results were observed in the second variant, where ammonium nitrate was applied. At the beginning of the growing period, the seedling density in

this variant was **472.8 plants/m²**, but after winter, this indicator decreased by **11.4%**, reaching **419.0 plants/m²** by the end of the growing period. Compared to the fifth variant, where ammonium nitrate and urea were applied in a **60%:40%** ratio, this result was **2.7 plants/m² higher**; compared to the first variant, where only urea was applied, it was **6.8 plants/m² higher**; and compared to the control variant, it was **45.0 plants/m² higher**.

The table below presents data on the seedling density and winter survival rate of winter wheat based on the experiment.

The effect of different types of nitrogen fertilizers on the seedling density and winter survival rate of winter wheat.

№	Variant	Seedling Density, plants/m ²		Plants Lost During Winter, %	Final Seedling Density, plants/m ²
		At the Beginning of the Growing Period	After Winter		
1	Only Urea Applied	470,1	412,3	12,3	412,3
2	Only Ammonium Nitrate	472,8	419,0	11,4	419,0
3	Only Ammonium Chloride	466,2	407,0	12,8	407,0
4	Only Ammonium Sulfate	457,1	395,4	13,5	395,4
5	Ammonium Nitrate 60% + Urea 40%	471,4	416,3	11,7	416,3
6	Urea 60% + Ammonium Nitrate 40%	471,2	414,7	12,5	414,7
7	Ammonium Chloride 20% + Ammonium Nitrate 40% + Urea 40%	468,7	409,7	12,6	409,7
8	Ammonium Sulfate 20% + Ammonium Nitrate 40% + Urea 40%	466,6	401,8	13,9	401,8
9	No Nitrogen Applied	434,8	374,0	14,0	374,0

According to the results of our research conducted in the experimental field of the Andijan Institute of Agriculture and Agrotechnologies, the second variant, where ammonium nitrate produced at the **Farg'onaazot JSC** plant was applied, showed the highest efficiency among different nitrogen fertilizers. In particular, the vegetation period of the plants lasted **220 days**, which was **14 days earlier** compared to the control variant. The crop experienced **less damage** from winter cold and mortality, and the seedling density was **30.8 plants/m² higher** than in the control variant.

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КОНФЛИКТНАЯ КОМПЕТЕНТНОСТЬ УЧИТЕЛЯ ИНОСТРАННОГО ЯЗЫКА

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Аннотация. Актуальность данной статьи обусловлена процессами глобализации и социокультурной динамикой, которые выдвинули новые требования к задачам системы высшего образования и к педагогам, в частности. В свете расширения географических границ и растущего сотрудничества между государствами во многих жизненных сферах, владение иностранным языком в современном обществе является одним из обязательных условий профессиональной деятельности. В данной статье рассматривается конфликтная компетентность под углом эмпатии. Анализируются взгляды различных авторов на составляющие конфликтной компетентности. Выдвигается теория о включении межкультурной эмпатии в составляющие профессиональной компетенции педагога иностранного языка в ключе гуманистической идеи образования, а также внедрение курса по межкультурной эмпатии в образовательную программу подготовки учителей иностранного языка.

Ключевые слова: глобализация, компетентность, профессионализм, конфликтная компетентность, эмпатия, культура, межкультурный, коммуникация.

Abstract. The relevance of this article is conditioned by the processes of globalization and socio-cultural dynamics, which put forward new requirements to the tasks of the higher education system and to teachers, in particular. In the light of expanding geographical boundaries and growing cooperation between states in many spheres of life, foreign language proficiency in modern society is one of the prerequisites for professional activity. This article examines conflict competence from the angle of empathy. The views of various authors on the components of conflict competence are analyzed. The theory of inclusion of intercultural empathy in the components of professional competence of a foreign language teacher in the light of the humanistic idea of education, as well as the introduction of a course on intercultural empathy in the educational program of training foreign language teachers is put forward.

Keywords: globalization, competence, professionalism, conflict competence, empathy, culture, intercultural, communication.

В соответствии с Постановлением Президента «О мерах по дальнейшему совершенствованию системы изучения иностранных языков» от 10 декабря 2012 года (N ПП-1875) с 2013/2014 учебного года поэтапно на всей территории республики вводится изучение иностранных языков, преимущественно английского языка, с первого класса общеобразовательных школ. Утверждение Программы мер по расширению изучения иностранных языков на всех ступенях системы образования Республики Узбекистан вызвано необходимостью кардинального совершенствования системы обучения подрастающего поколения иностранным языкам, направленной на: формирование гармонично развитого, высокообразованного, современно мыслящего, свободно владеющего иностранным языком поколения, создание условий и возможностей для широкого доступа к достижениям мировой цивилизации и мировым информационным ресурсам, развития международного сотрудничества и общения основанного на взаимном понимании и уважение культурных ценностей, традиций образа жизни друг друга.

Глобализационные процессы и социокультурная динамика обостряют необходимость выработки новых адаптационных стратегий и подходов к подготовке специалистов иностранного языка (ИЯ), в основе которых лежит формирование сознания, направленного на включенность в культурно-социальный контекст и готовность к диалогу культур. Ключевым аспектом в новой парадигме образования является направленность на актуализацию развитие таких свойств личности педагога, как эффективность, динамичность, гибкость мышления, способность выходить за рамки шаблонного мышления толерантность, конструктивность, широта воззрений, социально-коммуникативная адаптивность, жизнеутверждающая активность и эмпатия.

Теоретический анализ исследований категории «профессионально-педагогическая компетентность учителя ИЯ» позволил определить, что она охватывает совокупность знаний, навыков, умений, личностных качеств и опыта эффективного владения методами и приемами оперирования педагогическими объектами для успешного решения педагогических и воспитательных задач.

К ряду специальных компонентов профессиональной компетентности современного учителя иностранного языка общепринято относить следующие компетенции: коммуникативную, социальную и лингвометодическую [Рубанова и Чакина, 2008], общекультурную, психолого-педагогическую, предметно-методическую и информационно-технологическую [Московская, 2003], дифференциально-психологическую и рефлексивную [Кузьмина, 1990], информационную [Семенов, 2000; Тришина, 2005]. Данные виды компетенций детально описаны в научной литературе, которые и составляют основу для реализации педагогической деятельности. Однако, в рамках данной статьи хотелось бы коснуться конфликтной компетентности как одной из составляющих педагогической компетенции, которая будет рассмотрена под ракурсом эмпатии.

Конфликтная компетентность предполагает овладение умением предупреждать и разрешать конфликтные ситуации, играющие особо важную роль в русле гуманизации образовательного процесса и межкультурной парадигмы образования. Данный вид компетенции в той или иной степени можно связать с умением решать проблемы (problem-solving skills) и предвидеть их. Прагматический аспект описания речевого конфликта, заключается в выявлении, описании и систематизации характерных для данного типа речевого взаимодействия стратегий и тактик. На основании наличия или отсутствия у коммуникантов установки на сотрудничество и сохранение гармонии отношений, все стратегии и тактики разделяют на кооперативные (гармоничные) и некооперативные (дисгармонизирующие или конфронтационные) [Волкова, 2008].

Б. И. Хасан трактует понятие конфликтной компетентности как «уровень развития осведомленности о диапазоне возможных стратегий поведения в конфликте, направленных на снижение деструктивных последствий конфликтной ситуации с целью ее перевода в конструктивное русло и умений реализовать эти стратегии в конкретной жизненной ситуации» [Хасан, 1996].

Согласно А. А. Кузиной, конфликтная компетентность учителя представляет собой совокупность знаний, умений и навыков, которые, взаимодействуя между собой, способствуют формированию эффективной стратегии общения в условиях конфликтов [Кузина, 2007]. В свою очередь, А.А. Деркач рассматривает конфликтную компетентность как когнитивно-регуляторную составляющую профессионализма специалиста, описывая ее через призму личной готовности к прогнозированию, предотвращению и разрешению

конфликта на справедливой основе. Автор также подчеркивает, необходимость наличия твердой мотивации, эмоциональной стабильности и профессионально значимых качеств [Деркач, 2003]. Полностью согласны с мнением автора о том, что помимо «знаниевых» компонентов, психологические аспекты и психические процессы личности специалиста играют ключевую роль, так как являются залогом успешного взаимодействия субъектов образовательной среды и определяет их продуктивность и их эмоциональную стабильность.

К структуре конфликтной компетентности, А.А. Деркач относит следующие составляющие:

- гностический, представленный системой теоретических знаний в области причин возникновения конфликтов, особенностей его развития, специфики поведения и деятельности конфликтующих субъектов с учетом оценки их характерологических свойств;
- регулятивный (конструктивный), включающий умений оказывать влияние на действия конфликтующих сторон, разрешать конфликты на конструктивной основе, владея для этого соответствующими стратегиями и техниками;
- проектировочный, содержащий умения организации проектной, прогнозной деятельности на основе имеющихся теоретических знаний о природе и механизмах развития конфликта с целью его предотвращения на различных стадиях возникающих противоречий;
- рефлексивный, обеспечивающий организацию деятельности с учетом мониторинга собственного поведения, проявления эмоциональных реакций в той или иной ситуации общения;
- нормативный, включающий знание корпоративных норм поведения в деятельности и следование их требованиям.

Исходя из вышесказанного, можно сделать вывод, что конфликтная компетентность педагога представляет собой интегративное личностное качество специалиста в области образования. Она включает в себя набор теоретических знаний и практических навыков, коррелирующиеся с профессиональной квалификацией, выполняя когнитивно-регуляторную функцию и способствуя активизации внутренней установки на предупреждение конфликтов или конструктивные действия по их нивелированию.

Конфликтная компетенция напрямую соотносится с умением успешного педагогического взаимодействия, т. е. с коммуникативными умениями педагога, которая

имеет психолого-когнитивную, социально-поведенческую и социокультурную сущность относительно учителя иностранного языка. В частности, умение гармонично выстраивать общение со своими коллегами и студентами выступает средством педагогической и научной коммуникации, создания в студенческой аудитории благоприятного психологического климата, между студентами и педагогом. Способность организовать и реализовать совместную развивающую деятельность молодого поколения и взрослых, скреплённую взаимопониманием, проникновением в духовный мир, коллективным анализом хода и результатов деятельности, реализует гуманистическая идея, лежащую в основе образования и воспитания. Настоящий профессионал должен уметь устанавливать и поддерживать контакты с людьми, понимать их, разбираться в их индивидуальных особенностях [Климов, 1990. с. 34].

В нашем понимании действенным механизмом, способствующим созданию данных условий и проявлению этих качеств у педагога является **эмпатия**. Именно эмпатия, как способность к сочувствию, сопереживанию, пониманию внутреннего мира человека, выступающая устойчивым и высокоразвитым личностным качеством человека гуманитарной профессии является для профессионала спасательным средством сохранения внимательности и толерантности к другим.

Педагогическая эмпатия, как профессионально значимое свойство личности педагога, включает в себя эмоциональный, когнитивный и поведенческий компоненты, способствующие пониманию внутреннего мира другого человека, его эмоциональных переживаний, эмоциональному приобщению к его жизни, а также реализации помогающего поведения педагога, направленного на воспитанника в ситуациях общения и взаимодействия, выступающее в качестве гуманистической системы взаимоотношений и формирующееся в рамках этих отношений на практике.

Эмпатию определяют как профессионально значимое личностное качество для педагога [Коджаспирова и Коджаспиров, 2005. с. 298]. В сфере педагогического взаимодействия исследование эмпатии является особенно актуальной. В ходе педагогического взаимодействия или общения с коллегами мы можем встретиться не только с доброжелательным отношением, но также и с грубостью и злостью.

Важную роль педагогической эмпатии в отношениях между участниками образовательного процесса, в восприятии ими друг друга, в установлении взаимопонимания между ними отмечает Е.П. Ильин в книге «Эмоции и чувства» [Ильин, 2001.

с.365] подчёркивая, что вне зависимости от обстановки, главным требованием для учителя будет являться способность поставить себя на место обучающегося, а потом проанализировать собственные чувства, мысли, поведение.

Формированию эмпатийной культуры у учителей посвящено исследование Ю. В. Саламатиной, которая рассматривает педагогическую эмпатию как основную стратегию в деятельности педагога, подчёркивая, что педагог должен быть эмпатичен не только по отношению к отдельным «трудным» ученикам, а в общении со всеми учениками. Также автор отмечает, что эмпатия педагога помогает оказывать определенное воспитательное влияние и создавать такой психологический климат, при котором ученики смогли бы развивать качества личности, ориентированные на общечеловеческие ценности [Саламатина, 2012].

Считаем необходимым отметить, что наличие эмпатических навыков у педагога, способность понять и разделить чувства другого человека, играет ключевую роль в актуализации вышеупомянутой нами конфликтной компетенции. Педагог, обладая развитой эмпатией, может создать среду, где каждый ученик чувствуют себя уважаемым, услышанным и понятым, что способствует снижению уровня их тревожности и конфликтности в целом.

Недаром важность педагогической эмпатии в контексте многокультурного образования обсуждается во многих современных исследованиях [Kramsch, 1993; McAlinden, 2012; Abacioglu, et al. 2020; Ouedraogo, 2021; McAllister, & Irvine, 2023].

Помимо высокой педагогической и социальной значимости эмпатия входит в состав основных компетенций 21 века, как ключевой компонент межкультурной компетенции. Так, лингвистическая компетенция помимо фонематического, орфографического, лексического, грамматического и коммуникативного компонентов, также включает в себя компонент межкультурной осведомленности. Под межкультурной осведомленностью понимают совокупность знаний, навыков и отношения (attitude) к своей и другой культуре. Однако растет осознание того, что одной лишь культурной осведомленности далеко не достаточно, когда речь идёт о взаимодействии представителей различных культур, чьи ценности, картина мира, менталитет, поведение и привычки существенно отличаются от наших собственных. Именно межкультурно-маркированные эмпатические понятия и установки выступают инструментом для более успешной и эффективной глобальной коммуникации, содействуя взаимопониманию и уважению, признанию и оценке

культурных различий и преодолению стереотипов и предрассудков в отношении представителей других народов, и как следствие минимизируя психологические барьеры, связанные с межкультурным взаимодействием.

Способность к культурной эмпатии позволяет коммуникаторам сознательно и добровольно выходить из своей собственной системы культурных координат и активно проецировать себя в другую культуру, объективно и адекватно понять поведение, ценности, убеждения и мотивы друг друга, «увидеть мир глазами другого, услышать то, что он может слышать, почувствовать и пережить его внутренний мир», при этом не отказываясь от собственной точки зрения на ситуацию сохраняют свою отдельную культурную идентичность.

Таким образом, среди требований, выдвигаемых к современному педагогу, ИЯ, межкультурная эмпатия, на наш взгляд, занимает неотъемлемое место, и соответственно должна изучаться в образовательной программе по подготовке учителей ИЯ.

Подводя итог, можно сказать, что в современном цивилизованном обществе педагог это уникальная и своеобразная личность, сочетающая в себе ряд профессионально и личностно значимых качеств, свойств и умений. Среди которых: фундаментальная образованность, эрудиция, информированность, прогрессивность, развитое критическое, креативное, и проектное мышление, когнитивная и моральная готовность к работе с детьми, доброта, искренность, справедливость, эмпатия, постоянное стремление к личностной и профессиональной самореализации и саморазвитию, осознание личной гражданской ответственности за результаты своего труда с целью воспитания и подготовки нового поколения, способного поддерживать социальный, экономический и культурный прогресс нации.

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LINGUISTIC AESTHETICS AND RELATED CONCEPTS**Marifat Khusanova****Senior lecturer of Ferghana State University,****Doctor of philosophy (PhD) in philological sciences**

Abstract: When it comes to the aesthetics of language, it is important to consider the extent to which these concepts are directly and closely related to it in artistic speech, in terms of the hierarchical system of language. This article describes the views on the aesthetics of language and related concepts. It also reflects a comparison of the affective (expressive) and aesthetic functions of language, as well as the approaches of linguists to this topic.

Keywords: artistic speech, functions of language, individual approach, aesthetics of language, emotionality, artistic speech, affective function of language, aesthetic function of language.

Introduction

One of the first scholars to study linguistic aesthetics in detail was the Italian philosopher and politician Benedetto Croce, who in his book published in 1902 theoretically equated linguistics with aesthetics, the “science of beauty.” B. Croce believes that linguistic categories are as individual as aesthetic categories are individual.

Access

Later, the German philologist Karl Fossler tried to continue and develop the ideas of B. Croce. Fossler also considered language as a creation of individual individuals and approached language from the position of subjectivism.

In these years, the Swiss linguist Charles Balli, in his book "French Stylistics", sharply distinguished between the affective (expressive) and aesthetic functions of language. In his opinion, this aesthetic aspect of language should be studied by aesthetics and literary theory.

The great French linguist Antoine Mayet, in a review written in 1925, emphasizes the absolute importance of a deep study of the aesthetics of language for a general theory of language.

Reform analysis and methods

The question of what constitutes the concept of “aesthetics” in language, first of all, and how it is characterized, is natural and justified. In this regard, the following opinion of the great linguist R. A. Budagov is very important: “Esthetics” in relation to language and speech should be

understood as the conscious attitude of the speaker or writer not only to what he is saying and what he is writing about, but also to how he is saying and writing.”

Often, when talking about the aesthetics of language, one thinks only about the language of a particular writer. It is wrong to think that aesthetics is inherent only to the language of literary works, and that it is impossible to talk about the aesthetics of language outside of them. Because the basis of the aesthetics of language is based on the quality and nature of speech. In live speech, attention is often paid to how thoughts are expressed. With this attention, language, along with its communicative function, also manifests its aesthetic function. Therefore, language can participate with its aesthetic function not only in a work of art, but also outside it.¹⁷

Results and Discussion

"A literary text, unlike any non-fiction text, performs a special function - an aesthetic function, which is manifested in a complex interaction with the communicative function and is considered a decisive factor in the specific construction of the text."¹⁸ M. Yuldoshev says this about this: "In works devoted to the study of the language of a work of art, along with the term "expressive function" of language, terms such as "poetic function of language", "artistic function of language", and "aesthetic function of language" are also used.

However, it should also be said that the term "aesthetic function of language" is used relatively often in philological literature. This is natural, because the concept of aesthetic function can generalize a number of concepts, including expressiveness, artistry, poetics. In other words, the scope of the concept of aesthetic function is much wider than these concepts.¹⁹

"All that makes speech brighter, more expressive, more impressionable is expression. Hence, speech expressiveness is the means that make speech bright, expressive, pictorial impressionable"²⁰.

What conclusions do the above points allow to draw about these two terms? Maybe synonymous terms? At the same time, we found it necessary to reflect on the terms "aesthetic function" and "expressive function" of the language.

¹⁷ Abdurahmonov X, Mahmudov H. So'z estetikasi.- Toshkent.: "Fan", 1981. b. 4.

¹⁸ Гореликова М. И., Магомедова Д. М. Лингвистический анализ художественного текста. – Москва. «Русский язык», 1989. s-5.

¹⁹ Yo'ldoshev M. Badiiy matnning lisoniy tahlili. – Toshkent,: 2008. bb.7-8.

²⁰ Галкина-Федорук Е. М., Горшкова К. В., Шаиский Н. М. Современный русский язык. Т,1962.с.99.

First of all, when we pay attention to the lexical meaning of both terms, it helps to distinguish opinions. Expressionism is a French “ expression”. In addition, there is also the meaning of “ the power of expression of expressiveness“, that is,” speed”. A.I.Yefimov said:” the main sign of the artistic style, which stands out from other styles , is its aesthetic function, image and expressiveness, " referring to this meaning of the word. Aesthetics means “feeling” in Greek.

Therefore, both terms do not represent other-other concepts in relation to the function of the language. They reflect two sides of one concept. More precisely, expressiveness refers to the speaker, i.e., the means by which the lison reflects the owner's purpose, and more to the means by which he uses it with that purpose, while aestheticism refers to the desired, generated result in the listener, i.e. expressiveness serves to evoke aesthetic pleasure. Both together mean the same task, so that it would be more appropriate to use the term “aesthetic” in relation to the task of the language, and “expressiveness” in relation to the means of performing the same task. It is appropriate to say that the term “expressiveness”, which is used to refer to the function of language, is metonymically derived. At this point, we think that it will not be inappropriate for us to mention our opinion about another term used in Stylistics. Touching on the term expressiveness and emotionality also helps to express the feedback we want to say.

“Some linguists suggest that language has an emotional lexicon in its vocabulary, but no expressive lexicon. In their opinion, expressiveness is created on the basis of the special application of language units. Emotionality is only available in the language. Expressiveness, on the other hand, is evident in gestures, facial expressions, and in one's act, even in labor activity.

Expressiveness occurs when any word and other language units come out of their encirclement, are applied specifically for another purpose. Expressiveness is usually classified into two groups: expressive-emotional and expressive-subjective assessment meanings. Given that the signs of expressiveness are not identical in meaning, it was customary to divide the meaning of words into such types.”²¹

Expressive-emotionality is not isolated phenomena. In one of these phenomena, expressiveness is dominant, in the other, emotionality is dominant, and in another, both can be equal. Accordingly, it is advisable to call the first expressive, the second emotional, and the third expressive-emotional.

²¹ Галкина-Федорук Е. М., Горшкова К. В., Шаиский Н. М. Современный русский язык. Т. 1962.

Conclusion

Expression of emotion in language is always expressive, but expression in language is not always emotional. In other words, the relation of emotionality to expressiveness is the relation of the private state to the general state. Some scholars note the above cases, writing: "any emotionality is expressiveness. Therefore, the term "emotional-expressive" is used in science. The supplement states that the first meaning of" expression "is" expressiveness", while the second meaning is "the power of manifestation(of emotions)". The double term "emotional-expressive" also indicates a strong manifestation of the speaker's emotional attitude towards the concept in which the word expressive is meant in addition to expressiveness, that is, the term emotional-expressive serves to fully reflect the essence of the linguistic phenomenon.²²

"Expressiveness means gaining the power of influence of thought expression. All that makes speech brighter, more expressive, more impressionable is expression. Hence, speech expressiveness is the means that make speech bright, expressive, pictorial-impressionable."From this point of view, one can see the infinite possibilities of expression of expressiveness at all levels throughout the hierarchical system of language.

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DEVELOPING PUPILS' INTELLECTUAL COMPETENCES THROUGH INTERNATIONAL ASSESSMENT PROGRAMS

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Abstract. The article provides information on the content and essence of international assessment programs such as PISA, PIRLS, EGMA, EGRA, TIMSS and TALIS, discusses the issues of developing students' intellectual potential through international assessment programs. Also, government decisions within the framework of international assessment programs and their content are taken into account.

Keywords: international assessment programs, PISA, PIRLS, EGMA, EGRA, TIMSS, education, intellectual potential, foreign experience.

РАЗВИТИЕ ИНТЕЛЛЕКТУАЛЬНЫХ КОМПЕТЕНЦИЙ УЧАЩИХСЯ ПОСРЕДСТВОМ МЕЖДУНАРОДНЫХ ПРОГРАММ ОЦЕНКИ

Абстрактный. В статье представлена информация о содержании и сути международных программ оценки, таких как PISA, PIRLS, EGMA, EGRA, TIMSS, а также рассматриваются вопросы развития интеллектуального потенциала учащихся посредством международных программ оценки. Правительственные решения и их содержание также учитываются в рамках международных программ оценки.

Ключевые слова: международные программы оценки, PISA, PIRLS, EGMA, EGRA, TIMSS, TALIS, образование, интеллектуальный потенциал, зарубежный опыт.

INTRODUCTION : Education is an important process in the life of each of us. It plays an important role not only in personal development, but also in social development, helping a person

find his place in life. Education is the process of transferring knowledge, preparing students for life, developing thinking skills and teaching them independent thinking.

It would not be an exaggeration to say that today the educational process has become an integral part of our lives. Indeed, today civilization has reached its peak, and in order to adapt to the demands of time and the world, develop and become a qualified specialist in your profession, education must be continuous and of high quality. In order to improve the quality of education, it is important to study foreign experience, use its necessary parts that are suitable for our mentality, conduct a comparative analysis of the education systems of Uzbekistan and abroad, and establish cooperation with international educational organizations. The organization of the educational process on the basis of international cooperation is of great importance in the training of competitive personnel and the comprehensive development of the country. Review of relevant literature: The article uses the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 997 "On measures to organize international research in the field of assessing the quality of education in the public education system", as well as the work of U. Ismatov "International experience of assessment and its role in education" and related articles in the introduction to the article.

Research Methodology

Several international assessment programs have been implemented to improve the quality of education, compare education systems of countries around the world, eliminate shortcomings in the education system, determine the level of students' knowledge, educate a new generation of creative thinkers and increase their intellectual potential. Each of these programs has its own place and is carried out by age or class, assessing students in a specific subject. Below we will present several international assessment programs:

PISA (Programme for International Student Assessment) is a program that assesses the knowledge of 15-year-old students in reading, mathematics and natural sciences. This program was introduced in 1997 and was first conducted in 2000. The frequency is 3 years. The PISA survey is organized in partnership with the OECD (Organization for Economic Co-operation and Development). The survey asks questions on reading, mathematics and science, and tests students' ability to apply and use their knowledge in practice. PISA questions have 4 answer formats:

1. Single-answer tests;
2. Multiple-choice tests;

3. Short- or long-answer questions;

4. Student opinion on the issue, i.e. the ability to apply their knowledge in life.

The PISA survey not only tests students' knowledge, but also encourages them to think creatively

PIRLS (Progress in International Reading Literacy Study) is a program that assesses the reading literacy and reading comprehension of 4th grade students, and its frequency is 5 years. The PIRLS study was first conducted in 2001. The international assessment program PIRLS is conducted by the IEA (International Association for the Evaluation of Educational Achievement). The PIRLS study allows for international comparisons of the reading skills and reading comprehension of primary school students. During the study, students are provided with a text. The text will consist of an average of 500-800 words and 400-500 words for countries with low reading literacy levels. The first PIRLS study in 2001 included 35 countries. The 2021 PIRLS study has expanded its coverage and now includes 57 countries. Uzbekistan also participated in the 2021 PIRLS study for the first time. EGMA (Early Grade Mathematics Assessment) is a program that assesses the knowledge and skills acquired by primary school students in mathematics. The main goal of EGMA is to develop logical thinking skills, develop mental arithmetic and improve mathematical literacy of students in grades 2-4. The study is conducted by USAID (United States Agency for International Development). EGMA questions are divided into the following types:

- Number identification (number detection);
- Thinking about size;
- Addition and subtraction, etc.

EGRA (Early Grade Reading Assessment) is a survey that measures the reading literacy of primary school students and was first developed in 2006. To date, the survey has been conducted in more than 70 countries. The goal of the study is to determine how reading skills are developing, to determine reading literacy and to conduct a comparative analysis. The EGRA survey is conducted individually, a specially formed committee consists of a researcher and a student. It would not be an exaggeration to say that the international assessment program EGRA is a preparatory stage for the PIRLS study. However, EGMA, unlike PIRLS, is taken orally. The study identified the following student abilities:

- The student's ability to understand the text he or she is reading;
- The student's ability to read the text and answer questions about the text;
- The ability to pronounce sounds correctly, read fluently and expressively.

TIMSS (Trends in International Mathematics and Science Studies) - assesses the achievements of students in grades 4 and 8 in mathematics and natural sciences. TIMSS is organized by the IEA (International Association for the Evaluation of Educational Achievement). The TIMSS survey is conducted every 4 years. The first periodical edition was founded in 1995. TIMSS assesses the knowledge and skills, academic performance and interests of students in grades 4–8 in mathematics and natural sciences. The methods of the international assessment study TIMSS include:

- Positive test results;
- Surveys;
- Methodological support;
- Software.

TIMSS not only assesses students, but also studies factors related to the learning process, educational content, teacher capabilities, and student families.

The above-mentioned international assessment programs play an important role in enhancing students' intellectual potential. These programs test the effectiveness of the education system by assessing knowledge and skills based on global standards. In addition, by studying international experience and implementing the best system, students not only gain knowledge, but also develop analytical, problem-solving, and creative thinking skills. International assessment programs are an essential tool for improving the quality of the educational process and maximizing students' potential.

ANALYSIS AND RESULTS

International assessment programs compare education systems and student learning levels in different countries and record the results. Uzbekistan also participates in international assessment programs for its education system. In particular, Uzbekistan took part in the TIMSS

2023 study for the first time. As a result, 8th-grade students took 39th place out of 44 countries, and 4th-grade students took 50th place out of 58 countries.

The country also took part in the PISA 2022 study, ranking 72nd out of 81 countries in mathematics and 80th in science. It is no exaggeration to say that the results clearly demonstrate the shortcomings in our country's education system.

In order to organize international research in the field of assessing the quality of education in the public education system of the republic, establishing international relations, comprehensive support and stimulation of research and innovation activities of students and youth, and above all, creative ideas and creativity of the younger generation, the Cabinet of Ministers of the Republic of Uzbekistan adopted Resolution No. 997 of 2018. The main tasks and areas of activity of the National Center for International Studies of Education Quality Assessment under the State Inspectorate for Quality Control in Education for participation in international studies on the above-mentioned international assessment programs are:

noted.

- Uzbekistan in the organization and coordination of international research

Participate as a national representative of the Republic;

- in the education system, reading, mathematics and natural sciences

development of innovative methods for improving literacy and

conducting scientific research aimed at implementation;

- establishing international relations in the field of education quality assessment, international

development and implementation of projects, international scientific conferences and

participation in organizing and holding symposia;

- conducting fundamental and applied research in the field of education quality assessment;

- conducting research on education quality assessment, scientifically and methodologically support;

- participation of general secondary education institutions in international studies

ensuring successful participation;

- Registered in international assessment programs of the Republic of Uzbekistan comparative comparison of results with the results of other countries;
- systematic implementation of international assessment programs in the educational process monitoring, dissemination of best practices in this area, as well as in the development of recommendations and guidelines for educational institutions based on participation;
- study using innovative teaching methods, teaching staff in mathematics and natural sciences Preparation of educational and methodological recommendations for advanced training.

To this end, a study of the abilities and talents of first-year students of general secondary education institutions will be conducted jointly with the National Center by February 1, 2019.

Identify and develop literacy skills of students, starting from the 1st grade participation in international assessment programs and competitions

A number of tasks were set for the development of the support program.

- based on the results of international studies on reading, mathematics and natural science programs and educational literature make changes and additions to the content;
- issues in the field of international research assessment programs creation of a national database and its integration into curricula;
- improvement of the national system for assessing student literacy and assess the formation of practical skills in the 2019-2021 academic year systematic conduct of target tests;
- issues in the field of international research assessment programs additional methodological manual based on the curriculum it includes and creation of literature;
- The Republic of Karakalpakstan, regional centers and the city of Tashkent

and conduct international research in each district (city)

Definition of target basic schools;

- prepare talented teachers in secondary schools around the world

participation in scientific research on assessment programs;

- equipping general secondary education institutions with modern information and communication technologies

equipped with tools and connected to the World Wide Web

inventory of the situation and elimination of existing problems

take action;

The decisions taken serve to assess the quality of education in our country and increase its status in the international arena. Also, based on the decisions taken, the education system in schools will gradually develop according to the model of the education systems of developed countries. As a result, Uzbekistan also demonstrates high results in international assessment programs.

The main goal of participation in scientific research is not only to achieve high results, but also to eliminate shortcomings in the education system, develop the intellectual potential of students. The main goal of international assessment programs is to stimulate students' creative thinking, increase their intellectual potential, acquire modern knowledge and prepare competitive personnel.

If we turn to the questions of international assessment programs, the question posed in the PISA study in natural sciences sounds like this: how do you imagine the bicycle of the future? Describe your vision of the bicycle of the future.

It is through this single question that students are encouraged to think, imagine, using theoretical knowledge, and express their inner world outwardly. In addition to developing thinking, the study is aimed at increasing students' intellectual abilities through open questions, choosing the right answer from several and making informed decisions.

CONCLUSION :

The above studies are very important for the education system and allow improving the quality of education by assessing and monitoring the development of the education sector, as in

foreign countries, as well as implementing a modern and optimal education system using digital technologies. It is important to introduce new assessment criteria into the education system of Uzbekistan, taking a step forward, using international experience.

The implemented reforms not only contribute to achieving high ratings in international studies, but also to increasing the intellectual potential of students. After all, all the reforms that are being implemented today are the cornerstone for the future generation, for the youth of the new era.

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UNDERSTANDING AND MITIGATING SUPPLY CHAIN DISRUPTIONS

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This article presents a comprehensive analysis of supply chain disruptions and explores strategies to mitigate their impacts. It begins by emphasizing the critical role supply chains play in global trade and economic stability, the connection and interdependence between economic growth and international trade, highlighting their vulnerability to diverse disruptions such as pandemics, geopolitical tensions, technological challenges, and natural disasters.

Keywords: *supply chain, disruptions, COVID-19, global trade, resilience, diversification, sustainability, technology.*

ПОНИМАНИЕ И СМЯГЧЕНИЕ СБОЕВ В ЦЕПОЧКЕ ПОСТАВОК

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В этой статье представлен всесторонний анализ сбоев в цепочке поставок и рассматриваются стратегии смягчения их последствий. Она начинается с подчеркивания важнейшей роли цепочек поставок в глобальной торговле и экономической стабильности, связи и взаимозависимости между экономическим ростом и международной торговлей, подчеркивая их уязвимость к различным сбоям, таким как пандемии, геополитическая напряженность, технологические проблемы и стихийные бедствия.

Ключевые слова: *цепочка поставок, сбои, COVID-19, глобальная торговля, устойчивость, диверсификация, устойчивость, технологии.*

In our modern society, supply chains are one of the most important parts of international trade, that provides countries all over the world with access to global markets. These chains act as a connecting link between members of global trade and essential for economic stability, yet they are very vulnerable to different types of disruptions, be it natural disasters, political restrictions or tensions between countries, and even pandemic events, such as recent COVID-19. This essay

analyzes and explores the nature of such supply chains, their fragility and examines strategies to enhance resilience and adaptability.

Remembering the effect of COVID-19 pandemic on the situation in the world, we can for sure claim that every country over the world underwent through isolation from each other. And this insulating effect of pandemic had huge impact on international trade, by creating invisible barriers which slowed down the development of global market. Due to this, many companies from small businesses to big international corporations were closed down. One example is Trans States Airlines - a regional airline from Missouri, whose operations ceased on April 1, 2020 due to a shortage of pilot.ⁱ As countries imposed lockdowns to contain virus from spreading and exacerbating the situation, it's epicenter China, experienced biggest losses in trading sphere and significant production halts, as it appears to be the largest global market supplierⁱⁱ, serving as a primary source of manufacturing and raw materials for numerous industries.

Not moving far away from China, one of the most notable spheres that was hugely affected by pandemic was automotive manufacturing sector. A consequent shut downs of car spare-part factories in Wuhan, significant automotive hub, led to the occurrence of shortages of components like semiconductors, which are critical for vehicle manufacturing. Obviously, this shortage got beyond the borders of China and caused in production delays and increased costs. Similarly, the electronics industry experienced severe shortages in components, exacerbated by increased demand for remote work and learning technologies.

From increased demand of remote work, we can move to the next connected issue - labor shortage, as COVID-19 resulted in restrictions of workforce mobilityⁱⁱⁱ. Logistics networks faced congestion as container ships sat idle due to a lack of dock space and personnel. Shipping costs skyrocketed as companies struggled to secure limited cargo space.

Overall, we can count the effects of COVID-19 pandemic for a long time, but it is not the only thing that somehow influences supply chain. The next situation which directly impacts international trade is fluctuation in political relationships. Geopolitical tensions have long posed several challenges to global trade, and US - China trade war is a good example for this. Started in 2018, this conflict resulted in introduction of tariffs^{iv} on a various spectre of goods, which created uncertainty and led to soaring of operational costs for businesses involved in international trading network. Thus, companies were forced to obey newly implemented tariffs simultaneously mitigating its impact on their bottom lines.

This trade conflict made impacted companies accelerate their efforts to diversify their supply chains by establishing new manufacturing bases in Southeast Asia, Latin America and Africa. Such diversification not only reduces dependence on single market but also enhances the overall resilience by spreading the risks of conflict across bigger amount of markets. In addition to that, this conflict made countries to revise their trade policies and strengthen their markets in order to be prepared for future conflicts and geopolitical shocks.

As we see, regional instability and conflicts can violate the policies of supply chains, mainly for companies reliant on specific raw materials. Sanctions and trade restrictions undoubtedly lead to supply shortages, increased costs and operational challenges. One of the most influenced by such conflicts sector is energy sector, with gas and oil supplies being a target during conflicts between countries. The best example among recent events is Russia - Ukraine conflict. In response to American sanctions, Russia, being the biggest supplier in energy sector, limited export of oil, which in turn resulted in increasing of costs for it and in addition to that, many European countries faced natural gas deficit which also was reason to rising price for gas. This consequence of events reasoned the increase of demand for electricity and eventually the price for it.

Obviously, it may seem that supply chain is mostly affected by negative situations in the world such as political conflicts or global virus spread. However, even technologies, that are meant to be the engine of progress may act as a barrier for development of supply chains. On the one hand, the rise of automation in factories and development of artificial intelligence significantly contributed in optimization of manufacturing processes, reducing costs and improving efficiency. The use of AI in assembly lines facilitated calculations and increased cost efficiency by reducing excess production. On the other hand, it increased dependence of manufacturers on technologies, which introduced new edges of vulnerability - cyberattacks, that has great impact on supply chains. The great example is ransomware attack on Colonial Pipelines in 2021. The attackers gained access to the system by means of a compromised password for a disused VPN account. The account did not have multi-factor authentication enabled. The main target of hackers was to hack the billing system of the company. As a result, company had to shut down some operations to prevent further attacks. However, the billing system was already taken down, so in order to carry on their operations, company paid hackers around 4.4 million dollars in exchange for a decryption tool. Such incidents show that even in quickly modernizing world, entities still have vulnerabilities and should always be on alert. Despite these challenges, technologies remain as the main enabler of

advancement and supply chain resilience which just needs proper use. The great example is usage of AI which is highlighted further.

Another player that can disrupt the trade is nature. Natural disasters appear to be a big threat for supply chains with climate change exacerbating the frequency and severity of these events. Obviously, hurricanes, floods, wildfires, and other extreme weather events can disrupt production, damage infrastructure, and sever transportation links, leading to significant economic losses. As a response to these events, companies are implementing sustainable practices such as said above - diversifying geographical locations of factories to mitigate consequences of natural disasters. Furthermore, adopting economical and ecological principles such as recycling, reusing and etc. may reduce overproducing and for sure, excess dependency on technologies, reducing operational costs in the end and open space for investing saved money in enhancing sustainability.

Continuously facing such problems, companies are increasingly reinforcing their focus on upgrading their stability and resilience to be always prepared for challenges. There are plenty of strategies that companies use to strengthen their positions in global market, and diversification of suppliers and increasing local production are key strategies highly being adopted nowadays. Also the shifts from Just-in-Time to Just-in-Case management and vice versa allows companies to maintain stocks of critically important components, providing a “shield” against unforeseen disruptions. Last, but not least aspect of international business that should be highly focused on is advanced analytics and preparation of predictive models of market. Deeply examining the situation in global market helps companies to be aware of possible threats, thus prepare appropriate strategy. It not only empowers the resilience of companies and supply chains of course, but reduces the chance of occurrence of uncertainty and economical stagnation.

Many corporations these days are already implementing these strategies and one example is Toyota - huge automotive manufacturer. In response to COVID-19, Toyota, having Just-in-Time management, increased the level of critical inventory and diversified its supplier base, which helped the company to maintain its position and continue production despite such challenges.

Another example is world widely known Apple corporation which also invested heavily in diversification of supplement markets to avoid dependence on a single supplier. Furthermore, company uses 100% of recycled aluminum in its products, demonstrating the leadership in sustainable supply chain practices.

Company which practices technological advancement and makes progress is Unilever. This consumer goods company invested in technological analyzing tools and AI to predict the demand

for goods and be ready for market threats. Its commitment to innovative development enabled Unilever to become more resilient and strengthen its supply chain.

As our world evolves and countries create strong relations, global activities as trade and goods supplement will need proper observation. Companies facing various challenges will be more resilient in the future as every challenge needs individual approach that can be found only through deep analysis of market and situation in general, which in turn, enables companies to be more creative and come up with different, more adaptable strategies. All in all, challenge is a significant engine of progress itself that creates opportunities for innovations and growth of companies. As global interconnection continues developing, companies will always have opportunity to build a successful supply chains and be adaptable to any changes and disruptions.

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THE ESSENCE OF REFLEXIVE COMPETENCE: CONTENT, COMPONENTS, LEVELS OF DEVELOPMENT AND STRUCTURAL-FUNCTIONAL MODEL

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Annotation: Pedagogical reflection is not only a reflective position of the future teacher in relation to himself, but also professional self-realization, in which reflection acts as a means and way to solve the problem.

Keywords: component, student, reflection, teacher

Reflexive competence has a special place and significance in the professional competence of the future teacher of professional education. In most cases, the main function of reflexive competence is considered to be related to self-control and evaluation activities.

The effectiveness of reflexive competence in this case is determined by the ability of the future teacher to analyze his behavior, decisions, behavior, activity, understand and re-understand it, assess whether the goals are set correctly and whether methods, tools and experience are used effectively. However, often the main condition for the appearance of reflex is difficulty in activity, which can be overcome by separation and awareness. Therefore, pedagogical reflection is the professional self-awareness that not only remains a reflexive position of the prospective teacher in relation to himself, but that reflection manifests itself as a means and way to solve the problem.

We include the following in the systematic-substantive components of reflexive competence: Reflection on the valuable aspects of pedagogical activity: the future teacher adequately understands the importance and content of pedagogical activity, their place in professional-pedagogical culture; understands and implements the values of pedagogical activity at an informational, emotional and behavioral level; realizes the personal meaning of pedagogical activity, etc.

Reflection on the professional-personal potential of the future teacher: the future teacher is focused on the development of his creative professional personality; has personal qualities as a developed subject, has a clearly expressed professional position; independently puts and solves theoretical-

practical pedagogical tasks. Professional-pedagogical responsible reflection: the future teacher demonstrates a conscious, mature life and professional position; shows accuracy and accuracy in fulfilling professional obligations; demonstrates the development of self-control and assessment skills of students' educational activities, etc.

Pedagogical-practical reflection: the future teacher evaluates and re-realizes the specific situation of the lesson with the aim of making appropriate decisions; evaluates the effectiveness of methods for controlling the robustness of mastering educational materials; demonstrates the ability to predict the development of the pedagogical situation, analyzes, evaluates and corrects the set goals and objectives of the lesson in the event. Thus, pedagogical reflection is the professional self-realization in which, rather than remaining a reflexive position of the teacher in relation to himself, reflection manifests itself as a means and way to solve the problem.

Future teachers of the person's immediate professional self itself of the chamber means the structural part as following the functions it performs:

- a) design and pedagogical activities of planning and organization to;
- b) organizational-pedagogical process participants between the effective interaction effects of carrying for the most comfortable environment to create;
- c) teaching the communicative process of the subjects between effective communication in terms of;
- d) sense -to create activities and interaction effects of the skills of the meaning of the formation;
- e) motivational-kids learning activities, self - improvement and personal growth, encourage them to necessary conditions to create;
- f) correction — interaction effects and activity possible the changes in stimulation [4].

The above features simbioz in the works, this is a multiple structural parts consist which full teaching is not allowed. kompetentsiyaning complex formation ensures: cognitive, personal, and operating. Their essence is above us by a right-on is not allowed. kompetentsiya function is opened is given.

Future teachers of professional self itself realizing it " " - from the image formed composed of the necessary structural parts of the collection, for example:

- * "I'm actual" - present in the moment self to realize and receive to;
- "Covers including" -selected professional field in relation to yourself to see and evaluate;
- "I am perfect" -the future in their field expert as yourself, show to;

* " Otherwise further"— yourself and professional as evaluation, as well as colleagues, parents, administration , and others by the teacher to the person of the relationship into account take. [3]. Future teachers teaching the process of the internal activity of the formation help to give, self-development and self- educate, too professional, too personal areas based on be should.Of these, all with their own capabilities, the quality to change, thinking adaptation, their activities, creative approach to contribute to it is added, that is.personal and pedagogical potential of society to the modern trends and requirements of the answer provides. This mental health, the completed work from the high - level satisfaction and life, the power of the inexhaustible source keep stay to entire professional travel during help which high - level skills and professional with reach can that means , which is not allowed. kompetentsiya.

Professional self of itself to realize the complexity of difficulty certain a life strategy and it's the place when you appear it will.Otherwise much further the role that iboratk, to himself, look, true desires and needs through the person himself fully be realised and to improve push may that the direction in choosing your help to give.

In so doing, the professional self- consciousness and is not allowed. kompetentsiya between direct issues related to defining the patterns of the appearance is.This pattern in these two forms outlined continuous at a, to each other certain a connection lies, this future teacher's personality gradual full development determines.

Reflexive competence is carried out in solving professional tasks based on certain types of pedagogical strategies (personal approaches).Productive strategies for solving professional-pedagogical situations are characterized by analytics. In the process of performing educational tasks, as well as in professional and pedagogical activities, such a strategy makes it possible to see the smallest details of the pedagogical situation, whereas strategies aimed at accepting the situation only in a general way do not provide such an opportunity. In addition, the productive strategy is characterized by flexibility, emotional stability, conservatism (not radicalism), sensitivity in contrast to toughness.

And the reproductive strategies for solving professional-pedagogical situations are characterized by the inability to distinguish between the professional-pedagogical situation (synthetics), inertia of thoughts, emotional instability, radicalism, toughness in decision-making. From the point of view of a systematic approach, the reflexive competence of the future teacher can be defined as an integral, dynamic, structural-level structure of an individual.

This includes: reflection on the valuable aspects of pedagogical activity, reflection on professional-personal potential, reflection on professional-pedagogical responsibility, pedagogical-practical reflection, reflection formed as a result of the activities of the future teacher as a subject of pedagogical activity and composed in the process of targeted education in a higher educational institution. From a functional point of view, the reflexive competence of the future teacher is an integrated unit of structural components, which have a level description and are carried out by the individual in the form of certain types of strategies for solving professional — pedagogical situations.

Reflexive competence is the ability of an educator to analyze their activities, decisions, methods and techniques used in the educational process. This competence is important for the personal and professional development of the educator, increasing his abilities for self-assessment, adaptation to changes, creative approach and solving pedagogical problems. The components of reflexive competence are divided into four main parts: reflection on the valuable aspects of pedagogical activity: this component is due to the fact that the educator analyzes the meanings and values in his pedagogical activity, determines his professional orientation and reflects social and personal meanings in his activities. professional-personal potential reflexion: this component is associated with the development of the personal and professional potential of the educator, the realization of his strengths and weaknesses, the formation of a professional position and the development of his creative activity. professional-pedagogical responsible reflection: this component includes the teacher's responsible approach to his professional obligations, the ability to effectively organize and manage the educational process.

The analysis, evaluation and self-control of students' learning activities are also studied within the framework of this component. professional-practical reflexion: this component reflects the abilities of the educator to assess and re-understand specific lesson situations. The educator analyzes the effectiveness of the lesson and seeks to improve its activities, using various methods and techniques to solve the problems arising in the educational process. Degrees of formation of reflexive competence: adaptive level: this level is the initial stage of reflection, indicating that the educator has a general idea of their activities and has a partial understanding of the activities.

The educator faces difficulties in realizing problems and analyzing them in the course of the lesson. Pragmatic level: this level represents the middle level of reflection. The educator is characterized by an in-depth analysis of pedagogical situations, effective organization of goals and objectives in the course process and the application of practical approaches to solving problems. integrative

level: it is a higher level, indicating that the reflexive competence of the educator is fully developed.

The professional position of the educator is clear, able to deeply analyze his activities, has a creative approach and can effectively solve various pedagogical problems. At this level, the teacher seeks to constantly develop himself and his activities.

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MOTIVATION IN LANGUAGE LEARNING

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Annotation. *This article's main focus has been motivation, and with good reason. By adding relevance, cultural immersion, and dynamic involvement to the learning process, authentic video materials are effective motivational tools. The stories, actual events, and cultural settings that are depicted in videos serve as sources of inspiration for learners. Learners are propelled past the difficulties of language learning by this internal motivation, which is ignited by the genuine use of language.*

Keywords: *Catalyst, enthusiasm, exploration delves, intrinsic motivation, personal satisfaction, acquisition, instrumental motivation, incorporating learners, roadmap, adequate, dynamic, multifaceted.*

INTRODUCTION

Motivation is a driving force that underpins the entire process of language learning. It serves as the catalyst that propels individuals to engage with the complexities of acquiring a new language. In the realm of language education, motivation plays a pivotal role, influencing not only the initial decision to embark on the language learning journey but also the persistence, effort, and enthusiasm that learners invest along the way. This exploration delves into the multifaceted nature of motivation in language learning, examining its types, sources, and the critical impact it has on learners' success.

Types of Motivation in Language Learning**1. Intrinsic Motivation²³:**

Intrinsic motivation originates from within the individual. It is the innate desire to learn and master a language for personal satisfaction, curiosity, or a sense of accomplishment. Learners with

²³ "Using Authentic Video in the Language Classroom: A Teacher's Guide" by Jane Sherman and Debra Holman (2009) 192 pages

high intrinsic motivation are driven by an internal reward system, finding joy in the process of language acquisition itself.

2. Extrinsic Motivation:

Extrinsic motivation, on the other hand, stems from external factors such as rewards, recognition, or social approval. Learners may be motivated by the prospect of good grades, certificates, or the acknowledgment of their language skills by peers and mentors. While extrinsic motivation can provide tangible incentives, its effectiveness may diminish if not complemented by intrinsic motivation

3. Instrumental Motivation:

Instrumental motivation is driven by practical goals or utilitarian purposes. Learners with instrumental motivation see the language as a means to an end, such as securing a job, traveling, or fulfilling academic requirements. The focus here is on the tangible benefits that language proficiency can bring in specific contexts.

METHODOLOGY

Recognizing and celebrating learners' achievements, whether big or small, contributes to motivation. Milestones can include successful completion of a language level, effective communication in a specific context, or any other measurable progress.

Integrating cultural elements into language learning fosters integrative motivation. Exposure to cultural aspects through films, music, cuisine, and traditions deepens learners' connection to the language, making the learning experience more enriching.

Learners are unique individuals with diverse backgrounds, learning styles, and preferences. Tailoring motivational strategies to accommodate these individual differences requires flexibility and a personalized approach.

External factors, such as societal expectations, economic pressures, or cultural attitudes towards language learning, can impact motivation. Educators and institutions should be mindful of these influences and work towards mitigating any negative effects on learners' motivation.

Excessive demands or unrealistic expectations can lead to burnout and overwhelm, negatively affecting motivation. Striking a balance between challenging learners and providing adequate support is essential to prevent fatigue and maintain sustained motivation.

DISCUSSION AND RESULTS

Motivated learners generally exhibit positive attitudes towards the language learning process. They view challenges as opportunities for growth, approach feedback constructively, and maintain a positive outlook even in the face of setbacks. This positive mindset contributes to emotional well-being and a sense of accomplishment. Setting clear, achievable goals provides learners with a sense of direction and purpose. Whether the goal is to hold a basic conversation, travel independently, or master advanced language skills, having a roadmap helps anchor motivation.

A positive and supportive learning environment is conducive to motivation. Teachers and peers play a vital role in fostering encouragement, providing constructive feedback, and creating a sense of community within the language learning space.

Recognizing and incorporating learners' diverse interests into the curriculum can enhance motivation. Tailoring lessons to include topics or materials that resonate with individual preferences makes the learning experience more enjoyable and relevant.

Selecting relevant and engaging video content is crucial. Educators should curate materials that align with learners' proficiency levels, interests, and cultural sensitivities. This curated approach ensures that videos contribute meaningfully to the language learning experience.²⁴

CONCLUSION

Motivation stands as the cornerstone of successful language learning. Its dynamic and multifaceted nature encompasses various types, sources, and impacts on the learning process. Recognizing the individual and contextual factors that influence motivation allows educators and learners to implement strategies that foster a positive and enduring commitment to language acquisition. As language learning continues to evolve in diverse educational landscapes, the role of motivation remains central, shaping the experiences and outcomes of learners on their linguistic journeys. Whether driven by intrinsic curiosity, extrinsic rewards, cultural connections, or practical applications, motivation serves as the catalyst that transforms language learning from a mere academic pursuit into a lifelong, enriching adventure.

²⁴ "Learning Teaching: The Essential Guide to English Language Teaching" by Jim Scrivener (2011) 416 pages

Sustaining learners' attention throughout video content can be challenging, especially if the videos are lengthy or monotonous. Incorporating interactive elements, pausing for discussions, or breaking down longer videos into shorter segments helps maintain learner engagement.²⁵

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²⁵ "Teaching Languages with Technology: Communicative Approaches to Interactive Whiteboard Use" by Lee Hart and Angela Healy (2009) 176 pages

THE ROLE OF WOMEN IN THEATRE

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Annotation. *This article examines the text explores women's roles in Victorian theatre and literature, highlighting both restrictions and opportunities. It discusses how societal norms shaped their participation in the arts while noting the rise of actresses, playwrights, and feminist theatre movements. Sarah Siddons, Ellen Terry, and Elizabeth Inchbald are mentioned as key figures. In literature, women were often portrayed through the "angel in the house" ideal, emphasizing domesticity and purity. However, authors like Charlotte Brontë challenged these norms, portraying strong female characters like Jane Eyre. The discussion links these themes to broader social changes, industrialization, and feminist movements, showing how Victorian literature and theatre both reinforced and questioned gender roles.*

Keywords: *The Victorian era, industrialization, urbanization, portrayal, directors, altered, traditional, multifaceted, actresses, playwrights, resonate, selfless, devoted, pure.*

INTRODUCTION

The study of the role of women in theatre and their representation in Victorian literature reveals a complex interplay of societal norms, gender expectations, and evolving cultural landscapes. The Victorian era, known for its strict moral codes and gender roles, presented both constraints and opportunities for women in the arts. This coursework aims to explore these dual aspects, delving into the contributions of women to theatre and their portrayal in literature during this transformative period. The Victorian era spanned from 1837 to 1901, coinciding with the reign of Queen Victoria. This period was characterized by significant social, economic, and cultural changes. Industrialization and urbanization altered the traditional way of life, and these shifts were reflected in the arts. Theatre, as a popular form of entertainment, was deeply influenced by these societal changes. Women, who were often confined to domestic roles, began to find new avenues for expression and participation in the arts, particularly theatre. The role of women in theatre during the Victorian era was multifaceted. Actresses, playwrights, and directors began to emerge,

challenging the traditional male dominance in the field. Women like Sarah Siddons and Ellen Terry became iconic figures, not only for their performances but also for their ability to navigate and negotiate the restrictive social norms of their time. Inchbald's plays, such as "Lovers' Vows," were well-received and provided a platform for discussing issues related to women's roles and rights²⁶.

METHODOLOGY

In addition to individual contributions, the Victorian era saw the rise of women's theatre groups and organizations. These groups provided a space for women to experiment with different forms of theatrical expression and to advocate for social and political change. The feminist theatre movement, which gained momentum in the late 19th century, was instrumental in challenging traditional narratives and promoting women's voices in the arts. This movement laid the groundwork for future advancements in gender equality in theatre. The representation of women in Victorian literature offers another rich area of exploration. Victorian literature often reflected and reinforced the prevailing societal attitudes towards gender. Women were frequently depicted in roles that emphasized their domestic responsibilities and moral purity. However, literature also served as a medium for questioning and critiquing these roles.

Brontë's portrayal of Jane as a strong, self-reliant woman was revolutionary for its time and has continued to resonate with readers²⁷.

One of the most prominent themes in Victorian literature was the "angel in the house" ideal. Coined by Coventry Patmore in his poem of the same name, this concept encapsulated the Victorian ideal of womanhood: selfless, devoted, and pure. The "angel in the house" was the epitome of domestic virtue, whose primary role was to create a moral and nurturing home environment. This ideal was perpetuated in countless literary works, reinforcing the notion that a woman's place was in the home, subordinate to her husband.

DISCUSSION AND RESULTS

The New Woman movement of the late 19th century further complicated the representation of women in Victorian literature. This movement, which advocated for greater independence and rights for women, found expression in the works of writers like Sarah Grand and Olive Schreiner. The New Woman was often depicted as educated, career-oriented, and determined to break free

²⁶ Taylor, Jenny Bourne. *In the Secret Theatre of Home: Wilkie Collins, Sensation Narrative, and Nineteenth-Century Psychology*. Routledge, 1988.

²⁷ Stone, Marjorie J. *The Family, Sex, and Marriage in England, 1500-1800*. Harper & Row, 1977.

from traditional constraints. While these portrayals were sometimes controversial and met with resistance, they played a crucial role in expanding the scope of female representation in literature. In theatre, the depiction of women underwent similar transformations. Early Victorian plays often featured stereotypical female characters, such as the virtuous maiden, the devoted wife, or the fallen woman. These characters were typically defined by their relationships with men and their adherence to or deviation from societal norms. However, as the century progressed, playwrights began to experiment with more nuanced and diverse portrayals of women. Henrik Ibsen, though not British, had a profound influence Victorian theatre with his realistic and socially critical plays. His work often centered on the struggles of women against the constraints of a patriarchal society.

CONCLUSION

In summary, The interplay between societal norms and the arts in the Victorian era reveals a dynamic and evolving landscape. Women in theatre and literature navigated a complex array of challenges and opportunities, contributing to a gradual but significant shift in cultural perceptions and representations of gender. Their efforts laid the groundwork for future generations and helped to pave the way for greater gender equality in the arts. The role of women in theatre and their portrayal in Victorian literature encapsulate a period of profound change and ongoing tension. While the Victorian era imposed strict gender roles and expectations, it also witnessed the emergence of women who challenged these constraints and sought to redefine their place in society and the arts. The contributions of actresses, playwrights, and authors, alongside the evolving representation of female characters, highlight a dynamic and multifaceted narrative of progress and resistance. This period of transformation continues to resonate, offering valuable insights into the complexities of gender and the power of artistic expression in shaping societal change²⁸.

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ROLE OF METONYMY IN LITERATURE AND RHETORIC

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Annotation. *This article examines the metonymy in rhetoric serves multiple functions, including simplifying complex concepts, building emotional connections, strengthening arguments, and establishing credibility. By employing metonymy, speakers can make their message more engaging, memorable, and convincing through the use of familiar symbols, objects, or places that deeply resonate with the audience. Whether the goal is to inspire patriotism, criticize an institution, or express a collective feeling, metonymy enhances the speaker's ability to communicate with clarity and impact. Utilizing this rhetorical device allows speakers to not only influence how their message is perceived but also to connect with their audience in a more powerful and engaging manner.*

Keywords: *monarchy, employed, metonymy, wall street, deepen, perception, literature is its contribution, creation, atmosphere ,emotional, engagement, growth, transformation, renewal, subtly, reinforcing, narrative, unfolds.*

INTRODUCTION

Metonymy plays a significant role in both literature and rhetoric by enhancing expression, creating connections between ideas, and adding layers of meaning. Here's an exploration of its role in each context:

Metonymy is a crucial figure of speech in literature, where it is used to add richness, complexity, and emotional resonance to a text. It functions by substituting a word or phrase with another that is closely associated with it, and through this relationship, it conveys meaning in a more layered or condensed manner. Writers have long employed metonymy to enhance their narratives, evoke powerful imagery, and deepen thematic explorations. By examining the role of metonymy in

literature, we can gain insight into how it shapes characters, settings, symbols, and themes, helping to create more impactful and engaging works²⁹.

At its core, metonymy provides writers with a way to simplify complex ideas, make connections, and draw attention to underlying themes without needing to provide explicit explanations. For instance, referring to “the crown” instead of “the king” or “the monarchy” does more than just replace one word with another.

METHODOLOGY

One of the most important aspects of metonymy in literature is its ability to convey social, political, and cultural commentary. Writers often use metonymic references to critique the systems and structures that shape their societies. For example, “Hollywood” in literature can refer not just to the physical location, but to the larger film industry and, by extension, the values, ideologies, and excesses that it represents. Similarly, “Wall Street” can serve as a metonym for the financial systems, often carrying connotations of greed, power, and corporate influence. Through these metonymic devices, authors are able to indirectly address societal issues, comment on the nature of power, and explore the impact of certain institutions or industries on individuals and communities.

Another key role of metonymy in literature is its contribution to the creation of atmosphere and emotional engagement. Writers use metonymy to draw attention to the feelings and moods they wish to evoke in the reader. Consider how the phrase “the cold steel of the gun” goes beyond a simple reference to the weapon itself. By invoking the coldness of steel, the writer not only describes the physical object but also hints at the sense of danger, detachment, and violence associated with it.

Similarly, “the weight of the crown” doesn’t just refer to the literal heaviness of a crown but also alludes to the burdens of responsibility and the emotional toll of leadership. In both examples, metonymy adds depth to the emotional landscape of the story, engaging the reader’s senses and emotions.

Another key aspect of metonymy in rhetoric is its ability to condense complex or lengthy concepts into more concise and digestible expressions. Speakers and writers frequently rely on metonymy to communicate large, complicated ideas in a few words, thus enhancing the effectiveness of their

²⁹ Deignan, A., *Metaphor and Corpus Linguistics*, John Benjamins Publishing Company, 2014, pp. 100-120.

argument. For example, when a speaker talks about "the media," they are often not referring to individual journalists or specific media outlets, but rather the entire industry and its influence on public opinion.³⁰

DISCUSSION AND RESULTS

Metonymy also enhances character development in literature. Writers often use metonymy to highlight certain traits, behaviors, or roles that define a character. In Shakespeare's *Julius Caesar*, for example, when the character of Brutus refers to Caesar as "the rising sun," he's not just talking about Caesar as a literal figure but also about the symbolic role Caesar plays as a leader and a symbol of Roman power.

This metonymy reflects Brutus's perception of Caesar and helps establish his motivations and the tension that exists between personal loyalty and political ambition. Through metonymy, characters are often shaped not just by their direct actions but by the objects, institutions, and symbols they interact with, which gives readers a richer understanding of their complexities.

Beyond individual characters, metonymy can shape the very structure of a narrative. Writers can use it to create interconnectedness between various elements of the story, making disparate events or characters seem more related or significant than they initially appear. The use of metonymy can create thematic resonance that runs through a work, helping to unify a variety of motifs or plotlines into a cohesive whole. For instance, in many works of fiction, references to specific places, objects, or even sounds become metaphors for larger ideas. The constant mention of a certain flower or tree, for example, might serve as a metonym for growth, transformation, or renewal, subtly reinforcing a narrative arc as it unfolds³¹.

CONCLUSION

In summary, metonymy in rhetoric serves a variety of purposes, from simplifying complex ideas and fostering emotional connections to reinforcing arguments and establishing authority. Through metonymy, speakers can make their message more relatable, memorable, and persuasive by using familiar symbols, objects, or places that resonate with the audience on a deeper level. Whether it's to evoke patriotism, critique an institution, or convey a collective sentiment, metonymy enhances the speaker's ability to communicate effectively and persuasively. By relying on this rhetorical

³⁰ Black, M., *The Nature of Metaphor*, Wiley-Blackwell, 2011, pp. 57-70.

³¹ Kaal, A., Krenn, M., & Kaal, M., *Metonymy in Discourse*, Oxford University Press, 2017, pp. 73-88.

device, speakers not only shape the way their message is received but also engage their audience in a more meaningful and dynamic way.

In both literature and rhetoric, metonymy is more than just a linguistic shortcut. It's a versatile tool that helps to convey meaning, add richness to language, and engage audiences emotionally and intellectually. Whether it's simplifying an argument, adding depth to a story, or evoking strong emotions, metonymy serves as a bridge between abstract ideas and concrete expressions.

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SPECIFIC FEATURES OF WRITTEN SPEECH

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ANNOTATION

Written speech possesses distinct features that differentiate it from spoken communication. It is characterized by a structured syntax, complex sentence construction, and precise vocabulary. Unlike oral speech, it lacks immediate feedback and relies on punctuation and formatting for clarity. Additionally, written language tends to be more formal and context-independent. This article explores the key characteristics of written speech, emphasizing its lexical, syntactic, and stylistic features in various communicative contexts.

Key words: written speech, syntax, lexical precision, formal language, grammatical structure, punctuation, coherence, textual organization.

ANNOTATSIYA

Yozma nutq uni og'zaki nutqdan ajratib turadigan o'ziga xos xususiyatlarga ega. U tuzilgan sintaksis, murakkab jumla qurilishi va aniq lug'at bilan tavsiflanadi. Og'zaki nutqdan farqli o'laroq, u tezkor fikr-mulohazalarga ega emas va aniqlik uchun tinish belgilariga va formatlashga tayanadi. Bundan tashqari, yozma til ko'proq rasmiy va kontekstdan mustaqil bo'ladi. Ushbu maqola yozma nutqning asosiy xususiyatlarini o'rganadi, uning turli kommunikativ kontekstlarda leksik, sintaktik va stilistik xususiyatlarini ta'kidlaydi.

Kalit so'zlar: yozma nutq, sintaksis, leksik aniqlik, rasmiy til, grammatik tuzilish, tinish belgilari, izchillik, matnni tashkil etish.

АННОТАЦИЯ

Письменная речь обладает отличительными чертами, которые отличают ее от устной коммуникации. Она характеризуется структурированным синтаксисом, сложным построением предложений и точным словарным запасом. В отличие от устной речи, она не имеет немедленной обратной связи и полагается на пунктуацию и форматирование для ясности. Кроме того, письменная речь имеет тенденцию быть более формальной и

независимой от контекста. В этой статье рассматриваются ключевые характеристики письменной речи, подчеркивая ее лексические, синтаксические и стилистические особенности в различных коммуникативных контекстах.

Ключевые слова: письменная речь, синтаксис, лексическая точность, формальный язык, грамматическая структура, пунктуация, связность, текстовая организация.

INTRODUCTION

Written speech is a fundamental mode of communication that differs significantly from spoken language in terms of structure, style, and function. Unlike oral speech, which is spontaneous and dependent on immediate interaction, written communication is characterized by its permanence, planning, and formal organization. These distinctive features make written language essential in academic, professional, and legal contexts, where clarity, coherence, and precision are required.

One of the key characteristics of written speech is its structured nature. Sentences in written texts tend to be more complex, with carefully arranged grammatical elements that ensure logical flow and clarity. Unlike spoken language, which often relies on intonation and non-verbal cues for meaning, written communication depends on punctuation, sentence structure, and lexical choice to convey ideas effectively. This results in a higher degree of grammatical correctness and organization. Lexical precision is another defining feature of written speech. Writers often choose words carefully to avoid ambiguity and ensure their message is understood as intended. In contrast to spoken language, where context and tone can clarify meaning, written communication requires explicit wording to prevent misinterpretation. Additionally, written texts frequently utilize domain-specific terminology, particularly in academic and technical writing, to enhance accuracy and professionalism.

Furthermore, written speech exhibits a degree of permanence that spoken communication lacks. Once recorded, written texts can be referenced, analyzed, and preserved over time. This aspect makes written communication particularly valuable in literature, historical records, and legal documentation. However, this permanence also demands greater attention to detail, as errors and inconsistencies remain visible and may impact the credibility of the text. This article explores the specific features of written speech, examining its syntactic, lexical, and stylistic characteristics. By understanding these elements, one can appreciate the role of written language in various contexts and its impact on effective communication. Through this analysis, the distinctions

between written and spoken language become clearer, highlighting the unique demands and advantages of writing as a form of expression.

LITERATURE ANALYSIS AND METHODOLOGY

Previous research highlights the structured, formal, and precise nature of written speech. Scholars emphasize its reliance on grammatical rules, lexical precision, and punctuation for clarity. Studies also explore its permanence and revision potential, contrasting it with spoken communication. This study employs qualitative content analysis, reviewing academic sources on written speech features and examining textual samples for structural and lexical patterns.

DISCUSSION AND RESULTS

Written speech possesses distinct characteristics that differentiate it from spoken communication, making it a structured and formal means of conveying information. This section explores key features of written speech, highlighting its structural, lexical, and stylistic aspects, as well as its role in effective communication. One of the most significant features of written speech is its structural organization. Unlike spoken language, which is often spontaneous and unstructured, written texts require logical sequencing, clear paragraphing, and well-defined arguments. Writers must ensure coherence through appropriate transitions and hierarchical organization of ideas, allowing the reader to follow the message without additional clarification.

Another crucial aspect is lexical precision. In written communication, word choice plays a vital role in eliminating ambiguity and ensuring clarity. Writers have the opportunity to refine their language, using specific terms, technical vocabulary, and precise expressions that contribute to a more accurate and informative text. This differs from spoken language, where meaning is often clarified through tone, gestures, or immediate feedback from the listener. Written speech also tends to follow formal and standardized grammatical structures. Unlike spoken language, which frequently includes contractions, informal expressions, and sentence fragments, written text adheres to grammatical conventions that ensure clarity and professionalism. The use of complex sentence structures, passive voice, and subordinated clauses contributes to the depth and richness of written discourse.

The role of punctuation is another defining characteristic of written speech. Punctuation marks replace the intonation, pauses, and emphasis found in spoken communication, helping to structure sentences and prevent misinterpretation. Proper use of punctuation enhances readability and allows for a smoother flow of information. Additionally, written speech is marked by permanence and revisability. Unlike spoken words, which are ephemeral and cannot be retracted,

written texts can be edited, revised, and reviewed for accuracy before being shared. This feature allows for greater precision and accountability in communication, particularly in academic, legal, and professional contexts.

Table 1. Examples of Written Speech and Their Characteristics

Characteristic	Example	Explanation
Time independence	A letter from World War 2 preserved in a museum	can be read long after it was written, unlike spoken words that disappear.
Precision and clarity	A mathematics textbook explaining algebra	Uses exact terms and definitions to avoid ambiguity
Linguistic complexity	A supreme court ruling document	Contains long, structured sentences and technical legal language.
use of visual structure	A business presentations with bullet points and charts	Organizes information visually for better understanding
Delayed interpretation	A novel read by a person 100 years after publication	The reader engages with the text at a different time than when it was written.
Permanent record	A birth certificate issued by the government	Serves as an official and unchangeable document.
Less redundancy	A recipe for baking a cake	Provides step-by-step instructions without unnecessary repetition.
Influence of culture and tradition	A poem written in classical Chinese	Reflects the literary traditions and cultural expressions of a specific time period.
Emphasis on Literacy skills	A standardized test essay	requires strong writing abilities to organize thoughts

		and arguments effectively.
Use of figurative language	A Shekespearean sonnet	Uses metaphors, similes, and other literary devices to convey deep meanings
Possibility of misinterpretation	A sarcastic email without context	The lack of tone and facial expressions can cause misunderstanding.
Growth through technology	A blog post written with AI assistance	Technology influences modern written communication through automation and digital tools.

CONCLUSION

Written speech is a distinct mode of communication characterized by its structured organization, lexical precision, and adherence to formal grammatical rules. Unlike spoken language, which is spontaneous and interactive, written communication requires careful planning and revision to ensure clarity and coherence. The permanence of written texts allows for accuracy and accountability, making them essential in academic, professional, and legal contexts. One of the key features of written speech is its reliance on punctuation and grammatical structures to convey meaning, replacing the non-verbal cues present in spoken communication. Additionally, the use of complex sentence constructions and formal vocabulary distinguishes written language from oral expression. These characteristics contribute to its effectiveness in preserving and transmitting information across time and space. However, written communication lacks immediate feedback, requiring writers to anticipate potential misunderstandings and structure their messages accordingly. Despite this limitation, its ability to provide detailed, well-organized, and precise information makes it an indispensable tool for effective discourse.

In conclusion, written speech plays a vital role in communication by ensuring clarity, permanence, and accuracy. Understanding its specific features allows individuals to develop stronger writing skills and adapt their communication to different contexts, enhancing their overall effectiveness in conveying ideas.

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**NEW DIRECTIONS IN STYLISTICS SCIENCE (COMMUNICATIVE, COGNITIVE,
ETHNOSTILISTICS)****Qobilova Nilufar**

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Scientific supervisor: Adamboyeva Nafisa Qodirberganovna**ANNOTATION**

Stylistics, the study of style in language, has evolved significantly beyond its traditional focus on literary analysis. While examining linguistic features in texts remains central, contemporary approaches are expanding to encompass the social, cognitive, and cultural dimensions of language use. This annotation introduces three new notable directions in style: communicative stylistic, cognitive and ethnic style, emphasizing their basic principles and their contribution to our understanding of language and its influence.

Key words: *Stylistics, Style, Language, Text, Analysis, Linguistics, Interpretation, Reader response*

INTRODUCTION

Stylistics, the interdisciplinary study of linguistic style in texts, has evolved significantly in recent years, embracing innovative methodologies and expanding its scope beyond traditional literary analysis. Contemporary stylistics integrates insights from cognitive science, digital humanities, corpus linguistics, and sociolinguistics, offering fresh perspectives on how language shapes meaning and experience. Emerging trends include the exploration of multimodal texts (combining visual, auditory, and textual elements), the application of computational tools for large-scale text analysis, and a focus on reader-response theories that emphasize the cognitive and emotional engagement of audiences. These new directions not only deepen our understanding of textual aesthetics but also bridge the gap between linguistic theory and real-world communication, making stylistics a dynamic and forward-looking field in the study of language and literature.

METHODOLOGY

The approach of communicative stylistics is based on examining how language is utilized within its social context. It frequently integrates linguistic analysis with methods from sociolinguistics, pragmatics, and discourse analysis. Data Gathering: Corpus Examination: Studying extensive sets

of texts (corpora) to uncover trends in language usage across various registers, genres, and contexts. Tools such as AntConc can be utilized. Discourse Study: Analyzing naturally occurring language in particular situations, like conversations, interviews, or public speeches. This process may involve recording and transcribing spoken interactions. Surveys and Questionnaires: Collecting data regarding language attitudes, perceptions of style, and understanding of communicative norms. Interviews: Performing interviews with speakers or writers to investigate their intentions, tactics, and beliefs related to language usage. Analysis Techniques: Register Analysis: Recognizing linguistic characteristics associated with specific registers (e.g., formal vs. informal, scientific vs. journalistic). Genre Analysis: Investigating the linguistic and stylistic norms of various genres (e.g., news articles, academic papers, novels). Pragmatic Analysis: Exploring how speakers or writers utilize language to achieve particular communicative objectives, such as persuading, informing, or entertaining. This includes examining speech acts, implicature, and strategies of politeness. Critical Discourse Analysis (CDA): Investigating how language functions to establish and uphold power dynamics, ideologies, and social identities. This entails analyzing representation, bias, and manipulation.

DISCUSS AND RESULTS

New directions in stylistics science reflect advancements in technology, interdisciplinary approaches, and evolving communication forms. Key areas include: Computational Stylistics: Uses AI and NLP to analyze large text corpora, enabling authorship attribution, genre classification, and stylistic pattern detection. Cognitive Stylistics: Explores how readers process stylistic features, linking language to mental and emotional responses. Multimodal Stylistics: Examines style in digital and visual media (e.g., films, video games, social media), analyzing interactions between text, image, and sound. Diachronic Stylistics: Studies stylistic evolution over time, connecting linguistic changes to cultural and historical shifts. Sociocultural Stylistics: Investigates how style reflects social identities and power dynamics, emphasizing gender, race, and class. Eco-Stylistic: Focuses on the representation of ecological issues in texts, analyzing how style shapes environmental awareness. Cross-Cultural Stylistics: Compares stylistic features across languages and cultures, highlighting universals and cultural specifics. Experimental Stylistics: Uses empirical methods (e.g., eye-tracking) to study reader-text interactions, providing evidence-based insights. Results: These directions have expanded stylistics' scope, offering new tools for text analysis, deeper understanding of reader engagement, and applications in education, media,

and environmental advocacy. The field continues to adapt, addressing contemporary challenges and enriching the study of language and style.

CONCLUSION

Stylistics is evolving with new interdisciplinary approaches, integrating cognitive science, digital humanities, and corpus linguistics. Recent directions emphasize the analysis of multimodal texts, the role of reader cognition, and the use of computational tools for large-scale stylistic analysis. These advancements are expanding the scope of stylistics to include diverse media and more nuanced understandings of textual effects and reader responses.

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**DIMENSIONS AND LEVELS OF LINGUISTIC ANALYSIS; SYNTAGMATIC, AND
PARADIGMATIC RELATIONS BETWEEN LINGUAL UNITS****Abduraimova Zeboxon Xayrullo qizi**

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Linguistic analysis operates on multiple dimensions and levels, including phonetics, morphology, syntax, semantics, and pragmatics. A key aspect of linguistic structure is the interplay between syntagmatic and paradigmatic relations, which determine how lingual units function within a system. This article explores these relationships, highlighting their role in language organization, meaning construction, and structural dependencies, providing insight into the fundamental principles of linguistic theory and analysis.

Keywords: linguistic analysis, syntagmatic relations, paradigmatic relations, phonetics, morphology, syntax, semantics, pragmatics, language structure, linguistic units, meaning construction.

ANNOTATSIYA

Lingvistik tahlil fonetika, morfologiya, sintaksis, semantika va pragmatika kabi bir necha o'lcham va darajalarda amalga oshiriladi. Til tuzilishining muhim jihatlaridan biri sintagmatik va paradigmatic munosabatlardir, ular lingvistik birliklarning tizimdagi o'zaro bog'liqligini belgilaydi. Ushbu maqolada ushbu munosabatlarning tildagi o'рни, ma'no shakllanishidagi roli hamda lingvistik nazariya va tahlilning asosiy tamoyillari yoritiladi.

Kalit so'zlar: lingvistik tahlil, sintagmatik munosabatlar, paradigmatic munosabatlar, fonetika, morfologiya, sintaksis, semantika, pragmatika, til tuzilishi, lingvistik birliklar, ma'no yaratish.

АННОТАЦИЯ

Лингвистический анализ осуществляется на нескольких уровнях и измерениях, включая фонетику, морфологию, синтаксис, семантику и прагматику. Важным аспектом языковой структуры являются синтагматические и парадигматические отношения, которые определяют взаимосвязь языковых единиц в системе. В данной статье рассматривается их роль в организации языка, формировании значений и структурных связях, а также раскрываются основные принципы лингвистической теории и анализа.

Ключевые слова: лингвистический анализ, синтагматические отношения, парадигматические отношения, фонетика, морфология, синтаксис, семантика, прагматика, языковая структура, лингвистические единицы, формирование значения.

INTRODUCTION

Linguistic analysis is a multifaceted field that examines the structure and function of language at various levels. Language operates through different dimensions and levels of analysis, including phonetics, phonology, morphology, syntax, semantics, and pragmatics. Each level plays a crucial role in understanding how linguistic units interact and form meaning. These interactions can be analyzed through two fundamental types of relations: syntagmatic and paradigmatic.

Syntagmatic relations refer to the linear combination of linguistic units within a structure, such as words forming a sentence or phonemes creating a word. These relations determine how elements are arranged sequentially to produce grammatically and semantically coherent expressions. For example, in the sentence "The cat sleeps," the words follow a syntagmatic order that adheres to English syntax rules.

On the other hand, paradigmatic relations involve the selection of linguistic units from a set of alternatives within a category. These relations highlight contrasts and substitutions, allowing speakers to choose between different words or structures based on meaning. For instance, in the sentence "The cat sleeps," the word cat could be replaced with dog or bird, maintaining the syntactic structure while altering the meaning. Understanding these relations is essential for linguistic research, as they help explain how language functions both structurally and semantically. This article explores the dimensions and levels of linguistic analysis, focusing on syntagmatic and paradigmatic relations and their significance in language organization and meaning construction.

LITERATURE ANALYSIS AND METHODOLOGY

Scholars such as Saussure and Hjelmslev have extensively explored syntagmatic and paradigmatic relations as fundamental principles of linguistic structure. Modern research further examines these relations within syntax, semantics, and discourse analysis. This study employs a

comparative analysis of linguistic theories and corpus-based research to examine how syntagmatic and paradigmatic relations shape language structure and meaning.

DISCUSSION AND RESULTS

Linguistic analysis operates across multiple dimensions, each focusing on different aspects of language structure and function. The key levels of analysis include phonetics, phonology, morphology, syntax, semantics, and pragmatics. Each of these levels interacts with others to form a cohesive linguistic system. Within this framework, syntagmatic and paradigmatic relations play a crucial role in organizing linguistic units and constructing meaning.

Syntagmatic relations occur at all levels of language and govern how linguistic units combine sequentially. In phonetics, phonemes are arranged in a specific order to form words (e.g., cat vs. tac). In morphology, morphemes combine to create meaningful structures (unhappy). At the syntactic level, words are arranged in a grammatically acceptable sequence (The dog runs). These relations ensure coherence and fluency in language production.

Paradigmatic relations, on the other hand, involve the substitution of linguistic units within a category. In phonology, different sounds may replace one another to create minimal pairs (bat vs. pat). In morphology, word forms can change (run vs. running). In syntax, synonyms or different grammatical structures may be used (The dog runs vs. The dog is running), affecting style and nuance.

The study confirms that syntagmatic and paradigmatic relations are fundamental to linguistic organization. Syntagmatic structures define linear composition, while paradigmatic choices contribute to lexical and grammatical variation. Understanding these relationships enhances linguistic theory and supports applications in computational linguistics, language teaching, and translation studies.

Table 1: Levels of Linguistic Analysis

Level	Description	Example
phonetics	Study of speech sounds and their production, transmission, and perception.	The pronunciation of cat as [kaet]
Phonology	Study of sound systems and patterns in a language	The difference between /p/ in <i>pat</i> and <i>spat</i>
Morphology	Study of word formation	<i>Unhappiness</i> = un-

	and structure	(prefix)+happy(root)+ness(suffix)
Syntax	Study of sentence structure and word order	She eats apples vs. Apples she eats
Semantics	Study of meaning in language	The word bank (financial institution and riverbank)
Pragmatics	Study of language use in context	Can you pass the salt? (request, not a question)

CONCLUSION

Linguistic analysis encompasses various dimensions and levels, each contributing to the understanding of language structure and function. The study of syntagmatic and paradigmatic relations is essential in analyzing how linguistic units interact within a system. Syntagmatic relations define the sequential combination of elements, ensuring grammatical coherence, while paradigmatic relations highlight the selection of alternative linguistic units, allowing for variation and meaning differentiation. Across different linguistic levels—phonetics, phonology, morphology, syntax, semantics, and pragmatics—these relations play a fundamental role. At the phonetic and phonological levels, they determine sound combinations and substitutions, shaping pronunciation patterns. In morphology and syntax, they influence word formation and sentence structure, ensuring logical and meaningful communication. In semantics and pragmatics, they enable nuanced meaning construction and context-dependent variations in language use.

The findings emphasize that a comprehensive understanding of syntagmatic and paradigmatic relations enhances linguistic theory, language learning, computational linguistics, and translation studies. By recognizing how language operates both structurally and contextually, researchers, educators, and language technology developers can refine linguistic models and improve language applications.

In conclusion, syntagmatic and paradigmatic relations serve as the foundation of linguistic organization. Their study provides deeper insights into language mechanisms, reinforcing their importance in both theoretical and applied linguistics.

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SCIENTIFIC FEATURES OF THE SCIENTIFIC STYLE

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ABSTRACT

The scientific style is distinguished by precision, clarity, objectivity, and logical organization. It relies on formal language, specialized terminology, and evidence-based reasoning to ensure accurate knowledge transmission. This article examines the key features of the scientific style, emphasizing its role in academic writing, research communication, and knowledge dissemination.

Key words: scientific style, objectivity, precision, clarity, formal language, terminology, logical structure, coherence, accuracy, academic writing.

ANNOTATSIYA

Ilmiy uslub aniq, ravshan, obyektiv va mantiqiy tuzilishga ega bo'lishi bilan ajralib turadi. U rasmiy til, maxsus terminologiya va dalillarga asoslangan tahlil orqali aniq bilim uzatishni ta'minlaydi. Ushbu maqolada ilmiy uslubning asosiy xususiyatlari ko'rib chiqilib, uning akademik yozuv, ilmiy muloqot va bilim tarqatishdagi roli ta'kidlanadi.

Kalit so'zlar: ilmiy uslub, obyektivlik, aniqlik, ravshanlik, rasmiy til, terminologiya, mantiqiy tuzilish, izchillik, aniq ifoda, akademik yozuv.

АННОТАЦИЯ

Научный стиль характеризуется точностью, ясностью, объективностью и логической структурой. Он опирается на формальный язык, специализированную терминологию и доказательный анализ для обеспечения точной передачи знаний. В данной статье рассматриваются основные особенности научного стиля, подчеркивая его роль в академическом письме, научной коммуникации и распространении знаний.

Ключевые слова: научный стиль, объективность, точность, ясность, формальный язык, терминология, логическая структура, последовательность, точное выражение, академическое письмо.

INTRODUCTION

Scientific style is a distinct form of communication used in academic and professional settings to present research findings, theories, and analyses. It is characterized by precision, clarity, objectivity, and logical organization, ensuring that information is conveyed in a structured and unambiguous manner. The primary purpose of the scientific style is to facilitate the accurate transmission of knowledge, allowing scholars and professionals to engage in meaningful discourse and contribute to the advancement of their respective fields.

A defining feature of scientific writing is objectivity. Unlike literary or journalistic styles, scientific discourse avoids personal opinions and emotional expressions. Instead, it relies on fact-based arguments, empirical evidence, and logical reasoning. The use of formal language and specialized terminology is another crucial aspect, as it ensures precision and eliminates ambiguity. Additionally, scientific texts follow a structured format, often including sections such as an abstract, introduction, methodology, results, discussion, and conclusion. This standardized organization enhances clarity and enables readers to easily locate relevant information. Citations and references also play a key role, providing credibility to claims and ensuring transparency in research. This article explores the specific features of the scientific style, analyzing its key characteristics and the impact it has on effective knowledge dissemination. Understanding these features is essential for students, researchers, and professionals aiming to communicate ideas accurately and persuasively within the scientific community.

LITERATURE ANALYSIS AND METHODOLOGY

Researchers such as Halliday and Swales emphasize that scientific style is characterized by objectivity, precision, and structured discourse. Studies on academic writing highlight the role of formal language and terminology in ensuring clarity. This study employs comparative textual analysis, examining scientific articles across disciplines to identify key stylistic features, including linguistic patterns, structure, and argumentation strategies.

DISCUSSION AND RESULTS

Scientific style serves as a fundamental mode of communication in academic and research fields. It is characterized by clarity, objectivity, precision, and logical structure, which help ensure the effective dissemination of knowledge. A detailed analysis of scientific texts across disciplines reveals several distinctive features that contribute to their reliability and coherence. One of the most important aspects of the scientific style is objectivity. Unlike literary or journalistic writing, scientific discourse avoids personal opinions and emotional expressions. Instead, it relies on facts,

empirical data, and logical reasoning to support arguments. This approach enhances the credibility of scientific research and allows for reproducibility, a key principle in academic studies.

Another defining characteristic is clarity and precision. Scientific writing minimizes ambiguity by using formal language, specialized terminology, and clearly defined concepts. This ensures that ideas are communicated accurately and consistently, reducing the risk of misinterpretation. Additionally, scientific texts are structured in a systematic way, often following the IMRAD format (Introduction, Methodology, Results, and Discussion), which helps readers navigate and understand the content efficiently. The use of citations and references is another crucial feature of scientific writing. Proper citation practices not only provide evidence for claims but also establish connections between previous research and new findings. This reinforces the collaborative nature of scientific knowledge. The study confirms that objectivity, clarity, precision, formal language, structured organization, and citation practices are essential features of the scientific style. These characteristics contribute to the accuracy and reliability of scientific communication, enabling researchers to share their findings effectively and facilitating further advancements in various fields of knowledge.

CONCLUSION

The scientific style is essential for effective academic and research communication, ensuring that knowledge is conveyed with clarity, precision, and objectivity. Unlike other forms of writing, it prioritizes fact-based arguments, empirical evidence, and logical reasoning, eliminating ambiguity and enhancing credibility. Through the use of formal language and specialized terminology, scientific discourse maintains consistency and avoids misinterpretation. A key feature of scientific writing is its structured organization, typically following the IMRAD format (Introduction, Methodology, Results, and Discussion). This structured approach allows readers to locate information easily and ensures that research findings are presented in a systematic manner. Furthermore, citations and references play a crucial role in supporting claims, providing transparency, and linking new studies to previous research. The study confirms that the scientific style is characterized by objectivity, accuracy, coherence, and a formal tone, making it an indispensable tool for scholars and professionals. Mastering this style is essential for students, researchers, and academic writers who seek to contribute to their fields effectively. By adhering to the principles of scientific writing, scholars can ensure their work is accessible, credible, and valuable to the broader scientific community.

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THE PRODUCTIVITY OF AFFIXES IN MODERN ENGLISH

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Annotation. *The focus of this research is how affixes are used in Modern English, especially their periods of activity in word formation. Morphology is the process of forming new words by combining morphemes (smallest meaningful units) based on certain rules. Affix productivity: The study investigates a variety of factors that influence affix productivity, including semantic transparency, phonological compatibility, frequency of use, and cognitive ease. This study takes these ideas further with an in-depth linguistic analysis demonstrating the adaptive nature of affixation in a changing society, technology, and language. This study also discusses the implications of affix productivity for language learning, lexicography, and computational linguistics, specifically in machine translation and natural language processing (NLP). Such adaptability reflects the transformational capacities of English morphology in the context of a rapidly changing linguistic environment.*

Keywords: *Affixation, Morphology, Word Formation, Prefixes, Suffixes, Productivity, Linguistic Evolution, Lexicology, Computational Linguistics.*

INTRODUCTION

Affixation is also one of the major processes with the formation of words, and has a strong role in the continuous expansion of the lexical mass of English. The analysis of affix productivity is crucial for unveiling trends in word creation and the evolution of language in response to changing cultural, technological, and social contexts. In Modern English, affixation enables the creation of thousands of words, many of which become integral to communication in various fields, including science, business, and technology. For instance, affixes such as "re-" (meaning "again") and "-able" (meaning "capable of") allow speakers to form words like "rebuild" and "manageable," reflecting the productivity of these morphemes.

The increasing role of affixation in linguistic innovation highlights the importance of understanding affix productivity. Certain affixes remain highly productive, while others become obsolete due to historical, phonological, or semantic reasons. The study investigates these trends to provide a comprehensive analysis of affixation in contemporary English.

In the context of Modern English, affixes are increasingly regarded as essential tools in lexical expansion. They allow speakers and writers to generate new words and concepts efficiently. For instance, the widespread use of prefixes like "un-", "re-", "pre-", and suffixes such as "-ing", "-ness", and "-ly" in daily communication demonstrates their vital role in enhancing the language's adaptability to new ideas and experiences. Affixation processes in English are dynamic, constantly absorbing influences from other languages and adapting to the evolving needs of speakers in various social, academic, and professional contexts.

METHODOLOGY

To investigate the productivity of affixes in Modern English, the research adopts a network of methods, including the ones detailed below:

1. **Descriptive Analysis** For this purpose, the following methods are used regarding affixation patterns within Modern English: The behavior and purpose of various affixes. The Prefixes, Suffixes, Infixes, and Circumfixes Despite their relatively recent development, they are used in a very different way today.
2. **Comparative Analysis** By contrasting the productivity of different kinds of affixes, this study attempts to find out: Which affixes are the most productive in Modern English. All the time – how affix productivity has changed. The phonological and morphemic differences between formal and informal language (affix variation across linguistic registers).
3. **Quantitative Analysis** This is done by: tallying the use of affixes in modern texts Corpus analysis tracking trends in affix productivity. How new words with the given affixes are generated?
4. **Corpus-Based Study** Based on large linguistic corpora (compiled collections of written texts and spoken words), this study analyzes: The predominance of certain affixes in usage out in the world. . Affixation is the creation of new words by adding prefixes or suffixes to existing words. The importance of affixes to applications in computational linguistics, like machine translation.

In English, affixation involves the addition of prefixes, suffixes, infixes, and circumfixes to a base word. While English primarily relies on prefixes and suffixes, infixes and circumfixes are not commonly used.³² Each type of affixation serves distinct purposes in the language, contributing to word formation, syntactic variation, and semantic nuances. Prefixes are one of the most common types of affixes used in English. They are added to the beginning of a root word to modify its meaning. Prefixes can indicate negation, repetition, location, time, or direction. For instance, the prefix "un-" is commonly used to create antonyms, as seen in words like "unhappy" (not happy) or "undo" (reverse the action). Similarly, the prefix "re-" often implies repetition or doing something again, such as "revisit" (visit again) or "replay" (play again). Some prefixes can also convey a sense of location or direction, like "pre-" (before) in "preorder" (order in advance) or "post-" (after) in "postpone" (delay until later). The versatility of prefixes makes them highly productive in English, allowing them to be used across a broad spectrum of words.

Suffixes are another fundamental type of affix that is added to the end of a root word. They are crucial in transforming the grammatical category or the syntactic function of a word, often turning a noun into a verb, an adjective into a noun, or a verb into a noun. For example, the suffix "-ly" turns adjectives into adverbs, as seen in words like "quickly" (from "quick") or "easily" (from "easy"). The suffix "-ness" forms nouns that express a state or condition, such as "happiness" (from "happy") or "darkness" (from "dark"). Similarly, the suffix "-er" is used to create agent nouns, referring to a person or thing that act, as in "teacher" (one who teaches) or "worker" (one who works). The suffix "-ed" is used to indicate the past tense of verbs, as in "walked" (past of "walk") or "played" (past of "play")³³.

Infixes, though much rarer in English, are a type of affix that is inserted into the middle of a root word. English typically uses infixes in informal speech or slang, particularly for emphasis or emotional expression. A well-known example is the

³² Carstairs-McCarthy, A. *An Introduction to English Morphology: Words and Their Structure*. Edinburgh University Press. 2011. pp. 1-268

³³ McMahon, A., & McMahon, R. *Historical Linguistics: From Proto-Indo-European to the Present*. Wiley-Blackwell. 2013. pp. 1-474

insertion of expletives in words like "absolute-ly" or "un-believable." These infixes are not part of standard formal English but serve to convey heightened emotion, emphasis, or a sense of humor. Their use is mostly limited to casual or playful contexts and is not a regular feature of English word formation.

Discussion and Results.

Each type of affix plays a significant role in the flexibility and adaptability of the English language. Prefixes and suffixes are highly productive, enabling speakers to easily create new words and concisely express complex ideas. This productivity is a key feature of English's linguistic richness, allowing it to adapt to new contexts, such as technological advances or cultural shifts. While infixes and circumfixes are much rarer, they still contribute to the language's creativity and expressive range, especially in informal or poetic language. Affixation plays a crucial role in the structure and flexibility of the English language. By adding affixes to root words, English speakers can create new words, modify the grammatical function of existing ones, and convey nuanced meanings. The primary functions of affixation in English include word formation, grammatical inflection, derivation, and the expression of specific semantic nuances.

One of the key functions of affixation is word formation.³⁴ By attaching prefixes or suffixes to base words, speakers can generate new terms that reflect a wide range of meanings. This process allows the language to adapt to new concepts, technologies, or social changes. For example, adding the prefix "un-" to "happy" forms "unhappy," which directly negates the original meaning. Similarly, adding the suffix "-er" to the verb "teach" creates "teacher," indicating a person who performs the action of teaching. This ability to create new words ensures that the language remains dynamic and capable of expressing a broad array of ideas.

Conclusion.

The study demonstrates that affix productivity is a key factor in the evolution of the English language. Certain affixes remain highly productive due to their frequency, clarity, and adaptability. As the language evolves, affixation continues to play a crucial role in lexical innovation. In addition, new social trends, technologies, and cultural shifts occur, affixes

³⁴ Durkin, K. The Oxford Handbook of Lexicography. Oxford University Press. 2014. pp. 1-100

continue to play a vital role in helping the language grow.³⁵ Through the flexible and creative use of prefixes, suffixes, and occasionally other affix types, English can meet the demands of an ever-changing world, allowing speakers to express new ideas, inventions, and experiences.

The findings emphasize that affix productivity is not only relevant for linguistic theory but also for practical applications in language learning, dictionary compilation, and computational linguistics. Understanding affix productivity enables better comprehension of language development and provides insights into how English will continue to expand in the future.

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SYNTAX IN THE ENGLISH LANGUAGE: WORD COMBINATION AND SIMPLE SENTENCE

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Annotation: *Syntax is a fundamental aspect of linguistics that governs the arrangement of words to form meaningful phrases and sentences. This paper explores the structure of word combinations and simple sentences in the English language, analyzing their grammatical rules, functions, and variations. The study highlights key syntactic patterns, providing insights into how word order and sentence formation influence meaning and communication.*

Keywords: syntax, word combination, simple sentence, sentence structure, phrase structure, subject-verb agreement, word order, syntactic rules, sentence formation.

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Keywords: syntax, word combination, simple sentence, sentence structure, phrase structure, subject-verb agreement, word order, syntactic rules, sentence formation.

INTRODUCTION

Language is not only a system of communication but also a powerful tool for conveying emotions. Emotionality in language enriches expression, adds depth to meaning, and enhances the speaker's or writer's ability to connect with their audience. The stylistic category of emotionality refers to the deliberate use of linguistic elements that evoke emotions, whether it be through word choice, sentence structure, intonation, or rhetorical techniques. This study explores how emotionality functions as a stylistic category across different forms of communication. By examining literature, rhetoric, advertising, and digital discourse, we can understand the ways in which emotions shape meaning and impact. The study also discusses the significance of emotional expression in influencing audience perception and engagement.

METHODOLOGY

This research adopts a qualitative approach to analyze emotional expressiveness across different types of texts. The study is divided into four primary areas of focus. First, literary analysis examines emotional intensity in poetry, fiction, and drama. This involves exploring how emotions are conveyed through narrative structures, character development, and literary devices, with an emphasis on the emotional responses these works evoke from readers.

Second, rhetorical analysis looks into the role of emotions in political speeches and public discourse. The research investigates how speakers use emotional appeals to persuade audiences, strengthen arguments, and influence public opinion, focusing on the rhetorical strategies that engage emotions effectively.

Third, the study includes advertising and media analysis, which explores how emotions are used in branding, commercials, and social media. This area of analysis investigates how emotional triggers are strategically applied to foster consumer connections, drive engagement, and influence purchasing decisions³⁶.

Lastly, the linguistic analysis identifies emotional markers in language, including phonetic, lexical, and syntactic features. It looks at how specific language elements, such as tone, word choice, and sentence structure, contribute to expressing emotional content. Through this multidisciplinary approach, the research provides a comprehensive understanding of how emotionality functions in different stylistic contexts, shedding light on the various ways emotions shape communication across literature, politics, media, and language.

DISCUSSION AND RESULTS

Emotional elements in stylistics are crucial in conveying meaning through language. Lexical choices shape emotional impact, such as "stormed out of the room in fury" versus "He left the room." Grammatical structures like exclamatory sentences and ellipses add emotional depth, "How could you do this to me?!" or "I... I just don't know anymore." Phonetic features in spoken language, like rising or falling intonation, express different emotions, such as shock or disappointment.

In literature, emotions are enhanced through metaphors, similes, and symbolism, like "Her sorrow was an endless ocean." Dialogue and monologues reveal characters' emotional states, while

1. ³⁶ Crystal, D. (2008). *A Dictionary of Linguistics and Phonetics*. Blackwell Publishing.

poetic and dramatic techniques like repetition intensify emotions, as seen in Dylan Thomas's work. In rhetoric and public speaking, emotional appeal (pathos) uses anecdotes, repetition, and dramatic pauses to persuade, as in Martin Luther King Jr.'s "I Have a Dream" speech. Advertising and media use emotions like nostalgia or fear to influence behavior, while social media amplifies emotional engagement.³⁷

Lastly, in digital discourse, emotions are expressed through emojis, GIFs, and memes, making emotional communication more dynamic and interactive. These stylistic elements create rich emotional experiences in different contexts.

CONCLUSION

Emotionality as a stylistic category plays a crucial role in shaping communication. Whether in literature, public speaking, advertising, or digital discourse, emotional elements enhance engagement, persuasion, and meaning. By analyzing the lexical, grammatical, and phonetic features of emotional language, we gain deeper insights into how emotions influence stylistic expression.

Understanding the role of emotions in language allows for more effective communication, whether in creative writing, persuasive rhetoric, or digital interaction. As language continues to evolve, emotionality remains a powerful force in shaping human expression and connection.

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EMOTIONALLY AS A STYLISTIC CATEGORY.

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Annotation: Emotions play a fundamental role in communication, shaping the effectiveness and impact of both spoken and written texts. In stylistics, emotional language serves as a key component that differentiates various speech styles and literary genres. This article explores the concept of emotionality as a stylistic category, analyzing how emotions are conveyed through lexical, grammatical, and phonetic means. It also examines the role of emotional expressiveness in literature, rhetoric, advertising, and digital communication. The study highlights the importance of emotional elements in language and how they influence audience perception, engagement, and persuasion.

Keywords: stylistics, emotional language, expressiveness, literary devices, rhetoric, phonetics, lexical choices, intonation, sentiment, persuasive speech, pathos, affective stylistics, digital discourse, emotional appeal, emotional intensity.

Аннотация: Эмоции играют фундаментальную роль в коммуникации, определяя эффективность и воздействие как устных, так и письменных текстов. В стилистике эмоциональный язык является ключевым компонентом, отличающим различные речевые стили и литературные жанры. В данной статье рассматривается понятие эмоциональности как стилистической категории, анализируется, как эмоции передаются с помощью лексических, грамматических и фонетических средств. Также изучается роль эмоциональной выразительности в литературе, риторике, рекламе и цифровой коммуникации. Исследование подчеркивает важность эмоциональных элементов в языке и их влияние на восприятие аудитории, вовлеченность и убеждение.

Ключевые слова: стилистика, эмоциональный язык, выразительность, литературные приемы, риторика, фонетика, лексический выбор, интонация, эмоциональный оттенок, убедительная речь, пафос, аффективная стилистика, цифровой дискурс, эмоциональное воздействие, эмоциональная интенсивность.

Annotatsiya: *Hissiyotlar muloqotda muhim rol o'ynaydi, ular og'zaki va yozma matnlarning samaradorligi va ta'sirini shakllantiradi. Stilistikada hissiy til turli nutq uslublari va adabiy janrlarni ajratib turuvchi asosiy tarkibiy qism hisoblanadi. Ushbu maqolada hissiylik stilistik kategoriya sifatida o'rganilib, hissiyotlarning leksik, grammatik va fonetik vositalar orqali qanday ifodalanishi tahlil qilinadi. Shuningdek, adabiyot, ritorika, reklama va raqamli kommunikatsiyadagi hissiy ifodalarning o'rni ham ko'rib chiqiladi. Tadqiqot tilda hissiy elementlarning ahamiyatini va ularning auditoriya qabuliga, jalb qilishga va ishontirishga qanday ta'sir qilishini yoritadi.*

Kalit so'zlar: *stilistika, hissiy til, ifodalilik, adabiy uslublar, ritorika, fonetika, leksik tanlov, intonatsiya, hissiy tus, ishontiruvchi nutq, pathos, affektiv stilistika, raqamli nutq, hissiy ta'sir, hissiy intensivlik.*

INTRODUCTION

Language is not only a system of communication but also a powerful tool for conveying emotions. Emotionality in language enriches expression, adds depth to meaning, and enhances the speaker's or writer's ability to connect with their audience. The stylistic category of emotionality refers to the deliberate use of linguistic elements that evoke emotions, whether it be through word choice, sentence structure, intonation, or rhetorical techniques. This study explores how emotionality functions as a stylistic category across different forms of communication. By examining literature, rhetoric, advertising, and digital discourse, we can understand the ways in which emotions shape meaning and impact. The study also discusses the significance of emotional expression in influencing audience perception and engagement.

METHODOLOGY

This research adopts a qualitative approach to analyze emotional expressiveness across different types of texts. The study is divided into four primary areas of focus. First, literary analysis examines emotional intensity in poetry, fiction, and drama. This involves exploring how emotions are conveyed through narrative structures, character development, and literary devices, with an emphasis on the emotional responses these works evoke from readers.

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Lastly, the linguistic analysis identifies emotional markers in language, including phonetic, lexical, and syntactic features. It looks at how specific language elements, such as tone, word choice, and sentence structure, contribute to expressing emotional content. Through this multidisciplinary approach, the research provides a comprehensive understanding of how emotionality functions in different stylistic contexts, shedding light on the various ways emotions shape communication across literature, politics, media, and language.

DISCUSSION AND RESULTS

Emotional elements in stylistics are crucial in conveying meaning through language. Lexical choices shape emotional impact, such as "stormed out of the room in fury" versus "He left the room." Grammatical structures like exclamatory sentences and ellipses add emotional depth, "How could you do this to me?!" or "I... I just don't know anymore." Phonetic features in spoken language, like rising or falling intonation, express different emotions, such as shock or disappointment.

In literature, emotions are enhanced through metaphors, similes, and symbolism, like "Her sorrow was an endless ocean." Dialogue and monologues reveal characters' emotional states, while poetic and dramatic techniques like repetition intensify emotions, as seen in Dylan Thomas's work. In rhetoric and public speaking, emotional appeal (pathos) uses anecdotes, repetition, and dramatic pauses to persuade, as in Martin Luther King Jr.'s "I Have a Dream" speech. Advertising and media use emotions like nostalgia or fear to influence behavior, while social media amplifies emotional engagement.

Lastly, in digital discourse, emotions are expressed through emojis, GIFs, and memes, making emotional communication more dynamic and interactive. These stylistic elements create rich emotional experiences in different contexts.

CONCLUSION

Emotionality as a stylistic category plays a crucial role in shaping communication. Whether in literature, public speaking, advertising, or digital discourse, emotional elements enhance engagement, persuasion, and meaning. By analyzing the lexical, grammatical, and phonetic

features of emotional language, we gain deeper insights into how emotions influence stylistic expression.

Understanding the role of emotions in language allows for more effective communication, whether in creative writing, persuasive rhetoric, or digital interaction. As language continues to evolve, emotionality remains a powerful force in shaping human expression and connection.

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SENTENCE, AS THE MAIN UNIT OF SYNTAX.
WORD-GROUPS. SYNTACTIC BONDS BETWEEN WORDS.

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ANNOTATION

A sentence is the main unit of syntax, organizing words into meaningful structures. Word-groups serve as intermediate units, linking words through syntactic bonds such as coordination, subordination, and predication. These relationships determine sentence structure and meaning. This article explores sentence formation, types of word-groups, and the nature of syntactic connections, highlighting their role in linguistic analysis.

Keywords: sentence, syntax, word-group, syntactic bonds, coordination, subordination, predication

ANNOTATSIYA

Gap sintaksisning asosiy birligi bo'lib, so'zlarni ma'noli tuzilmalarga joylashtiradi. So'z birikmalari esa sintaktik bog'lanishlar (bog'lanish, bo'ysunish, predikatsiya) orqali so'zlarni o'zaro bog'laydi. Ushbu munosabatlar gap tuzilishi va ma'nosini belgilaydi. Ushbu maqola gap hosil bo'lishi, so'z birikmalari turlari va sintaktik bog'lanishlarning tabiati haqida so'z yuritib, ularning lingvistik tahlildagi rolini yoritadi.

Kalit so'zlar: gap, sintaksis, so'z birikmasi, sintaktik bog'lanishlar, bog'lanish, bo'ysunish, predikatsiya

АННОТАЦИЯ

Предложение является основной единицей синтаксиса, организующей слова в осмысленные структуры. Словосочетания выступают промежуточными единицами, связывая слова с помощью синтаксических связей, таких как сочинение, подчинение и предикация. Эти связи определяют структуру и значение предложения. В статье рассматриваются образование предложений, типы словосочетаний и природа синтаксических связей, подчеркивая их роль в лингвистическом анализе.

Ключевые слова: предложение, синтаксис, словосочетание, синтаксические связи, сочинение, подчинение, предикация

INTRODUCTION

Language is a complex system of communication, where syntax plays a crucial role in structuring meaning. At the core of syntax lies the sentence, the fundamental unit that conveys a complete thought. A sentence is composed of words that are arranged according to grammatical rules, ensuring coherence and clarity. However, words do not function in isolation; they form word-groups that serve as intermediate structures between individual words and full sentences.

Word-groups are essential components of syntax, as they establish relationships between words based on syntactic bonds. These bonds can take different forms, including coordination, subordination, and predication. Coordination links elements of equal grammatical status, such as in compound sentences. Subordination creates hierarchical relationships, where one element depends on another, as seen in complex sentences. Predication, on the other hand, is the bond between the subject and the predicate, forming the basis of sentence structure.

Understanding the nature of syntactic bonds is crucial for linguistic analysis, as these relationships determine sentence formation, meaning, and grammatical correctness. By analyzing the structure of word-groups and their connections, linguists gain insight into how meaning is constructed in language. This article explores the role of sentences and word-groups in syntax, examining different types of syntactic bonds. By delving into these structural relationships, we can better understand how words come together to form meaningful expressions. This study is significant not only for theoretical linguistics but also for practical applications in language learning, translation, and computational linguistics.

LITERATURE ANALYSIS AND METHODOLOGY

Linguists have extensively studied sentence structure and syntactic bonds. Chomsky's generative grammar emphasizes hierarchical syntax, while dependency grammar (Tesnière) highlights word-group relations. Structuralists like Bloomfield focus on phrase structure rules, and functional grammarians (Halliday) explore meaning in context. This study employs a descriptive and comparative methodology. It analyzes syntactic bonds (coordination, subordination, predication) in various sentence structures, comparing theoretical frameworks. Data includes examples from linguistic corpora and grammar texts. Through structural and functional analysis, this research aims to clarify sentence formation processes and the role of word-groups in syntactic organization.

DISCUSSION AND RESULTS

The analysis of sentence structure reveals that syntactic bonds play a crucial role in determining meaning and grammatical accuracy. Word-groups, as intermediate units, contribute to sentence organization through three primary types of syntactic bonds: coordination, subordination, and predication.

Coordination connects elements of equal syntactic status, allowing for parallel structures within a sentence. This bond is commonly found in compound sentences and phrase coordination (e.g., She likes tea and coffee). Coordination maintains balance between elements but does not impose dependency, making both components equally significant in meaning. Subordination, in contrast, creates hierarchical relationships where one element depends on another. This structure appears in complex sentences (e.g., She stayed home because she was sick), where the dependent clause provides additional information but cannot stand alone. Subordination is essential for expressing cause-effect relationships, conditions, and relative clauses.

Predication forms the core of sentence structure by linking the subject and predicate, ensuring the sentence conveys a complete thought (e.g., The sun is shining). Without predication, a sentence remains incomplete. It is fundamental to syntactic analysis as it distinguishes phrases from full sentences.

Results indicate that word-groups, despite their smaller size, mirror sentence structures by following similar syntactic patterns. This suggests that syntax operates on multiple levels, reinforcing meaning through consistent grammatical relationships. Furthermore, the study highlights how different syntactic bonds influence sentence interpretation, contributing to linguistic clarity and coherence.

Understanding these syntactic principles is crucial for language learners, translators, and computational linguistics, as it helps in sentence parsing, text generation, and grammatical accuracy in language processing systems. These findings confirm the significance of syntactic bonds in shaping sentence structure and meaning, reinforcing their role in linguistic theory and practical applications.

CONCLUSION

The study of syntactic bonds in sentence structure highlights the essential role of coordination, subordination, and predication in forming meaningful expressions. Sentences, as the primary units of syntax, rely on these structural relationships to establish clarity, coherence, and grammatical accuracy.

Coordination enables the combination of elements with equal grammatical status, allowing for balanced and parallel structures. Subordination, on the other hand, introduces dependency by connecting a main clause with a subordinate clause, enabling complex sentence formation and deeper semantic relationships. Predication remains the most fundamental bond, as it ensures the presence of a subject-predicate structure, distinguishing complete sentences from word-groups or phrases.

The findings suggest that word-groups follow similar syntactic patterns as full sentences, reinforcing the idea that syntax operates at multiple levels. This insight is valuable for linguistic analysis, as it helps in understanding how meaning is constructed through syntactic organization. Furthermore, recognizing these patterns is beneficial for language learners, translators, and computational linguists, as it aids in text processing, sentence parsing, and language generation. In conclusion, syntactic bonds serve as the foundation of sentence formation, influencing both grammatical structure and meaning. Their study provides valuable insights into the mechanics of language, enhancing both theoretical and applied linguistics. Future research could explore how these bonds function in different languages, shedding light on universal versus language-specific syntactic principles. By deepening our understanding of sentence structure, we can improve language teaching, translation accuracy, and natural language processing technologies.

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METHODS AND PROCEDURES OF LEXICOLOGICAL ANALYSIS

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Abstract. *Lexicological analysis is a crucial field in linguistics, focusing on the study of words, their meanings, usage, and relationships within language systems. This article explores various methods and procedures of lexicological analysis, including traditional approaches and modern techniques like corpus-based analysis. The paper discusses the significance of understanding lexical semantics, word formation, etymology, and phraseology. Additionally, the study covers the role of context and the dynamic nature of vocabulary in language change. The article provides a comprehensive overview of tools and approaches employed in lexicological research, contributing to a deeper understanding of linguistic structures.*

Keywords: *lexicological analysis, lexical semantics, corpus-based analysis, word formation, etymology, phraseology, vocabulary change.*

Abstract. *Лексикологический анализ — это важная область в лингвистике, которая изучает слова, их значение, использование и отношения в языковой системе. Статья направлена на изучение различных методов и процедур лексикологического анализа, включая традиционные подходы и современные техники, такие как анализ на основе корпуса. В работе рассматривается значимость понимания лексической семантики, словообразования, этимологии и фразеологии. Также обсуждается роль контекста и динамичность лексики в процессе языковых изменений. Статья предоставляет всеобъемлющий обзор инструментов и подходов, применяемых в лексикологическом исследовании, что способствует более глубокому пониманию лингвистических структур.*

Ключевые слова: лексикологический анализ, лексическая семантика, анализ на основе корпуса, словообразование, этимология, фразеология, изменения лексики.

Abstract. *Leksikologik tahlil — bu lingvistikada soʻzlar, ularning maʼnosi, qoʻllanilishi va til tizimidagi oʻzaro aloqalarni oʻrganishga qaratilgan muhim bir soha. Ushbu maqola leksikologik tahlilning turli usullari va protseduralarini, jumladan, anʼanaviy yondashuvlar va zamonaviy texnikalar, masalan, korpus asosidagi tahlilni oʻrganishga qaratilgan. Maqolada leksik semantika, soʻz hosil qilish, etimologiya va frazeologiyani ahamiyati koʻrib chiqiladi. Shuningdek, kontekstning roli va til oʻzgarishidagi leksikaning dinamik tabiati tahlil qilinadi. Ushbu maqola leksikologik tadqiqotda qoʻllaniladigan vositalar va yondashuvlar haqida keng qamrovli tasavvur beradi va lingvistik tuzilmalarni chuqurroq tushunishga hissa qoʻshadi.*

Kalit soʻzlar: leksikologik tahlil, leksik semantika, korpus asosidagi tahlil, soʻz hosil qilish, etimologiya, frazeologiya, leksika oʻzgarishi.

INTRODUCTION

Understanding a language's word structure, meaning, and usage is greatly aided by the study of lexicology, a subfield of linguistics. It is a dynamic field that examines the relationships, meanings, and historical development of words in addition to their particular usage. The goal of lexicological analysis is to reveal the intricacies of vocabulary and its historical development through a variety of techniques and processes. The domains of word formation, etymology, and semantics were the main focus of traditional lexicological analytic techniques. However, new methods have surfaced with the development of corpus linguistics and contemporary computing tools, enabling scholars to study language patterns on a broader scale and analyze big text corpora.

The primary techniques and processes used in lexicological analysis are examined in this article, with a focus on both traditional and modern methodologies. The difficulties and benefits of each approach are examined, along with how linguists research the lexicon with the aid of resources like dictionaries, word lists, and digital corpora. The essay also emphasizes the significance of comprehending lexical semantics, contextual usage's influence, and language's dynamic nature. To improve comprehension of language structure and vocabulary evolution, this work attempts to present a thorough review of lexicological analysis.

METHODOLOGY

To examine the structure, meaning, and development of words within a language, lexicological analysis combines conventional and contemporary research methodologies. The research incorporates various data sources, tools, and techniques to provide a comprehensive understanding of lexical phenomena.

A primary method used in this analysis is corpus-based analysis, which involves scrutinizing large collections of texts (corpora) to identify patterns of word usage, frequency, and distribution. By utilizing digital corpora, the study can access extensive language data, facilitating an empirical and objective analysis of lexical elements. The corpus-based method is particularly valuable for analyzing contemporary language usage, where word meanings and frequencies evolve rapidly.

The study of etymology is another crucial method for tracing the beginnings and historical development of words. The study comprises a detailed analysis of historical documents, dictionaries, and linguistic databases to look into how words have evolved in meaning and form throughout time. Etymological research is essential to understanding the long-term shifts and modifications in language.

The study also makes use of lexical semantics analysis, which is concerned with the meaning of words and how they relate to one another. This method identifies terms with several meanings, such as polysemy, hyponymy, antonymy, and synonymy. Semantic analysis aims to uncover the nuances of word meanings, especially how context and usage influence them. To investigate how lexical phenomena appear in various linguistic systems, a comparative study of languages or dialects is also carried out. This comparison facilitates the identification of both language-specific and universal trends in the formation, meaning, and usage of words.

Recognizing that social, cultural, and geographical factors frequently impact language usage, the study also takes sociolinguistic concerns into account. This approach sheds light on how vocabulary varies throughout social groups, occupations, and geographical regions, revealing how language is dynamic and constantly changing.

Lastly, to facilitate both quantitative and qualitative analysis, the study makes use of sophisticated digital tools and databases. To examine word frequency, collocations, and concordances in corpora, programs like AntConc and WordSmith Tools are used. Additionally,

lexical resources such as the Oxford English Dictionary and WordNet are used for word origin research and semantic analysis.

Through the integration of these diverse techniques and resources, this research offers a thorough and sophisticated way of comprehending lexicological analysis and its consequences for the more general study of language structure and development.

DISCUSSION AND RESULTS

The findings of this study, which combined conventional and contemporary analytical techniques to investigate the structure, usage, and evolution of words in language, offer important insights into lexicological phenomena. The study illuminates historical and modern language patterns through the use of corpus-based analysis, etymological research, lexical semantics, and word formation analysis.

The corpus-based analysis revealed significant trends in word distribution and frequency across different literature genres. Functional words were more common, but lexical words showed greater diversity in terms of context-dependent meaning and semantic range. Furthermore, the meaning of terms like "cloud," which historically denoted meteorological occurrences, has changed significantly in the context of digital technology. These results demonstrate the fluidity of language and the efficiency of corpus-based approaches in monitoring changes in word usage over time.

The study of etymology made a substantial contribution to our knowledge of the origins and historical evolution of important lexical elements. Using patterns of borrowing and adaptation, the study tracked the origins of particular terms and found influences from different languages. Latin and Greek phrases, for example, were found to be common in scientific and technical contexts, and colloquial language was greatly influenced by regional dialects. A fuller comprehension of how languages change and adapt to historical and cultural situations is possible through the etymological perspective.

Polysemy was shown to be a common characteristic of many words in the study of lexical semantics; words like "bank," "light," and "run" have many meanings depending on the context in which they are used. Significant examples of synonymy and antonymy were also found in the study, especially in verbs and adjectives where minute contextual variations in meaning were

noted. These results highlight how crucial it is to comprehend how word meanings change depending on usage and context, adding to the complexity and variety of language.

Word formation analysis DSM borrowing, derivational morphology, and compounding lead to the creation of new words. The rise in popularity of terms like "smartphone" and "selfie" is a reflection of both cultural and technological shifts. The act of affixation is crucial to the formation of new lexical items, particularly when it comes to prefixes like "un-" and "re-." This continuous linguistic innovation is a reflection of vocabulary's ability to adjust to social and technical advancements.

Lexical structural similarities and differences were found in the comparative analysis of languages. Although many Latin-based vocabulary are shared between Spanish and English, there is a great deal of difference in how each language has adapted these words to its phonetic and morphological systems. Geographical variations within English, such as those between British and American English, also show how geography affects word meaning and usage. These results show how vocabulary is shaped by linguistic and cultural influences in many languages. Another significant aspect of this study was sociolinguistics. Words like "hacker" and "entrepreneur," according to the investigation, have changed in meaning depending on the social or professional groups they are associated with. This demonstrates the dynamic interrelationship between language and society, as vocabulary reflects shifts in cultural norms, social institutions, and professional identities.

Large-scale textual data processing was made possible by the employment of digital technologies like WordSmith technologies and AntConc, which significantly improved the analysis. These resources made it easier to identify word frequency, collocations, and concordances, leading to a more thorough comprehension of language usage patterns. A thorough examination of word meanings and their correlations was also made possible by the inclusion of lexicon databases such as WordNet and the Oxford English Dictionary, which enhanced the study's conclusions even more. The study's findings highlight the significance of using a variety of techniques while doing lexicological analysis. With the integration of lexical semantics, word creation, etymology, corpus-based research, and sociolinguistic factors, this study provides a comprehensive knowledge of language structure and evolution.

CONCLUSION

The techniques and processes used in lexicological analysis have been thoroughly examined in this work, with a focus on both conventional and contemporary methodologies. Through the integration of etymological research, corpus-based analysis, lexical semantics, word formation analysis, and sociolinguistic concerns, the study has provided important insights into how language vocabulary is dynamic and developing. According to the findings, language is a dynamic system that is influenced by social, cultural, and technical factors.

Particularly in light of digital technology and other recent advancements, corpus-based research illustrated how linguistic patterns and word meanings evolve. The historical roots and development of words were emphasized by etymological studies, which also provided insight into cross-cultural borrowing and linguistic adaptability. By demonstrating how context affects word interpretation and how polysemy is essential to comprehending words' multiple meanings, lexical semantics exposed the complexity of word meanings.

The continuous innovation and adaptability of language are further demonstrated by word formation analysis, which demonstrates how new lexical items arise through compounding, affixation, and borrowing. In addition to demonstrating the influence of geography and culture on vocabulary, the comparative study across languages and dialects highlighted the many ways that similar lexical phenomena appear in other linguistic systems. The sociolinguistic considerations further demonstrated the relationship between language and society by illuminating how social groups, occupations, and regional variances impact language usage. To improve the study of lexical data and get fresh insights into word frequency, collocations, and word relationships on a much wider scale, digital tools and corpora have proven to be invaluable.

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TERRITORIAL VARIETIES OF ENGLISH PRONUNCIATION

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Abstract: *The study of territorial varieties of English pronunciation explores the diverse ways in which English is pronounced across different regions, reflecting both historical developments and sociocultural influences. These regional variations encompass differences in vowel sounds, consonant articulation, stress patterns, and intonation. The article examines key features of various regional accents, such as Received Pronunciation (RP), General American (GA), and various British and American regional dialects. It highlights how factors such as geography, social class, and historical language contact have shaped the pronunciation of English over time. The study also considers the implications of these variations for language teaching, linguistic identity, and mutual intelligibility. Understanding territorial pronunciation varieties is essential for comprehending the rich diversity of English as a global language.*

Keywords: *territorial varieties, English pronunciation, regional accents, Received Pronunciation, General American, sociolinguistics, language variation, dialects, mutual intelligibility, linguistic identity.*

Annotatsiya: *Ingliz tilining territorial talaffuz variatsiyalari, ingliz tilining turli hududlarda qanday talaffuz qilinishining xilma-xilligini o'rganadi, bu esa tarixiy rivojlanishlar va ijtimoiy-madaniy ta'sirlarni aks ettiradi. Ushbu mintaqaviy farqlar unli tovushlar, undoshlar, urg'u va intonatsiya kabi talaffuzdagi farqlarni o'z ichiga oladi. Maqolada Received Pronunciation (RP), General American (GA) va turli britan va amerikalik mintaqaviy lahjalar kabi asosiy mintaqaviy aksentlarning xususiyatlari ko'rib chiqiladi. Ushbu tadqiqot geografiya, ijtimoiy tabaqa va tarixiy til o'zaro aloqalari kabi omillar ingliz tilining talaffuziga qanday ta'sir ko'rsatganini ta'kidlaydi. Tadqiqot, shuningdek, bu farqlar til o'rgatish, til identifikatsiyasi va o'zaro tushunish uchun*

qanday oqibatlarga ega ekanligini ko'rib chiqadi. Territorial talaffuz variatsiyalarini tushunish, ingliz tilining global til sifatidagi boy xilma-xilligini anglash uchun zarurdir.

Kalit so'zlar: territorial variatsiyalar, inglizcha talaffuz, mintaqaviy aksentlar, Received Pronunciation, General American, soziolingvistika, tilning xilma-xilligi, lahjalar, o'zaro tushunish, til identifikatsiyasi.

Аннотация: *Исследование территориальных вариантов произношения английского языка изучает разнообразие способов произношения английских слов в разных регионах, отражая как исторические процессы, так и социально-культурные влияния. Эти региональные различия охватывают различия в гласных, согласных, ударении и интонации. Статья рассматривает ключевые особенности различных региональных акцентов, таких как Received Pronunciation (RP), General American (GA) и различные британские и американские региональные диалекты. В работе подчеркивается, как такие факторы, как география, социальный класс и исторический контакт языков, повлияли на произношение английского языка. Исследование также учитывает последствия этих различий для преподавания языка, языковой идентичности и взаимопонимания. Понимание территориальных вариантов произношения важно для осознания богатого разнообразия английского языка как глобального языка.*

Ключевые слова: территориальные варианты, произношение английского, региональные акценты, Received Pronunciation, General American, социолингвистика, языковое разнообразие, диалекты, взаимопонимание, языковая идентичность.

INTRODUCTION

English, as a global language, exhibits a wide range of regional variations in pronunciation. A complex set of factors including geography, historical language contact, sociocultural contexts, and social class influences these territorial varieties of English pronunciation. From the Received Pronunciation (RP) of Southern England to the General American (GA) accent, and from the distinctive accents found in British and American regional dialects to varieties spoken in the Caribbean, Australia, and India, English pronunciation varies significantly across different parts of the world.

The study of territorial varieties is crucial for understanding the evolution and diversification of English as a living language. These regional accents and dialects are markers of geographical origin and reflect the history of linguistic change, cultural influences, and social dynamics within particular communities. Regional accents often carry with them important social and cultural meanings, influencing perceptions of prestige, education, and identity. The pronunciation of a language, therefore, becomes a crucial element in the study of its linguistic and sociolinguistic characteristics.

This article explores the various territorial varieties of English pronunciation, focusing on key features that distinguish them from one another. It examines both the phonetic and sociolinguistic aspects of these accents, addressing how they are shaped by historical, geographical, and social factors. The research also considers the implications of these pronunciation variations for mutual intelligibility and language teaching, emphasizing the importance of understanding these differences in the globalized world.

In addition, the article explores how the rise of media and globalization have influenced the spread and blending of regional accents, leading to the development of hybrid or mixed pronunciations in some areas. The aim is to provide a comprehensive overview of the territorial varieties of English pronunciation and to highlight the importance of acknowledging these differences in both academic and practical contexts.

METHODOLOGY

The methodology used in this study is designed to provide an in-depth analysis of territorial varieties of English pronunciation, combining both qualitative and quantitative approaches. To examine the diverse regional accents and dialects of English, a multi-step process is employed, incorporating data collection, phonetic analysis, and comparative analysis. Data for this study is primarily gathered through a combination of fieldwork, interviews, and existing phonetic corpora. Audio samples from various English-speaking regions, including the United Kingdom, the United States, Canada, Australia, and other global varieties, are sourced from linguistic databases, online corpora, and sociolinguistic studies.

Additionally, interviews with native speakers from different regions are conducted to capture real-world examples of pronunciation variation. This data is then transcribed and analyzed to identify key features of pronunciation. The core of the phonetic analysis involves examining the

speech sounds (consonants, vowels, stress patterns, and intonation) specific to different territorial varieties. Phonetic transcription is performed using the International Phonetic Alphabet (IPA) to ensure accuracy in capturing regional variations in pronunciation. Acoustic analysis software, such as Praat, is employed to measure vowel and consonant formants, stress patterns, and pitch contours.

This analysis helps to quantify the differences in pronunciation across various accents and dialects. To highlight the diversity of territorial varieties, a comparative approach is employed, contrasting key features of pronunciation in different regions. These comparisons include the variation in vowel sounds (such as the pronunciation of /æ/ in words like "cat"), consonant articulation (like the realization of /r/ in accents like RP and GA), and stress patterns. This comparison also extends to the influence of historical and geographical factors, identifying how regional accents have evolved in response to factors such as migration, contact with other languages, and socio-political changes.

DISCUSSION AND RESULTS

The findings of this study provide significant insights into the complex nature of territorial varieties of English pronunciation. The analysis has revealed clear distinctions between different regional accents, highlighting how historical, geographical, and social factors have shaped the pronunciation of English across various regions. One of the key results of this study is the identification of distinctive phonetic features that characterize regional accents of English. For instance, Received Pronunciation (RP) in Southern England is marked by its non-rhoticity, where the /r/ sound is not pronounced at the end of words, while General American (GA) features a rhotic accent, with the /r/ sound pronounced in all positions.

Furthermore, vowel shifts are another prominent feature across varieties, such as the use of the "trap-bath" split in British English, where the vowel in "bath" is pronounced differently from the vowel in "trap," a distinction not found in American English. This variation in vowel sounds is particularly evident when comparing British and American English, where certain vowels like /æ/ in words such as "cat" or "dance" are pronounced differently depending on the regional accent. Acoustic analysis confirmed several regional vowel shifts. For example, in Southern British English, the long /ɑ:/ in words like "dance" and "bath" is typically pronounced as a more fronted vowel in RP but remains a more open back vowel in GA. In contrast, some regions in the United States, such as the Midwestern and Northeastern areas, feature more centralized or "flapped"

vowels, which have a distinct sound quality compared to the more standardized pronunciation found in other regions. The results also reveal that consonant articulation plays a crucial role in differentiating accents. For instance, the pronunciation of /t/ as a glottal stop, common in Cockney English and some varieties of British English, contrasts sharply with the more standard /t/ articulation in GA. This glottalization is a hallmark of specific regional accents, providing insight into how pronunciation can vary significantly even within the same country.

The findings further show that territorial pronunciation varieties are not static but subject to change over time. The spread of American English, driven by media and globalization, has led to an increase in the adoption of American pronunciation features in other regions, particularly in younger generations. Similarly, accents in certain regions, such as those in the UK, have become less distinct due to the influence of widespread exposure to media. The rise of online platforms, television, and film has further contributed to the blending of regional accents, resulting in hybrid pronunciations in some areas. The analysis also highlights the relationship between pronunciation and mutual intelligibility. While speakers of different regional varieties of English are generally able to understand one another, certain regional accents pose challenges for communication. Accents with strong features, such as the Scottish or Irish varieties, may sometimes create difficulties for speakers from other regions due to the rapid speech rate and non-standard phonetic realizations.

Overall, the study demonstrates that territorial varieties of English pronunciation are influenced by multiple factors, including historical developments, migration, and social change. These factors lead to distinct regional accents that reflect both linguistic and social identities. Furthermore, the study underscores the importance of recognizing these variations in language teaching and learning, as understanding and appreciating pronunciation differences is essential for effective communication in a globalized world.

CONCLUSION

This study has highlighted the rich diversity of territorial varieties of English pronunciation, illustrating how regional accents differ across various areas of the English-speaking world. The analysis of phonetic features, including vowel shifts, consonant articulation, stress patterns, and intonation, has demonstrated that these variations are influenced by historical, geographical, and social factors. Through acoustic measurements and phonetic transcription, we have observed the distinctiveness of accents such as Received Pronunciation (RP), General American (GA), and

various regional dialects within both the UK and the US. The results emphasize that English pronunciation is not static but dynamic, shaped by ongoing processes such as media influence, migration, and social change.

The study also revealed that territorial varieties contribute significantly to the linguistic identity of speakers, as accents often reflect cultural heritage and regional pride. Furthermore, the research underlined the importance of understanding pronunciation differences, particularly in the context of language teaching, where awareness of regional variations can improve communication and mutual intelligibility. The findings also suggest that while regional accents may sometimes pose challenges to understanding, they are part of the natural diversity of language and contribute to the richness of English as a global language.

Definition and ESP(English for specific purposes)*Xakimova Ozodaxon**Fergana State university**English language philology, faculty of foreign language**Ilmiy rahbar: Adamboyeva Nafisa Qodirberganovna***Annotation**

This article mainly examines the concept of English for specific purposes (ESP), focusing on their definition, historic evolves, and implications for language education in various cultures. Thank you to a complete literature of the literature, the study featured information on how to apply a vital of modern education, species the modern need. The results underline the importance of the strategic approach to language learning, greet the program, and ingenue of students.

Аннотация

В этой статье подробно рассматривается концепция английского языка для специальных целей (ESP), особое внимание уделяется ее определению, исторической эволюции, ключевым характеристикам, методологиям и ее влиянию на языковое обучение в различных профессиональных областях. Благодаря всестороннему обзору литературы исследование представляет подробные сведения о том, как ESP стал важным компонентом современного образования, специально ориентированным на языковые потребности учащихся в различных областях. Результаты подчеркивают важность ESP как стратегического подхода к преподаванию языка с сильным акцентом на адаптированную учебную программу и вовлеченность учащихся.

Introduction

The English teaching camp has evolved in decades of decreasing, give specialty branches meeting specific needs. One of these branches is English for specific purposes (esp), which goes up to provide students with the fit language skills in their professional environments. This approach alone could not only the general teaching of English, but also fasten in the specific language in the specific careers, health, Engineering, woody engineer. The globalization of the firms are necessitated the need for specialized language, which important facials for effective communication in these sectors. This item is looking for exploring the definition and origin of esp more a deep, as to their importance in modern educational landscape³⁸.

Methods

To dive in the definition and origin of the Esp, a systematic summary of quality literature has been performed. The main academic sources were identified, in particular books, reviews and

³⁸ Hutchinson, T., & Waters, A. (1987). English for Specific Purposes: A Learning-Centered Approach. Cambridge University Press.

2. Dudley-Evans, T., & St. John, M. (1998). Developments in English for Specific Purposes: A Multi-Disciplinary Approach. Cambridge University Press.

Cali related to esp and tongue. The selection criteria has highlighted texts that describe the historical tradability of the Esp, Their theoretical squares and their practices in many fields. An actual search analysis, survey results and interviews with the Esps Espseed to enrich the real-content understanding³⁹.

Discussions and results

-- Definition of ESP

English for Specific Purposes is defined as a branch of language education that focuses specifically on instruction for certain domains and contexts, aligning with the professional or academic needs of learners. ESP can be further categorized into two main types:

1. Absolute Characteristics: These are defining features that differentiate ESP from General English. They include:

- A specific intended audience (e.g., doctors, engineers, business professionals).
- The focus on communication in specialized fields.
- The use of authentic materials relevant to the learners' professional context.

2. Variable Characteristics: These features can vary based on context and may include:

- Materials that may not strictly adhere to the specific domain (e.g., general professional communication)⁴⁰.
- Learner's proficiency levels and objectives, which can influence content selection.

-- Origins of ESP

The roots of ESP are deeply embedded in social, economic, and educational changes that took place during the 20th century:

1. World War II and Its Aftermath: The urgency to train military personnel in foreign languages during the war created a demand for targeted language instruction, leading to the establishment of language programs focused on specific vocabulary and scenarios⁴¹.

2. Rise of Global English: By the 1960s, English became the dominant language in international business, science, and technology, prompting the need for learners to develop language skills that would allow them to function in specialized contexts.

3. Higher Education Expansion: As universities began admitting an increasing number of international students, the necessity for tailored English programs became evident. Academic institutions recognized the need for effective communication training that catered to various disciplines, resulting in the establishment of ESP programs in universities worldwide.

3. Robinson, P. (1991). "ESP Today: A Practitioner's Guide." In *English for Specific Purposes*, 219-227. Longman.

4. Belcher, D. (2006). "English for Specific Purposes: Teaching to Perceived Needs and Imagined Futures in the University." *TESOL Quarterly*, 40(1), 5-36.

4. Communicative Language Teaching (CLT): The shift from rote memorization of grammar to a focus on communication in the 1970s and 1980s influenced the development of ESP. CLT's emphasis on real-life communication situations led to the adoption of ESP methodologies, innovating the way language was taught and learned.

5. Professional Needs and Curriculum Development: The growing complexity of professional communication also necessitated the design of curricula that addressed not just linguistic features but also cultural nuances and situational contexts that professionals encounter in their fields⁴².

-- Current Approaches and Methodologies in ESP

ESP instruction often employs a variety of approaches:

- Task-Based Language Teaching (TBLT): TBLT focuses on using meaningful tasks that mimic real-life situations in the target industry, enabling learners to practice the language through context-specific scenarios.

- Content-Based Instruction (CBI): This method integrates language learning with content from the learner's specific discipline, allowing students to improve their language skills while acquiring subject matter knowledge.

- Needs Analysis: A critical first step in developing any ESP program is conducting a needs analysis to determine learners' exact language requirements and goals. This analysis informs curriculum development and material selection, ensuring that content is highly relevant to learners' professional contexts⁴³.

Conclusion

English for specific purposes (ESP) plays a central reprimand in language education, meeting preview of communicating in different professional fields. Their rich origin during yesterday's significant global changes is an essential frame in the tongues of teaching. While globalization continues to keep the dynamics of communication, the importance of ESP becomes even more pronounced. Focusing on the context content, educational and effective and effective experience of students to surf their respective different professionals with confidence and skill.

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ENGLISH PREDICATE AND ITS TRANSLATION PROPERTIES INTO UZBEK

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Abstract. *The English predicate is an essential part of sentence structure, comprising the verb and its complements, which convey information about the subject's action or condition. There are a number of crucial grammatical changes to take into account while translating English predicates into Uzbek. Auxiliary verbs are frequently used in English to convey tense and aspect, whereas Uzbek uses particular verb suffixes to convey comparable meanings. This leads to differences in verb placement since Uzbek usually calls for a more specific subject identification. Moreover, it is necessary to carefully assess the context because English predicates may not always have direct equivalents in Uzbek. Proficiency in both languages' grammatical structures, cultural quirks, and nuances is essential for successful translation. Successful communication between English and Uzbek speakers is ultimately made possible by learning these components, which guarantee that the original meaning and intent are accurately delivered.*

Keywords: *english predicate, uzbek translation, grammatical changes, auxiliary verbs, verb suffixes, verb placement, subject identification, context, direct equivalents, cultural nuances.*

Annotatsiya. *Ingliz tilidagi predikat gap tuzilishining muhim qismi bo'lib, fe'l va uning to'ldiruvchilaridan iborat bo'lib, sub'yektning ish-harakati yoki sharti haqida ma'lumot beradi. Ingliz tilidagi predikatlarni o'zbek tiliga tarjima qilishda bir qator muhim grammatik o'zgarishlarni hisobga olish kerak. Ingliz tilida zamon va aspektni bildirish uchun yordamchi fe'llar ko'p qo'llaniladi, o'zbek tilida esa solishtirma ma'noni bildirish uchun alohida fe'l qo'shimchalaridan foydalaniladi. Bu fe'l joylashuvdagi farqlarga olib keladi, chunki o'zbek tilida odatda aniqroq mavzuni aniqlash talab qilinadi. Bundan tashqari, kontekstni diqqat bilan baholash kerak, chunki inglizcha predikatlar o'zbek tilida har doim ham to'g'ridan-to'g'ri ekvivalentlarga ega bo'lmasligi mumkin. Muvaffaqiyatli tarjima qilish uchun ikkala tilning grammatik tuzilmalarini, madaniy g'ayrioddiy va nuanslarni bilish juda muhimdir. Ingliz va o'zbek tilida so'zlashuvchilar o'rtasidagi muvaffaqiyatli*

muloqot oxir-oqibatda asl ma'no va niyatning to'g'ri yetkazilishini kafolatlaydigan ushbu komponentlarni o'rganish orqali amalga oshiriladi.

Kalit so'zlar : inglizcha predikat, o'zbekcha tarjima, grammatik o'zgarishlar, yordamchi fe'llar, fe'l qo'shimchalari, fe'l joylashuvi, mavzuni aniqlash, kontekst, to'g'ridan-to'g'ri ekvivalentlar, madaniy nuanslar.

Аннотация. Английское сказуемое является неотъемлемой частью структуры предложения, включающей глагол и его дополнения, которые передают информацию о действии или состоянии субъекта. При переводе английских сказуемых на узбекский язык необходимо учитывать ряд важных грамматических изменений. Вспомогательные глаголы часто используются в английском языке для передачи времени и вида, тогда как узбекский язык использует определенные глагольные суффиксы для передачи сопоставимых значений. Это приводит к различиям в размещении глаголов, поскольку узбекский язык обычно требует более конкретной идентификации субъекта. Более того, необходимо тщательно оценивать контекст, поскольку английские сказуемые не всегда могут иметь прямые эквиваленты в узбекском языке. Для успешного перевода необходимо знание грамматических структур обоих языков, культурных особенностей и нюансов. Успешное общение между носителями английского и узбекского языков в конечном итоге становится возможным благодаря изучению этих компонентов, которые гарантируют точную передачу исходного смысла и намерения.

Ключевые слова: английское сказуемое, узбекский перевод, грамматические изменения, вспомогательные глаголы, суффиксы глаголов, размещение глаголов, идентификация подлежащего, контекст, прямые эквиваленты, культурные нюансы.

INTRODUCTION

An essential part of sentence formation, the English predicate expresses the action, status, or condition of the subject. It usually includes the main verb and any related objects, complements, or modifiers to provide a complete picture of the activity or experience of the subject. To accurately translate meaning between English and Uzbek, language learners and translators must have a solid grasp of English predicates. Several linguistic considerations need to be made while translating English predicates into Uzbek. The Turkic language Uzbek has unique grammatical structures, especially when it comes to verb forms and sentence structure. For example, Uzbek often puts the verb at the end of the sentence, in contrast to English, where verbs can vary in location. Moreover, the perfective and imperfective aspects of Uzbek verbs indicate whether an

action has been finished or is still in progress. It is necessary to pay close attention to these distinctions in order to maintain the original predicate's meaning while adhering to Uzbek grammar norms. Translators improve accuracy and fluidity and promote better communication between the two languages by understanding the subtle differences between Uzbek and English predicates. The key to successful translation is ultimately a thorough grasp of these ideas, which promotes improved understanding and communication.

METHODOLOGY

A methodical approach is necessary when translating English predicates into Uzbek because of grammatical and structural differences. A strong methodology takes into account the verb, its tense and aspect, modality, negation, and any auxiliary elements like objects or adverbs that are present in the English predicate. Using this methodical study, suitable Uzbek counterparts are chosen. Determine the tense and aspect of the verb first. The equivalent Uzbek form must be carefully chosen because Uzbek verbs morphologically encode both at the same time. Think about if the action is future, continuing, habitual, or accomplished. As an illustration, the English present continuous "is eating" usually corresponds to an Uzbek verb that has the suffix "-yapti" and denotes an ongoing action. However, context is important since depending on the English sentence's subtlety, different forms might be more appropriate. Address the modality (can, must, should) next by selecting appropriate Uzbek translations. "Kerak" indicates duty ("must" or "should"), but "Mumkin" expresses possibility ("can"). Different constructs may be needed for other modal nuances. Negation is also very important. When negation is indicated in Uzbek, negative verb suffixes like "-ma" or "-may" are immediately appended to the verb stem. Attention should be paid to word order as well. Uzbek allows for flexibility but normally favors Subject-Object-Verb (SOV), particularly with lengthier or more complicated predicates, whereas English follows Subject-Verb-Object (SVO). Keep in mind this propensity for Uzbek to sound genuine. Lastly, take into account descriptive assertions, or nominal predicates. In present-tense descriptions, Uzbek frequently uses direct juxtaposition of the subject and complement instead of copular verbs ("is," "are"). The phrase "The car is red" can be translated simply as "Mashina qizil." Translators can produce correct and natural-sounding translations by methodically dissecting the elements of the English predicate and applying pertinent Uzbek grammatical rules while keeping context in mind.

DISCUSSION AND RESULTS

The English predicate is an essential part of sentence construction, consisting of the verb and its objects or complements that convey actions, states, or events related to the subject. Effectively translating predicates from English to Uzbek involves a careful analysis of grammatical features and the cultural context of both languages. In English, predicates can exhibit diverse forms, allowing for the expression of subtle differences through tense, aspect, and voice. For example, in the sentence "She is reading a book," the predicate "is reading" indicates an ongoing action in the present tense. Its Uzbek counterpart, "U kitob o'qiyapti," also reflects this continuous action but requires a specific verb form to express the imperfective aspect, underlining the action's duration. In another instance, consider the sentence "They have finished the project." The phrase "have finished" denotes a completed action. In Uzbek, this translates to "Ular loyiha tugatdilar," where a different verb form is used to convey the completed aspect, demonstrating that there isn't a direct one-to-one correspondence between English perfect tense and Uzbek. The structure of sentences also varies during translation. English commonly follows a subject-verb-object order, which tends to be straightforward. In contrast, Uzbek sentence construction may differ, as seen in the translation of "The teacher teaches the students" to "O'qituvchi talabalarga dars berayapti." Here, the arrangement of elements is adjusted to fit Uzbek grammatical conventions. This analysis yields important insights. Firstly, translators must pay attention to aspectual distinctions when translating predicates to capture the nuances of the action accurately. Secondly, understanding the syntactic differences between English and Uzbek is crucial for producing natural-sounding translations. Finally, the cultural context can affect meaning, as certain phrases may not have the same resonance in both languages. In conclusion, translating English predicates into Uzbek necessitates a deep understanding of both languages' grammatical structures and cultural contexts. By examining examples and considering both linguistic and contextual elements, translators can create accurate and meaningful translations that preserve the essence of the original message.

CONCLUSION

The English predicate is a fundamental part of sentence construction, consisting of the verb and related elements that indicate actions, states, or events. Predicates in English can be either simple or compound and appear in various tenses, moods, and voices, which impact how meaning is conveyed. Translating English predicates into Uzbek involves several considerations since differences in grammar can greatly influence the precise interpretation of a sentence. Uzbek is an agglutinative language that constructs words and expresses grammatical relationships through

the addition of prefixes and suffixes to root words. This results in a more intricate morphological structure compared to English, where different components might require separate forms. As a result, an English predicate that seems simple can become more complicated in Uzbek, necessitating changes in verb forms, the sequence of words, and aspectual distinctions. For example, tense translation can be particularly challenging, as Uzbek has specific distinctions between perfective and imperfective aspects that may not align directly with English tenses. Additionally, the usual subject-verb-object structure found in English may need to be rearranged in Uzbek for clarity and coherence. In summary, effectively translating English predicates into Uzbek requires a comprehensive understanding of the grammatical and cultural features of both languages. This ensures that translations not only reflect the original meaning accurately but also resonate well with the intended audience. Proficient translators must navigate these intricacies to create translations that are both precise and culturally appropriate.

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**EFFICACY AND TOLERABILITY OF STANDARD COVID-19 TREATMENT
WITH AND WITHOUT MONOCLONAL ANTIBODIES: A COMPARATIVE
CLINICAL STUDY**

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Abstract. Evaluating the efficacy and tolerability of pharmacological agents is a crucial stage in clinical research, determining the therapeutic value of treatment regimens [1]. This study compares four treatment groups: Favipiravir, Favipiravir + monoclonal antibodies (Casirivimab and Imdevimab), Remdesivir, and Remdesivir + monoclonal antibodies. The results highlight that the combination of standard antiviral therapy with monoclonal antibodies demonstrated the highest efficacy and tolerability, while monotherapy showed less favorable outcomes [2]. The study supports the use of monoclonal antibodies as adjunctive therapy to improve clinical results and reduce hospitalization duration in moderate COVID-19 cases [3].

Keywords: COVID-19, antiviral therapy, monoclonal antibodies, Casirivimab, Imdevimab, Favipiravir, Remdesivir, treatment efficacy, tolerability, hospitalization duration.

Objective. To evaluate the efficacy and tolerability of standard antiviral therapy for moderate COVID-19 and assess the impact of adding Casirivimab and Imdevimab on clinical outcomes [4].

Introduction. Standard treatment protocols for COVID-19 include antiviral agents, immunomodulators, corticosteroids, and supportive care aimed at reducing viral replication, controlling inflammation, and preventing complications. Among the commonly used antiviral drugs, Favipiravir and Remdesivir have demonstrated efficacy in moderate cases by inhibiting viral RNA polymerase and shortening recovery time. However, their effectiveness varies depending on disease severity and patient-specific factors. In recent years, monoclonal antibodies, such as Casirivimab and Imdevimab, have been integrated into treatment strategies to enhance

viral neutralization and reduce disease progression. Clinical studies have indicated that these antibodies target the spike protein of SARS-CoV-2, preventing viral entry into host cells and modulating the immune response. Evidence from multiple trials suggests that combining monoclonal antibodies with standard antiviral therapy improves treatment efficacy, reduces hospitalization duration, and minimizes adverse effects. This study aims to further investigate these benefits and compare the outcomes of combination therapy versus monotherapy.

Materials and Methods. A total of 302 hospitalized patients with confirmed COVID-19 (PCR+) were included in the study [5]. Patients were divided into four groups: Group 1 (Favipiravir), Group 2 (Favipiravir + Casirivimab and Imdevimab), Group 3 (Remdesivir + Casirivimab and Imdevimab), and Group 4 (Remdesivir). Clinical data such as adverse effects, treatment efficacy, tolerability scores, and hospitalization duration were recorded. The evaluation criteria included a 3-point efficacy scale and a 4-point tolerability scale [6]. Statistical analysis was conducted using Welch's t-test ($p < 0.05$) [7].

Main Results. The study analyzed the incidence of adverse effects, efficacy, tolerability, and treatment duration [8]. Favipiravir monotherapy exhibited the highest rate of adverse effects (1.33 points) and the lowest efficacy (2.22 points). Its tolerability score was the lowest among all groups (3.55), and the average hospitalization duration was 11.78 days. In contrast, the Favipiravir + Casirivimab and Imdevimab group demonstrated the highest efficacy (2.96 points), best tolerability (3.90), and the shortest hospitalization period (8.75 days), indicating a significant improvement in treatment outcomes [9].

Remdesivir + Casirivimab and Imdevimab showed the lowest incidence of adverse effects (1.02 points) and a high tolerability score (3.90), with an efficacy rating of 2.85 points. The hospitalization duration was reduced to 10.10 days compared to monotherapy [10]. The Remdesivir monotherapy group had a moderate rate of adverse effects (1.18 points), an efficacy score of 2.55, and a tolerability score of 3.90, but had the longest hospitalization duration (12.44 days) [11]. The data indicate that adding Casirivimab and Imdevimab to standard antiviral therapy enhances efficacy, improves tolerability, and reduces treatment duration [12].

Discussion. Monoclonal antibodies Casirivimab and Imdevimab are specifically designed to neutralize the SARS-CoV-2 virus by binding to the spike protein, preventing viral entry into human cells [13]. Their addition to standard therapy aims to enhance viral clearance, reduce inflammatory response, and improve patient recovery. The findings of this study confirm that their use as adjunctive therapy significantly enhances treatment efficacy and reduces hospitalization

time, aligning with previous clinical trials demonstrating their effectiveness in moderate COVID-19 cases [14].

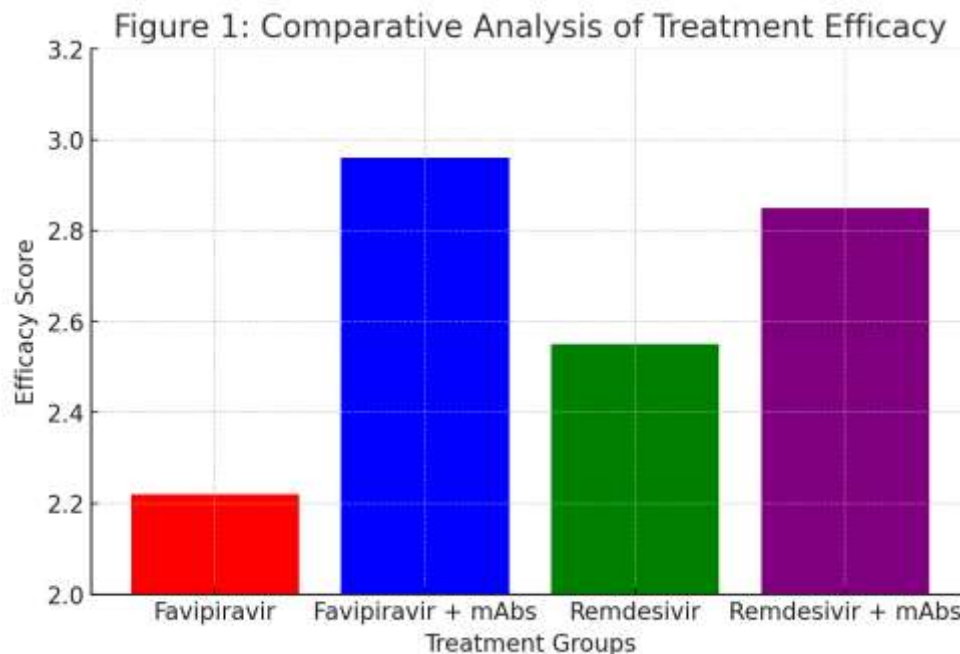


Figure 1 presents a comparative analysis of treatment efficacy across all groups, demonstrating the superior performance of combination therapy.

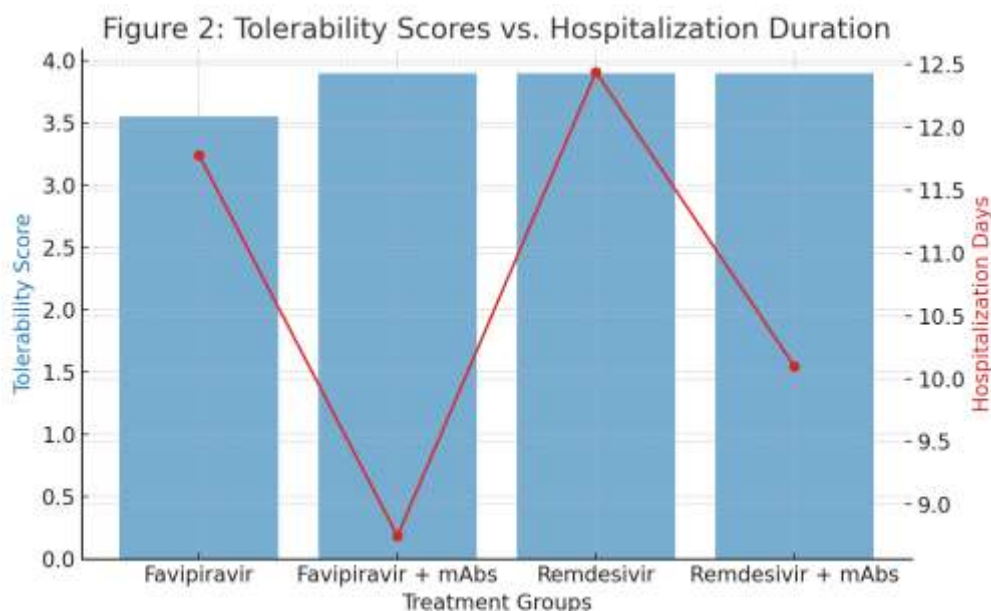


Figure 2 illustrates the relationship between tolerability scores and hospitalization duration, highlighting the benefits of adjunctive monoclonal antibody therapy [15].

Conclusions. The addition of Casirivimab and Imdevimab to standard antiviral therapy significantly improves treatment efficacy, tolerability, and hospitalization outcomes in moderate

COVID-19 cases [16]. The Favipiravir + Casirivimab and Imdevimab group demonstrated the best results, suggesting this regimen as the most optimal approach. Remdesivir + Casirivimab and Imdevimab also provided favorable outcomes with reduced adverse effects. These findings support the inclusion of monoclonal antibodies in antiviral treatment protocols to enhance patient recovery and reduce hospitalization periods [17]. Further research is needed to explore long-term benefits and broader clinical applications of combination therapy [18].

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INNOVATIVE TECHNOLOGY IN FOREIGN LANGUAGE TEACHING

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Abstract. This article describes in detail the advantages of innovative technologies. In all such methods, cooperation between the teacher and the student plays an important role, and also groups the types of innovative technologies in foreign language lessons. The most effective methods of teaching foreign languages using modern technologies are analyzed. The article describes the organization of lessons in non-traditional ways, using various methods, and the names of the methods are described in turn.

Keywords: innovative technology, method. ICT. developmental education, developmental education, foreign, interactive, modern, education, principle

Nowadays, a lot of attention is paid to the radical reform of the education sector in our country and increasing the efficiency of education. If a student learning a foreign language has a deep knowledge of his native language, this will be very useful for the student, and he will learn the foreign language by comparing his native language with it at the same time. This is a proven and effective method over the years, and in this regard, learning foreign languages through modern technologies is also very effective and is currently one of the methods of language learning that is available to people of different ages. The textbooks and study guides provided for teaching foreign languages are also practical proof of this goal. Therefore, it is natural that only a student who is interested in and has studied his native language thoroughly can learn other languages with love. Also, taking into account the requirements for language learning in our country, it is precisely in the last 5-10 years that unprecedented work has been carried out and a number of resolutions and decrees have been developed on the study of foreign languages, in particular, Resolution Number 34 of the Cabinet of Ministers of the Republic of Uzbekistan dated 09.01.2022 "On additional measures to improve the study of foreign languages" provides for the purchase of modern educational and scientific literature, textbooks and teaching aids published in foreign countries, international tests and relevant permits and licenses for their introduction, and copyrights of content aimed at teaching foreign languages; development and implementation of information and

communication technologies and software projects for the popularization of foreign language learning; Tasks such as creating videos, games, entertainment shows, films, and other educational content to master foreign languages and develop basic language skills have been set.[1]

Currently, instead of traditional teaching methods, interactive teaching methods using new ICT have been introduced. This, in turn, is one of the modern methods of learning a foreign language in this developing era. One of the most effective methods of learning and teaching any foreign language using the following modern technologies is considered to be: [2]

- You can watch and listen to foreign language videos, shows, dialogues, movies or cartoons through your computer, phone, tablet, or audio device.
- You can listen to audio tapes and watch videos in English or another language.
- You can use modern and traditional players and tape recorders.
- You can use CD players for listening. The use of such technical tools stimulates students' interest in the foreign language they are studying and helps make the learning process more effective.

In the 21st century, the acceleration and modernization of education requires the introduction of innovative technologies aimed at the intellectual and emotional creative education of the individual. Such innovative technologies include: developmental education, design, problem-based learning, differentiation of levels, testing system, game learning, immersion in a foreign language culture, collaborative learning, self-education and autonomy, integration, as well as technologies aimed at health, research, information communication and personal development. With such a goal-oriented character, cognitive universal actions are one of the leading components of the educational standard.

1. Information and communication technologies (computer programs, multimedia tools, electronic textbooks, Internet resources, online dictionaries and libraries)
2. Person-centered technologies (multi-level learning, work on a research project, problem-based learning, collaborative learning, modular block training, game-based training, advanced training, health-saving training). [3]

However, such a classification does not always seem acceptable to us: within the framework of the concept of modern education, its main task is to focus on the formation of a person with new features, namely, active cognitive activity, creativity, independence in decision-making, constant self-education and development. To achieve this goal, a modern English teacher and student must be well versed in all the advanced information and computer educational technologies currently available and use them in a convenient and creative way in the educational process.

Team learning (Student Team Learning (STL) method.

The success of the entire group is achieved through the constant interaction of each member of the group (team) with others, and the result is achieved as a result of independent work. When working on a topic, problem or question, each team, each of its members is responsible for studying the necessary educational material. The main principles of organizing work in a **STL** team are:

- equal incentives or rewards for all team members;
- personal responsibility for the success or failure of the entire group;
- equal opportunities for success (success for each member).

The group is evaluated by comparing its previous achievements. This gives strong, average and weak students equal opportunities to get points for their team. The main idea of teamwork is that a strong student does not give a ready-made answer to a weak student, but helps him, explaining how to independently master the material being studied. After everyone in the groups completes the task, the teacher gives a test to check whether they have understood the new material. All test tasks differ from each other in the number of test tasks, depending on the level of knowledge of a foreign language. These tasks are completed by weak and strong students. All tasks are completed individually and the same mark is given for the work done. Test for all - in this case, an average score is usually given for tasks correctly completed by all group members. In other words, each member of the group learns new material and prepares for the final test, and every student in the team has a great interest in ensuring that they do well. [4]

Currently, organizations such as UNESCO, UNICEF, the European University Association, the European Network for Quality Assurance in Higher Education are engaged in the issues of thinking in foreign languages, the formation of intellectual activity, and the assessment of their readiness in our daily lives. The goal is to create conditions for the younger generation to be able to speak a foreign language fluently, as well as to educate them in foreign languages, improve the training of future specialists, use information resources from around the world, and develop international cooperation and dialogue. The famous German scientist **Y.V. von Goethe** said: "Whoever does not know foreign languages, does not know his own language." As we know, in the modern educational process, the student must be a subject. The use of more interactive methods in this case increases the effectiveness of education. One of the most important requirements for foreign language lessons is to teach students to think independently and creatively. Today, foreign language teachers in our republic, relying on the experience of teachers from the United States and England, are using the following innovative methods in their lessons:

- **“Creative Problem Solving”** is a method in which the beginning of a story is read and the students are left to decide how it will end. This, in turn, is of great importance in developing students' independent thinking skills.
- **“Merry Riddles”** The role of teaching students the riddles in teaching a foreign language is great importance. By memorizing riddles, students' vocabulary increases, and in addition, riddles are also very important in strengthening memory.
- **“Quick answers”** help reinforce the topic of the lesson;
- **“Warm-up exercises”** are the use of various games in the classroom to interest students in the lesson and to prepare students for the topic before the lesson begins. [5]
- **Pantomime** is a method that can be used in a lesson where very difficult topics need to be explained or when students are tired of doing written exercises;
- **The “Chain story”** method helps to develop students' oral speech;
- **“Role playing”** (Acting characters) can be used in all types of lessons. To teach a profession, people in professions such as “Interpreter”, “Translator”, “Writer”, “Poet” can participate in the lesson and talk with students;
- **“Thinkers meeting”** (Thinkers meeting) poets and writers such as W. Shakespeare, A. Navoi, R. Burns can be “invited”. In such a situation, using the wise words they said in the lesson will help young people to become complete people;
- **The “When pictures speak”** method is very convenient and helps in teaching English and developing students' oral speech, for this it is necessary to use pictures related to the topic;
- **Quiz cards** are distributed according to the number of students and allow all students to participate in the lesson at the same time, ensuring that all students are given attention and saving time.[6]

Based on the above considerations, it can be concluded that each innovative technology has its own advantages. In all such methods, cooperation between the teacher and the student, the student's active participation in the educational process play an important role. As a result of the use of innovative technologies and methods in foreign language lessons, students' logical and creative thinking skills develop, their speech becomes fluent, and their ability to respond quickly and correctly increases. In non-traditional methods, boring classes are avoided by organizing them using various methods. This creates a basis for increasing interest in learning foreign languages, a desire to gain knowledge among the younger generation, and for effective organization of lessons.

As a result, students are thoroughly prepared for lessons, understand and complete the topics, and the effectiveness of mastering them increases rapidly.

List of used literature:

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THE MOTIF OF THE WORLD TREE IN MYTHOLOGICAL AND CULTURAL NARRATIVES: A COMPARATIVE AND SYMBOLIC ANALYSIS

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Abstract

This article explores the World Tree motif as one of the most enduring and universally recognizable symbolic constructs in global mythology. Present in the sacred narratives of numerous cultures, the World Tree functions as a cosmic axis—Axis Mundi—connecting the heavens, earth, and underworld. The study employs a comparative and symbolic approach to analyze the Tree's role in cosmogony, cosmology, and ritual systems, uncovering both universal functions and culturally specific interpretations. Drawing upon mythological texts, anthropological sources, and theoretical literature, the article demonstrates how the motif of the World Tree reflects fundamental human efforts to conceptualize the structure of the universe and the relationship between the spiritual and material realms. Additionally, the work examines the transformation of this symbol in modern cultural discourses, thus emphasizing its ongoing relevance.

Keywords: World Tree, mythology, Axis Mundi, cosmogony, symbolism, comparative folklore, cultural traditions, ritual.

1. Introduction

The World Tree stands as one of the most ancient and enduring mythological symbols across civilizations, representing a vertical axis that connects the celestial, terrestrial, and chthonic realms. Its presence in cosmogonic myths, sacred rituals, and literary texts suggests an archetypal significance that transcends geographical and cultural boundaries. In virtually every cultural tradition where it appears, the World Tree serves not only as a symbol of life and fertility but also as a metaphysical structure that embodies order, unity, and continuity in the universe.

From the Norse *Yggdrasill* and the Mayan *Ceiba* to the Slavic Oak and the Indian *Bodhi Tree*, this symbol carries deep philosophical, religious, and social meanings. The tree represents the center of the world, the source of divine wisdom, and the path of spiritual ascent or descent. In

many traditions, the roots penetrate the underworld, the trunk supports the earthly domain, and the branches extend into the heavens, uniting different planes of existence into a coherent cosmic model.

The primary aim of this article is to investigate the symbolic, ritual, and cosmological functions of the World Tree motif in mythological and cultural narratives. Using a comparative methodology grounded in symbolic anthropology and structuralist theory, the article seeks to identify both the cross-cultural constants and regional variations of the motif. Special attention is paid to how the World Tree encodes conceptions of cosmic order, metaphysical transcendence, and existential orientation.

2. Literature Review

Scholarly engagement with the World Tree motif spans multiple disciplines, including comparative mythology, religious studies, ethnography, and cultural anthropology. Among the foundational works in this field is Mircea Eliade's *The Sacred and the Profane* [2], where he describes the World Tree as a vertical archetype—a sacred symbol representing the connection between the human and the divine. Eliade emphasizes that the vertical symbolism of the Tree encapsulates the spatial structure of the cosmos and facilitates ritual passage between its levels.

Vladimir Toporov's seminal work *Myth. Ritual. Symbol* [3] situates the World Tree within Indo-European and Slavic mythological systems. He interprets the Tree as an axis of ritual and semantic ordering, highlighting its role in seasonal cycles, sacrificial rites, and calendrical structures. According to Toporov, the mythic tree organizes not only the cosmos but also cultural time and space.

Alexander Gellman's *The World Tree in Mythological Traditions* [4] provides a cross-cultural inventory of tree symbolism, drawing parallels between Indo-Iranian, Mesoamerican, Finno-Ugric, and African traditions. Gellman's comparative typology reveals shared features: vertical tripartition, sacred fruit, divine guardianship, and the association with life, death, and rebirth.

Joseph Campbell's archetypal model of the Hero's Journey, articulated in *The Hero with a Thousand Faces* [5], incorporates the World Tree as a liminal threshold that marks the hero's transition from the mundane to the sacred. The Tree is thus embedded in mythopoetic structures that encode transformation, initiation, and renewal.

Additional studies, such as those of M.I. Steblin-Kamensky [6] on Old Norse sagas, L.A. Kotova [7] on Mayan cosmology, and N. Ponomarev [8] on Hindu mythology, expand our

understanding of the Tree's multiple narrative functions. These works collectively affirm the World Tree's universality and resilience as a symbolic construct.

3. Methodology

This study adopts a multidisciplinary and comparative framework, combining methods from structural anthropology, semiotics, symbolic hermeneutics, and folklore studies. The methodological basis includes:

- **Comparative Analysis:** Examination of mythological and ritual texts across diverse cultures (e.g., Norse, Slavic, Mesoamerican, Hindu).
- **Symbolic Interpretation:** Identification and analysis of recurring symbolic structures (e.g., vertical axis, sacred center, tripartition).
- **Cosmological Mapping:** Analysis of spatial models encoded in mythologies and rituals involving the Tree motif.
- **Textual and Ethnographic Synthesis:** Integration of primary mythological narratives with scholarly interpretations.

The corpus consists of ancient myths, religious scriptures, oral traditions, and ethnographic descriptions, analyzed through interpretive close reading and contextualization within cultural frameworks. This allows for the identification of core symbolic functions and their variations across time and space.

4. Results

4.1 Universal Functions of the World Tree

Across cultures, the World Tree consistently performs key mythological and cosmological functions:

- **Axis Mundi (Cosmic Axis):** The Tree is frequently depicted as the vertical center of the universe, linking heaven, earth, and the underworld [1, p. 45]. This model facilitates both ontological coherence and ritual movement between planes of existence.
- **Source of Life and Fertility:** It is portrayed as a giver of fruit, sap, or sacred waters—substances associated with nourishment, healing, and renewal [2, p. 60]. In many traditions, gods, spirits, or ancestors dwell within the Tree, further sacralizing it.
- **Pathway of Spiritual Ascent:** The Tree symbolizes the soul's journey toward transcendence or divine union. Climbing the tree, or traveling along its trunk, often corresponds to inner transformation [3, p. 87].

4.2 Cultural Variants and Specificities

• **Norse Mythology:** *Yggdrasill* is an ash tree that unites nine worlds, including Asgard (gods), Midgard (humans), and Hel (underworld). It is guarded by creatures such as the eagle, the serpent Nidhogg, and deer, all symbolizing various cosmic forces [6, p. 25]. The tree's vulnerability mirrors cosmic instability, and its eventual fall marks eschatological transformation (*Ragnarök*).

• **Slavic Mythology:** The sacred oak symbolizes strength, continuity, and divine presence. It mediates between *Yav* (the visible world), *Nav* (the unseen), and *Prav* (the law/order of being) [3, p. 95]. The Slavic Tree also features in agrarian rituals and calendar cycles.

• **Hindu Tradition:** The *Bodhi Tree*, under which Siddhartha attained enlightenment, represents knowledge, awakening, and liberation [7, p. 48]. In Vedic cosmology, the *Ashvattha* tree is inverted—its roots in heaven and branches in the earthly realm—symbolizing metaphysical paradox and the transitory nature of life.

• **Mayan Cosmology:** The *Ceiba* tree functions as a cosmic pillar in Mayan thought. Its roots reach into *Xibalba* (underworld), its trunk supports the world, and its canopy touches the divine. It is often represented in stelae, codices, and temple carvings as a marker of cosmic order and ritual space [8, p. 30].

4.3 Symbolic Dimensions

The symbolic resonance of the World Tree extends beyond mythological narrative:

Verticality and Axis: The vertical form of the Tree captures the idea of hierarchy and ascension—both physical and spiritual. The roots symbolize origins and unconscious forces; the trunk, the temporal world; the branches, the transcendent or divine.

Unity of Opposites: The Tree integrates oppositional principles—life/death, sky/earth, chaos/order—into a single organic whole. This dialectical structure underlies many mythological systems and aligns with philosophical notions of cosmic unity [1, p. 55].

Sacred Center and Order: The Tree is frequently located at the world's center (e.g., the navel of the world, *omphalos*) and marks the boundary between the sacred and the profane. It thus functions as both a point of orientation and a ritual gateway.

5. Conclusion and Future Directions

The World Tree motif emerges as a powerful and enduring symbol that encodes fundamental cosmological, spiritual, and philosophical ideas. Its presence across cultures attests to a shared human desire to articulate the structure of reality and the relationship between the material and metaphysical realms.

In the mythological imagination, the World Tree functions simultaneously as a spatial model, a metaphysical symbol, and a ritual instrument. It serves as a focal point of cosmic order, a channel of communication between worlds, and a metaphor for human transformation.

Future research may explore:

- The reinterpretation of the World Tree in contemporary literature and visual culture.
- Its metaphorical function in environmental discourse and ecological philosophy.
- Comparative study of inverted trees and trees of death in esoteric and apocalyptic traditions.
- Its reemergence in virtual and digital mythologies (e.g., fantasy, gaming, and speculative fiction).

The World Tree remains rooted in humanity's collective symbolic heritage, bridging myth and culture, past and future, the visible and the invisible.

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VOCALISMS AND THEIR CLASSIFICATION IN COMPARATIVE PHONETICS

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Anotatsiya: Ushbu maqolada o'zbek tili va turktilida mavjud bo'lgan unlilar va ularning ta snifi, singarmanizm hodisasi, ikki tildagi unlilarning o'xshashlik va farqli tomonlari haqida fikr y uritiladi.

Kalit so'zlar: Fonetika, unli tovushlar, vokalizm, singarmanizm, qalin unlilar, yumshoq(in gichka)unlilar, intervokal holat

Annotation: This article discusses the vowels existing in the Uzbek and Turkish languages, their classification, the phenomenon of syngermanism, and the similarities and differences of vowels in the two languages.

Keywords: Phonetics, vowels, vocalism, syngermanism, hard vowels, soft(thin) vowels, intervocalic position

Linguistics is a field that has been studied and researched since ancient times, and the first steps in its study begin with the Department of Phonetics. Phonetics (from the Greek "phone" - sound, "tykos" - box, i.e. "sound box") is a section of linguistics that studies the methods of formation and acoustic properties of speech sounds, syllables and parts of speech separated by pauses. It is studied in four groups. In particular, there are general, specific, comparative and experimental phonetics.

1. General phonetics - introduces the laws and phenomena common to the sound side of all languages.
2. Specific phonetics - provides information about the phonetic system of a specific language: Uzbek phonetics, Russian phonetics, English phonetics, etc.
3. Experimental (instrumental) phonetics - the physical-acoustic and articulatory aspects of speech sounds are studied using special devices (pneumograph, oscillograph, phonograph, spectrograph, etc.).
4. Comparative phonetics. This type of phonetics is used in related languages (for example,

This allows us to identify common and specific features of the phonetic system (Uzbek, Turkish, Kazakh, Kyrgyz, Turkmen and other Turkic languages).

Comparative phonetics studies, classifies and analyzes the speech sounds present in these two languages, comparing and contrasting them. Below we will learn about the vowels in the Uzbek and Turkish alphabets, their classification, similarities and differences. According to the Law "On Amendments and Additions to the Alphabet", approved by the Oliy Majlis of the Republic of Uzbekistan on May 6, 1995, the current Uzbek alphabet consists of 29 letters and 30 sounds. Of these, 6 are vowels and 24 are consonants. Vowels in the Uzbek alphabet:

Aa, Ee, Ii, Oo, Uu, O‘o‘

The Turkish alphabet, like the Uzbek alphabet, is based on Latin letters and was adopted on November 1, 1928. The Turkish alphabet has 29 sounds, of which 8 are vowels and 21 are consonants. Vowels in the Turkish alphabet: Aa, Iı, Oo, Uu, Ee, İi, Öö, Üü

Among them are hard vowels: Aa, Iı, Oo, Uu

Soft vowels: Ee, İi, Öö, Üü

Vowels are sounds that are pronounced in the mouth and throat without any obstacles and consist of voice (practically without noise). Each language has its own vowel system. The vowel system in a language is called vocalism (Latin vocalis - vowel sound). The number of vowel sounds in different languages is different. For example, in the modern Uzbek literary language there are 6 vowel sounds, while in other Turkic languages there are 8, 10 or more.

Vowels are classified depending on the participation of the lips, as well as the horizontal and vertical movement of the tongue. These classifications can be considered using the example of 6 vowel phonemes (a, e, i, o, u, o') of the Uzbek language.

Table of vowel classification in the Uzbek language

By the degree of mouth opening, the involvement of the lips, and the horizontal movement of the tongue.	

	Non-labial vowels	Labialized vowels
	Front vowels	Back vowels
High short vowels	i	u
Medium length vowels	e	o'
Low broad vowels	a	o

Table 1 above can be interpreted as follows.

I. By the degree of lip involvement:

1. Labial vowels: u, o', o;
2. Non-labial vowels: i, e, a

II. By horizontal tongue movement:

1. Front vowels: i, e, a;
2. Back vowels: u, o', o

III. By the degree of mouth opening:

1. Narrow vowels: u, i;
2. Medium-wide vowels: e, o';
3. Wide vowels: a, o

Vowels in Turkish are classified slightly differently. There are 8 vowels in the Turkish alphabet, 4 of which are back (hard) and 4 are front (soft). Hard and soft vowels are subject to one of the most important rules of the Turkish language - the rule of palatal harmony, that is, the harmony of large and small vowels (singular harmony). For this reason, hard and soft vowels are of great importance in the Turkish language. Vowels that are pronounced at the back of the tongue in the oral cavity are called thick vowels or back vowels. Vowels that are formed at the front of the tongue in the oral cavity are called soft vowels (ince ünlüler) or lingual vowels.

Kalın ünlüler (qalin unlilar): a, ı, o, u;

İnce ünlüler (yumshoq unlilar): e, i, ö, ü

Lablarning ishtirokiga ko'ra:

1. Düz ünlüler (lablanmagan unlilar): a, e, ı, i

2. Yuvarlak ünlüler (lablangan unlilar): o, ö, u, ü

Düz ünlüler

Labial vowels are vowels that are pronounced with flat and wide lips, while labial vowels are vowels that are pronounced with rounded and elongated lips.

By degree of mouth opening:

1. Geniş ünlüler (broad vowels): a, e, o, ö

2. Dar ünlüler (short vowels): ı, i, u, ü

Geniş ünlüler (broad vowels) are caused by an elongated lower jaw and a wide oral cavity.

Narrow vowels (narrow vowels) occur when the lower jaw is slightly protruded and the oral cavity is narrow.

Classification of vowels in Turkish

	Düz		Yuvarlak	
	Geniş	Dar	Geniş	Dar
Kalın	a	ı	o	u
İnce	e	i	ö	ü

Although the vowels in Uzbek and Turkish are classified in the same way according to the participation of the lips and the degree of opening of the mouth, they differ in other respects, for example, according to the vowels kalın (thick) and ince (thin) in Turkish. Because the vowels in Uzbek are not classified in this way. However, since Uzbek and Turkish have been related languages since ancient times, in the history of the Uzbek language, there are also 8 vowels in the Old Turkic vocalism, which are classified as thick and thin vowels. For this reason, the phenomenon of singormanism was observed in Old Turkic and Old Uzbek. In the modern Uzbek literary language, this phenomenon is not observed. However, the phenomenon of singormanism (Ünlü Uyumu) in Turkish still exists.

In linguistics, vowel harmony is also known as palatal harmony or singormanism. It is also called. "Synharmonism" (a Greek word meaning "harmony") refers to the pronunciation of the vowels in the root of the word and the vowels in the suffixes to the vowels in the root. This situation is considered a phonetic phenomenon in linguistics.

In Turkish, the combination of hard (back) vowels followed by hard (back) vowels and soft (front) vowels followed by soft (front) vowels in syllables within a word is called vowel adaptation (ünlü uyumu). Since this feature is unique to the Turkish language, vowel harmony is the most important phonetic rule of the Turkish language. According to vowel adaptation, the sequence of sounds is adapted according to thick and thin vowels as follows. For example:

A - a, ı - alçak, açık; E - e, i - ekmek, ekin; I - a, ı - ıslak, ıslık;

İ - e, i - içecek, içki; O - a, u - ocak, okul; Ö - e, ü - özel, öykü;

U - a, u - uçak, uyku; Ü - e, ü - üçgen, ütü

This phenomenon of vowel harmony is one of the important rules of Turkish phonetics, which helps to make pronunciation beautiful and smooth. Vowel harmony in Turkish is divided into two types depending on the participation of thick and thin vowels.

1. Büyük Ünlü Uyumu – Rule of capitalization of vowels

2. Küçük Ünlü Uyumu –rule of minor harmony in vowels

Büyük Ünlü Uyumu (rule of major vowel harmony) - this is the adaptation of vowels according to the back row (thick) or front row (thin), and if the vowel in the first syllable of a word is a front vowel (e, i, ö, ü), the vowels in the following syllables will also be front vowels. For example: iğne, yüzük, deniz, bilezik.

If the vowel in the first syllable of a word is a back vowel (a, ı, o, u), the vowels in the following syllables will also be back vowels. For example: step, mouth, foot, neck, lip, door.

Büyük Ünlü Uyumu (minor vowel harmony rule) – this vowel harmony depends on whether the vowels are labial (rounded) or labial (smooth). If the vowel in the first syllable of a word is a non-labial vowel (a, e, ı, i), the vowels in the following syllables will also be non-labial vowels. For example: fish, cat, cow, river. According to minor vowel harmony, if the vowel in the first syllable of a word is a labial vowel (o, ö, u, ü), the vowels in the following syllables will be u, ü or a, e. The sounds ı and i do not occur after labial vowels. For example: firewood, coal, grapes, small, shovel, stove

The law of vowel vowel harmony applies not only to vowels in the stem, but also to any suffix added to the stem. Depending on the vowel in the last syllable of the stem, a suffix containing the corresponding vowel sound is added. That is why in Turkish each suffix has two or more variants. For example: the plural suffix -lar in Uzbek has two variants in Turkish: if the last syllable of the word contains back vowels (a,ı,o,u): -lar (kitaplar, okular) if the last syllable of the word contains front vowels (e,i,ö,ü): -ler (defterler, üzümmler). The suffix -lik, which forms a noun in Uzbek, has four variants in Turkish, and this suffix is also based on the rule of syngormism. In particular, if the last syllable of a word contains a,ı, -lık (yazlık, anahtarlık); If the last syllable of a word contains e or i, it ends in -lik (gecelik, iyilik); If the last syllable of a word has o or u, then -luk (morluk, mutluluk); If the last syllable of a word contains ö or ü, then it is written in the form -lük (çöplük, sözlük). However, there are words in Turkish that do not exhibit the phenomenon of syngormism. These words are Turkish, loan words and compound words. Another phenomenon that occurs in the vocalism of both related languages, Uzbek and Turkish, is the intervocalic case. Intervocalic state is a phenomenon of phonetics (alternation of sounds) in a consonant sound that occurs between two vowel sounds. Intervocalic state is not only a phenomenon of vocalism, but is also associated with constantinism due to the participation of consonants. In Uzbek, -im, -ing, -i are possessive; Adding declension suffixes to the main word leads to intervocalic state. For example, heart -my heart, to the heart; desire - my desire, wish; wrist - my wrist, wrist; village - my village, like a village. In this case, we can observe how the sound "k" changes to the sound "g", and the sound "q" changes to the sound "g".

Intervocalic vowel sounds are used to express emotions and feelings of the listeners (p - b, ç - c, t - d, k - g, k - ğ). This occurs when - and a possessive suffix are added. For example,

p → b : dolap - dolabı, çorap - çorabı, dip - dibi, sebep - sebebi, cevap - cevabı, kap - kabı;

ç → c : ağaç - ağacı, güç - gücü, uç - ucu, sonuç - sonucu; nç

In all words ending with nc sounds, these sounds become nc: genç - genci, çeşitir - çeşitir, sevinc - sevinci, çeşitir - çeşitir, çeşitir - çeşitir;

t → d : kanat - kanadı, yurt - yurdu, senet - senedi, dört - dördü, vücut - vücudu;

k → ğ : çiçek - çiçeği, sokak - sokağı, bebek - bebeği, etek - eteği, mutfak - mutfacı, kulak - kulağı.

If a word ends in the -HK sound and a suffix beginning with a vowel is added, then k becomes g:

k → g: we can observe the following: renk - reng, ahenk - ahengi, kepenk - kepengi, çelenk - çelenge. However, as in the case of singing, there are some exceptions in the intervocalic case. In particular, this does not happen in proper names, some paronymic words, words borrowed from foreign languages, and words in which the final consonant in Turkish does not change.

Conclusion. Comparative phonetics is an important and integral part of linguistics, which helps in the study, analysis, classification and research of the sound systems of two languages.

Comparative phonetics classifies the uniqueness, similarities and differences of related and unrelated languages based on the method of comparison and contrast. Comparative phonetics not only explores, but also provides the student with a certain clarity and convenience in learning new languages.

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ЦИФРОВИЗАЦИЯ МУЗЕЙНЫХ КОЛЛЕКЦИЙ КАК СПОСОБ РАЗВИТИЯ ТУРИСТИЧЕСКОЙ ОТРАСЛИ

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Аннотация: Цифровизация музейных фондов играет ключевую роль в развитии туристической отрасли, открывая новые возможности для ее роста. Процесс цифровизации музеев позволяет представить их коллекции широкой аудитории через различные электронные платформы. Это, в свою очередь, создает интерактивные и увлекательные условия для туристов, предлагая им уникальный опыт взаимодействия с культурным наследием. В статье освещены ключевые аспекты использования современных цифровых технологий в деятельности музеев. Рассматривается практическое значение цифровых технологий в данной сфере.

Ключевые слова: музеи, туризм, цифровые технологии, инновации, виртуальные туры, 3D-туры, электронные выставки.

ВВЕДЕНИЕ В последние годы музеи трансформировались из учреждений, ориентированных только на хранение артефактов, в центры, ориентированные на посетителей. Во всем мире музеи претерпели парадигматический сдвиг, чтобы оставаться актуальными для широкой публики. Эта трансформация усиливает роль музеев как цифровых платформ, центров культурного туризма и онлайн-обучения для глобального сообщества.

В данном исследовании предлагается концепция развития музеев через три ключевых аспекта: цифровые платформы, культурный туризм и онлайн-обучение. Исследование показывает, что музеи постепенно переходят от традиционных охранных функций к современным образовательным и развлекательным учреждениям. Оно подтверждает, что современные музеи активно внедряют цифровые технологии, онлайн-обучение и культурный туризм для привлечения как местного населения, так и иностранных туристов.

По мере ослабления пандемийных ограничений в разных странах мира туристическая отрасль демонстрирует уверенное восстановление. Например, в Узбекистане в первом квартале текущего года было зарегистрировано 610 тысяч иностранных туристов, что в 2,5 раза превышает показатель аналогичного периода прошлого года.[1] Для дальнейшего

роста турпотока и увеличения количества международных туристических поездок необходимо эффективно использовать имеющиеся возможности. Одним из самых перспективных объектов для развития туризма считаются музеи.

Крупнейшие музеи мира регулярно организуют международные выставки, демонстрируя богатое историческое и культурное наследие Узбекистана. Такие выставки проходят в Германии, Франции, Великобритании и других странах, способствуя укреплению культурного имиджа Узбекистана за рубежом. В Европе культура посещения музеев хорошо развита, и музеи занимают лидирующие позиции среди туристических достопримечательностей. Согласно данным сети европейских музейных организаций (NEMO), ежегодно музеи в странах Европейского Союза посещают более 500 миллионов человек, что превышает посещаемость спортивных мероприятий. Активное цифровое присутствие музеев и доступность информации в Интернете позволяют туристам легко знакомиться с музейными коллекциями онлайн.

В настоящее время в Узбекистане функционирует более 120 музеев и их филиалов, из которых 49 являются основными музеями, 75 — филиалами, а 7 — музейными заповедниками.[3]

СТИЛЬ И МАТЕРИАЛЫ В данной статье анализируется роль туристического сектора в развитии туристического потенциала страны, основанная на результатах анализа и исследования ряда ученых.

По мнению зарубежного эксперта Т. Весенина, культурное наследие может приносить доход, если превратить его в бренд, сохранив при этом его физическую и духовную сущность [4].

Ученые А. Киралова и И. Страка подчеркивают, что туризм тесно связан со своей целью. В этом контексте они также рассматривают взаимосвязь между историзмом, музеологией и туризмом [4].

По мнению местного исследователя А. Худоярова, паломнический туризм включает в себя поездки к святым местам, почитание великих предков, ознакомление с их жизнью, культурным, архитектурным и историческим наследием, участие в религиозных и светских церемониях.

Исследователь Н. Ибрагимов изучил научные основы формирования бренда и имиджа конкурентоспособного туристического региона. Он разработал научно обоснованную концепцию позиционирования региона на рынке и в сознании потребителей, включая

модель бренда, методику его изучения, а также элементы бренда, такие как название, логотип и слоган.

РЕЗУЛЬТАТЫ Музейный туризм включает создание выставок, организацию экскурсий, проведение общественных мероприятий и образовательных программ. Основными задачами организаторов музейного туризма являются:

Определение туристической специализации музея;

Обеспечение постоянного потока туристов в музеи;

Разработка туристических программ и маршрутов;

Организация рекламных кампаний.

Сегодня развитие музейного туризма зависит от следующих факторов:

Разработка программ для различных возрастных групп туристов;

Создание программ для представителей различных социальных слоев;

Расширение многообразных программ внутри арт- и культурных центров;

Организация международных программ для искусствоведов и экспертов в области искусства.

Кроме того, современные музеи должны интегрироваться в цифровое пространство, предоставляя электронные публикации и доступ к информации на глобальном уровне. Это позволит музеям эффективно рекламировать себя, увеличивать аудиторию и налаживать быстрое и удобное взаимодействие с зарубежными коллегами. Современные цифровые технологии помогают популяризировать музейные коллекции среди широкой общественности, особенно среди молодежи.

Особенно заметны изменения в роли музеев с развитием цифровых технологий и Интернета. Если раньше основными каналами распространения культурной информации были печатные издания, телевидение и радио, то сегодня цифровые технологии становятся основными инструментами взаимодействия музеев с аудиторией.

ОБСУЖДЕНИЕ Одним из важнейших направлений деятельности музеев является цифровизация фондов. Этот процесс не только способствует развитию общества, но и помогает в систематизации документации и социальной информации.

Основной целью цифровизации музейных фондов является повышение их доступности, улучшение изучения экспонатов и расширение возможностей использования музейных коллекций. Кроме того, цифровизация позволяет создать удобные инструменты для поиска информации и анализа музейных экспонатов.

Глобальное развитие цифровых технологий приводит к росту их использования в музейной сфере. Современные музеи должны соответствовать этим изменениям, внедряя новые технологии для эффективного управления своими фондами и привлечения посетителей.

Развитие музейной деятельности имеет важное значение для туристической индустрии. В связи с этим президент Республики Узбекистан поручил провести цифровизацию музейных фондов, создать электронные базы данных экспонатов, повысить квалификацию музейных работников и реализовать ряд других мероприятий по модернизации музеев [1].

Для успешного функционирования современных музеев необходимо внедрять информационные технологии, расширять аудиторию и активно продвигать свои коллекции. Помимо традиционных публикаций, электронных каталогов, видео- и аудиоресурсов, музеи должны активно использовать социальные сети и участвовать в международных интернет-проектах.

ЗАКЛЮЧЕНИЕ Одним из ключевых форматов современных экскурсий являются 3D-экскурсии, которые позволяют виртуально посещать культурные объекты и города. Виртуальные туры представляют собой интерактивные панорамы, позволяющие пользователям самостоятельно перемещаться по территории с помощью компьютерной мыши. Дополнительно к визуальному контенту могут быть добавлены текстовые данные, аудиозаписи, графики и элементы управления.

Таким образом, в условиях глобализации все отрасли экономики должны активно внедрять цифровые технологии и инновации. Это особенно актуально для туристической сферы, включая музеи. Цифровизация музейных фондов способствует развитию отрасли и повышению ее конкурентоспособности на мировом рынке.

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**ОБРАЗ АМИРА ТИМУРА В ТРАГЕДИИ НИКОЛАСА РОУ «ВЕЛИКИЙ
ТЕМУР»: АЛЛЕГОРИЯ СПРАВЕДЛИВОГО ПРАВЛЕНИЯ И
ГУМАНИСТИЧЕСКИХ ИДЕАЛОВ ПРОСВЕЩЕНИЯ**

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Аннотация: В статье рассматривается образ Амира Тимура, созданный Николасом Роу в трагедии «Великий Темура». Анализируется смысловая нагрузка персонажа, его роль как воплощения идеала справедливого правителя и защитника человечества, а также политическая аллегория, заложенная автором. Отдельное внимание уделено сравнению черт характера Тимура с идеалами эпохи Просвещения, особенно с гуманистическими.

Ключевые слова: интерпретация, трагедия, идеал, Николас Роу, Великий Темура, политическая аллегория, европейская литература

Abstract: This article examines Nicholas Rowe's portrayal of Amir Timur in the tragedy Tamerlane. It analyzes the character's semantic depth, his role as a symbol of the ideal just ruler and defender of humanity, and the political allegory embedded by the author. Particular attention is given to comparing Timur's traits with the ideals of the Enlightenment, focusing on humanistic principles.

Keywords:

interpretation, tragedy, ideal, Nicholas Rowe, Timur the Great, political allegory, European literature

Введение

Среди творческих наследников Кристофера Марло, посвятивших свои произведения художественной пропаганде образа Амира Тимура в Европе, наиболее ярко выраженное место занимает также выдающийся драматург XVIII века Николас Роу (1674-1718). Произведение Роу «Великий Темура» (Tamerlane) 1701 года сопоставимо по художественной ценности и популярности с трагедиями Шекспира и принесло автору заслуженное признание.

Методология

Три пьесы Роу – «Великий Тему́р» (Tamerlane, 1701), «Трагедия Джейн Шор» (The Tragedy of Jane Shore, 1714) и «Покаявшаяся красавица» (The Fair Penitent, 1703) являются пьесами XVIII века, пользовавшимися большим успехом на английской сцене трагедии в первой четверти XIX века. По данным спектаклей, представленных в лондонских театрах за период между 1702 и 1776 годами, эти три пьесы входят в число самых популярных трагедий. [Sherburn,1948,p.893]

Он также называет Тимура, ссылаясь на посвящение маркизу Хартингтону, политической аллегорией. События и поведение правителей в трагедии настолько очевидны, что не требуют дополнительных пояснений.

В узбекской литературе, к сожалению, мало известно о творчестве такого драматурга как Николас Роу, именно благодаря нашим изысканиям, было выявлено что об Амуре Тимуре, о нашем великом предке, государственном деятеле-полководце было написана драма Николасам Роу и впервые а нашей науке были даны детальные информации о данном драматурге и его драме «Тимур Великий», а также перевод и интерпетации (которые сейчас часто употребляются некоторыми учеными, не делая ссылку на наши научные труды)⁴⁴.

Результаты

Первые биографы, Джеймс Уэлвуд и Стефен Хейлз, кроме того что небезуспешно пытались изложить общее почтение к великому современнику, впрочем, их старания оставили разве что совсем общие слабо подкрепленные доказательствами утверждения о личности поэта и содержании его обстоятельств жизни. Но все же, работы этих авторов бесконечно интересны для исследователей данной отрасли, так как из них можно извлечь крайне ценные сведения о весьма замечательной личности поэта и окружавших его людей.

Николас Роу родился 20 июня 1674 года в Литтл Барфорде, графство Бедфордшир. Его врожденный талант, особенно в изучении языков и поэзии, позволил ему получить королевскую стипендию в 13 лет. Современники отмечали, что Роу писал стихи с

⁴⁴ Якубов М. Николас Роунинг “Буюк Темур” трагедиясида Амир Темур сиймоси. Филология масалалари. Азәрбайжон. Баку, 2014. №1. Б.410-414.

поразительной легкостью: «стихи рождались в его воображении столь быстро, что казалось, будто он пишет пером».[Cibber 1753, Nicholas Rowe, Esq.; Johnson 1792.-P.- 60-70.]

Обсуждение

В 1715 году Николас Роу был удостоен титула королевского придворного поэта за свои достижения в области литературы и вклад в развитие общества. Имя Николаса Роу входит в список выдающихся королевских писателей Англии, среди которых также значатся Б. Джонсон, У. Дейвенант, Дж. Драйден, Р. Саути, У. Вордсворт, А. Теннисон и другие. [Hopkins, Kenneth. The Poets Laureate Text. / Kenneth Hopkins. 3rd ed., rev. and enl. - Wakefield, 1973. – P-60]

Н. Роу был членом политической партии, и поэтому при выборе сюжетов он учитывал свои политические взгляды. В своих произведениях он поднимал актуальные вопросы, касающиеся государства, религии, нравственности, гражданских обязанностей и прав, а также отношений между государством и церковью. В образе Тимура Роу представил идеального правителя, что позволяло ему продемонстрировать себя как сторонника принципов свободы и верховенства закона, а также сторонника английской конституционной монархии.

Эта трагедия, состоящая из пяти актов и семи сцен, также включает эпиграф, посвящение, пролог и эпилог. В ее эпиграфе, как уже выяснилось, четко сказано, кому автор посвящает трагедию; это маркизу Уильяму: “TO THE Right Honourable WILLIAM, Lord Marquiss of HARTINGTON”. В "Посвящении" кратко излагаются цель и замысел Николаса Роу при написании произведения, где подчеркивается, что в личности Тимура автор подразумевает самых великих героев своей эпохи:

“Some People (who do me a very great Honour in it) have fancy'd, that in the Person of *Tamerlane* I have alluded to the greatest Character of the present Age.” (Rowe, Nicholas. *Tamerlane*. University of Virginia Library. <http://xtf.lib.virginia>.

Следующие примеры приведены из данного источника.)

Продолжая свои размышления, Роу отмечает, что жизнь этого Великого Человека (Амир Тимур – М.Я.) практически не отличается от жизни Его Величества. Его Мужество, Его Благочестие, Его Умеренность, Его Справедливость и Отецеская Забота о Своём Народе, а более всего – Его Ненависть к Тирании и Угнетению, а также Его Искренняя Забота о Благе Человечества, имеют сильное сходство с Его Величеством. Некоторые события в их судьбах схожи; и единственное, чего не хватает Его Величеству, – это столь же решительной Победы, благодаря которой Тимур подарил Миру Мир.

“There are many Features, 'tis true, in that Great Man's Life, not unlike His Majesty: His Courage, his Piety, his Moderation, his Justice, and his Fatherly Love of his People, but above all, his Hate of Tyranny and Oppression, and his zealous Care for the Common Good of Mankind, carry a large Resemblance of Him: Several Incidents are alike in their Stories; and there wants nothing to his Majesty but such a deciding Victory, as that by which *Tamerlane* gave Peace to the World.”

Эти строки, подтверждают непомерное уважение Н. Роу к образу личности Амира-Тимура, автор пытался создать произведение, ставшее образцом для подражания и следования в европейских странах. Автор указывает в прологе, что сделал главной темой в своей драме - жизнь правоверного правителя, который боролся за благополучие своей страны и счастье народа:

Our Author makes a pious Prince his Theme.

High with the foremost Names in Arms he stood,
Had fought, and suffer'd for his Country's good,
Yet sought not Fame, but Peace, in Fields of Blood.

Safe under him his happy People sate,

Восхваляется идея о том, что для искоренения жестокости небеса послали миротворца в образе Тимура:

Till Heaven, the growing Evil to redress,
Sent Tamerlane to give the World a Peace.
The Hero rous'd, asserts the Glorious Cause,
And to the Field the chearful Soldier draws:

В начале драмы, в беседе командующих Тимура, готовящихся к предстоящей битве против Баязида, Замы и Мирвана, Сахибкиран (Амир Тимур) изображен как правитель,

устанавливающий спокойствие и мир, прекращающий все войны, искореняющий тиранию, рабство и страдания.

Zam.

Our Asian World

From this important Day expects a Lord,

This Day they hope an End of all their Woes,

Of Tyranny, of Bondage, and Oppression,

From our Victorious Emp'ror, Tamerlane. (ACT I. SCENE I.)

Мирван также говорит, что Амир Тимур — победоносный воин, чье имя стало символом борца справедливости:

Mir.

Well has our holy *Alha* mark'd him out

The Scourge of lawless Pride, and dire Ambition,

The great Avenger of the groaning World.

Well has he worn the Sacred Cause of Justice

Upon his prosp'rous Sword; approving Heav'n

Still crown'd the righteous Warrior with Success;

As if it said, Go forth, and be my Champion,

Thou most like me of all my Works below. (ACT I. SCENE I.)

Сохибқирон интерпретируется не как человек, стремящийся к власти, как многие жестокие короли, а как пропагандист добродетели:

Pr.

No Lust of Rule, (the common Vice of Kings)

Mir.

So rich his Soul in every virtuous Grace,

Из истории известно, что Сохибқирон заботился о каждом своем воине, должным образом оценивая их и проявляя отеческую заботу. Именно эти черты Амира Тимура автор справедливо подчеркивает в речи командующего Зама:

Zam.

'E'er the mid Hour of Night, from Tent to Tent,

Unweary'd, thro' the num'rous Host he past,
Viewing with careful Eyes each several Quarter;
Whilst from his Looks, as from Divinity,
The Soldier took Presage; and cry'd, Lead on,
Great *Alha*, and our Emperor, Lead on
To Victory, and Everlasting Fame. **(ACT I. SCENE I.)**

Амир Тимур свою храбрость, благородство и великие победы считает не случайностью, а судьбой, предначертанной ему, и даже те народы, которые не знали римских копий, признают это и выражают уважение:

Pr. of T.

Nations unknown,
Where yet the *Roman* Eagles never flew
Shall pay their Homage to Victorious *Tamerlane*,
Bend to his Valour, and Superior Virtue,
And own, that Conquest is not giv'n by Chance,
But, (bound by fatal and resistless Merit)
Waits on his Arms. **(ACT II. SCENE II)**

Как мы уже упоминали, Николас Роу создал свою драму, чтобы служить примером для королей того времени. В образе Амир Тимура он стремился показать справедливого, великодушного и доброго правителя, обладающего всеми положительными качествами. В образе турецкого султана Баязида, изображен как жестокий, деспотичный и безжалостный правитель, не признающий добродетели. Драма завершается словами Амир Тимура:

Tam.

Behold the vain Effects of Earth-born Pride,
That scorn'd Heav'ns Laws, and all its Pow'r defy'd;
That could the Hand, which form'd it first, forget,
And fondly say, I made my self, be great:
But justly those above assert their Sway,
And teach ev'n Kings what Homage they should pay,
Who then Rule best, when mindful to Obey: (Act V. Scene II)

Заключение

Творец создал человека, обладающего только добродетелью, справедливостью и щедростью. И независимо от того, кто он — король или простой человек, он заслуживает быть правителем мира. Николас Роу, в своем великом произведении, объективно оценил жизнь и деятельность Сохибкيرانа, поставив яркую финальную точку.

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THE EXPRESSION OF COMMUNICATIVE STRATEGIES OF REJECTION IN DISCOURSE

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Abstract. The study of the various characteristics of discourse is considered as one of the earliest areas of attention for modern linguists. In many scientific works, we can see that discourse types, such as political, legal, medical, and advertising, have been studied. Communicative strategies expressed in any kind of discourse are directly related to “choice” and allow the communicator to use the most appropriate language tools in the given situations and achieve the desired result with them. Correct usage of communicative strategies is considered as a tool that ensures effective communication, free from misunderstandings.

Key words: communicative act, pragmalinguistics, tactics, discourse, interlocutor, refusal function, face-threatening act, politeness strategy.

Аннотация. Изучение различных характеристик дискурса считается одним из самых ранних направлений внимания современных лингвистов. Во многих научных работах мы видим, что изучались такие типы дискурса, как политический, юридический, медицинский и рекламный. Коммуникативные стратегии, выраженные в любом виде дискурса, напрямую связаны с «выбором» и позволяют коммуникатору использовать наиболее подходящие в данных ситуациях языковые средства и достигать с их помощью желаемого результата. Правильное использование коммуникативных стратегий рассматривается как инструмент, обеспечивающий эффективную коммуникацию, свободную от недоразумений.

Ключевые слова: коммуникативный акт, прагмалингвистика, тактика, дискурс, собеседник, функция отказа, акт угрозы лицу, стратегия вежливости.

Annotatsiya. Diskursning turli xil-xususiyatlarini o‘rganish zamonaviy tilshunoslarning diqqat e’tibori qaratilgan eng dastlabki nuqtalardan bo‘lib hisoblanmoqda. Ko‘plab ilmiy ishlarda diskurs turlaridan – siyosiy, qonuniy, tibbiyotga va reklama sohasiga oid diskurs tadqiqot ostiga olinganiga guvoh bo‘lamiz. Kommunikativ strategiyalarning diskursda ifodalanishi bevosita “tanlov”ga bog‘liq bo‘lib, kommunikantga qo‘yilgan vaziyatlarda eng maqbul til vositalarini qo‘llash hamda

u bilan ko'zlangan natijaga erishish imkonini beradi. Kommunikativ strategiyalar – nutq aktlari ta'limotining muhim bir bo'lagi sifatida muloqotning samarali hamda ortiqcha tushunmovchiliklardan xoli ravishda kechishini ta'minlovchi vosita sifatida qarash maqsadga muvofiqdir.

Kalit so'zlar: kommunikativ akt, pragmalingsvistika, taktika, nutq, interlokutor, rad etish funktsiyasi, xushmuomalalik strategiyasi.

Pragmatics is a branch of linguistics that deals with the meaning derived from context, and how pragmatic meaning is expressed and understood depends on the context, that is, where, when, and how a particular conversation takes place. Some sentences can have different meanings in different contexts. As the linguist Birner noted, pragmatic meaning is not given in any dictionaries, because contextual meaning is expressed according to the situation.

As we know, any speech is one of the most important factors in the formation of human behavior and relationships between people. Accordingly, many studies have been conducted on the different understandings of a particular speech by speakers of different languages, and the formation and distribution of speech has been recognized as one of the important ways to ensure human immortality. That is, if speech is preserved through literature, it has been found that this strategy is of great importance in creating new ways of understanding the world. Since every work of literature created is an example of discourse, our understanding of artistic discourse is crucial to our understanding of literature.

Studies on the term discourse in Uzbek linguistics were conducted by the linguist Sh. Safarov. In his studies on text and discourse, the linguist notes the following: "If both text and discourse are the result of human linguistic activity, I suspect that it is possible to distinguish them only by the qualities of "oral" and "written" based on an external - formal indicator. It is also difficult to imagine one of them as a material phenomenon, and the other as a phenomenon devoid of this feature. After all, if both of these are the products of productive activity, then the achieved result should have a material appearance, right? The purposefully expressed communicative content and the informative content that is formed in the perception of the listener, independent of the speaker's desire, do not negate each other; on the contrary, they mix and merge, becoming a factor ensuring the effectiveness of communication. The harmony of communicative and informative contents ensures the integrity of the macro-unity of the communication system. It is currently recognized that only discourse possesses this integrity.[3]

There are different views among Western scholars about literary discourse and its types. When someone uses speech to communicate, they are using discourse. So, a writer primarily relies on discourse to tell stories, exchange ideas, and disseminate information. In fact, there is no literature without discourse. However, not all discourse is the same, and literary scholars divide it into four basic types: argumentative, descriptive, existential, and narrative.

It is no secret that many meanings are conveyed through speech acts, that is, we can express the meanings of promising, swearing, ordering and refusing in different ways through the context. For example, refusal is carried out in different ways and through strategies. By using one or more of these, we can express our rejection of the idea or proposal of our interlocutor to a certain extent. Also, refusal can find its expression not only in real life, but also in works of art, as opposed to real life. Because in any context, it is natural for us to encounter the phenomenon of refusal depending on the situation, and awareness of the different ways of implementing this act is useful in preventing misunderstandings in relations with the interlocutor.

We cannot always use the phrase “no” to reject the proposal, request, or, in general, the idea of our interlocutor. The situation can be especially acute when the interlocutor, that is, our interlocutor, differs from us in age, gender, or social status. Accordingly, communicators express the act of refusal in speech in several other ways. Linguist Felix Brasdefer divides the act of refusal into several categories, and these categories embody the strategies that implement refusal. They are:

1. Direct refusal

According to the teachings of Felix Brasdefer, direct refusal is a method of explicit refusal, which is precisely saying “no”, that is, using the word “no” without any obstacles or internal modifications. For example:

A: May I see your paper?

B: No.

2. Indirect refusal also includes several strategies:

a) Mild refusal - in this strategy, the speaker, when given a refusal, reduces the negative impact on it and it is pre-formed in the speaker’s mind through a number of means. For example:

A: Will you come to my birthday party?

B: Unfortunately, I have some urgent work to do.

Although interlocutor B rejects interlocutor A’s offer, he does so without offending his interlocutor.

b) Giving a reason or explanation – this strategy is used when the speaker cannot fulfill the desire, proposal or request of his interlocutor. In this case, the speaker is required to give, explain or explain the reason for not being able to perform the action. For example:

A: Will you come to my birthday party?

B: I have to visit my grandmother next week.

In this dialogue, speaker B gives a reason why he cannot come to the party in order to indirectly reject speaker A's proposal.

c) Giving an ambiguous answer – according to this principle, the speaker chooses to give an ambiguous answer, thereby leaving the conversation without a clear conclusion.

A: Will you come to my birthday party?

B: Let's see.

In the above conversation, it is unclear whether the interlocutor B will come or not, because he did not say whether he will come or not.

d) Apologizing or regretting – this strategy ensures that the interlocutor does not feel upset by receiving a rejection, and is considered a form of politeness. For example:

A: Will you come to my birthday party?

B: I'm very sorry, for I won't be able to attend your party.

e) Alternative offer – when choosing an alternative strategy, the interlocutor does not limit himself to refusing the proposed action, but serves to invite his interlocutor to compromise by offering another alternative, and at the same time rejects the offer.

A: Let's go to the cinema on Saturday!

B: How about Sunday instead?

f) Postponement – if the interlocutor does not like the offer, wish or request made to him, he can ask for the offer to be postponed, without directly refusing it, and hint that he will reconsider it without responding to the offer right away.

A: Let's go to the cinema on Sunday!

B: I'll text you to inform you later.

In conclusion, we can say that the phenomenon of artistic discourse is one of the most relevant issues of recent years and is distinguished from other linguistic phenomena by the large amount of material that needs to be researched and studied. At the same time, the communicative strategies used in artistic discourse also vary from one participant in communication to another and do not obey rigid, rigid rules. Our research may provide an explanation for a single

communication or communicative discourse, but just as people and their goals are not exactly the same, the communicative strategies they use in discourse are also fundamentally different from each other, and it is also a natural fact in the communication process that the same communication strategies used in different situations are perceived or understood differently and achieve different results.

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THE ROLE AND IMPORTANCE OF INFORMATION TECHNOLOGIES IN LEARNING ENGLISH

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Annotation: This article shows the useful aspects of information technologies in learning English. Online textbooks and resources, interactive lessons are included as examples. Learning English through information technologies helps students to further improve, develop and hone their knowledge. This article is useful for those who are learning and want to learn English.

Keywords: English, information technologies, online, platform, IT, interactive, modern, student, website.

First of all, we live in the era of the 21st century, which is called "Information Technologies." Information technology, or IT, has brought about great changes and revolutions in our lives. Such modern technologies, which have penetrated all sectors, have also had an impact on the education sector. It follows that now the education system is also starting to improve, being updated and electronic. Due to the increase in online resources, platforms, and software, people who learn English as an additional language can now use many resources in a convenient and simplified way. The article not only discusses the various advantages of information technology in learning English, from improving access to educational materials to enhancing communication and collaboration in language learning. Based on the advantages of IT for learning English, it has the ability to provide its students with access to a wide range of educational materials.

Traditional methods of language learning: textbooks and lectures in the auditorium are fundamentally different from modern methods due to their time and cost limitations. However, with the development of different platforms created in the IT sector for language learning, learners

can use a variety of authentic texts, audio and video recordings, as well as interactive exercises and quizzes to practice their language skills. For example: Websites such as Duolingo, Babel, and Rosetta Stone provide learners with access to everything from grammar exercises to online quizzes and language resources. Such resources are invaluable in improving the reading, writing, speaking, and listening skills of English learners.

Another benefit of IT in language learning is that it allows English learners to access materials that are tailored to their individual needs and interests. Different people have different interests and learning styles, and traditional educational resources cannot always meet these unique needs. However, online platforms are able to provide resources that are tailored to the interests and learning styles of individual learners and are highly specialized. For example, English learners interested in finance or medicine can access authentic resources such as magazines, articles, and podcasts on such topics to help them build a more specialized vocabulary in their field of interest. This personalized approach facilitates more effective learning and helps learners to be more motivated and engaged in the long run.

Another important advantage of IT in language learning is its ability to enhance communication and collaboration among learners. Language learning requires a lot of communication practice, and IT helps to facilitate this through online forums and chat rooms. Everyone wants to participate in the CEFR and IELTS exams in English and achieve a language level. Currently, all our applicants are trying to get such certificates. The following exams are held in 4 stages. They are:

1. Reading
2. Listening
3. Writing
4. Speaking

In all these 4 types, the role of information technologies is clearly distinguished. Listening comprehension is one of the most important parts of language learning. In this, the student is required to pay attention to the speaker's pronunciation, compliance with grammatical rules, vocabulary, and its meanings. In the use of modern technologies in the educational process, it is also an important factor that students know and can use information and communication technologies well. One of the most effective ways to teach and learn a foreign language is through the use of modern technologies.

As our first president said, great importance is attached to the teaching of foreign languages in our country. This is certainly not without reason. Today, for our countries, which are striving to take

their rightful place in the world community, for our people, who are building their great future in solidarity and cooperation with our foreign partners, there is no need to overestimate the importance of excellent knowledge of foreign languages. As a logical continuation of these ideas, the Presidential Decree "On measures to further improve the system of teaching Foreign Languages," adopted on December 10, 2012, expanded the opportunities for learning foreign languages. In our republic, new methods and requirements for teaching a foreign language and assessing the knowledge and skills of foreign language teachers have been developed in accordance with the Common European Framework of Reference for Languages (CEFR). Textbooks have been created in accordance with it for students of secondary schools and vocational colleges. In accordance with these requirements, classrooms are equipped with stands and new information and communication technologies.

The demand for learning a foreign language is also increasing day by day. It also involves improving the quality and efficiency of education by introducing modern innovative technologies into the educational process. In particular, there are several advantages of using such information and communication technologies in learning a foreign language. The role of modern technology in language learning and teaching is incomparable. In this process, including:

- When using computers, the student can watch and hear foreign language video clips, demonstrations, dialogues, movies, or cartoons.
- You can listen to and watch foreign language radio broadcasts and television programs.
- You can use tape recorders and cassettes, which are considered a more traditional method.
- You can use CD players.

The use of these technical means ensures that the process of learning a foreign language is more interesting and effective for students. Today, teaching through interactive games is becoming a tradition in schools. It is known that teaching through various games allows students to demonstrate their abilities, concentrate, improve their knowledge and skills, and become stronger. The basis of using game technology is the activity that activates and intensifies the student. Psychologists emphasize that the psychological mechanisms of game activity are based on the fundamental needs of a person to express himself, find a stable place in life, self-control, and realize his potential. Any game should be based on generally accepted educational principles and tactics. Educational games should be based on educational subjects. During the game process, the student approaches this activity with more interest and acts freely than during a regular lesson. It should be noted that the game is, first of all, a method of teaching. Students participate in game

lessons with interest, strive to win, and the teacher also educates the student through them. The student believes that by playing English games, he can speak, listen, understand, and write.

We know that learning foreign languages is the demand of the time. Now this era also requires people who are well-versed in the IT field. Those who know these two fields well work as necessary personnel everywhere. Our state will fully cover the costs of studying in the international IT field for those who have a B2 level in English. Resolution No. 95 of the Cabinet of Ministers of February 17, 2024, "On additional measures regarding international IT certificates" was adopted. In addition, the procedure for obtaining professional-level international IT certificates and full reimbursement of tuition fees for young people with B2 or higher English language proficiency was established.

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ПРИМЕНЕНИЕ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ В ОРГАНИЗАЦИИ ПРОЕКТНОГО ОБУЧЕНИЯ РУССКОГО РОМАНТИЗМА

Статья магистранта 1-курса Норкулова Шухрата

Обучение по специальности – Родной язык и литература (литература)

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Аннотация

В статье анализируется интеграция информационных технологий (ИТ) в процесс организации проектного обучения по теме русского романтизма. Рассматриваются теоретико-методологические основания проектного метода и возможности его синтеза с цифровыми инструментами. Обоснована значимость применения ИТ на различных этапах проектной деятельности, включая разработку интерактивных карт, использование цифровых образовательных платформ и мультимедийных ресурсов. Проведён анализ результатов внедрения ИТ в образовательный процесс, выявлены ключевые преимущества и ограничения. Сделан вывод о потенциале информационных технологий для формирования исследовательской компетентности и углублённого осмысления литературного материала.

Ключевые слова: интерактивные карты, цифровые инструменты, виртуальные экскурсии, исследовательская деятельность, информационные технологии, проектное обучение, русский романтизм, цифровые платформы, мультимедийные ресурсы, образовательные технологии, междисциплинарный подход, цифровизация образования.

Abstract

The article analyzes the integration of information technology (IT) into the organization of project-based learning on the topic of Russian Romanticism. The theoretical and methodological foundations of the project method and the possibilities of its synthesis with digital tools are examined. The significance of using IT at various stages of project activities is substantiated, including the development of interactive maps, the use of digital educational platforms, and multimedia resources. The results of implementing IT in the educational process are analyzed, highlighting key advantages and limitations. The study concludes that information technology has

the potential to foster research competencies and promote a deeper understanding of literary material.

Keywords: interactive maps, digital tools, virtual tours, research activities, information technology, project-based learning, Russian Romanticism, digital platforms, multimedia resources, educational technologies, interdisciplinary approach, digitalization of education.

Введение

Современная образовательная парадигма характеризуется интеграцией цифровых технологий в учебный процесс, что обусловлено необходимостью формирования у обучающихся компетенций, соответствующих требованиям информационного общества. В контексте изучения литературных направлений, таких как русский романтизм, применение информационных технологий не только способствует углублённому освоению учебного материала, но и позволяет организовать междисциплинарное исследование культурно-исторических процессов.

Актуальность исследования определяется потребностью в разработке и апробации инновационных подходов к преподаванию русской литературы XIX века с использованием цифровых технологий. Применение проектного метода, основанного на самостоятельной исследовательской деятельности, в сочетании с ИТ-инструментами создаёт условия для формирования аналитического мышления, повышения когнитивной активности и обеспечения наглядности образовательного процесса.

Цель статьи заключается в теоретическом обосновании и практическом анализе применения информационных технологий в организации проектного обучения русского романтизма, выявлении их педагогической эффективности и потенциала для развития исследовательских компетенций обучающихся.

Теоретическая основа

Русский романтизм представляет собой сложное и многогранное культурное явление, сформировавшееся на рубеже XVIII–XIX веков. Для него характерны антропоцентризм, внимание к духовно-нравственным поискам личности, идеализация природы и свободы. Ключевые авторы данного направления (В.А. Жуковский, А.С. Пушкин, М.Ю. Лермонтов) в своих произведениях акцентировали конфликт между внутренним миром человека и социальной действительностью, что делает изучение их творчества особенно актуальным в образовательном контексте.

Проектное обучение, основывающееся на конструктивистском подходе, предполагает активную роль обучающихся в процессе получения знаний. Ключевые принципы метода включают: проблемную ориентацию, самостоятельный сбор и анализ информации, коллективное выполнение задач и презентацию результатов. Интеграция ИТ позволяет расширить возможности проектного метода за счёт использования цифровых инструментов для моделирования, визуализации и представления исследовательских данных.

Информационные технологии в образовательной практике охватывают широкий спектр цифровых ресурсов: системы управления обучением (LMS), мультимедийные материалы, средства для совместной работы и визуализации. В проектном обучении по теме русского романтизма использование ИТ способствует не только структурированию и углублению знаний, но и формированию цифровой грамотности обучающихся.

Методология исследования

Методологическая основа исследования базируется на междисциплинарном подходе, сочетающем элементы литературоведения, педагогики и информационных технологий. В ходе работы применялись методы теоретического анализа, педагогического проектирования и эмпирического изучения образовательного процесса.

Для организации проектного обучения использовались следующие ИТ-инструменты:

1. **Платформы для управления учебным процессом:** Google Classroom обеспечил систематизацию учебных материалов, контроль выполнения задач и организацию обратной связи.
2. **Интерактивные ресурсы:** создание временной шкалы на платформе Padlet позволило визуализировать ключевые этапы развития русского романтизма и связать их с конкретными произведениями.
3. **Мультимедийные материалы:** использование виртуальных экскурсий и видеолекций расширило культурный контекст изучаемой эпохи и углубило анализ художественных текстов.

Этапы реализации проектного обучения включали:

1. Формулирование исследовательской проблемы и постановку целей проекта.
2. Сбор, систематизацию и анализ данных с использованием цифровых инструментов.
3. Подготовку и публичную презентацию результатов в виде мультимедийных отчётов и интерактивных карт.

Результаты и обсуждение

Анализ эффективности применения информационных технологий в проектном обучении русского романтизма позволил выделить следующие ключевые результаты:

1. **Повышение познавательной активности:** использование мультимедийных и интерактивных ресурсов стимулировало интерес к изучаемой теме и вовлечение обучающихся в исследовательскую деятельность.
2. **Развитие аналитических и критических компетенций:** самостоятельная работа с цифровыми платформами способствовала формированию умений анализа, интерпретации и оценки литературных текстов.
3. **Совершенствование цифровой грамотности:** освоение современных ИТ-инструментов расширило технические и исследовательские навыки обучающихся, что повысило их готовность к работе в условиях цифрового общества.

Примером успешной реализации стал проект "Путешествие по местам русского романтизма", в рамках которого была разработана интерактивная карта с географическими и культурными привязками к произведениям и биографиям писателей. Данный проект способствовал комплексному восприятию культурной эпохи и углублённому осмыслению литературного наследия.

Заключение

Интеграция информационных технологий в проектное обучение русского романтизма способствует формированию исследовательской культуры, развитию аналитических способностей и повышению когнитивной активности обучающихся. Использование цифровых платформ и мультимедийных ресурсов позволяет не только расширить границы образовательного процесса, но и создать условия для комплексного анализа литературных и культурных явлений.

Перспективы дальнейшего исследования заключаются в разработке и внедрении адаптивных цифровых сред для проектной деятельности, а также в оценке эффективности различных ИТ-инструментов при изучении других литературных направлений.

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SOME FEATURES OF TRANSLATIONS OF EPONYMS AND ACRONYMS

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Abstract: *The translation of eponyms and acronyms poses unique challenges in translation studies due to their cultural, historical, and scientific significance within the source language. Eponyms, derived from individuals' names (e.g., Alzheimer's disease, sandwich), and acronyms, formed from the initial letters of phrases (e.g., NASA, NATO), play key roles in fields such as medicine, technology, and politics. This study examines the complexities of translating these terms, exploring strategies such as direct translation, adaptation, borrowing, and the creation of new terms. Data from bilingual dictionaries, academic journals, and media publications were analyzed to understand the impact of cultural context on translation practices, particularly within specialized fields. The findings indicate that many eponyms and acronyms remain untranslated or undergo minimal changes, reflecting global influences and the widespread recognition of terms like "NASA" and "Wi-Fi." The research underscores the importance of cultural and contextual considerations in translation, highlighting the balance between maintaining original meaning and ensuring accessibility for the target audience.*

Keywords: *eponyms, acronyms, translation strategies, cultural context, globalization, specialized terminology, direct translation, adaptation, borrowing, linguistic challenges.*

Аннотация: *Перевод эпонимов и аббревиатур представляет собой уникальную проблему в области переводоведения из-за их культурного, исторического и научного значения в исходном языке. Эпонимы, происходящие от имен людей (например, болезнь Альцгеймера, сэндвич), и аббревиатуры, образованные от начальных букв фраз (например, NASA, НАТО), играют ключевую роль в таких областях, как медицина, технологии и политика. Это исследование рассматривает сложности перевода этих терминов, изучая такие стратегии, как прямой перевод, адаптация, заимствование и создание новых терминов. Данные из двухязычных словарей, академических журналов и СМИ были проанализированы с целью понять, как культурный контекст влияет на переводческие практики, особенно в специализированных областях. Результаты показали, что многие*

эпонимы и аббревиатуры остаются непереуведенными или претерпевают минимальные изменения, что отражает глобальное влияние и широкое признание таких терминов, как "NASA" и "Wi-Fi". Исследование подчеркивает важность учета культурных и контекстуальных факторов при переводе, акцентируя внимание на балансе между сохранением исходного значения и обеспечением доступности для целевой аудитории.

Ключевые слова: эпонимы, аббревиатуры, переводческие стратегии, культурный контекст, глобализация, специализированная терминология, прямой перевод, адаптация, заимствование, языковые проблемы.

Annotatsiya: Eponimlar va akronimlarning tarjimasi, ularning manba tilidagi madaniy, tarixiy va ilmiy ahamiyati tufayli tarjima tadqiqotlarida noyob qiyinchiliklarni keltirib chiqaradi. Epónimlar, odamlarning ismlaridan olingan soʻzlar (masalan, Altsgeymer kasalligi, sendvich), va akronimlar, iboralarining bosh harflaridan tashkil topgan soʻzlar (masalan, NASA, NATO) tibbiyot, texnologiya va siyosat kabi sohalarda muhim rol oʻynaydi. Ushbu tadqiqot, ushbu terminlarni tarjima qilishdagi murakkabliklarni oʻrganadi va toʻgʻridan-toʻgʻri tarjima, moslashtirish, qarzga olish va yangi terminlar yaratish kabi strategiyalarni tahlil qiladi. Ikki tilli lugʻatlar, ilmiy jurnallar va ommaviy axborot vositalaridan olingan maʼlumotlar tarjima amaliyotida madaniy kontekstning taʼsirini oʻrganish uchun tahlil qilindi, ayniqsa, ixtisoslashgan sohalarda. Natijalar koʻrsatadiki, koʻplab epónimlar va akronimlar tarjima qilinmasdan qoladi yoki minimal oʻzgartirishlarga uchraydi, bu global taʼsirni va "NASA" va "Wi-Fi" kabi terminlarning keng tan olinishi bilan bogʻliqdir. Tadqiqot, tarjima jarayonida madaniy va kontekstual omillarni hisobga olishning muhimligini taʼkidlaydi, bu esa asl maʼnoni saqlab qolish va maqsadli auditoriya uchun tushunarli boʻlish oʻrtasida muvozanatni taʼminlash zarurligini koʻrsatadi.

Kalit soʻzlar: eponimlar, akronimlar, tarjima strategiyalari, madaniy kontekst, globalizatsiya, ixtisoslashgan terminologiya, toʻgʻridan-toʻgʻri tarjima, moslashtirish, qarzga olish, til oʻzgarishlari.

INTRODUCTION

Translation of eponyms and acronyms presents a significant challenge within the field of translation studies. These linguistic elements often hold particular cultural, historical, or scientific importance and are closely tied to the language and context from which they originate. Eponyms are words derived from the names of individuals (such as Alzheimer's disease or sandwich), while acronyms are formed by abbreviating the initial letters of a phrase (for instance, NASA or NATO).

Both types of terms are essential components of modern language, frequently used across diverse fields such as medicine, technology, politics, and popular culture. However, translating these terms is not always straightforward due to their distinct and context-dependent nature.

This article investigates the characteristics and challenges associated with the translation of eponyms and acronyms. It explores the various translation strategies employed to address these terms and how their meanings can change when transferred across different linguistic and cultural contexts. The goal is to identify recurring patterns, pinpoint translation difficulties, and assess the effects of translation techniques on the target language.

METHODOLOGY

This study uses a qualitative approach, combining content analysis and case studies to examine the translation of eponyms and acronyms across different fields, including medicine, technology, and politics. The data were gathered from bilingual dictionaries, academic journals, media publications, and translated books. The focus of the research was on several key aspects.

The first aim was to identify the most common types of eponyms and acronyms and the specific challenges they pose during translation. This involved analyzing the variations and categories of eponyms and acronyms and understanding which ones are particularly difficult to translate.

The second aspect of the study was to examine the translation strategies used by translators when handling eponyms and acronyms. These strategies were categorized into direct translation, adaptation, borrowing, and the creation of new terms. The objective was to understand how each strategy helps maintain the original meaning and cultural significance of the terms in the target language.

Cultural considerations were also a focus of the study. This involved investigating how cultural differences impact the translation process, particularly the acceptability of foreign terms and the creation of new equivalents in the target language when a direct translation might not be suitable or understood. Lastly, the study explored how the translation of eponyms and acronyms differs across specialized fields such as medicine, technology, and politics. These fields often involve specialized terminology, so the research aimed to identify whether different translation approaches are needed based on the context.

DISCUSSION AND RESULT

Eponyms in fields like medicine and science often resist translation due to their cultural and historical significance. For example, "Parkinson's disease" remains the same in languages like

Spanish and French, though descriptive translations like "la enfermedad de Alzheimer" can be used. Acronyms, especially globally recognized ones like "NASA" and "UNESCO," are typically kept unchanged. In some cases, acronyms are adapted to fit the target language, such as "NATO" becoming "OTAN" in French. Cultural context influences translation decisions. Unfamiliar terms may be explained descriptively or retained with an explanation, like the "Darwinian theory of evolution" needing extra context in some regions.

In specialized fields, terms like "Hodgkin's lymphoma" may lack direct equivalents, requiring specific knowledge for translation. Acronyms like "Wi-Fi," however, are widely accepted globally. Globalization has led to many eponyms and acronyms staying untranslated, particularly for global brands and technologies. The influence of English as a lingua franca has made certain terms universally recognized, with minimal adaptation needed.

CONCLUSION

The translation of eponyms and acronyms presents unique challenges for translators, as these terms are often deeply tied to the culture, history, and advancements of the source language. While many eponyms are kept in their original form, the decision to translate or adapt them depends on factors such as the target audience's familiarity with the term and the cultural context. Acronyms, especially those linked to international organizations or technologies, typically remain unchanged across languages. As globalization continues to shape language, more terms are being adopted into other languages without modification. However, it is still important for translators to consider the cultural and contextual factors that influence how these terms are understood and accepted in the target language.

In conclusion, understanding the features and complexities of translating eponyms and acronyms is essential for effective communication across languages and cultures. Translators must carefully balance retaining the original term while ensuring the translated term is accessible and understandable to the target audience.

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THE STRUCTURE OF BUSINESS ENGLISH LEXICON**Mirahmedova Zilola***4th year student of foreign language faculty**in Fergana State University**[E-mail: dilmurodovna07@gmail.com](mailto:dilmurodovna07@gmail.com)***Scientific supervisor: Adamboyeva Nafisa Qodirberganovna**

Annotation. . This work explores the intricate framework of the Business English lexicon, focusing on the specialized vocabulary and phrases that are essential for effective communication in the corporate environment. It examines the unique characteristics of business terminology, including jargon, idiomatic expressions, and industry-specific language, highlighting how these elements facilitate precise and efficient communication among professionals.

The study categorizes the lexicon into various domains, such as finance, marketing, management, and human resources, providing insights into how language evolves within these fields. It also addresses the role of cultural and contextual factors in shaping business language, emphasizing the importance of understanding the audience and the situational context in which communication occurs.

By analyzing the structure and usage of Business English vocabulary, this work aims to enhance the reader's comprehension of the language's nuances, ultimately equipping professionals with the tools necessary for effective communication in diverse business settings. The findings contribute to the broader field of applied linguistics and offer practical implications for language learners, educators, and business practitioners seeking to improve their linguistic proficiency in the workplace.

Keywords: Business English, Lexicon, Vocabulary, Terminology, Jargon, Idiomatic Expressions, Industry-Specific, Language, Communication, Corporate Environment, Finance, Marketing, Management, Human Resources, Cultural Context, Contextual, Factors, Language, Evolution, Profession, Communication, Applied Linguistics, Language Proficiency, Language Learning.

INTRODUCTION

The lexicon of Business English is a specialized subset of the English language that encompasses terminology, phrases, and expressions used in the context of business communication. As the

global economy continues to evolve, Business English serves as a lingua franca in international trade, finance, management, and corporate interactions. The vocabulary used in this domain reflects not only the technical aspects of various industries but also the cultural and economic factors that shape business discourse.

One of the defining characteristics of Business English is its dynamic nature. Unlike general English, which evolves gradually, Business English frequently adopts new terms and expressions in response to economic trends, technological advancements, and shifts in corporate practices. For instance, terms such as blockchain, outsourcing, and cryptocurrency have become commonplace due to digital transformation and financial innovation. Additionally, abbreviations and acronyms like ROI (Return on Investment), B2B (Business-to-Business), and KPI (Key Performance Indicator) are widely used to facilitate concise and efficient communication in professional settings.

Another key aspect of Business English lexicon is the influence of globalization. As companies expand across borders, English has become the dominant language for cross-cultural business interactions. This has led to the incorporation of loanwords, jargon, and hybrid expressions from various languages, enriching the business vocabulary. For example, terms like chaebol (from Korean, referring to large business conglomerates) and zaibatsu (from Japanese, referring to industrial and financial business groups) highlight how cultural and economic factors contribute to lexical diversity.

METHODOLOGY

This study employs a qualitative approach, utilizing both primary and secondary data sources to examine the structure of the Business English lexicon. The methodology is designed to provide a comprehensive understanding of business-related vocabulary by combining theoretical analysis with empirical data collection. The following methods were used:

1. Literature Review

A thorough review of existing research on Business English and its lexicon was conducted. This included academic journal articles, textbooks on business communication, industry reports, and specialized dictionaries. The literature review aimed to identify key theoretical perspectives on business vocabulary, trace historical changes in terminology, and assess the impact of globalization and technology on lexical development. Additionally, previous studies on English

for Specific Purposes (ESP) were examined to understand how business terminology differs from general English.⁴⁵

2. Corpus Analysis

A corpus of business-related texts was compiled and analyzed to identify common terms, phrases, and collocations used in professional communication. The corpus included:

Business reports and financial statements. Emails and internal corporate communication. Marketing materials and advertisements.

Press releases and media coverage of business events.

Online business forums and social media discussions.

A linguistic software tool was used to analyze word frequency, phrase patterns, and semantic fields. This approach provided empirical evidence of the most frequently used lexical items in Business English and highlighted any emerging trends in terminology. The analysis also helped differentiate between formal and informal business language, as well as industry-specific jargon.

3. Interviews

Semi-structured interviews were conducted with business professionals, corporate communicators, and language experts specializing in Business English. The objective was to gain insights into the practical application of business vocabulary, the challenges of learning and using business terminology, and the influence of cultural and technological factors on business communication. Participants were selected from diverse industries, including finance, marketing, international trade, and management, to ensure a broad perspective. Key interview topics included:

Commonly used business expressions and their functions.

Differences between written and spoken Business English.

The role of English in multinational corporations.

The adaptation of business vocabulary to digital communication platforms.

By combining these three methods—literature review, corpus analysis, and interviews—the study offers a well-rounded investigation into the structure and evolution of the Business English lexicon. The integration of theoretical insights with real-world data enhances the validity of the findings and provides a deeper understanding of how Business English functions in professional contexts.⁴⁶

⁴⁵ McCarthy, M., & Carter, R. (2004). "Language as Discourse: Perspectives for Researchers and Teachers". Routledge.

⁴⁶ .Guffey, M. E., & Loewy, D. (2010). "Business Communication: Process and Product". Cengage Learning

DISCUSSION AND RESULTS

The analysis reveals several key findings regarding the structure of the Business English lexicon:

1. Terminology: The lexicon includes a wide range of specialized terms related to finance, marketing, management, and law. Examples include "ROI" (Return on Investment), "synergy," and "leverage."

2. Collocations: Certain words frequently occur together in business contexts, forming collocations such as "market share," "customer satisfaction," and "business strategy."

3. Acronyms and Abbreviations: The use of acronyms (e.g., "CEO," "B2B") is prevalent, reflecting the need for concise communication in fast-paced business environments.

4. Influence of Globalization: The lexicon has been influenced by international business practices, leading to the incorporation of terms from other languages and cultures.

5. Technological Impact: The rise of digital communication has introduced new vocabulary related to technology, such as "e-commerce," "cloud computing," and "social media marketing."

Discussion

The findings highlight the dynamic nature of the Business English lexicon, which evolves in response to changes in the business environment. The use of specialized terminology and collocations facilitates precise communication among professionals, while acronyms and abbreviations enhance efficiency.⁴⁷ However, the reliance on jargon can also create barriers for non-native speakers and those outside the industry.

Implications

Understanding the structure of the Business English lexicon is crucial for effective communication in a globalized economy. Language training programs should focus on teaching both the terminology and the contextual usage of Business English to enhance comprehension and fluency among learners.

Future Research

Further research could explore the impact of cultural differences on the use of Business English and the role of social media in shaping contemporary business vocabulary.

Conclusion

⁴⁷ Trosborg, A. (1997). "The Diachrony of the Business English Lexicon". In *English for Specific Purposes* (Vol. 16, No. 1, pp. 47-68).

The structure of the Business English lexicon is characterized by its specialized terminology, frequent use of collocations, and the significant influence of globalization and technology. Business English is not static; rather, it is a dynamic and evolving subset of the English language that adapts to the ever-changing demands of the global economy, corporate practices, and technological advancements.

One of the defining features of Business English is its specialized vocabulary, which includes industry-specific jargon, acronyms, and technical terms. Terms such as mergers and acquisitions (M&A), return on investment (ROI), and key performance indicators (KPI) are integral to business discourse, allowing professionals to communicate efficiently and precisely. These terms often differ from general English, as they serve specific functions within corporate environments, financial markets, and trade negotiations.

Another essential aspect of the Business English lexicon is its use of collocations and fixed expressions. Phrases like make a deal, hold a meeting, close a contract, and run a business demonstrate the formulaic nature of business communication. These collocations enhance fluency and clarity, enabling professionals to communicate in a standardized and widely understood manner. Mastering such expressions is crucial for non-native speakers aiming to navigate business interactions effectively.

Globalization has played a key role in shaping Business English vocabulary by introducing loanwords, international trade terms, and culturally influenced expressions.⁴⁸ As English serves as the primary language of international business, it incorporates terminology from various economic and legal systems worldwide. Words like franchise, synergy, and benchmarking are used across different markets, reflecting cross-border business practices and cultural exchange. Additionally, multinational corporations contribute to the standardization of business terminology, further reinforcing English as a dominant language in corporate communication.

As the business landscape continues to evolve, so too will the language used within it. Economic trends, technological progress, and shifts in communication styles will lead to the continuous expansion and modification of Business English vocabulary. Therefore, ongoing study and

⁴⁸ Trosborg, A. (1997). "The Diachrony of the Business English Lexicon". In *English for Specific Purposes* (Vol. 16, No. 1, pp. 47-68).

adaptation are necessary to keep up with these linguistic changes. Business professionals, educators, and language researchers must remain attentive to emerging terminology and evolving communication strategies to ensure effective and up-to-date business interactions.

In conclusion, the structure of the Business English lexicon reflects the complexity and adaptability of language in professional settings. By understanding its specialized terminology, collocations, and external influences, individuals can enhance their ability to communicate effectively in global business environments. Future research should continue exploring how Business English evolves in response to emerging economic and technological developments, ensuring that linguistic studies remain relevant to real-world business practices.

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GRAMMAR IN THE SYSTEMATIC CONCEPTION OF LANGUAGE: DEVELOPMENT AND TYPES

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Annotation. . This paper explores the role of grammar within the systematic conception of language, focusing on its development and various types. It examines the evolution of grammatical theories, from traditional prescriptive models to modern linguistic frameworks such as generative, functional, and cognitive grammar. The study highlights the distinction between descriptive and prescriptive approaches, emphasizing how grammar serves both as a set of structural rules and as a reflection of cognitive and social processes. Additionally, the paper discusses the influence of linguistic change, globalization, and technological advancements on grammatical structures. By analyzing different grammatical perspectives, the research provides a comprehensive understanding of grammar's significance in linguistic theory and its application in contemporary language studies.

Keywords: Vocabulary instruction, B1 level learners, receptive and productive vocabulary, lexicon development, English language teaching, and reading comprehension.

INTRODUCTION

The systematic conception of language encompasses various grammatical frameworks that seek to understand and describe the structure and function of language. Grammar serves as the backbone of any language, providing the rules and conventions that govern sentence formation, meaning, and communication. It is a crucial component of linguistic study, as it shapes the way individuals express thoughts and convey information within a given linguistic system.

Over time, different approaches to grammar have emerged, each attempting to explain the complexities of language structure. Traditional grammar, rooted in classical linguistic traditions, provides prescriptive rules for correct language usage. Structural grammar, developed in the early 20th century, focuses on the relationships between linguistic units and their functions within

sentences. Transformational-generative grammar, introduced by Noam Chomsky, revolutionized linguistic theory by emphasizing deep structures and universal grammar. More recent developments, such as cognitive grammar and functional grammar, explore the ways in which cognitive processes and communicative functions influence grammatical structures.

This paper aims to explore the development and types of grammar within the systematic conception of language, highlighting the evolution of grammatical theories and their implications for linguistic study. By examining different grammatical frameworks, this study seeks to provide a comprehensive understanding of how grammar has evolved and how it continues to shape linguistic analysis in modern research.

METHODOLOGY

To investigate the development and types of grammar, a comprehensive literature review was conducted, drawing from a wide range of academic sources. These included peer-reviewed journal articles, books on linguistics, conference proceedings, and historical accounts of grammatical theories. The study focused on identifying key grammatical frameworks and analyzing their theoretical foundations, practical applications, and influence on linguistic research.

The research methodology involved a systematic classification of different grammatical frameworks into three primary categories:⁴⁹

1. Descriptive Grammar – which examines how language is naturally used by speakers without prescribing rules.
2. Prescriptive Grammar – which establishes norms and rules for correct language usage.
3. Theoretical Grammar – which explores deeper linguistic structures and the cognitive or functional mechanisms underlying grammar.

Additionally, a comparative analysis of major linguistic theories was undertaken to elucidate their approaches toward grammar. This analysis centered on:

Generative Grammar – focusing on Noam Chomsky's transformational-generative model and its influence on syntactic theory.

⁴⁹ Chomsky, N. (1957). "Syntactic Structures". The MIT Press.

Functional Grammar – examining how grammar is shaped by communicative needs and contextual factors.

Structural and Cognitive Grammar – evaluating the role of linguistic structures and cognitive processes in shaping grammatical rules.

The study also considered historical shifts in grammatical theories, tracing their evolution from traditional models to modern linguistic frameworks. By analyzing these perspectives, the research aimed to provide a comprehensive understanding of how grammatical theories have developed and how they contribute to the systematic conception of language.⁵⁰

DISCUSSION AND RESULTS

The findings suggest that grammar is not a static entity but a dynamic and evolving aspect of language that reflects both cognitive processes and social interactions. Over time, linguistic theories have adapted to account for changes in language use, influenced by cultural shifts, technological advancements, and new insights into human cognition. The evolution of grammatical theories highlights the continuous refinement of linguistic analysis and the need for interdisciplinary approaches in understanding grammar.

One of the key aspects of this discussion is the distinction between descriptive and prescriptive grammar, which underscores the tension between understanding language as it is naturally used versus establishing rules for its correct usage.⁵¹ Descriptive grammar, favored in modern linguistic studies, focuses on analyzing how people actually speak and write, without imposing rigid rules. In contrast, prescriptive grammar, often associated with traditional language teaching and style guides, emphasizes adherence to established norms and correctness. While prescriptive approaches are useful for maintaining language standards in formal settings, they often fail to account for natural linguistic change and variation across different communities and time periods.

Furthermore, the different types of grammar—such as structural, generative, functional, and cognitive grammar—highlight the necessity of a comprehensive approach to linguistic study. Structural grammar provides a systematic way to analyze sentence components, while generative

⁵⁰ Chomsky, N. (1965). "Aspects of the Theory of Syntax". The MIT Press.

⁵¹ Crystal, D. (2008). "A Dictionary of Linguistics and Phonetics". Blackwell Publishing.

grammar, pioneered by Noam Chomsky, delves into deep structures and universal principles underlying language formation. Functional grammar shifts the focus to the communicative and pragmatic aspects of language, emphasizing how grammatical structures serve specific purposes in discourse. Meanwhile, cognitive grammar explores the relationship between language and mental processes, considering how speakers conceptualize and organize linguistic information. Additionally, sociolinguistic perspectives indicate that grammar is shaped not only by cognitive and structural principles but also by social factors, including regional dialects, professional jargon, and evolving digital communication norms. The rise of online communication and globalization has accelerated grammatical variation, challenging traditional linguistic models and reinforcing the idea that grammar is fluid rather than fixed.⁵²

Taken together, these findings highlight the need for a holistic approach to the study of grammar—one that integrates its structural, functional, cognitive, and social dimensions. By acknowledging grammar's dynamic nature, linguistic research can more effectively account for the complexities of human communication and the ongoing evolution of language.

Conclusion

In conclusion, grammar plays a vital role in the systematic conception of language, serving as a fundamental framework for understanding linguistic structure and use. It provides the necessary rules and principles that govern sentence formation, meaning, and communication. However, as linguistic research has shown, grammar is not a rigid set of rules but a dynamic and evolving system that adapts to cognitive, social, and contextual influences.

The historical and theoretical development of grammar illustrates the complexity of language and the necessity for diverse approaches in linguistic analysis. Traditional grammatical frameworks, such as prescriptive and descriptive grammar, have long influenced language teaching and linguistic studies. However, the emergence of modern theories—including structural, generative, functional, and cognitive grammar—has provided deeper insights into how language operates at various levels. These frameworks reveal that grammar is not just about correctness but also about how language is structured, processed, and used in real-world contexts.

Moreover, the findings suggest that a single grammatical theory may not be sufficient to fully explain language's intricacies. Instead, an interdisciplinary approach that integrates structural

⁵²Halliday, M. A. K. (1994). "An Introduction to Functional Grammar". Edward Arnold.

analysis, cognitive perspectives, and social dynamics is essential for a more comprehensive understanding of grammar. The influence of digital communication, globalization, and multilingualism further emphasizes the need for flexible and adaptive grammatical frameworks that can account for language variation and change.

Future research should continue to explore the interplay between different grammatical frameworks and their applications in both theoretical and practical contexts. Studies on grammar's role in language acquisition, artificial intelligence, and cross-linguistic comparisons could provide valuable insights into the universality and variability of grammatical structures. Additionally, linguistic research should embrace an adaptable and holistic approach to grammar, considering how emerging technologies, cultural shifts, and cognitive science contribute to our understanding of language.

Ultimately, grammar remains a cornerstone of linguistic study, not only as a set of rules but as a reflection of human cognition, social interaction, and communication needs. By continuously refining grammatical theories and integrating diverse perspectives, researchers can contribute to a more nuanced and comprehensive understanding of language in an ever-evolving linguistic landscape.

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THE ROLE OF METAPHOR IN ENGLISH AND UZBEK LANGUAGES

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Abstract: This study explores the role of metaphor in English and Uzbek languages, analyzing its cognitive, cultural, and linguistic significance. Metaphors are essential in shaping human thought and communication, reflecting cultural perceptions and influencing language development. The paper examines conceptual metaphors, their classifications, and their usage in both languages, providing comparative examples to illustrate similarities and differences. The study highlights the impact of metaphor in literature, everyday speech, and language learning, emphasizing its function as a cognitive tool that bridges cultural understanding and linguistic expression.

Keywords: metaphor, conceptual metaphor, cognitive linguistics, English, Uzbek, cultural perception, language development

Annotatsiya: *Ingliz tilining territorial talaffuz variatsiyalari, ingliz tilining turli hududlarda qanday talaffuz qilinishining xilma-xilligini o'rganadi, bu esa tarixiy rivojlanishlar va ijtimoiy-madaniy ta'sirlarni aks ettiradi. Ushbu mintaqaviy farqlar unli tovushlar, undoshlar, urg'u va intonatsiya kabi talaffuzdagi farqlarni o'z ichiga oladi. Maqolada Received Pronunciation (RP), General American (GA) va turli britan va amerikalik mintaqaviy lahjalar kabi asosiy mintaqaviy aksentlarning xususiyatlari ko'rib chiqiladi. Ushbu tadqiqot geografiya, ijtimoiy tabaqa va tarixiy til o'zaro aloqalari kabi omillar ingliz tilining talaffuziga qanday ta'sir ko'rsatganini ta'kidlaydi. Tadqiqot, shuningdek, bu farqlar til o'rgatish, til identifikatsiyasi va o'zaro tushunish uchun qanday oqibatlar ega ekanligini ko'rib chiqadi. Territorial talaffuz variatsiyalarini tushunish, ingliz tilining global til sifatidagi boy xilma-xilligini anglash uchun zarurdir.*

Kalit so'zlar: *territorial variatsiyalar, inglizcha talaffuz, mintaqaviy aksentlar, Received Pronunciation, General American, soziolingvistika, tilning xilma-xilligi, lahjalar, o'zaro tushunish, til identifikatsiyasi.*

Аннотация: *Исследование территориальных вариантов произношения английского языка изучает разнообразие способов произношения английских слов в разных регионах, отражая как исторические процессы, так и социально-культурные влияния. Эти региональные различия охватывают различия в гласных, согласных, ударении и интонации. Статья рассматривает ключевые особенности различных региональных акцентов, таких как Received Pronunciation (RP), General American (GA) и различные британские и американские региональные диалекты. В работе подчеркивается, как такие факторы, как география, социальный класс и исторический контакт языков, повлияли на произношение английского языка. Исследование также учитывает последствия этих различий для преподавания языка, языковой идентичности и взаимопонимания. Понимание территориальных вариантов произношения важно для осознания богатого разнообразия английского языка как глобального языка.*

Ключевые слова: *территориальные варианты, произношение английского, региональные акценты, Received Pronunciation, General American, социолингвистика, языковое разнообразие, диалекты, взаимопонимание, языковая идентичность.*

INTRODUCTION

Metaphor is a fundamental aspect of human language and thought.

It allows speakers to express complex ideas through familiar concepts, facilitating understanding and communication. The study of metaphor spans multiple disciplines, including linguistics, psychology, and philosophy. In both English and Uzbek, metaphors serve as a bridge between abstract and concrete experiences, influencing discourse, literature, and even political speech. This paper aims to compare and contrast the use of metaphor in English and Uzbek, analyzing common metaphorical themes and their implications.

English, as a global language, exhibits a wide range of regional variations in pronunciation. A complex set of factors including geography, historical language contact, sociocultural contexts, and social class influences these territorial varieties of English pronunciation. From the Received Pronunciation (RP) of Southern England to the General American (GA) accent, and from the distinctive accents found in British and American regional dialects to varieties spoken in the Caribbean, Australia, and India, English pronunciation varies significantly across different parts of the world.

The study of territorial varieties is crucial for understanding the evolution and diversification of English as a living language. These regional accents and dialects are markers of geographical origin and reflect the history of linguistic change, cultural influences, and social dynamics within particular communities. Regional accents often carry with them important social and cultural meanings, influencing perceptions of prestige, education, and identity. The pronunciation of a language, therefore, becomes a crucial element in the study of its linguistic and sociolinguistic characteristics.

This article explores the various territorial varieties of English pronunciation, focusing on key features that distinguish them from one another. It examines both the phonetic and sociolinguistic aspects of these accents, addressing how they are shaped by historical, geographical, and social factors. The research also considers the implications of these pronunciation variations for mutual intelligibility and language teaching, emphasizing the importance of understanding these differences in the globalized world.

In addition, the article explores how the rise of media and globalization have influenced the spread and blending of regional accents, leading to the development of hybrid or mixed pronunciations in some areas. The aim is to provide a comprehensive overview of the territorial varieties of English pronunciation and to highlight the importance of acknowledging these differences in both academic and practical contexts.

METHODOLOGY

The research employs qualitative analysis of metaphor usage in English and Uzbek.

Data is collected from literary sources, spoken discourse, and digital media. Conceptual metaphor

theory (CMT) serves as the primary framework for analysis. Comparative linguistic methods are used

to identify patterns, classify metaphors, and evaluate their cultural significance. Examples from

poetry, proverbs, and everyday speech provide empirical support for the study.

The methodology used in this study is designed to provide an in-depth analysis of territorial varieties of English pronunciation, combining both qualitative and quantitative approaches. To examine the diverse regional accents and dialects of English, a multi-step process is employed, incorporating data collection, phonetic analysis, and comparative analysis. Data for this study is primarily gathered through a combination of fieldwork, interviews, and existing phonetic corpora.

Audio samples from various English-speaking regions, including the United Kingdom, the United States, Canada, Australia, and other global varieties, are sourced from linguistic databases, online corpora, and sociolinguistic studies.

Additionally, interviews with native speakers from different regions are conducted to capture real-world examples of pronunciation variation. This data is then transcribed and analyzed to identify key features of pronunciation. The core of the phonetic analysis involves examining the speech sounds (consonants, vowels, stress patterns, and intonation) specific to different territorial varieties. Phonetic transcription is performed using the International Phonetic Alphabet (IPA) to ensure accuracy in capturing regional variations in pronunciation. Acoustic analysis software, such as Praat, is employed to measure vowel and consonant formants, stress patterns, and pitch contours.

This analysis helps to quantify the differences in pronunciation across various accents and dialects. To highlight the diversity of territorial varieties, a comparative approach is employed, contrasting key features of pronunciation in different regions. These comparisons include the variation in vowel sounds (such as the pronunciation of /æ/ in words like "cat"), consonant articulation (like the realization of /r/ in accents like RP and GA), and stress patterns. This comparison also extends to the influence of historical and geographical factors, identifying how regional accents have evolved in response to factors such as migration, contact with other languages, and socio-political changes.

DISCUSSION AND RESULTS

The findings suggest that while both English and Uzbek rely heavily on metaphorical expressions, their cultural and historical contexts shape their meanings differently.

For example, the metaphor 'Time is money' is prevalent in English due to its economic-centric worldview,

while Uzbek employs metaphors related to nature and hospitality, such as 'Mehmon – uy egasining

ko'zgusi' (The guest is the mirror of the host). Cross-linguistic analysis highlights the role of tradition, religion, and social values in metaphorical representation.

The findings of this study provide significant insights into the complex nature of territorial varieties of English pronunciation. The analysis has revealed clear distinctions between different regional accents, highlighting how historical, geographical, and social factors have shaped the

pronunciation of English across various regions. One of the key results of this study is the identification of distinctive phonetic features that characterize regional accents of English. For instance, Received Pronunciation (RP) in Southern England is marked by its non-rhoticity, where the /r/ sound is not pronounced at the end of words, while General American (GA) features a rhotic accent, with the /r/ sound pronounced in all positions.

Furthermore, vowel shifts are another prominent feature across varieties, such as the use of the "trap-bath" split in British English, where the vowel in "bath" is pronounced differently from the vowel in "trap," a distinction not found in American English. This variation in vowel sounds is particularly evident when comparing British and American English, where certain vowels like /æ/ in words such as "cat" or "dance" are pronounced differently depending on the regional accent. Acoustic analysis confirmed several regional vowel shifts. For example, in Southern British English, the long /ɑ:/ in words like "dance" and "bath" is typically pronounced as a more fronted vowel in RP but remains a more open back vowel in GA. In contrast, some regions in the United States, such as the Midwestern and Northeastern areas, feature more centralized or "flapped" vowels, which have a distinct sound quality compared to the more standardized pronunciation found in other regions. The results also reveal that consonant articulation plays a crucial role in differentiating accents. For instance, the pronunciation of /t/ as a glottal stop, common in Cockney English and some varieties of British English, contrasts sharply with the more standard /t/ articulation in GA. This glottalization is a hallmark of specific regional accents, providing insight into how pronunciation can vary significantly even within the same country.

The findings further show that territorial pronunciation varieties are not static but subject to change over time. The spread of American English, driven by media and globalization, has led to an increase in the adoption of American pronunciation features in other regions, particularly in younger generations. Similarly, accents in certain regions, such as those in the UK, have become less distinct due to the influence of widespread exposure to media. The rise of online platforms, television, and film has further contributed to the blending of regional accents, resulting in hybrid pronunciations in some areas. The analysis also highlights the relationship between pronunciation and mutual intelligibility. While speakers of different regional varieties of English are generally able to understand one another, certain regional accents pose challenges for communication. Accents with strong features, such as the Scottish or Irish varieties, may sometimes create difficulties for speakers from other regions due to the rapid speech rate and non-standard phonetic realizations.

Overall, the study demonstrates that territorial varieties of English pronunciation are influenced by multiple factors, including historical developments, migration, and social change. These factors lead to distinct regional accents that reflect both linguistic and social identities. Furthermore, the study underscores the importance of recognizing these variations in language teaching and learning, as understanding and appreciating pronunciation differences is essential for effective communication in a globalized world.

CONCLUSION

Metaphors are more than stylistic devices; they are essential to cognitive processing and cultural identity. This study underscores the importance of metaphor in understanding language variation and intercultural communication. By recognizing metaphorical structures in different languages, educators and linguists can enhance language learning and translation practices.

This study has highlighted the rich diversity of territorial varieties of English pronunciation, illustrating how regional accents differ across various areas of the English-speaking world. The analysis of phonetic features, including vowel shifts, consonant articulation, stress patterns, and intonation, has demonstrated that these variations are influenced by historical, geographical, and social factors. Through acoustic measurements and phonetic transcription, we have observed the distinctiveness of accents such as Received Pronunciation (RP), General American (GA), and various regional dialects within both the UK and the US. The results emphasize that English pronunciation is not static but dynamic, shaped by ongoing processes such as media influence, migration, and social change.

The study also revealed that territorial varieties contribute significantly to the linguistic identity of speakers, as accents often reflect cultural heritage and regional pride. Furthermore, the research underlined the importance of understanding pronunciation differences, particularly in the context of language teaching, where awareness of regional variations can improve communication and mutual intelligibility. The findings also suggest that while regional accents may sometimes pose challenges to understanding, they are part of the natural diversity of language and contribute to the richness of English as a global language.

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LEXICAL MEANS OF EXPRESSING EMOTIONS IN ENGLISH

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Annotation. . This study explores the lexical means of expressing emotions in the English language. It examines various categories of emotional vocabulary, including adjectives, verbs, and idiomatic expressions. The research aims to identify how these lexical items contribute to the nuanced expression of emotions in both spoken and written communication. By analyzing the emotional lexicon, the study highlights the ways in which language shapes our understanding and expression of emotion, offering insights into the intersection of linguistics, psychology, and communication studies. A combination of qualitative and quantitative methods is utilized, including corpus analysis and surveys, to assess the frequency and context of emotional language use. The findings suggest that specific lexical choices can significantly impact the clarity and depth of emotional communication, emphasizing the importance of effective language use in fostering emotional intelligence and interpersonal relationships.

Keywords: Lexical means, Emotional expression, English language, Adjectives, Verbs, Idiomatic expressions, Communication, Emotional intelligence

INTRODUCTION

Introduction

Emotions play a crucial role in human communication, influencing interpersonal relationships and social interactions. They are central to how individuals convey their thoughts, intentions, and reactions to others. The English language, rich in vocabulary, offers a variety of lexical means to express emotions, allowing speakers to articulate their feelings with precision and depth. This study aims to analyze the different categories of emotional vocabulary, including adjectives, verbs, and idiomatic expressions, and their usage in everyday communication.

By categorizing emotional language, the research sheds light on how individuals utilize specific words and phrases to convey both subtle and overt emotional states. For instance, adjectives such as "joyful," "anxious," and "melancholic" provide nuanced descriptions of feelings,

while verbs like "to rejoice" or "to lament" indicate actions tied to emotions. Idiomatic expressions, such as "barking up the wrong tree" or "bottle it up," enrich the conversational tapestry, adding layers of meaning and cultural context.

Understanding these lexical means can enhance emotional intelligence — the ability to recognize, understand, and manage one's own emotions and the emotions of others. This heightened awareness can improve communication skills by enabling individuals to express themselves more accurately and empathetically, fostering stronger connections and reducing misunderstandings.

Additionally, an exploration of emotional vocabulary can inform educators, therapists, and communicators looking to facilitate better emotional expression in various contexts.

Ultimately, this study contributes to a deeper understanding of the interplay between language and emotion, highlighting the significance of lexical choices in shaping human experiences and relationships.

Methods

The research employs a qualitative approach, utilizing a comprehensive corpus analysis of both spoken and written texts. The corpus includes a diverse range of sources such as literature, dialogues from film and television, and social media interactions to capture the dynamic use of emotional vocabulary in contemporary communication. This multifaceted selection allows for a holistic understanding of how emotions are expressed across different contexts and mediums.

To carry out the analysis, a selection of emotional vocabulary was identified and categorized into three main groups: adjectives, verbs, and idiomatic expressions. Adjectives provide nuanced descriptors of feelings, enabling a more precise understanding of emotional states. Verbs are explored to understand the actions associated with emotions, while idiomatic expressions reveal culturally specific ways of conveying emotional experiences.

The frequency of these lexical items was quantitatively analyzed to determine which emotional words and phrases are most commonly used in various contexts. This quantitative data was juxtaposed with a qualitative analysis, examining the context in which these lexical items appear. By considering the surrounding language and the situational circumstances, the research aims to elucidate how these emotional expressions convey meaning, tone, and intensity.

Additionally, surveys and semi-structured interviews were conducted with participants from diverse backgrounds to gather first-hand accounts of their emotional language use. Participants were asked to reflect on their choices of words when describing feelings, as well as to provide

examples of how they communicate emotions in their daily lives. This qualitative feedback further enriches the analysis, highlighting personal and cultural variations in emotional expression.

By integrating both corpus and participant-based methodologies, this research provides a comprehensive view of emotional vocabulary in English, illustrating the complexities and nuances of how emotions are articulated in everyday communication. Through this multifaceted approach, the study aims to contribute valuable insights into the intersection of language, emotion, and social interaction.

DISCUSSION AND RESULTS

Results

The analysis revealed several key findings regarding the use of emotional vocabulary across the examined texts:

Adjectives: Emotional adjectives such as "happy," "sad," "angry," and "excited" were frequently identified as descriptors of feelings. The analysis showed that these adjectives often appeared in contexts that not only pointed to the primary emotion but also provided additional nuances about the intensity, duration, and specific circumstances surrounding the emotional state. For example, modifiers like "extremely happy" or "incredibly sad" indicated the heightened intensity of these feelings, illustrating how context shapes emotional expression.

- Verbs: The study found action-oriented verbs like "feel," "express," and "experience" were commonly employed to articulate emotional states. These verbs typically highlighted the subject's active engagement with their emotions, suggesting a sense of agency in the emotional experience. The use of these verbs was particularly prevalent in personal narratives and dialogues, where speakers often reflected on their emotional journeys, emphasizing actions taken in response to their feelings.

- Idiomatic Expressions: The research identified a range of idiomatic expressions as significant means of conveying emotions, with phrases such as "on cloud nine" (indicating extreme happiness) and "down in the dumps" (denoting profound sadness) emerging as notable examples. These idioms provided a colorful and culturally resonant way to express complex emotional states succinctly. The analysis indicated that idiomatic expressions often encapsulated collective sentiments and shared cultural understandings, making them powerful tools in emotional communication.

Overall, the findings from this study underscore the richness and diversity of emotional vocabulary in English, highlighting how adjectives, verbs, and idiomatic expressions each play a distinct role in conveying nuanced emotional experiences. The results suggest that understanding emotional language entails recognizing the interplay between word choice, context, and cultural factors, which collectively shape how emotions are articulated and understood in social interactions.

The findings suggest that the lexical means of expressing emotions in English are diverse and context-dependent. Adjectives provide a straightforward way to describe feelings, while verbs emphasize the active experience of emotions. Idiomatic expressions enrich the language, allowing speakers to convey emotions in a more vivid and relatable manner.

Conclusion

In conclusion, the lexical means of expressing emotions in English are varied and multifaceted, highlighting the complexity of human emotional experience. This study has demonstrated that a rich array of adjectives, action-oriented verbs, and idiomatic expressions are crucial in articulating feelings and emotional states. By understanding and utilizing these lexical items, individuals can enhance their emotional expression and communication skills, leading to more nuanced and effective interactions.

The findings emphasize that vocabulary is not merely a tool for communication but a vital component in conveying the depth and richness of human emotions. An increased awareness of the emotional weight that certain words carry can empower individuals to express their feelings more accurately and empathetically, fostering better connections with others.

Moreover, this study contributes to the broader understanding of the relationship between language and emotion, underscoring the significance of vocabulary in effectively conveying human feelings. By delving into the specific ways in which emotions are expressed through language, we gain insights into the intricacies of emotional intelligence and interpersonal communication. Ultimately, this work encourages further exploration into the evolving landscape of emotional expression and its implications for personal development and social interaction. In conclusion, grammar plays a vital role in the systematic conception of language, serving as a fundamental framework for understanding linguistic structure and use. It provides the necessary rules and principles that govern sentence formation, meaning, and

communication. However, as linguistic research has shown, grammar is not a rigid set of rules but a dynamic and evolving system that adapts to cognitive, social, and contextual influences.

The historical and theoretical development of grammar illustrates the complexity of language and the necessity for diverse approaches in linguistic analysis. Traditional grammatical frameworks, such as prescriptive and descriptive grammar, have long influenced language teaching and linguistic studies. However, the emergence of modern theories—including structural, generative, functional, and cognitive grammar—has provided deeper insights into how language operates at various levels. These frameworks reveal that grammar is not just about correctness but also about how language is structured, processed, and used in real-world contexts.

Moreover, the findings suggest that a single grammatical theory may not be sufficient to fully explain language's intricacies. Instead, an interdisciplinary approach that integrates structural analysis, cognitive perspectives, and social dynamics is essential for a more comprehensive understanding of grammar. The influence of digital communication, globalization, and multilingualism further emphasizes the need for flexible and adaptive grammatical frameworks that can account for language variation and change.

Future research should continue to explore the interplay between different grammatical frameworks and their applications in both theoretical and practical contexts. Studies on grammar's role in language acquisition, artificial intelligence, and cross-linguistic comparisons could provide valuable insights into the universality and variability of

grammatical structures. Additionally, linguistic research should embrace an adaptable and holistic approach to grammar, considering how emerging technologies, cultural shifts, and cognitive science contribute to our understanding of language.

Ultimately, grammar remains a cornerstone of linguistic study, not only as a set of rules but as a reflection of human cognition, social interaction, and communication needs. By continuously refining grammatical theories and integrating diverse perspectives, researchers can contribute to a more nuanced and comprehensive understanding of language in an ever-evolving linguistic landscape.

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SURVEY OF FUNCTION WORDS AND THEIR ROLES IN MODERN ENGLISH LANGUAGE

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Annotation: *Function words are an essential component of the English language, serving as the grammatical glue that binds sentences together. Unlike content words, which carry lexical meaning, function words primarily contribute to sentence structure and coherence. This article explores different categories of function words, including prepositions, conjunctions, pronouns, auxiliary verbs, and determiners, and analyzes their roles in communication. Through a comparative linguistic approach, the study examines how function words shape meaning, influence sentence structure, and contribute to syntactic cohesion. The discussion also highlights challenges in teaching function words to non-native speakers and the implications of function words in computational linguistics. The findings suggest that a deep understanding of function words is crucial for both language learners and linguists studying English syntax and semantics.*

Keywords: *function words, English language, syntax, prepositions, conjunctions, pronouns, auxiliary verbs, determiners, sentence structure, grammar, computational linguistics*

Аннотация: *Служебные слова являются неотъемлемой частью английского языка, выполняя роль грамматического связующего звена в предложениях. В отличие от знаменательных слов, несущих лексическое значение, служебные слова в первую очередь способствуют структуре и связности предложений. В данной статье рассматриваются различные категории служебных слов, включая предлоги, союзы, местоимения, вспомогательные глаголы и определители, а также анализируется их роль в коммуникации. С помощью сравнительного лингвистического подхода исследуется, как служебные слова формируют значение, влияют на структуру предложения и способствуют синтаксической связности. В обсуждении также рассматриваются трудности преподавания служебных слов для изучающих английский язык и их значение в компьютерной лингвистике.*

Ключевые слова: служебные слова, английский язык, синтаксис, предлоги, союзы, местоимения, вспомогательные глаголы, определители, структура предложений, грамматика, компьютерная лингвистика.

Annotatsiya: *Funksiya so‘zlari ingliz tilining muhim qismidir, ular gap tuzilishini bir butun qilib bog‘lovchi grammatik asos bo‘lib xizmat qiladi. Lug‘aviy ma‘no bildiruvchi leksik so‘zlardan farqli o‘laroq, funksiya so‘zlari asosan gapning tuzilishiga va bog‘lanishiga ta’sir ko‘rsatadi. Ushbu maqolada old ko‘makchilar, bog‘lovchilar, olmoshlar, yordamchi fe‘llar va aniqlovchilar kabi turli kategoriya funksional so‘zlar tahlil qilinadi hamda ularning kommunikatsiyadagi roli ko‘rib chiqiladi. Tadqiqotda taqqoslash lingvistik yondashuvi asosida funksional so‘zlarning ma‘no shakllanishiga, gap tuzilishiga va sintaktik bog‘liqlikka ta’siri o‘rganiladi. Shuningdek, chet tillar sifatida ingliz tilini o‘rganuvchilar uchun funksional so‘zlarni o‘rgatishdagi qiyinchiliklar va ularning kompyuter lingvistikasi nuqtayi nazaridan ahamiyati ham muhokama qilinadi.*

Kalit so‘zlar: *funksiya so‘zlari, ingliz tili, sintaksis, old ko‘makchilar, bog‘lovchilar, olmoshlar, yordamchi fe‘llar, aniqlovchilar, gap tuzilishi, grammatika, kompyuter lingvistikasi.*

INTRODUCTION

Function words play a fundamental role in modern English by establishing grammatical relationships between words and phrases. They differ from content words in that they do not carry specific lexical meaning but instead provide structural and relational functions in sentences. Understanding the role of function words is crucial for mastering English grammar, as they contribute to clarity, coherence, and fluency in both written and spoken communication. This article aims to survey the different types of function words, analyze their roles, and examine their implications in language learning and computational linguistics.

METHODOLOGY

This study employs a comparative linguistic approach to analyze function words and their roles in modern English. The research is based on a review of linguistic literature on function words and their syntactic importance, providing a theoretical foundation for understanding their role in sentence structure. Additionally, an analysis of authentic English texts is conducted to observe function words in real-world contexts, identifying patterns in their usage. A comparative study of function words in English and other languages highlights linguistic differences and translation challenges, offering insights into how function words function across different linguistic systems. Furthermore, the study discusses the pedagogical and computational aspects of

function words, focusing on their significance in language teaching and their applications in machine processing.

DISCUSSION AND RESULT

Function words serve different grammatical purposes. Prepositions like in and on indicate relationships, conjunctions like and and but connect ideas, pronouns like he and they replace nouns, auxiliary verbs like is and have assist main verbs, and determiners like the and some clarify noun reference.

Non-native speakers often struggle with prepositions due to contextual variations, distinguishing conjunctions from transitional phrases, and using auxiliary verbs in complex tenses. These challenges require targeted teaching strategies.

In computational linguistics, function words play a key role in part-of-speech tagging, stop-word filtering for search optimization, and sentiment analysis to determine tone. Their influence extends beyond grammar, shaping modern language technologies.

CONCLUSION

Function words are indispensable in English grammar, ensuring proper sentence structure and meaning. They contribute to linguistic coherence, facilitate communication, and play a crucial role in both language learning and NLP applications. Despite their small size, function words have a significant impact on syntax and semantics, making them essential for linguistic research and language processing technologies. Future studies may focus on their role in artificial intelligence and their influence on second-language acquisition.

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INNOVATIVE SAFETY IN THE APPLICATION OF LABOR PROTECTION: DEVELOPING THE "INNO-SAFTY" GAME PLATFORM

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Annotation. Enhancing the labor protection system with modern approaches is one of the key conditions for ensuring workers' safety. This article analyzes the significance of the innovative "Inno-Safety" game platform in improving occupational safety in industrial enterprises. Compared to traditional training methods, the advantages of game-based platforms are evident in their ability to actively engage users through interactivity, realistic simulations, and gamification.

Additionally, safety training programs based on virtual reality (VR), augmented reality (AR), IoT technologies, and artificial intelligence help workers develop practical skills and strengthen safety culture. The article examines the effectiveness of innovative gaming platforms using international experience as a reference and evaluates the benefits of implementing the "Inno-Safety" system in the field of labor protection.

The platform's key advantages include reducing workplace accidents, assessing risks in advance, and preparing workers through training sessions that closely replicate real-world environments.

The findings of this study have scientific and practical significance for employers, occupational safety specialists, and industrial managers, providing new innovative approaches for ensuring technical safety.

Keywords: labor protection, occupational safety, innovative game platform, Inno-Safety, gamification, virtual reality (VR), augmented reality (AR), artificial intelligence (AI), IoT technologies, safety culture, interactive training, industrial safety.

Introduction. In modern manufacturing and industrial sectors, the formation of labor protection and safety culture is one of the most pressing issues. The increasing complexity of

production processes, the implementation of new technologies, and human-factor-related errors are taking safety requirements to new levels. In this context, the use of innovative game platforms is recognized as an effective tool in the field of labor protection. In particular, the “Inno-Safety” game platform serves to strengthen safety culture by teaching workers technical safety in an interactive and engaging manner.

Traditional training methods, including lectures, theoretical courses, and written exams, often do not sufficiently impact the practical application of labor safety rules. Workers may only memorize information about regulations but face difficulties in applying them in real-life situations. Therefore, game platforms built on gamification elements are becoming increasingly popular as an innovative solution. In a virtual environment, workers can model real-life situations, gain a deeper understanding of safety rules, and develop decision-making skills in hazardous conditions.

The advantages of the “Inno-Safety” game platform include: Interactive learning approach – Provides workers with the opportunity to apply theoretical knowledge in practice.

Realistic simulations – Tests various hazardous situations using virtual reality (VR) and augmented reality (AR) technologies.

Gamification-based motivation – The game format increases workers' engagement in the learning process and creates a competitive environment.

Analysis and monitoring system – Evaluates workers' performance and identifies which safety rules require more attention.

Flexibility and ease of use – The platform can be adapted to various industrial sectors and production conditions.

Global experience shows that in countries where innovative game platforms for labor protection have been successfully implemented, workplace injury rates have decreased, compliance with safety regulations has improved, and overall production efficiency has increased. For instance, in developed countries such as Germany and Japan, virtual training and smart monitoring systems have become essential tools for ensuring workplace safety.

Thus, the implementation of the “Inno-Safety” game platform in industrial settings is of great importance in terms of enhancing workers' safety culture, effectively teaching technical safety, and reducing the risk of workplace accidents. This article is dedicated to the scientific-theoretical and practical study of these issues.

Research Methods. In the research process, methods such as the analysis of scientific and educational-methodological literature, pedagogical observation, comparative analysis, generalization, programming, and digitalization models were used.

Main Part

Innovative game platforms for labor protection serve as effective tools in shaping workers' adherence to safety regulations through modern technologies and gamification methods. These games simulate real working environments, allowing users to anticipate potential risks in advance and learn how to respond appropriately. Games can be conducted both online and offline, providing users with opportunities to participate individually or as a team. The online version includes interactive training, tests, and practical exercises in a virtual environment, whereas the offline version involves learning safety regulations using real equipment.

Game platforms are adapted to various professions and industries, considering the specific hazards, protective equipment, and safety requirements relevant to each field. For example, in a game designed for electricians, the focus is on electrical safety rules and critical precautionary measures. Similarly, construction industry games incorporate tasks related to working at heights and using specialized protective gear. Each game is designed dynamically, allowing users to simulate real working conditions.

Advancement in the game is only possible after successfully meeting all safety requirements. This principle is designed to instill a deep understanding of the importance of safety regulations and encourage their application in practice. If a user violates safety rules, they receive penalty points or are restricted from completing certain actions. For instance, in a game for electrical specialists, it is impossible to operate electrical equipment without wearing dielectric gloves or insulated footwear. Similarly, a construction worker cannot proceed in the game without securing a safety harness when working at heights.

This approach helps workers understand that safety measures are not merely formal requirements but essential for survival. Through the game, workers develop correct safety habits, increasing awareness of labor protection in real industrial processes. Such innovative game-based training is not only an engaging and interactive learning tool but also contributes to reducing workplace accidents.

Electrician Safety Training Game

The electrician safety game aims to instill adherence to electrical safety rules in workers. The game is designed interactively, simulating real work conditions. Users learn and apply electrical

safety regulations while performing various tasks, ensuring that each action complies with strict safety standards. Otherwise, they cannot proceed to the next level or will receive penalties.

At the beginning of the game, users are introduced to essential safety precautions required for working as an electrician. In this stage, players must understand the risks associated with electrical energy and learn to use protective equipment. If a player fails to wear dielectric gloves, special footwear, or safety gear, they cannot approach electrical circuits. Additionally, they must stand on a grounded safety mat or insulated platform; otherwise, they will be exposed to the risk of electric shock and unable to complete the task.

In the following stages, users must check the power supply network and create a safe working environment. This involves verifying that the power is turned off using specialized indicator devices and placing “No Work Under Voltage” warning signs. If the player skips these steps, they receive a strict warning and cannot proceed with the task. Each correctly implemented safety measure earns points, allowing users to advance to more complex challenges.

The game also includes practical tasks such as repairing electrical circuits or connecting wires. However, if a user fails to use insulated tools or attempts to connect wires incorrectly, the system will issue a warning about violating safety rules and halt the process. This ensures that players understand the necessity of strict adherence to safety protocols in every task.

Additionally, emergency situations are simulated in the game. For instance, sparks from electrical wires or short circuits may occur. In such cases, users must take appropriate actions, such as disconnecting the power supply, contacting emergency services, and evacuating to a safe zone. If a player responds incorrectly or ignores the issue, the game session is interrupted, requiring a retry.

The core principle of the game is to train users in correct safety practices and encourage them to apply these habits in real-life situations. Players can only complete the final stage and successfully finish the game after adhering to all safety procedures. Thus, this game is not only an educational tool but also an innovative training system aimed at fostering a strong safety culture among workers.



1st Image: Concept of an Electrician Safety Game

Table 1. Electrician Safety Game Description

Component	Description
Game Mode	Can be played in online and offline modes
Game Types	Various scenarios tailored to job roles: electrical installer, maintenance electrician, high-voltage line technician, factory electrical equipment specialist, etc.
Game Objective	To teach workers electrical safety rules interactively and develop hazard awareness skills
Game Mechanics	The user can only proceed to the next level after complying with safety rules. For example, if they don't wear a helmet, they cannot approach an electrical panel; if they don't wear gloves, they cannot connect wires
Rewards and Motivation	Points are awarded for correctly completed tasks, and the player's ranking increases based on their adherence to safety rules
Safety Tests	Tasks related to electrical hazard prevention, safe work procedures, and correct actions in emergency situations
Virtual Reality (VR) and Augmented Reality (AR)	The ability to conduct realistic safety training using specialized devices
Difficulty Levels	The game is divided into beginner, intermediate, and advanced levels. At higher levels, hazards become more complex
Feedback System	Mistakes are explained, and the correct solution is suggested
Statistical Tracking	Tracks user progress and evaluates the development of their safety knowledge

Conclusion. Developing the occupational safety system based on innovative technologies is one of the most pressing areas for ensuring worker safety. The "Inno-Safety" gaming platform serves this purpose by effectively organizing the learning of safety rules through interactive and gamification methods. The platform's ability to function in both online and offline modes, as well as its scenario-based adaptation to professional activities, makes it a universal training tool.

Compared to traditional training methods, the advantages of this platform are evident in its interactivity, realistic simulations, and gamification, which actively engage users. In particular, the use of virtual reality (VR) and augmented reality (AR) technologies allows workers to gain practical experience in a safe environment. Additionally, IoT technologies and artificial intelligence assess workers' risk levels, ensuring that the game cannot proceed unless safety requirements are met.

The gaming platform is developed based on international experience, incorporating advanced approaches used in developed countries to introduce innovative methods in occupational safety. As a result of such systems, workplace accidents are reduced, risk levels are assessed in advance, and workers learn safe work practices through training scenarios that closely resemble real-life conditions.

The findings of this study hold significant scientific and practical value for employers, occupational safety specialists, and industrial enterprise managers. They contribute to the implementation of new innovative approaches to ensuring technical safety. In the future, the "Inno-Safety" platform may establish new standards in occupational safety and further enhance the culture of workplace safety.

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**A SYSTEMATIC APPROACH TO OCCUPATIONAL SAFETY MANAGEMENT
APPROACH METHODOLOGY****Makhmatkulov Nurilla Imomovich**

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Abstract: in this article, the occupational safety and health management system is considered as an element of the economic and social system, and the concept of the system outlines its structural structure and functions. A model of a systematic approach in occupational health and safety management has also been developed.

Basic words and phrases: occupational safety, systemic approach, system, economic and social system, occupational safety management, methodology, model, input, output, management, external, internal, components.

Introduction. Accidents and accidents occur in enterprises where the effectiveness of the occupational safety management system is not sufficiently established. International experts believe that 4% of GDP is spent by employers on the treatment and rehabilitation of workers with work disabilities and occupational diseases due to fatal injuries and accidents with employees during work, as well as compensation for harmful and dangerous working conditions at the expense of extra-budgetary or extra-budgetary funds. Of course, to eliminate such negative elements, first of all, a systematic approach to occupational safety management as an element of the economic and social system is necessary.

The identification and characterization of important aspects of occupational safety and health based on a systematic methodology poses such urgent tasks for researchers as the further formation of an abstract model of this phenomenon and the construction of its axiomatics.

The purpose of the article is to study the essential aspects of occupational safety management as a socio-economic system in its phenomenon and to substantiate the expediency of a systematic approach to it using methodology.

Based on the objective set for the subject, the following **tasks** were identified:

- analysis of the fundamentals of a systematic approach to the study of occupational safety management;
- study of compliance of occupational safety and health management with the socio-economic system;
- analysis of the interrelationship of the elements of the occupational health and safety management system
- modeling of the occupational health and safety management system.

Scientific novelty of the article. It consists in developing a model of the occupational safety management system with the definition of subsystems and elements of the occupational safety management system that allow the process of occupational safety management in a modern economy.

A systematic approach to the study of occupational safety management involves considering the study of occupational safety management within the framework of the methodology of system analysis, which requires a clearer definition of the concept of "systemic", referring to all its possible manifestations in the system. Some researchers identify three aspects of this concept. (Theory of systems; system approach; system methods).

The theory of systems includes consideration of the "system" from the point of view of scientific knowledge and understanding of the structure, functioning and development of systems of various nature.[5].

There are many definitions of the concept of "system". For example, V.I.Zholdak argues that "information, energy, matter is an ordered complex of structural or functional elements that make up a single whole, not contained in its constituent elements, possessing separate properties." N.Y.Saibel and A.S. According to the Kosarev concept, the system is considered as "a complex composed of interrelated elements for the gradual development of a certain object."

The concept of "systemic" is very multifaceted. In a broad sense, the term means the identification of consistency with an independent and objective property of personality and the structure of reality. In a narrow sense, consistency refers to the knowledge accumulated by people about objects and phenomena and their properties.

If we describe the concept of a system in detail, then occupational safety management in its essence and content may consist of a socio-economic system. Because the socio-economic system encompasses the entire social structure and consists of social institutions that regulate the rules of relations between subjects in all their social spheres in society.

The main element of the social system is people, their relationships and connections, which, being passed down from generation to generation, are steadily reproduced in the historical process based on the joint activity of people.

An economic system is a structural element of a socio-economic system that is based on the interests of an individual and social groups and includes the following elements: production resources, management mechanisms, forms, methods of organization and management of economic entities, etc.

Thus, the occupational safety management system is an element of the economic and social system and is part of the organization's overall management system that ensures the management of occupational safety risks associated with its activities.

The main quality of the occupational safety and health management system is that all the processes of existence, functioning and development in the field of occupational safety and health management are in a common relationship and interact with each other as relatively isolated, qualitative and quantitative objects that change over time. [1]. In particular, such facilities include subsystems for occupational safety and health management:

- employee training in occupational safety management requirements;
- availability of a regulatory framework;
- medical examination;
- providing employees with personal protective equipment;
- conducting a special assessment of working conditions;
- professional risk management;
- definition of hygiene standards and criteria;
- compliance with the mandatory requirements of the Labor Protection Department;
- the presence of a culture of safe work, etc.

The features of economic support and management of the current occupational safety and health management system can be divided into the following blocks:(Fig. 1)

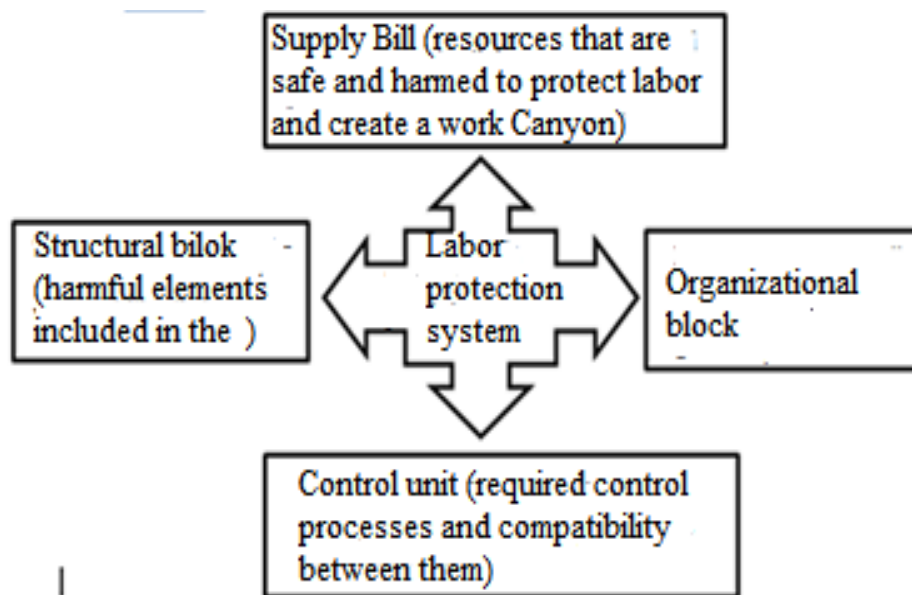


Figure 1-functional blocks of the occupational safety management system

1) Supply unit - represents the necessary resources for managing safe working conditions and safety at the workplace and includes:

- legal assistance (a set of regulatory documents containing legislative acts and requirements in the field of occupational safety management);
- economic support (a set of socio-economic mechanisms and financial resources used to implement occupational safety management measures);
- social security (a set of labor resources necessary to meet the requirements of occupational safety management);
- information support (a set of information resources necessary for the functioning and development of occupational safety management).

2) Control unit-represents the relevant processes and communications:

- occupational safety management is the main process of its organization, based on the creation of management systems in the field of labor activity;
- occupational risk management -reflects a set of interrelated measures aimed at identifying, assessing and reducing the level of occupational risks of employees.

3) the structural unit is represented by the elements that make up the occupational safety and health management:

- Industrial sanitation and safety;
- Technical aesthetics;

- ergonomics.

The author suggests that this system should be supplemented with another block-an organizational block that includes planning and organizing the process of changing the occupational health and safety management system, and this block should include the following elements:

- investment planning for automation and digitization of production processes;
- financing the training of employees for the purpose of professional information and professional development;
- planning, acquisition and use of smart personal protective equipment;
- planning and use of “smart” technologies in the field of occupational health and safety management.

Occupational safety management, like any socio-economic system, has certain relationships with other systems and the outside world. Any system consists of many subsystems. The occupational health and safety management system is no exception. In the occupational health and safety management system, subsystems can be distinguished, which, on the one hand, are independent and perform predefined tasks, and on the other, they are all managed and form a single whole to achieve one goal. [2] (Fig. 2)

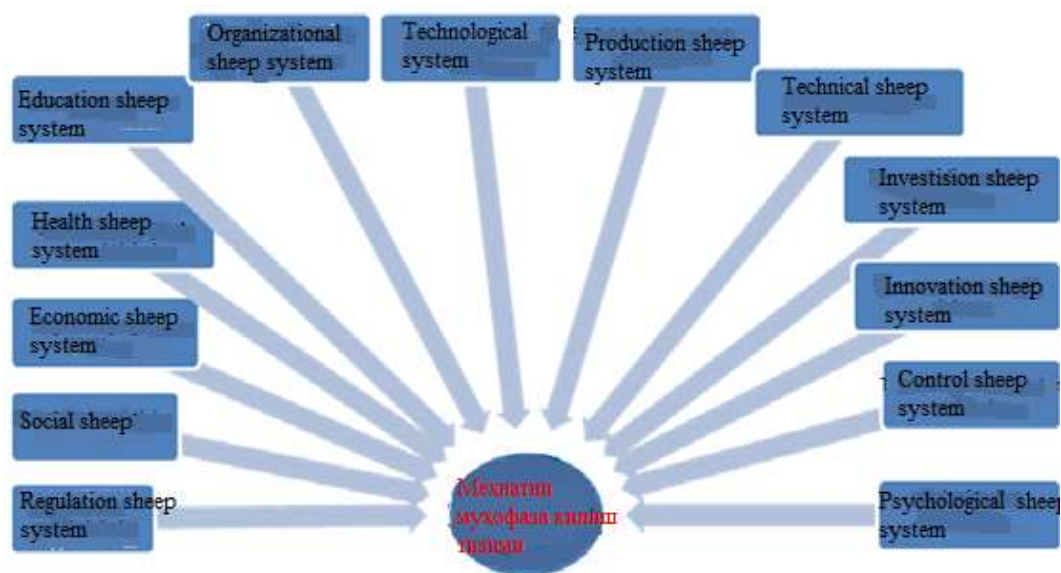


Figure 2-Occupational safety management system and its subsystems

Table 1

Occupational health and safety management system and its elements

№	Sheep systems	Sheep system options

1	Normative law	Normative base. Legal regulation in the field of labor protection
2	Social	Quality of life of workers Industrial injury rate Occupational morbidity indicators
3	Economic	Planning measures for labor protection Production efficiency labor productivity Benefits and compensation Taxation
4	Organizational	Culture of security Scientific organization of Labor Level and quality of labor protection management Safe Organization of production processes
5	Tech	Safety of technological equipment Workplace safety
6	Technique	Mechanization and automation of production processes
7	Production	Working conditions of workers Quality of work of employees Safe process technology
8	Management	Labor protection and security management system Labor protection management levels (federal, regional, municipal, corporate)
9	Innovation	New knowledge, information Smart technologies in labor protection Digitization
10	Investment	Financing of labor protection measures Investments in smart technologies in the field of labor protection Investments in production automation
11	Psychological	Psychology of Labor Human factor generational theory
12	Health	Life and health of workers

		Hygienic criteria and standards
13	Education	Training of personnel in the field of labor protection Improving professional competencies

The model of the occupational health and safety management system should be formulated in such a way that it is improved both as a whole and its individual elements. At the same time, the model focuses on the key elements that help the system achieve the desired goal in occupational safety management, and may consist of the following elements:[3]

- input signal;
- process (activities related to management, technology, operations, etc.);
- resources included in the system;
- input data (information flows as an essential part of the system's interaction with the environment);
- feedback;
- relationship with the environment

A systematic approach to the occupational health and safety management system includes the following steps:

- 1) defining the purpose of the system and the boundaries of the system;
- 2) formation of objects and criteria;
- 3) implementation of the system of key performance indicators of the system;
- 4) defining the tasks of the system;
- 5) formation of the functional structure of the system;
- 6) decision-making depending on the dynamics of changes in the main indicator of the system's activity;
- 7) establishment of rules for improving the system.

Thus, the proposed occupational health and safety management system can be represented as a set of forces and means aimed at achieving a greater goal-increasing the economic efficiency of the enterprise, which is an urgent and important production task for all its elements. Schematically, any system can be represented as the interaction of five main functional blocks: [5] (Fig.3).

- Introduction;
- control unit;
- controlled unit;

- Exit;
- feedback.

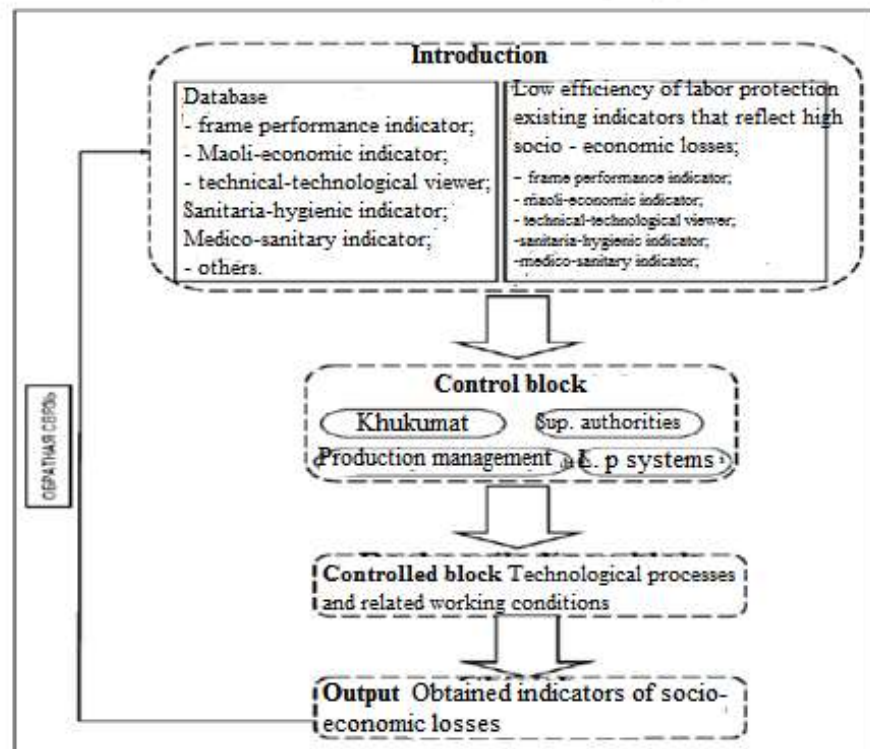


Figure 3. A model of a systematic approach to occupational safety management

Introduction. Obviously, there will be indicators at the entrance that reflect the degree of influence of working conditions, as well as factors of the work environment and the work process on workers (occupational injuries), whose parameters in the occupational safety system are subject to change.

The control unit in the occupational safety and health system should be represented by the maximum number of structures whose activities can directly or indirectly determine the nature and degree of exposure of workers to harmful (dangerous) factors of the working environment and in the process of work. It should be noted that this unit should include not only the mechanical protection department, but also almost the entire production management, including the financial and economic department and other management structures. The control unit must consist of a control unit.

The managed unit in the labor protection system should be considered as management objects that are sources of harmful and dangerous production factors, primarily at the collective

and individual levels of the labor protection system in technological processes. At the output of this system, there will be indicators characterizing the working conditions, as well as the degree of their impact on the working person. At the same time, a positive result in the system is considered to be a reduction in the impact of harmful labor factors on a person or a decrease in the number of people employed in unfavorable production conditions.

The feedback block in the occupational safety and health system, being one of the main elements in the System, allows you to determine the degree of compliance of the forecast indicators with the actual results.

Based on the above-mentioned elements, we can draw the following **conclusion**:

The essence of occupational health and safety management can be understood from the standpoint of a systematic approach to studying the features of occupational health and safety management as an object of the system. In the scientific literature, one can find the following properties of the system present in objects: compositional character, interconnectedness, integrity, connection with the environment, complexity, multiplicity of division into parts, organization, differentiation, stability, balance, etc. And we will study the main characteristics of the occupational health and safety management system as an object of the system.

Hence the systemic nature of complex objects:

Firstly, their structural nature implies that they have certain elements. These subsystems are compositional in nature and can be considered as separate systems.

Secondly, the structural property is interdependence, which implies the presence of certain connections and relationships between its components.

Thirdly, their structural feature is their integrity. The occupational health and safety management system is an integrated independent system with links between its components and channels for exchanging necessary resources.

Fourth, the structural feature is the involvement in the environment.

Thus, the occupational health and safety management system operates in a specific external and internal environment. In the process of its development and transformation, the occupational health and safety management system actively interacts with all its elements in the environment, attracts the necessary resources, performs the necessary functions to create favorable working conditions, and influences its individual elements in the environment. In the modern economy, occupational safety management is presented as a system object that has all the conditions in

accordance with the general theory of systems. This fact creates the basis for further research on the phenomenon of occupational safety management based on a systematic methodology.

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UDC - 3318 (575)

**FUNDAMENTALS OF OCCUPATIONAL SAFETY MANAGEMENT ASSESSMENT IN
THE TECHNOSPHERE SYSTEM AND CREATION OF ITS MODEL****Mamatov Nurbek Ziyodullayevich, PhD. Associate Professor****Makhmatkulov Nurilla Imamovich, Associate Professor**

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Abstract: in this article, the methods and principles of ensuring occupational safety in the human-machine-environment system were considered and their system analysis was carried out, as well as the issues of modeling its structural elements. Suggestions and comments on security measures in the technosphere have been developed.

Keywords: technosphere, system, occupational safety, hazards, safety, accident, catastrophe, accident, natural, man-made, anthropogenic, injury, poisoning damage, methodology, model, modeling.

Introduction. The relevance of research. The development of human civilization has led to the fact that along with the aggravation of the economic, socio-political situation in the technosphere community, the frequency of occurrence of both natural and man-made risks of a global nature in the technosphere and the environment has also increased. According to statistics, in industrialized countries, 10% of gross domestic product is allocated to compensate for injury losses among workers caused by accidents and incidents in economic sectors.... While 15% is consumed, environmental pollution and imperfect safety measures lead to the premature death of 20% of people.

Given this disadvantage, it is necessary to comprehensively assess the risks in occupational health and safety management in a complex distributed system of the technosphere, eliminate a number of problems, each of which is very complex and significant, in order to successfully solve them. For example: external negative flows affecting the system require consideration of conditions such as the uncertainty of data about their distribution across internal elements or the

behavior of system elements subject to such flows. Even in the context of this discourse, the issues discussed in this study are relevant today.

Goal. The aim is to build a mathematical model that uses traditional methodology in occupational safety management when exposed to negative trends in the technosphere.

To achieve this goal, the following **tasks** were solved.

1. Analysis of existing regulatory and technical documents and research works and traditional models in the field of occupational safety management under the influence of negative flows in the technosphere.

2. Based on mathematical modeling in the management of occupational safety and health under the influence of negative flows in the technosphere, a risk assessment in the technosphere and other solutions to the tasks are carried out.

Methodology of the experiment (research). It is important to recognize that in the scientific works of many scientists and philosophers, as well as scientists conducting scientific research, the term "technosphere" is used, which is claimed to be an artificial shell in a certain earth's crust. Therefore, the technosphere is a synthesis of nature and technology created as a result of human activity [1].

The concept of risk and safety is widely used to ensure the safety of the technosphere. The main means of eliminating risks in it is security.

Security is a state of activity in which the source of risks is eliminated with a certain probability. Safety is a goal set for people. In this regard, when managing security, all authorities, society, the population and other structures must act together (Fig. 1) [4].

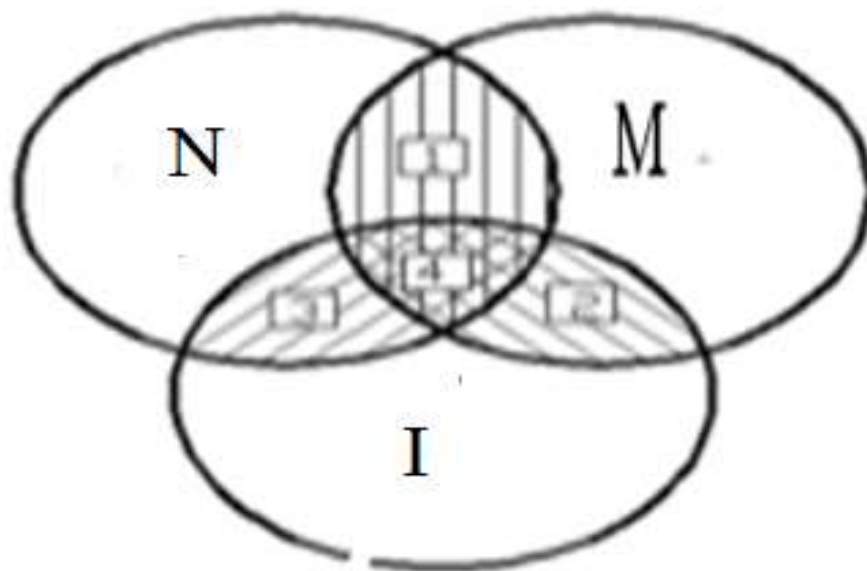


Figure 1. Security management mechanisms: N - regulatory and legal framework; M - administrative mechanism; I - socio-economic mechanics.

Thus, the following security systems exist in the technosphere: [3]

- public safety system;
- Ecology and environmental protection;
- the state security system;
- global security system.

All of the above is considered as a separate element of labor protection in the labor protection system. Because occupational safety occupies a fundamental place in ensuring the safety of workers (the public) and the environment.

Human safety comes first. Human security in the narrow sense is the history of society, which represents a specific social danger. Human security is defined in a broad sense - its physical, social and spiritual well-being, which is determined by internal and external factors. People are trying to eliminate risks that arise with a certain probability. But in any case, for objective and subjective reasons, it is not possible to completely eliminate the risks. Only this can be transmitted and maintained at an acceptable level.

There are 3 ways to ensure security in the technosphere, these are[2]:

1) remove the homosphere and the noosphere from each other in spatial and temporal intervals. This technique is carried out through mechanization and automation of the production process, remote control of equipment, tooling, the use of robots and other control systems.

2) based on the elimination of risks or normalization of the technosphere using safety rules. At the same time, the indicators of the homosphere and the noxosphere are approaching each other.

3) based on the protection of workers in the workplace using protective equipment. In this case, various means of protection are used to change the descriptions of the technosphere.

Research in the field of security measures and devices for any objects is considered as a system of "subjective and objective security". (Fig. 2).

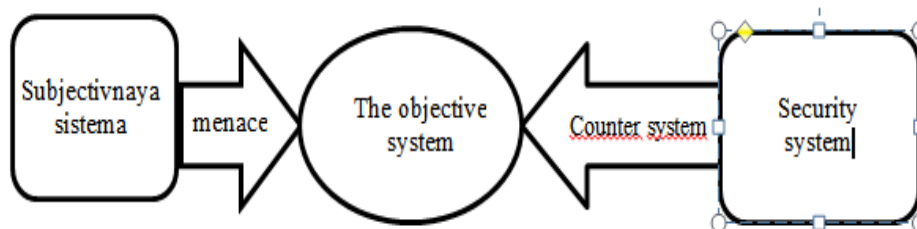


Figure 2. The Subjective-Objective-Security model

The objective in the system analysis, synthesis and modeling of the processes under consideration in the technosphere is the "man-machine-environment" system, and the subjective is the objective laws of the occurrence and prevention of man-made phenomena. This system takes into account the occurrence of all man-made accidents. (Fig. 3)

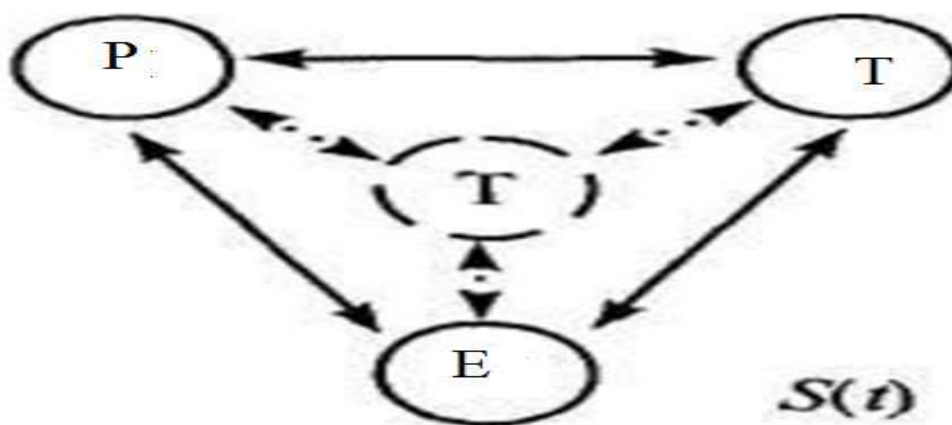


Figure 3. «The Human-machine-Environment» model

The human-machine-environment model is a source of danger and can potentially cause damage to the furnace. On the other hand, its activity is determined by the performance of its functions by employees in a certain technosphere environment. The technologies embedded in the system (T) include humans, machines, and the external environment interacting with each other. Their relationship is indicated by arrows: input and output movements, $s(t)$ – events. Their effects are studied piecemeal within a single whole or aggregate based on scientific analysis and synthesis

methods. Its main goal is to ensure the correctness, accuracy and impartiality of the results that adequately reflect the phenomena and processes taking place in the field of security.

Thus, technosphere safety is a complex discipline that examines the problems of identifying, preventing, and protecting against risks. Many foreign and domestic scientists have conducted research in this field. It follows from the verdict that V.V. Vlasova, V.I. Keylis-Borok, A.I. Lurie, A. Love, A.A. Samarsky, I.N. Sneddon, G.A. Mavlyanov, R.A. Niyazov, A.S. Tohtaev, E.V. Kadyrov, O. Moguchy. Among the medieval Uzbek scholars are Abu Ali Ibn Sino, Abu Rayhan Beruniy, Mahmud Kashgari Zahridin. Babur and Al-Khorezmiy Kubi knew production in the scientific work of great scientists, considered issues related to the fanaticization of the work of hired workers and carried out a lot of positive work.

The results of the study and their discussion. According to the author, the development of computer technology and applied mathematics, analyzing the situation in the technosphere, believes that the most optimal way to achieve the goal in predicting the dynamics of development of certain situations is modeling and should include the following models.

- eco model of technosphere and environment objects;
- a model of man-made processes, such as various geomechanical, hydrogeological;
- a model of harmful gas, liquid mixtures and other industrial waste;
- models of technological cleaning processes;
- a model of the interaction of available substances;
- a measurement and management model, as well as a description of the content;
- information model;
- natural objects and a reference model of the "normal" state of the system;
- a model that determines the possibility of using various research methods in specific natural and technical conditions;
- a model for analyzing accidents and occupational diseases.

The general characteristics of the flows occurring in the technosphere are that one of their manifestations causes the other and forms a common "cause-and-effect chain", as well as that the following factors and effects on the sequence of events are characteristic [6].

- a) as a result of human activity or human activity;
- b) in case of unforeseen circumstances and in case of any conflicts;
- c) in case of non-compliance with the rules of using the notation or its shortcomings, or in case of non-compliance with the rules of using the notation (characteristics);

- e) Sewing people in technological arts;
- f) natural or artificial atmosphere (atmosphere, ionized, gaseous and empty).

When modeling man-made accidents, cases, accidents and injury factors, the following should be taken into account: [5,7]

a) internal factors:

- insufficient reliability and ergonomic characteristics of technological equipment;
- muhandis - imperfection of professional training in the selection of technical personnel;
- the need for people to stay in potentially dangerous areas and the fact that the protective buildings in them are poorly organized;
- inconvenient working conditions;
- lack of means of public and individual protection or their non-compliance with established standards and norms, or their issuance without them;
- low activity of municipal and technical services, etc.

b) external factors:

- the presence of natural emergencies and their degree of probability (earthquake, flood, flood, etc.)
- availability of infrastructure (thermal road, highway and other municipal and technical facilities)
- dangerous objects in the immediate vicinity and the degree of their impact;
- nearby settlements and their population density.

Since all known modeling methods are used in science in predicting the state of the Technosphere, mathematical models of analytical, graphical, schematic or algorithmic type can be used in constructing the model, respectively, and the following formulas can be applied.

- independent or unrelated factor model: $y=f(0, z, u)$
- a model of related factors $y=f(x_1, x_2, x_3)$, including:
- Linear model $y= a_0+a_1x_1+a_2x_2+.....+a_nx_n$ is used to simplify calculations.
- level model: $y= a_0 \cdot x_1^a \cdot x_2^a \cdot \cdot x_n^a$
- logarithmic model $y= a_0+a_1\lg x_1+a_2\lg x_2+...+a_n\lg x_n$ in them, the predicted indicator of y is $x_{1,2,3}$ - the influence of a related factor, $0, z, u$ – the influence of an independent of an (unrelated) factor, $a_{0,2,3,n}$ is the main parameter of the effect.

The technosphere security system, considered from the point of view of security, usually includes three components: "man", "machine" and "environment" (Fig. 3).

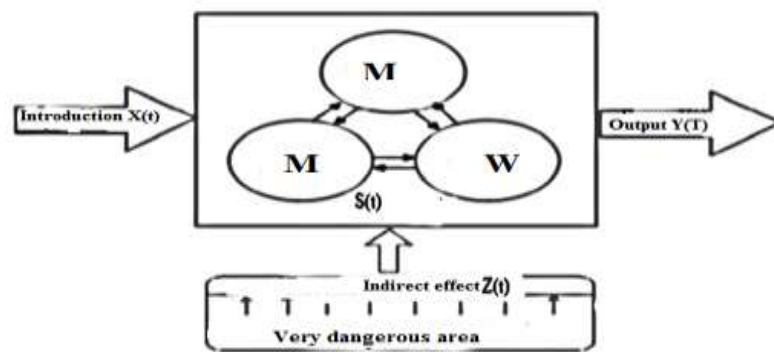


Figure 4-Human-machine-Environment system model

The input effect $X(t)$ is interpreted as a set goal and functions, fixed time intervals, and allocated resources. This is manifested as a result of the operation of the system.

Output effects $Y(t)$ – manifest themselves as useful or harmful results in the human-machine-environment system; influencing factors $Z(t)$ - negative effects of factors, $s(t)$ - states in the system with a certain time interval.

The human-machine-environment system model defines safety and the ability to maintain its stability, in which negative phenomena are eliminated with a sufficiently high probability, and then the damage does not exceed the optimal level. In other words, it can be interpreted that the technogenic safety model is in a state that does not exceed the limit allowed by elements affecting the internal and external environment, as well as the human factor.

The human-machine-environment system consists of the following structural elements.

1. "Human":

- Human-1 is a mobile robot that controls a "machine" or a person simulating a work environment;

- Person-2 is a person who is considered in the process of work in terms of the influence of psychophysiological factors on him.

- a person is a person who indirectly repairs system 3.

The car:

- Machine - 1 element performing the main technological function (PS);

- Machine - 2 element performing the function of emergency protection;

Machine - 3 is an element that affects the environment.

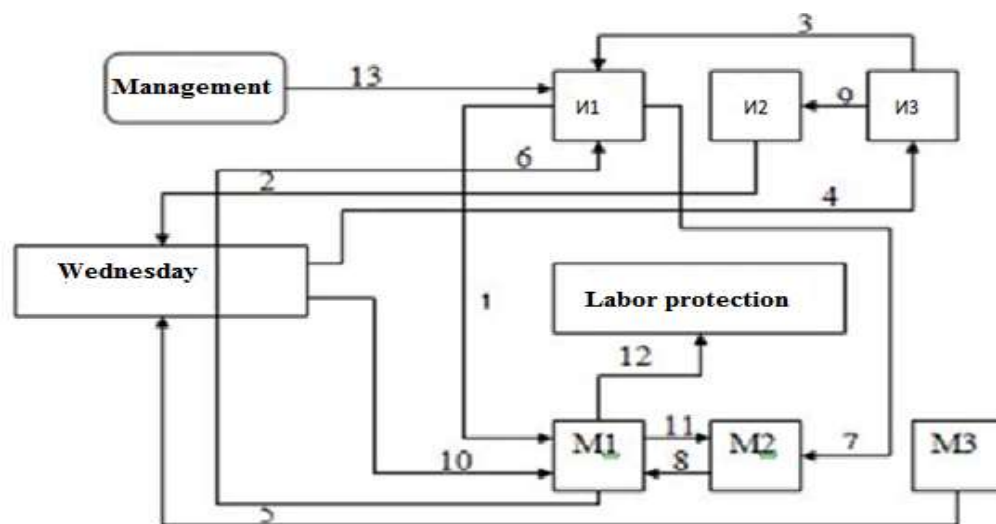


Figure 5-structural model of the "man-machine-environment" system

Table 1

The relationship in the human-machine-environment system

№	Contact direction	Contact Description
1	P1-T1	Human control of the machine
2	P2 – Wednesday	Human impact on the environment as a biological object (oxygen consumption, changes in air humidity, temperature fluctuations caused by the use of electrical appliances)
3	P3 - P1	The influence of the psychophysiological state of one person on another (the influence of people on each other).
4	Wednesday - P3	The influence of the environment on the psychophysiological state of a person (temperature, humidity, atmospheric composition, illumination, etc.).
5	T3 - Wednesday	The impact of the machine on the environment (noise, vibration, temperature, etc.).
6	6 T1 - P1	The influence of harmful factors on the psychophysiological state of a person during machine tool production.
7	P1 - T2	Application of methods of protection against exposure to hazardous production factors).
8	P1 - T2	Information needed to develop emergency management measures

9	P3 - P2	The psychophysiological state of a person, its effect on the body and the level of metabolic rate between the environment and energy release
10	Wednesday - M1	Environmental impact on machine performance
11	M2 - M1	Emergency control
12	12 M1 - the subject of labor	The influence of the machine on the object of labor
13	External control system - Ψ_1	The control information about the technological process comes from an external control system.

A generalized representation of the model can be represented as:

$$M = \{X, Y, Z, S, T, q, h\}, \quad (1)$$

where $X = (x_1, x_2, \dots, x_n)$; $Y = (y_1, y_2, \dots, y_n)$; input, output field and $Z = (z_1, z_2, \dots, z_n)$; influencing factors $S = (s_1, s_2, \dots, s_n)$ is the state at a given time in the space $t=T$; $T=(t_1, t_2, \dots, t_n)$ is the set at a given time; q is the transition operator that reflects the change in the state of the system under the influence of risk factors; h is an output operator that describes the mechanism of creating an output state as a reaction to internal and external changes in the system [8.9].

The state in the system can be assessed as a dynamic equilibrium in which the integral indicators are in homeostasis. The purpose of such systems is determined by the desire for stability. Since the range of external influences on the system is limited, its quantity should also be very limited. Moreover, the boundaries of these states are determined by the ratio between the external vibrational energy and the intrinsic energy capacity of the system. As for the nature of the factors influencing them:

- low - the energy does not exceed the limit values - the risk has a minimum value (N);
- acceptable - manifests itself in the form of small changes that do not leave the equilibrium state - the risk has a low value in jade (M);
- dangerous - preserves the properties of the system with minor damage, brings the system out of crisis mode - has average risk value(s);
- risky - due to the radical restructuring of the system, integral indicators lead to a catastrophic state with significant changes. (B).;
- an emergency situation that leads to the complete destruction or shutdown of the system has a fatal risk value (K).

From this it is clear that each component of the system is a source of man-made danger, while the models under consideration have systemic properties. (hierarchical structure, stochasticity, set of states, etc.

Our conclusion from those that are pouring out is based on the information discussed above.

The methodology of occupational safety and health management was determined by the fact that each mamalact, including economic facilities, also performs its functions to ensure economic, socio-political stability, and the presence of sources of internal and external danger. Because it costs a lot of money to bring working conditions to an optimal level for employees. At the same time, each employer should determine its main task to bring working conditions to an "acceptable" indicator for employees. To do this, she will achieve her goal if she relies on scientific and theoretical knowledge and organizes work based on it.

In accordance with the purpose set in the article, the principles of ensuring safety in the economic sphere, the assessment of occupational safety management and the mathematical modeling of the human-machine-muksit system, one of its basic elementary ones, were considered.

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AN ALGORITHM FOR EARLY DETECTION AND EFFECTIVE PROPHYLAXIS OF THE MAIN SYMPTOMS OF MYOCARDIAL INFARCTION, DEPENDING ON AGE.

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Abstract . One of the most urgent problems of our time is myocardial infarction, which is a cardiovascular disease. Many scientists are working with MI in our daily lives. Their main task, along with treatment, is to identify the clinical symptoms of MI and develop therapeutic measures for them. This article presents ideas and considerations on solutions to these and similar problems.

Key words: Myocardial infarction, symptom, biochemical marker, pathological, auscultatory phenomena, sweating, clinical symptom, prognosis.

Relevance and necessity of the topic. The introduction of modern medicine and technological tools in our society is leading to the improvement of medical practice.

Also, screening, registration, detection of comorbidity, and prevention of myocardial infarction are among the urgent problems facing our society, which is shaped by modern technology.

21-year changes in the prevalence of clinical symptoms of MI in the young (≥ 20 –44 years), middle-aged (45–59 years), elderly (60–74 years), and the elderly (≥ 75 –89) were studied and evaluated. The determined analytical results are presented in Table 1 and Figure 1.

These data are of prognostic, predictive and preventive and diagnostic value.

Discussion of research results. The main symptoms of MI are confirmed and characterized by changes in the following prevalence rates between 2001 and 2021: Rousae “+” – from 100.0% and 94.1% (with a decrease of 5.9%), ECG symptoms – from 100.0% and 88.2% (with a decrease of 11.2%), biochemical markers of MI – from 75.0% and 94.3% (with an increase

of 19.3%), EchoCG and CT symptoms – from 50.0% and 88.2% (with a decrease of 38.2%), skin changes – from 100.0% and 94.1% (with a decrease of 5.9%), sweating – from 100.0% and 94.1% (with a decrease of 5.9%), pathological auscultatory phenomena – 87.9% and 94.1% (with an increase of 6.2%), total main symptoms – 87.5% and 94.1% (with an increase of 6.6%).

The frequency of ACA in the population with MI aged 45–59 years (middle-aged population) is 95.9% (2001) and 98.6% (2021), i.e. the change in the 21-year characteristic is expressed as an “increasing frequency” of 0.8% ($P>0.05$). ACA manifestations: Rousae “+” – 95.0% and 100.0% (with an increase of 5.0%), ECG symptoms – 100.0% and 100.0% (with an unchanged indicator), biochemical markers of MI – 95.8% and 100.0% (with an increase of 4.7%),

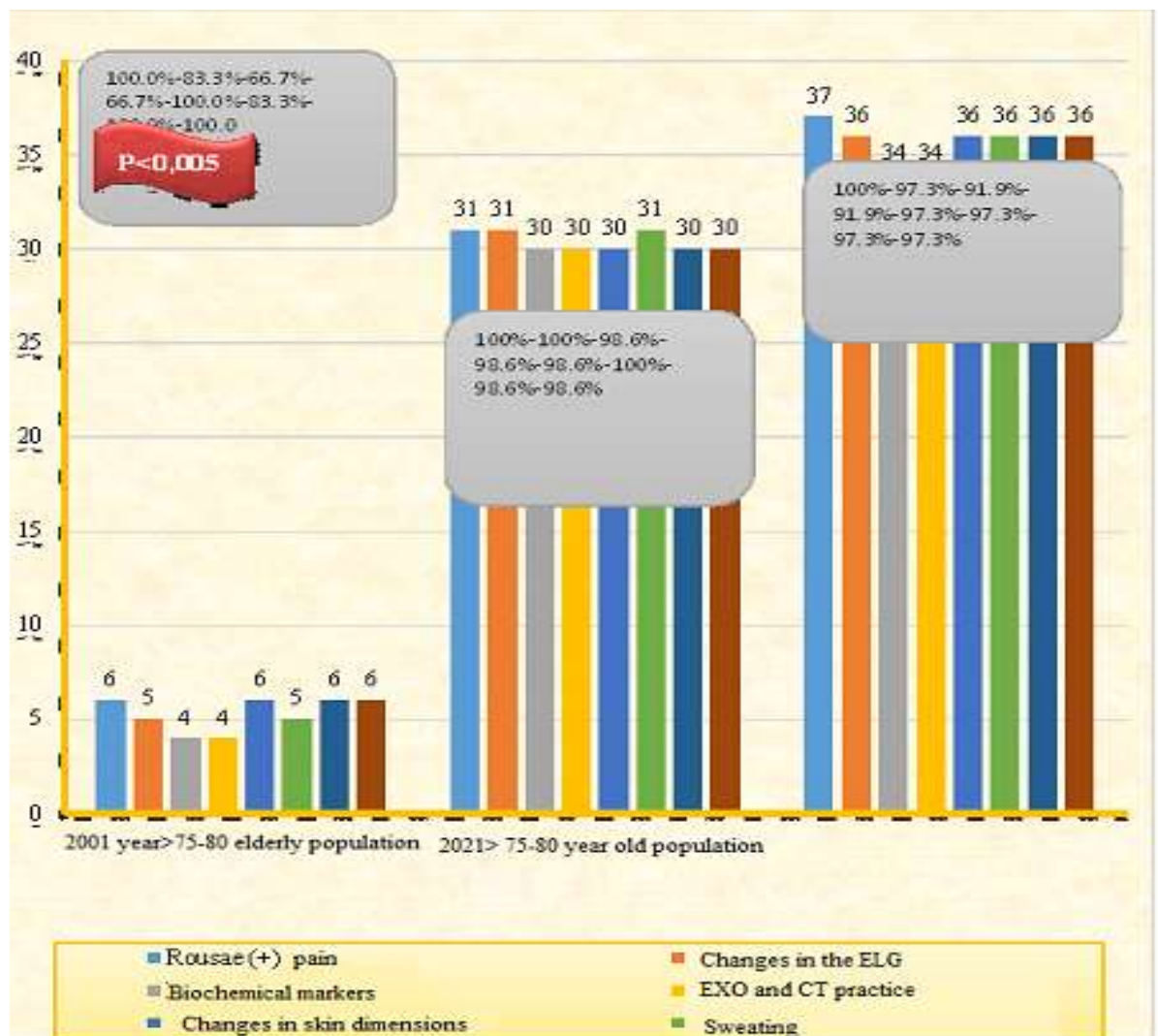
Table 1

Epidemiology and 21-year changes in the main clinical symptoms of myocardial infarction in a young population

No.	Control groups ≥20 - 44 years	Main clinical symptoms of MI															
		Rouse (+)		ECG changes		Biochemical change		Echocardiography and CT		Skin changes		Sweating		Muffled tone noise		Total AKA	
		n	%	n	%	n	%	n	%	N	%	n	%	n	%	n	%
	Years of investigation, R																
1	2001	8	100.0	8	100.0	6	75.0	4	50.0	8	100.0	8	100.0	7	87.5	7	87.5
2	R	>0.05		<0.05		<0.05		<0.05		>0.05		>0.05		<0.05		<0.05	
3	2021	16	94.1	15	88.2	16	94.1	15	88.2	16	94.1	16	94.1	16	94.1	16	94.1
4	2001 – 2021	24	96.0	23	92.0	22	88.0	19	76.0	24	96.0	24	96.0	23	92.0	23	92.0

Echocardiographic and CT symptoms were described with frequencies of 95.8% and 100.0% (with an increase of 4.2%), sweating – 95.5% and 98.6% (with an increase of 3.1%), and pathological auscultatory symptoms – 87.5% and 98.6% (with an increase of 11.1%) during the years of investigation. (HR=0.56; 95% CI=1.12 – 3.74; $\chi^2 = 0.97$; $P < 0.00254$).

The frequency of detection of ACA in the elderly population (69-74 years) increased from 24.4% (2001) to 75.6% (2021) (Table 4.24). For example, Rousae “+” symptom – 25.9% and 20.9% (respectively, with a decrease of 5.0% in 2001-2021), ECG symptoms – 18.8% and 17.6%, detection of MI biomarkers – 18.1% and 17.6% ($P > 0.05$), EchoCG and CT symptoms – 13.3% and 17.0% ($P > 0.05$), sweating – 18.1% and 17.3% , auscultatory pathological phenomena – 16.5% and 17.3% ($P > 0.05$). The frequency of detection of the total main clinical symptoms was significantly improved.



1- picture. Expression of the main clinical symptoms of myocardial infarction in the population aged $\geq 75-89$ years and 21-year evolution view

Figure 1 shows the identification of the main clinical symptoms and 21-year changes of MI in the elderly population ($\geq 75-89$ years old) and the epidemiologic description of the 21-year changes.

The following 21-year epidemiological details of MI are observed with the following frequencies and changes: arrhythmic manifestation – 4.0% (with an increase from 0.00% to 5.9%, $P < 0.01$), onset as “abdominal pain” – 4.0% (with an increase from 0.00% to 5.9%, $P < 0.01$),

manifestation with “shortness of breath” during the transition – 0.00% and 5.9% (with an increase of 5.9%, $P < 0.01$), with asymptomatic or “dumb” manifestation – 0.00% and 0.00%, with cerebral symptoms – 0.00% and 0.00%, with collaptoid and radiating manifestation – 12.5% and 0.00% (with an overall average of 4.0%), “death Clinical manifestation in the “panic” category was 12.0% (with a decrease from 12.5% to 11.8%, $P > 0.05$) and with a manifestation in the thromboembolic variant was 0.00% and 0.00%, respectively.

Numerical analysis also shows that MInhs is recorded in the 21-year-old population at frequencies similar to those recorded, but with a significant difference.

For example, in this middle-aged population, atypical manifestations of MI are detected with an average prevalence of 7.8%, and 21-year changes are observed with a tendency to decrease by 1.1% from 8.3% (in 2001) to 7.2% (in 2021) ($P > 0.05$). Mainly - arrhythmia (from 0.00% to 2.9%, $P < 0.01$) or with an average prevalence of 2.2%, "collaptoid manifestations" - 1.1% (with an increase from 0.00% to 14%, $P < 0.01$) and "panic of death" symptoms - 4.4% (with a decrease from 8.3% to 2.9%; $P < 0.01$) are noted. Other manifestations (abdominal pain, shortness of breath, CSK, cerebral symptoms and TES) are not noted.

The aim of the study is to assess the 21-year changes in the prevalence of nonspecific symptoms of MI in the elderly population and their regional characteristics in the conditions of Uzbekistan .

elderly population, the following 21-year changes in the incidence of atypical symptoms of MI are noted: arrhythmia - from 0.00% to 0.00% ($P < 0.01$), abdominal pain - from 0.00% to 3.2% ($P < 0.05$), shortness of breath - from 0.00% to 3.2%, collapse - from 0.00% to 3.2%, symptoms of death convulsions - from 16.7% to 12.9% ($P < 0.05$), TES - from 0.00% to 3.20%, less symptomatic form of expression - from 0.00% to 0.00%, cerebral symptoms - from 0.00% to 3.2% ($P < 0.01$).

The study found that the prevalence of MI complications in men with atypical symptoms of MI is 10.4%, increasing from 2.8% (2001) to 13.1% (2021), or a 6.5-fold increase ($HR = 0.58$; 95% $CI = 0.35 - 1.56$; $\chi^2 = 0.87$; $P < 0.0667$). The most common are acute heart failure (K1 – 2.9%, K2 – 2.4%, K3 – 2.4% and K4 – 2.4%), cardiac arrhythmias (2.4%), and RSD (2.9%).

In women, the incidence of MI complications is confirmed by showing a 5.6% frequency and a trend of increasing from 0.00% (in 2001) to 7.6% (in 2021) (HR=0.67; 95% CI=0.43 - 2.56; $\chi^2=0.96$; P<0.086).

The incidence of MI complications in women varies and is determined at the following frequencies: 20–44 years old – from 0.00% (2001) to 23.5% (2021) (P<0.01), 45–59 years old – from 4.2% to 11.5% (P<0.05), 60–74 years old – from 0.00% to 23.2% (P<0.01), ≥75–80 years old – from 0.00% to 18.8% (P<0.01), [HR=0.65; 95% CI=0.87–2.06; $\chi^2=3.78$; P<0.0003]/

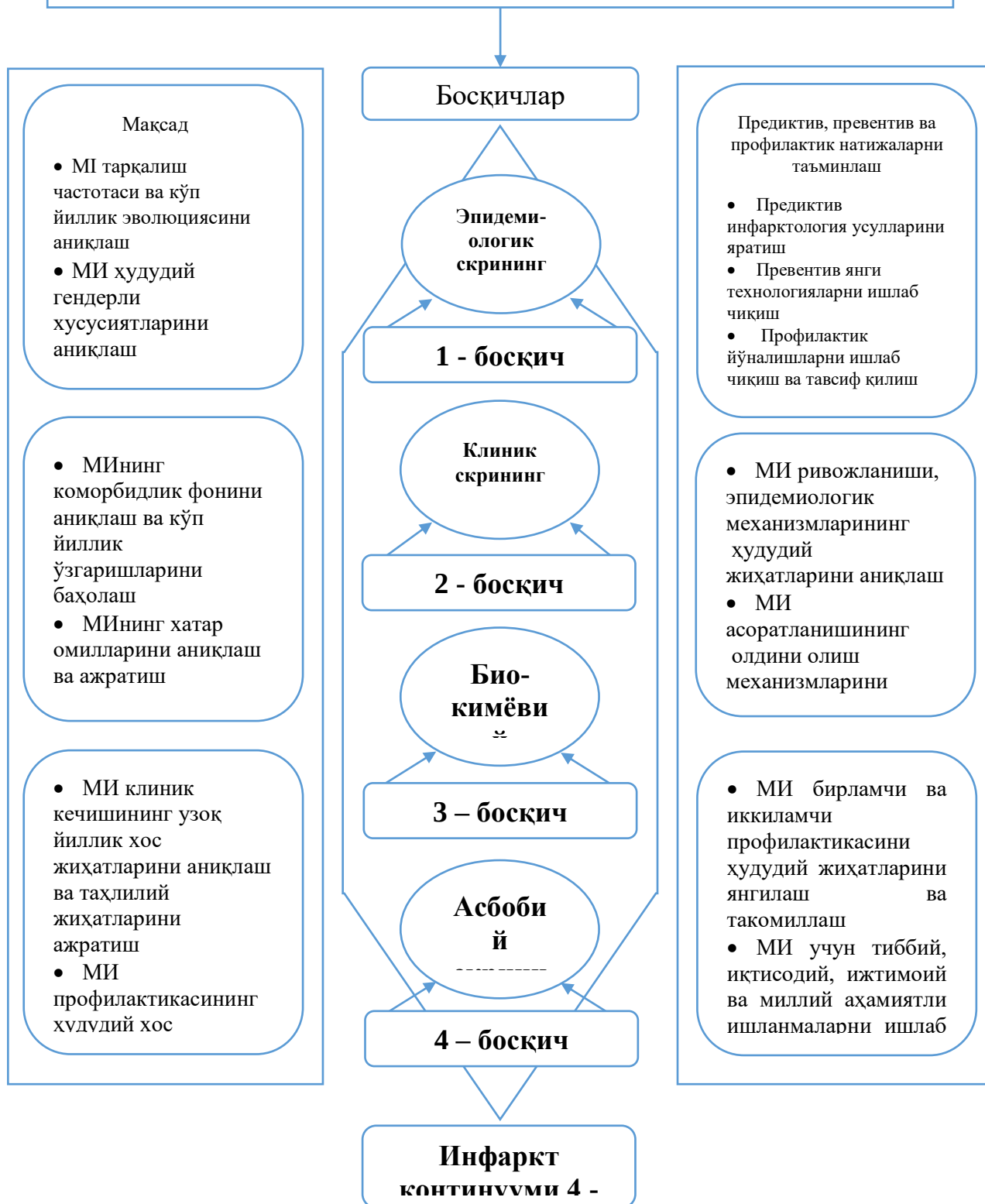
Conclusion. It is important that the information obtained has a positive impact not only on the diagnosis, but also on the prognosis of patients with MI.

Diagnosis and the quality of life of patients will improve. Taking this into account, our ability to make a diagnosis will improve.

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Миокард инфаркти ташхисоти ва профилактикасининг ҳудудий



2- picture. An improved algorithm for early diagnosis and prevention of myocardial infarction in valley conditions

“Improved algorithm for early diagnosis and prevention of myocardial infarction in the valley” for the valley, which improves the indicators of patients, eliminates or reduces medical and economic losses, and provides diagnostic, prognostic and therapeutic effects . The algorithm is shown in Figure 4.9.

The conclusion is that algorithmic medicine is used at the first level, in cardiology dispensaries and emergency medical centers, as well as in their regional branches, in specialized cardiology scientific centers. It is chained in 4 stages and is performed based on epidemiological, clinical, biochemical and instrumental screening. As a result of the strategic provision of a targeted and comprehensive approach, it has medical, economic, social and national significance. Myocardial infarction mortality also decreased to 4-6% of the continuum, and such a prediction can be made completely when this algorithm is used.

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ЛОКАТИВНОСТЬ КАК ЯЗЫКОВОЙ ФЕНОМЕН: АНГЛИЙСКИЙ И УЗБЕКСКИЙ ЯЗЫКИ В СРАВНЕНИИ

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Аннотация

В данной статье рассматривается локативность как языковой феномен, проявляющийся в английском и узбекском языках. Цель исследования заключается в анализе функционально-семантических аспектов локативных конструкций, а также в выявлении сходств и различий в их использовании в обоих языках. В статье представлены примеры локативных предлогов и конструкций, а также их семантические значения. Результаты исследования могут быть полезны для преподавателей языков и лингвистов, интересующихся вопросами пространственной семантики.

Ключевые слова: локативность, английский язык, узбекский язык, функционально-семантический анализ, пространственная семантика, языковой феномен, предлоги, сравнительный анализ.

Введение

Локативность представляет собой важный аспект языковой структуры, отражающий пространственные отношения между объектами и их местоположением. В лингвистике локативные конструкции играют ключевую роль в выражении информации о месте, направлении и положении. Английский и узбекский языки, как представители разных языковых групп, демонстрируют уникальные подходы к выражению локативности. Данная статья направлена на функционально-семантический анализ локативных конструкций в этих языках, что позволит выявить как общие черты, так и специфические особенности их использования.

I. Понятие локативности в лингвистике

Локативность — это лингвистический термин, который обозначает выражение пространственных отношений между объектами, а также их местоположение и направление. В лингвистике локативность рассматривается как важный аспект семантики и синтаксиса, который помогает передавать информацию о том, где находится объект, куда

он движется и как он соотносится с другими объектами в пространстве. Основные аспекты локативности:

Пространственные отношения: Локативность включает в себя различные пространственные отношения, такие как "на", "под", "в", "между" и т.д. Эти предлоги и конструкции помогают описывать местоположение объектов относительно друг друга.

Семантические категории: Локативность может быть разделена на несколько семантических категорий, включая статическая локативность, которая описывает положение объекта в пространстве (например, "книга на столе") и динамическая локативность, которая описывает движение объекта в пространстве (например, "он идет в магазин").

Локативные конструкции: В разных языках локативность может выражаться через различные грамматические конструкции. Например, в английском языке используются предлоги (in, on, at), в то время как в узбекском языке могут применяться специальные падежи и постпозитивные частицы.

Культурные и языковые особенности: Локативность также может отражать культурные и языковые особенности. Например, в некоторых языках могут быть более детализированные способы описания пространственных отношений, что связано с особенностями восприятия пространства в данной культуре.

Функционально-семантический анализ: Локативность может быть предметом функционально-семантического анализа, который исследует, как языковые средства используются для выражения пространственных значений и как они соотносятся с контекстом [1, 85].

Локативность является важным аспектом лингвистического анализа, который помогает понять, как языки описывают пространство и отношения между объектами. Исследование локативности в различных языках, таких как английский и узбекский, позволяет выявить как общие черты, так и специфические особенности, что способствует более глубокому пониманию языковой структуры и семантики.

II. Функционально-семантический подход к изучению локативности

Функционально-семантический подход к изучению локативности основывается на анализе того, как языковые средства используются для выражения пространственных отношений и как они функционируют в контексте коммуникации. Этот подход позволяет

выявить не только грамматические и лексические особенности локативных конструкций, но и их семантические значения и функции в языке.

Функционально-семантический подход рассматривает язык как систему, в которой каждое языковое выражение выполняет определенные функции в процессе коммуникации. В контексте локативности это означает, что предлоги, падежи и другие языковые средства, используемые для обозначения пространственных отношений, должны анализироваться с точки зрения их роли в передаче информации о местоположении, направлении и взаимодействии объектов. Основные аспекты функционально-семантического анализа локативности следующие:

- Семантические категории: В рамках функционально-семантического подхода локативность делится на несколько семантических категорий, таких как статическая локативность (описывающая положение объекта) и динамическая локативность (описывающая движение объекта). Каждая из этих категорий имеет свои специфические языковые средства и конструкции.

- Контекстуальная зависимость: Локативные конструкции могут изменять свое значение в зависимости от контекста. Например, предлог "в" может обозначать как нахождение внутри объекта, так и направление движения в него. Функционально-семантический подход акцентирует внимание на том, как контекст влияет на интерпретацию локативных выражений.

- Когнитивные аспекты: Локативность также связана с когнитивными процессами, такими как восприятие пространства и ориентация в нем. Функционально-семантический анализ учитывает, как языковые средства отражают ментальные модели пространственных отношений, присущие носителям языка.

- Кросс-лингвистический анализ: Функционально-семантический подход позволяет проводить сравнительный анализ локативности в разных языках. Это помогает выявить как универсальные, так и специфические черты локативных конструкций, что способствует более глубокому пониманию языковой структуры и семантики [2, 74].

Далее мы рассмотрим примеры функционально-семантического анализа локативности. В английском языке предлоги "in", "on", "at" используются для обозначения различных пространственных отношений. Например, "in the room" (в комнате) указывает на нахождение внутри, тогда как "on the table" (на столе) указывает на поверхность. Функционально-семантический анализ позволяет понять, как эти предлоги различаются по

своим семантическим значениям и функциям. В узбекском языке локативные отношения могут выражаться через падежи и постпозитивные частицы. Например, "stolda" (на столе) и "ichida" (внутри) показывают разные пространственные отношения. Анализ этих конструкций с точки зрения их семантики и функции в предложении позволяет выявить особенности узбекского языка [8, 120].

Функционально-семантический подход к изучению локативности предоставляет мощный инструмент для анализа языковых средств, используемых для выражения пространственных отношений. Он позволяет глубже понять, как язык функционирует в контексте коммуникации и как носители языка воспринимают и описывают пространство. Исследование локативности с использованием этого подхода открывает новые горизонты для лингвистических исследований и способствует более полному пониманию языковой структуры [3, 68].

III. Сравнительный анализ локативности в английском и узбекском языках

Сравнительный анализ локативности в английском и узбекском языках позволяет выявить как общие черты, так и специфические особенности, связанные с выражением пространственных отношений. Оба языка имеют свои уникальные способы обозначения местоположения, направления и взаимодействия объектов, что делает их интересными для исследования.

В английском языке локативность в основном выражается с помощью предлогов. Основные предлоги, используемые для обозначения пространственных отношений, включают:

- In (в) — указывает на нахождение внутри объекта (например, "The book is in the bag" — "Книга в сумке").
- On (на) — обозначает положение на поверхности (например, "The cup is on the table" — "Чашка на столе").
- At (у, в) — используется для обозначения конкретного места (например, "She is at the park" — "Она в парке") [4, 97].

Эти предлоги могут комбинироваться с другими словами для создания более сложных локативных конструкций, таких как "next to" (рядом с), "in front of" (перед) и "behind" (за). Важно отметить, что выбор предлога может зависеть от контекста и семантики, что делает английский язык гибким в выражении пространственных отношений.

В узбекском языке локативность выражается через падежи и постпозитивные частицы. Основные способы обозначения пространственных отношений включают:

- -da (в, на) — используется для обозначения нахождения внутри или на поверхности (например, "kitob stolda" — "Книга на столе").
- -ga (в, к) — указывает на направление движения (например, "men maktabga boryarman" — "Я иду в школу").
- -dan (из, от) — обозначает исходное местоположение (например, "u maktabdan kelyapti" — "Он/она идет из школы") [7, 52].

Узбекский язык также использует постпозитивные частицы для уточнения пространственных отношений, что позволяет создавать более детализированные конструкции. Например, "stolning ustida" (на столе) указывает на положение объекта на поверхности стола [6, 35].

Оба языка используют различные средства для выражения локативности, включая предлоги в английском и падежи в узбекском. В обоих языках локативные конструкции могут быть статическими (описывающими положение) и динамическими (описывающими движение).

В английском языке предлоги играют центральную роль в выражении локативности, тогда как в узбекском языке основное внимание уделяется падежам и постпозитивным частицам. Это приводит к различиям в структуре предложений и порядке слов. Например, в английском языке предлог обычно предшествует объекту, тогда как в узбекском языке падежное окончание добавляется к существительному [5, 36].

Локативность также может отражать культурные различия. Например, в английском языке может быть больше акцента на точности местоположения, тогда как в узбекском языке может быть больше внимания к контексту и взаимодействию объектов.

Сравнительный анализ локативности в английском и узбекском языках показывает, что, несмотря на различия в грамматических структурах и языковых средствах, оба языка эффективно передают пространственные отношения. Понимание этих различий и сходств может быть полезным для изучающих языки, а также для лингвистов, интересующихся вопросами семантики и синтаксиса. Исследование локативности в контексте двух языков открывает новые горизонты для дальнейших исследований и способствует более глубокому пониманию языковой структуры и культурных особенностей.

Заключение

В результате проведенного исследования было установлено, что локативность в английском и узбекском языках проявляется через различные предлоги и конструкции, каждая из которых имеет свои семантические особенности. Несмотря на наличие общих черт, таких как использование предлогов для обозначения места и направления, существуют и значительные различия, обусловленные культурными и языковыми традициями. Полученные результаты подчеркивают важность учета локативности в процессе обучения языкам и могут служить основой для дальнейших исследований в этой области.

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EXPRESSIVE FORCE OF SYNTACTICAL MODELS**Raxmatova Oyazimxon Akramxon***4th year student of foreign language faculty**In Fergana State University*E-mail: hamdamjonovao@gmail.com**Scientific supervisor: Adamboyeva Nafisa Qodirberganovna**

Annotation. *The expressive force of syntactical models refers to the way sentence structures influence the emotional and aesthetic impact of communication. This study explores how different syntactical constructions—such as parallelism, inversion, and the use of various sentence types—can alter the tone, emphasis, and overall expressiveness of a message. The analysis examines examples from both literary and everyday language, considering how syntax contributes to conveying emotion, establishing tone, and enhancing the overall meaning of discourse. The research further highlights the role of syntactical models in shaping the reader's or listener's perception, influencing interpretation, and creating rhetorical effects. Understanding the expressive potential of syntax is vital in fields such as literature, public speaking, and communication studies, where the manipulation of language is key to engaging an audience.*

Keywords: *expressive force, syntactical models, sentence structures, emotional impact, rhetorical effects, parallelism, inversion, tone, emphasis.*

INTRODUCTION

The expressive force of syntactical models refers to the capacity of sentence structures to influence not only the meaning of communication but also its emotional, aesthetic, and rhetorical impact. Syntax, as the arrangement of words within sentences, plays a crucial role in shaping how a message is perceived by its audience. Beyond merely conveying information, syntax can alter the tone, emphasize certain aspects, and evoke specific emotions. Understanding how different syntactical models—such as parallelism, inversion, and varied sentence types—can impact

communication is vital for fields ranging from literature and rhetoric to everyday conversation and public speaking.

The power of syntax lies in its ability to structure thoughts and ideas in ways that either elevate or diminish their expressive potential. For instance, the use of parallel sentence structures can create rhythm and balance, making the message more memorable or emotionally charged. Conversely, inversion or other forms of syntactical deviation can draw attention to specific elements of a message, creating suspense or highlighting importance. The use of syntactical models in this way is an essential tool for both creative and persuasive communication.

This article explores the role of syntactical models in enhancing the expressive force of language. It investigates how certain sentence structures can contribute to the overall meaning, emotional tone, and rhetorical effectiveness of a message.

Drawing upon examples from literary works, public speeches, and everyday conversations, the study examines how syntax functions as a tool for intensifying the emotional and aesthetic qualities of language. Ultimately, the goal is to highlight the importance of understanding and utilizing the expressive potential of syntax in various forms of communication.

METHODOLOGY

This study employs a qualitative research methodology to explore the expressive force of syntactical models in language. The focus of the analysis is to examine how specific sentence structures, such as parallelism, inversion, and various sentence types, influence the emotional and aesthetic impact of communication. The methodology combines textual analysis, acoustic analysis, and comparative studies across different genres of language, including literary works, public speeches, and everyday conversations. Data for this study is gathered from a range of sources that include literary texts, famous speeches, and transcripts of everyday conversations. Literary works, speeches by influential figures, and dialogue from movies and television shows are selected as examples of language use with rich syntactical variation. These texts are chosen for their diverse sentence structures, which provide opportunities to examine the effects of syntax on meaning, tone, and emotional response.

Additionally, recordings of spoken language are collected to analyze the spoken element of syntax. These include speeches from public figures, podcasts, and interviews. Transcripts are also utilized for a more precise analysis of the syntactical structures used in these spoken forms of

communication. The core of the methodology is textual analysis, which involves a detailed examination of sentence structures in the chosen materials. Special attention is given to sentence types such as declarative, interrogative, exclamatory, and imperative, and their impact on the expressiveness of the text.

Furthermore, syntactical constructs like parallelism, inversion, and varied punctuation are identified and analyzed for their expressive effects. For example, parallel structures may create a sense of rhythm or balance, while inversion may serve to highlight particular elements of the message. Each syntactical structure is examined in context to understand how it contributes to the emotional and rhetorical effect of the communication. Emphasis is placed on how different sentence constructions impact the reader's or listener's interpretation, evoking certain emotions or responses. Acoustic analysis is conducted on recorded spoken data to investigate the relationship between syntax and speech patterns, such as prosody, stress, intonation, and rhythm. Prosodic features, including pitch, duration, and loudness, are closely tied to syntactical models in spoken communication. For example, in a public speech, a speaker may use pauses or stress certain words to reinforce the emotional impact of a sentence. These features are analyzed using acoustic software tools to quantify how syntactical structures influence the delivery and perception of the message. To explore the universality and cultural variations of syntactical models, a comparative approach is used. This involves comparing how different syntactical constructions are employed across languages and cultures.

By analyzing texts in English, Spanish, and other languages, the study explores how sentence structure influences expression in different linguistic contexts. This comparison allows for a deeper understanding of how the expressive power of syntax is not only a feature of individual languages but is also influenced by cultural and rhetorical norms. The final aspect of the methodology involves assessing the implications of the expressive force of syntax for effective communication. This includes understanding how speakers and writers use syntactical models to influence audience perception and engagement, particularly in literary, political, and public discourse.

DISCUSSION AND RESULTS

The findings of this study highlight the profound impact that syntactical models have on the expressiveness of language. Through the analysis of various sentence structures—such as parallelism, inversion, and varying sentence types—this research has revealed how syntax

contributes to both the emotional and aesthetic dimensions of communication. The study has shown that syntactical models play a crucial role in shaping the tone, rhythm, and emphasis of messages, thus influencing how audiences interpret and respond to language. One of the key findings of the study is the powerful influence that syntactical models, such as parallelism and inversion, have on emotional expression. Parallelism, for example, creates a sense of balance and harmony within a sentence, often enhancing the emotional weight of a message.

This effect is particularly evident in literary texts, where parallel structures are used to evoke a sense of unity or contrast, thereby intensifying the emotional impact of the narrative. Similarly, inversion—the rearrangement of standard word order—can be used to emphasize certain elements of the message, often evoking surprise, tension, or excitement. In speeches, for instance, the inversion of phrases can draw the listener's attention to key ideas, heightening the emotional tone and creating a sense of urgency or drama. The research also underscores the importance of sentence structures in rhetorical effectiveness. In public speeches, the strategic use of declarative, interrogative, and exclamatory sentences serves to engage the audience and elicit particular responses. Declarative sentences, when used directly and clearly, convey authority and confidence, while interrogative sentences—often in the form of rhetorical questions—can provoke thought or reinforce a persuasive argument. Exclamatory sentences, with their heightened emotional intensity, are commonly employed to express strong feelings and galvanize the audience, making them a potent tool in persuasive discourse.

The results suggest that the manipulation of sentence types in public speaking is a key strategy for reinforcing rhetorical goals and achieving a desired impact on the audience. A comparative analysis of sentence structures across different languages revealed that while certain syntactical models are universal, others are highly language-specific. For example, parallelism is a common feature in both English and Spanish, used to create rhythm and balance. However, in languages with more flexible word orders, such as Russian, inversion is more readily employed to express emphasis and emotional depth. This cross-linguistic comparison demonstrates that the expressive power of syntax transcends individual languages, yet the specific mechanisms by which syntax influences emotional expression can vary depending on the language's structural characteristics.

CONCLUSION

In conclusion, this study has highlighted the crucial role of syntactical models in enhancing the emotional and aesthetic power of language. By examining various sentence structures, such as parallelism, inversion, and diverse sentence types, the research has revealed how syntax not only serves to organize information but also significantly influences the tone, emotional impact, and rhetorical effectiveness of communication. The findings suggest that different syntactical constructs—when used strategically—are instrumental in shaping the way messages are perceived, eliciting specific emotional responses, and reinforcing the intended meaning.

Moreover, the comparative analysis across multiple languages underscores the universality of certain syntactical models while also emphasizing the distinctiveness of language-specific structures in conveying emotion and meaning. These insights are particularly relevant to fields such as literature, public speaking, and communication studies, where the mastery of syntactical models can lead to more engaging and persuasive discourse. Ultimately, the research underscores the expressive power of syntax, urging greater attention to its use in both written and spoken forms of communication to foster deeper connections and more effective interactions with audiences.

MIDDLE ENGLISH AND THE GREAT VOWEL SHIFT

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Annotation: *This scientific article explores the phenomenon of Middle English and the Great Vowel Shift, a pivotal period in the history of the English language. The article examines the linguistic developments during the transition from Old English to Middle English, particularly the phonological changes between the 14th and 18th centuries. The Great Vowel Shift, a series of systematic changes in the pronunciation of vowels, is identified as a major factor that reshaped the phonetic structure of English. The paper also discusses the socio-cultural and historical factors influencing these linguistic changes, as well as their impact on English dialects and the development of modern English. By tracing these historical transformations, the article offers valuable insights into the evolving nature of the English language.*

Keywords: *Middle English, Great Vowel Shift, phonological change, Old English, vowel pronunciation, English dialects, linguistic history, language evolution.*

INTRODUCTION

The history of the English language is marked by significant phonological shifts, with one of the most notable being the Great Vowel Shift. This dramatic change in the pronunciation of vowels, which occurred between the 14th and 18th centuries, played a crucial role in shaping modern English. However, to fully understand the implications of the Great Vowel Shift, it is essential to examine the period leading up to it—Middle English. Middle English, spoken from approximately the 12th to the 15th century, marks the transitional phase between Old English and Early Modern English. During this period, profound changes took place not only in vocabulary and grammar but also in the phonetic structure of the language.

The Great Vowel Shift, a gradual yet transformative process that altered the pronunciation of long vowels, is often cited as one of the most influential factors in the evolution of English. This shift had lasting consequences on the pronunciation of words, and as a result, it contributed to the standardization of English spelling, which had previously been far more variable. Additionally, the social, political, and cultural conditions of the time, including the rise of the printing press and the spread of education, played an instrumental role in the dissemination of these linguistic changes.

This article aims to explore the relationship between Middle English and the Great Vowel Shift, examining how these historical linguistic developments interrelate and contribute to the structure of contemporary English. Through a comprehensive analysis of phonological changes, historical context, and linguistic evolution, we seek to gain a deeper understanding of how these shifts influenced the modern English language.

METHODOLOGY

The methodology of this study adopts a historical-linguistic approach to explore the relationship between Middle English and the Great Vowel Shift. The research employs a qualitative framework combining textual analysis, phonological comparison, historical contextualization, and the application of linguistic theories to trace the phonological changes that led to the shift.

First, the study analyzes key Middle English literary texts, such as *The Canterbury Tales* by Geoffrey Chaucer, to examine the phonetic characteristics of the language during this period. These texts are used to observe vowel pronunciation and to identify features characteristic of Middle English, which serve as a baseline for understanding the subsequent phonological changes.

Next, a phonological comparison is carried out by examining the vowel systems of Middle English and their modern counterparts. Historical phonetic descriptions and the International Phonetic Alphabet (IPA) are used to map out changes in vowel sounds over time, particularly focusing on the long vowels that were central to the Great Vowel Shift. This step involves identifying systematic shifts in pronunciation that affected vowel sounds between the 14th and 18th centuries.

The historical context is also considered to explain the factors influencing the phonological changes. The study looks into key events, such as the Norman Conquest and the rise of the printing press, which played significant roles in shaping the linguistic landscape of Early Modern English.

The spread of education and the growth of literacy during this time are examined as factors that facilitated the standardization of the language and influenced the extent of the Great Vowel Shift.

The application of linguistic theories on sound change is another key aspect of the methodology. The study uses principles such as analogy, assimilation, and the role of socio-linguistic factors to understand the underlying mechanisms of vowel shifts. These theories help to explain why the shifts occurred in certain vowels and how social and regional factors influenced the spread and variation of the shifts.

A diachronic analysis is conducted to trace the gradual progression of the vowel shifts. Written records and linguistic reconstructions are utilized to map the timeline of the Great Vowel Shift, highlighting its uneven development across different periods and regions. This analysis helps to clarify how the shifts evolved and how they contributed to the overall transformation of the English language.

Lastly, a cross-dialectal comparison is made to investigate regional variations in vowel pronunciation. The study compares dialectal differences in English during the Middle English period to understand how the Great Vowel Shift was implemented differently in various parts of England. This step provides insight into the geographic and social factors that influenced the pace and nature of the shifts in different regions.

Through this comprehensive methodology, the study aims to provide a detailed understanding of the phonological changes that occurred during the transition from Middle English to Early Modern English and the pivotal role of the Great Vowel Shift in shaping the modern pronunciation of English.

DISCUSSION AND RESULTS

The discussion and results of this study reveal several key findings about the transformation of the English language during the Middle English period and the impact of the Great Vowel Shift. The analysis of Middle English texts, phonological comparisons, historical context, and the application of linguistic theories sheds light on the mechanisms behind these significant shifts in pronunciation.

One of the primary findings is that the Great Vowel Shift was a gradual process, occurring over several centuries, but its effects were profound in reshaping English phonology. The vowel changes primarily involved the raising and diphthongization of long vowels, with some vowels shifting to entirely new positions in the phonetic system. For example, the long vowel /i:/ (as in "bite") was raised to /aɪ/, and the long vowel /u:/ (as in "house") shifted to /aʊ/. These shifts did

not happen uniformly across all dialects, and there was significant variation in how and when different regions of England experienced these changes. This regional variation suggests that the spread of the shift was influenced by socio-political factors and the movement of populations, especially during the late Middle Ages and the early modern period.

The analysis of Middle English literature, such as *The Canterbury Tales*, confirmed that the pronunciation of vowels in Middle English was markedly different from that of modern English. The phonetic patterns in these texts show a more consistent and stable vowel system compared to the dynamic shifts seen in Early Modern English. The data from these texts helped to establish a baseline for understanding how the phonological system evolved. Moreover, these shifts were largely unmarked in the written form of the language, which makes it difficult to pinpoint exact changes in spelling during the transition, further complicating the understanding of the shift from a written language perspective.

A significant result of the historical contextualization was the role of external factors, such as the influence of the Norman Conquest, the rise of the printing press, and the standardization of English during the Early Modern period. These factors contributed to the spread of the Great Vowel Shift and the establishment of a more standardized form of English, particularly in urban centers like London. The printing press played a pivotal role by disseminating texts with standardized spellings and pronunciations, facilitating a more uniform language across the country.

Additionally, the application of linguistic theories revealed that the Great Vowel Shift was not merely a random set of phonetic changes but a structured process governed by linguistic principles. Theories such as analogy and assimilation suggest that speakers' habits of simplifying or modifying sounds over time were influenced by the interaction between dialects, socio-linguistic pressures, and the natural tendencies of language to evolve. These factors helped to explain the uniformity in some shifts and the divergence in others.

The diachronic analysis revealed the slow but steady nature of the vowel changes, which spread over several generations. This analysis showed that while the shift was a significant event in the history of English, it was not immediate and involved multiple stages over several hundred years. This finding highlights the complexity of the shift and the need to understand it as a long-term process rather than a sudden transformation.

Finally, the cross-dialectal comparison showed that the Great Vowel Shift did not affect all dialects of English in the same way. Southern and central dialects, particularly those of London,

underwent the shifts earlier than northern dialects, which experienced a more delayed transformation. This regional variation further emphasizes the importance of social and geographic factors in the spread and development of the shift. Some northern dialects preserved older vowel sounds for a longer period, demonstrating the diverse linguistic landscape of England during the Early Modern period.

In conclusion, the results of this study confirm that the Great Vowel Shift was a crucial phonological development that reshaped the English language. The shift was influenced by both internal linguistic factors and external socio-political events, leading to significant regional and temporal variation. The findings provide a clearer understanding of how these vowel changes took place and their role in the development of modern English phonology.

CONCLUSION

In conclusion, the study of the Great Vowel Shift and its relationship to Middle English provides crucial insights into the dynamic evolution of the English language. Through a detailed analysis of Middle English texts, phonological data, historical context, and linguistic theories, it becomes clear that the Great Vowel Shift was a complex, gradual process that had a profound impact on English pronunciation and its future development.

The shift primarily affected the long vowels of English, resulting in significant changes in their articulation. These changes, although occurring over several centuries, contributed to the distinct phonetic system of Modern English. Additionally, the study highlights the regional variation in how the vowel shift was realized, demonstrating that the Great Vowel Shift was not a uniform phenomenon but one influenced by geographical, social, and cultural factors.

Furthermore, historical events such as the Norman Conquest, the rise of the printing press, and the increasing standardization of English played a key role in facilitating the spread of the vowel shifts across England. The printing press, in particular, helped to solidify certain phonetic changes, leading to a more standardized written language.

The findings also emphasize that linguistic changes, such as the Great Vowel Shift, are driven by a combination of internal language mechanisms and external social forces. Understanding these processes provides a richer understanding of language evolution, showcasing how shifts in phonology can significantly alter the structure of a language over time.

Overall, this study underscores the importance of the Great Vowel Shift in shaping the trajectory of the English language, marking a key turning point in its transformation from Middle English to Early Modern English. The ongoing examination of these shifts continues to shed light on the intricate, multifaceted nature of language change, providing valuable insights into the historical and social dimensions of linguistic development.

CRADLE SONGS (LULLABIES) AND RELATED TRADITIONS IN THE KARSHI OASIS (EXAMPLE OF THE KARSHI OASIS)

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Key word: Kashkadarya, Karshinskoe oasis, family, mother, child, a baby, chill, the text, ong, cradle.

Summare: Udums related to Allah in Uzbeks are covered by ethnographic data on the example of the population of Voха

Ключовий слова: Кашкадарья, Каршинское оазис, семья, мать, ребенок, детский, чилла, текст, песня, колыбель.

Аннотация: В этой статье на основе историко-этнографических материалов освещается колыбельная песня (алла) населения Каршинского оазиса

Аннотация: Ўзбекларда алла билан боғлиқ удумлар Қарши воҳаси аҳолиси мисолида тарих-этнография маълумотлари асосида ёритилган

Калит сўзлар: Қашқадарё, Қарши воҳаси, оила, она, бола, гўдак, чилла, матн, кўшиқ, бешик.

One of the most widespread examples of oral folk art in our culture is the singing of lullabies. A mother's lullaby is as ancient as humanity itself and serves as a great key to child-rearing.

A lullaby is a song sung in a solo style during the process of putting a baby to sleep. Among Uzbek, Uyghur, and Tajik peoples, it is known as *alla*. It is usually performed with simple melodies, sometimes in a recitative manner, and is sung in harmony with the rhythm of rocking a cradle or a *belanchak* (a traditional baby cradle).

The text of lullabies typically consists of quatrains.

1. The performance style is free and often improvised. A lullaby expresses a mother's love, hopes, dreams, good wishes, and emotional experiences for her child. For this reason, some lullabies have a tone similar to mourning songs.

2. In some traditions, lullabies are sung by women carrying the cradle during a *beshik toyi* (a traditional cradle ceremony). The performance style matches the festive atmosphere of the event and can be accompanied by *doira* (a traditional frame drum).

3. In some regions of Uzbekistan, *alla* is also used as the name for ritual songs. For example, in Bukhara's Alat and Karakul districts, as well as in Khorezm, women (or specially invited singers called *allachi-goyanda* or *halfa*) take turns singing lullabies in an improvised manner during funeral ceremonies.

Some scholars suggest that the word *alla* originates from *Allah*, signifying a plea to the Creator to protect the infant. Inspired by the traditional characteristics of *alla*, famous Uzbek composers such as T. Jalilov, Y. Rajabiy, and F. Sodiqov, as well as composers like A. Mukhamedov, I. Akbarov, and S. Yudakov, incorporated lullaby motifs into their works.

The Role of Lullabies in Cultural Preservation

During the Soviet era, the tradition of mothers singing lullabies nearly faded away. However, with the revival of national values after Uzbekistan's independence, *alla* regained its significance. The organization of lullaby competitions in 1992-1993 was a significant event, as these contests were held at district, regional, and national levels.

Further research on lullaby singing traditions across Central Asia led to the publication of collections dedicated to the subject. Over time, participants from different regions of the former Soviet Union, as well as from Turkey and Afghanistan, were invited to these competitions. The more this sacred song, which nurtures and raises children, resonates, the more purity, sincerity, and kindness will flourish in independent Uzbekistan.

A lullaby is a song sung by mothers to their young infants, performed exclusively during the process of putting them to sleep. The lyrics of lullabies are often improvised based on the mother's emotional state. Since an infant does not yet understand words, the mother uses both lyrics and melody to connect with her child, conveying her dreams, wishes, and hopes while soothing the baby.

A lullaby serves as a spiritual bond between mother and child. The melodies used in lullabies are often dictated by the mother's emotions and may emerge spontaneously. Since a baby requires both physical and emotional relaxation to fall asleep quickly, lullabies are commonly sung while rocking the child in a cradle. According to the great scholar Abu Ali Ibn Sina (Avicenna), the cradle prepares the baby physically for sleep, while a lullaby provides emotional comfort.

Most traditional lullabies contain the phrase "*allayo, alla*", which is often repeated after each line or at the end of every two lines.

The Transmission of Lullaby Singing Across Generations

The ability to sing lullabies is naturally passed down from mothers to daughters without formal teaching. Young girls, when gathered together, imitate their mothers by attempting to sing lullabies. They memorize the words and later create their own *alla* melodies.

It is well known that the first song a child hears—the melody of a lullaby—remains in their memory for a lifetime. If they happen to hear the same melody again in adulthood, it can instantly transport them back to the world of childhood.

A lullaby is one of the most cherished symbols of childhood. It is difficult to find a child who has never heard a lullaby from their mother or a mother who has never sung one to her child. Lullabies encompass not only the spirit, history, and way of thinking of the people they belong to but also their cultural values. This highlights the great importance of lullabies in the process of child upbringing.

Lullabies can be cheerful, melancholic, gentle, or resonant—depending on the singer's emotions, state of mind, and attitude toward the child. Thus, lullabies serve not only as a soothing melody but also as a reflection of maternal love and cultural heritage.

Алла айтай, жоним болам,

кулоқ солгин алла.

Ширин аллам тинглаб аста

ухлаб қолгин алла.

This particular *alla* (lullaby) vividly expresses the emotional state of a woman who has lost her beloved, conveying the pain of separation with great clarity. Since lullabies are performed in a simple and fluent style characteristic of oral folk art, a mother's heartfelt emotions can be understood upon the first hearing. Through this *alla*, the mother expresses that her child is her only support, the very meaning of her life.

Севганимдан ёдгоримсан,

кўрар кўзим алла.

Typically, when a person loses their beloved, the world seems dark, and life loses its meaning. However, even after losing her partner, a woman must continue living for the sake of her child. This is the essence of true motherhood! That is why she refers to her child as "*the light of my eyes*", reminding herself that she will now see the world through her child's eyes.

Lullabies not only provide peace to a child's soul but also plant the seeds of human virtues in their young mind. For this reason, lullabies often contain messages of patriotism and love for

one's homeland. In such lullabies, sung in a guiding and nurturing manner, the hopes and dreams of a mother's heart are reflected:

Алла айтай, жоним болам.

Ором олгин алла.

Майли олим бўлма, аммо

Одам бўлгин, алла.

With just these few lines, the mother expresses her ultimate wish—that her child grows up to be a person worthy of the name *human*. This sentiment reflects the unique wisdom and values of Eastern women.

Our ancestors have long said, *"A mother's lullaby can melt even the hardest stone."* The great Central Asian scholar Abu Ali Ibn Sina (Avicenna) wrote:

"To strengthen a child's temperament, two things must be included in their upbringing. One is gently rocking the baby, and the other is the music and lullabies traditionally used for sleep.

Depending on how much the child absorbs these, their body will develop physically, while their mind will cultivate a talent for music and spiritual refinement."

A child who grows up hearing lullabies in the cradle will, in the future, become a loving and kind person towards their parents, a devoted and faithful patriot, and a responsible citizen who serves their homeland. Such a child will never turn to crime.

Historical sources suggest that when mothers sing lullabies, they sow the seeds of kindness and nurture the threads of goodness. It is believed that the sound of lullabies has helped soothe crying infants, mend broken families, resolve conflicts, and even prevent wars.

Lullabies are classified into two types based on their themes—those dedicated to boys and those dedicated to girls.

- **Lullabies for boys** emphasize courage, bravery, resilience, loyalty to friends, and a strong connection to their homeland.

- **Lullabies for girls** focus on beauty, grace, tenderness, wisdom, and kindness, wishing for them to grow into intelligent and elegant individuals.

In Uzbekistan, the *"Alla"* Enlightenment Center was established within the framework of the Republican International Cultural Center. This cultural and educational center was inaugurated in August 2009, on the eve of Uzbekistan's 18th Independence Anniversary and Tashkent's 2,200th anniversary.

The center aims to revive and promote lullaby traditions, bringing together lullabies that have been preserved over many years and presenting them to the public. This initiative has not only engaged young Uzbek families and brides-to-be but also united representatives of various ethnic communities living in Uzbekistan.

The center is equipped with modern audio and video equipment, necessary materials, scientific and methodological literature, and visual and practical exhibits.

Conclusion

The lullabies of the Qarshi region, like other regions of Uzbekistan, embody the noble aspirations of mothers—for their children to grow up healthy, strong, and loyal to their homeland and family. Lullabies are not merely songs; they are the voices of generations, carrying the wisdom, culture, and values of an entire nation. As long as lullabies are sung, the virtues of kindness, love, and devotion will continue to flourish in our society.

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**DIRECTIONS FOR ESTABLISHING COOPERATION IN THE FIELD OF
ENTREPRENEURSHIP IN THE AGRARIAN SECTOR****Qurbonov Alisher Boboqulovich****Professor of Karshi Economics and Pedagogical University****e-mail: qurbonov7721@mail.ru**

ABSTRACT. This article focuses on the unique features of agriculture and the role of entrepreneurship in the sector of agriculture. Besides, the opinions of scientists who conducted scientific research in the field of agricultural entrepreneurship were studied and analyzed. The importance of industrial and agricultural machinery is based on the development of agriculture. It is also recommended to organize a cooperation of agricultural enterprises in the areas of technical and service provision. Proposals and recommendations on the solution of the shortage of specialists in the field of agriculture and the existing problems in entrepreneurship are given.

Keywords: Agriculture, entrepreneurship, agribusiness, technology, efficiency, product quality.

INTRODUCTION.

In the Republic of Uzbekistan, the development of the national economy, the development of small entrepreneurship in agricultural production, which reproduces its products on an industrial basis, is developing simultaneously with the implementation of market reforms. In the process of transition to market relations, forms of entrepreneurship play a decisive role in the development of providing employment to the population. Private initiative in entrepreneurship is a driving force in the current economic process. Development of entrepreneurship is one of the main directions of any market reform. One of the economic essence and important aspects of entrepreneurship is the constant growth of its share in the gross domestic product. In the Republic of Uzbekistan, 31 percent in 2000, and 54.9 percent by 2024, and more than 82 percent of the population employed in the economy, are accounted for by this sector. The republican and regional indicators of the share of small business and private business entities in the gross domestic product and the share of the population employed in the economy in small business entities are developing with a difference of 1.5-2.0%.

In modern social life, there is not a single economic activity that does not feel a practical need for it. Entrepreneurship develops taking into account specific demographic and economic

conditions in each country and some of its regions, and the development of the entrepreneurial direction is related to the practical tasks of our country's economy.

In particular, the development of entrepreneurship in the agricultural sector is one of the important tasks of our country. Agriculture is one of the most important industries in the world. It can be said that agriculture not only provides food to all people, but also keeps them busy. Implementation of this depends on the joint activity of entrepreneurship and agriculture. This cooperation serves the stabilization of the economy and global economic development. Entrepreneurship in global economic development faces a number of problems, difficulties and obstacles due to the specific characteristics of agriculture and the risks associated with it. Therefore, it is necessary to form highly efficient and competitive business activities in agriculture.

RESEARCH METHODOLOGY

According to A.N. Asaul [1], entrepreneurship is a specific type of economic activity, the essence of which is to stimulate and satisfy the needs of society for the specific needs of its members through market exchange. It is aimed at gaining competitive advantages through market imbalance. Entrepreneurship in agriculture includes the participation of certain subjects and objects of entrepreneurial activity. According to I.V.Ukrainseva [2], economic entities are the entrepreneurs themselves who conduct economic activities and take full responsibility.

The Russian magazine "Chief Director" [3] recognizes two main global problem areas:

❖ the level of people in need of food and the backwardness of agrarian relations. Many developing countries' own agriculture cannot supply the population with food and satisfy their need for food. That is why many are suffering from hunger. After all, although the volume of production increased, the number of hungry people was still the majority. According to the United Nations Population Fund⁵³, as of January 1, 2025, the number of poor people in the world is approximately 1181.25 million people. This is about 15% of the total population. Considering that 60 percent of the world's population lives in Asian countries, it means that there is a large number of people who cannot meet their basic needs in these countries. Also, in developed countries there are poor people with an income below the subsistence minimum, including 17.6 million people (12.1%)⁵⁴ in Russia. In the European Union, the number of poor people is 85 million (17%), and in the United States of America 40 million people⁵⁵. In this regard, this problem is the first and most important.

⁵³ <https://www.unfpa.org/data/world-population-dashboards>

⁵⁴ <https://www.interfax.ru/business/806527>

⁵⁵ <https://visasam.ru/emigration/canadausa/bednost-v-ssha.html>

❖ The second world problem is related to agrarian relations. It appeared due to the difference in the development of agriculture in different countries. In some countries, the agricultural sector is advanced by using new high-efficiency technologies and growing methods. However, in some countries, based on the remnants of the past, the forms of ownership and relations compatible with market relations have not been put on the right track. This gap creates difficulties in agricultural relations between the countries. This situation will not affect the Republic of Uzbekistan.

There are different views and certain contradictions in approaching this issue among scientists and practitioners dealing with entrepreneurship problems. Most business leaders and managers of large joint-stock companies consider themselves entrepreneurs, although their activities are to some extent controlled by the owners of the means of production. Many believe that entrepreneurial activity is carried out entirely within the framework of small business, by an entrepreneur who is the owner and manager of his enterprise. At the same time, there are opinions that “an entrepreneur is a manager who works independently for the benefit of his work”. [7]

Entrepreneurship is defined in the Law "On Entrepreneurship in the Republic of Uzbekistan" as follows: “Entrepreneurship is the economic activity of ownership entities taking risks and taking ownership responsibility within the framework of current laws for the purpose of profit.”

Uzbek scientists A.Olmasov and N.Tokhliyev define entrepreneurship as “an economic activity (occupation, occupation) that brings income or benefit, entrepreneurship - engaging in commercial work, engaging in a job in order to earn money” [8], “...entrepreneurship is defined as engaging in any economic activity with the purpose of earning money” [8].

These two definitions are very similar and cannot be distinguished from each other. On this basis, we can come to the opinion that A. Olmasov develops his views on the content of these two concepts and gives a more comprehensive definition of the concept of business. For example, he says that “Business in a broad sense is an activity aimed at earning income in a legal way”, “Entrepreneurship is an economic activity designed to generate income by bringing material and monetary resources (capital) of people (ownership entities) into economic circulation.” He also defines that “Entrepreneurship, in general, does not mean making money, but earning income through creative activity” [8].

Thus, we can come to the conclusion that any activity aimed at earning income cannot be represented by the concept of business. Business is a profit-oriented activity, based on property

responsibility and liability, economic risk. This means that there is a risk of bankruptcy and market failure in business activities, and if this happens, then you may lose your property.

Therefore, the concept of business means activity based on property responsibility and economic risk for the purpose of obtaining income, profit, benefit. Entrepreneurship is a type of business, creativity for the purpose of profit, that is, the production of goods and services. Business includes entrepreneurship, consumer business and wealth-to-wealth business, non-creative entrepreneurial business.

In the process of operating in the conditions of a free market economy, small business changes the form and types of organization and can change the types of activity and change from one form to another under the influence of its capabilities and external environment.

RESULTS AND DISCUSSION

Various industrial and agricultural products are produced in the branches of the agro-industrial complex. Production of products is carried out in economic entities of different ownership types. Studying the organizational and economic tools for the development of small entrepreneurship, determining the ways of their formation, is an important problem not only of the current period, but also of the future. Before analyzing the organizational and economic means of business activity, we found it necessary to consider the state of its economic indicators.

Practice shows that the enterprise uses various indicators in its activities. One of them describes the economic and financial situation, the second shows the production techniques and technology, and the third shows the organization of labor production and material incentives. In addition, some indicators have an operational nature, while others perform the task of regulating the state of the enterprise in the short and long term. The practice shows that today, first of all, the main result indicators should be studied in the case of ensuring the sequence. For example, the level of use of labor resources for the execution of the production plan and its provision; the state of the main funds and the ratio of its use; effective use of material resources and material and technical support; product costs; financial status; profit and profitability.

When conducting an analysis in this order, it was determined from the above indicators that the effectiveness of scientific and technical development measures is not studied at all. Therefore, the economic analysis should be supplemented with the technical condition of the enterprise, the evaluation of the organizational and technical level of production, and the indicators of the use of production opportunities. At the same time, on the basis of the economic analysis, it

is necessary to take into account not only its sequence, but also the nature of the enterprise, the products being created (works, services, etc.).

The quality of the task of organizing the production of economic analysis requires a systematic approach to it from the main requirements, only as a result of the justification of each economic indicator, it is possible to develop an enterprise strategy. Otherwise, the economic analysis loses its meaning, does not become a tool for production efficiency, does not ensure the competitiveness of the enterprise and its products in the market environment.

In all sectors of the economy of the Republic of Uzbekistan, the share of small entrepreneurship in the volume of produced products, performed works and provided services is much higher in agriculture compared to other sectors. In the place of cooperative farms under consideration, the establishment of farms and a significant change in their production efficiency, secondly, the majority of the population in the region lives in rural areas and most of them are engaged in the production of agricultural products. But the low level of growth of the remaining sectors has a negative impact on agriculture.

Studies show that the introduction of industrial enterprises into agriculture is the basis for the development of other industries. Therefore, the development of small entrepreneurship in the industry should be the main direction of the regional economy. In this regard, foreign and domestic investments should be widely used. In particular, the wider development of the investment sector in the agro-industrial complex will be the basis for the development of small entrepreneurship in agriculture and will ensure an increase in the share of entrepreneurship in the volume of produced products, performed works and provided services in the economic sectors.

As we mentioned above, one of the main branches of the agro-industrial complex is agriculture. Planning of agricultural production and adaptation of production to the requirements of the market economy is an urgent issue of today.

Table 1.

The main indicators of production in agriculture

Indicators	2000	2005	2010	2015	2020	2024	Change in 2010 compare d to	Change in 2024 compare d to

							2000, X times	2010, X times
<i>Cultivated area for agricultural crops, thousand hectares</i>	3778,3	3647,5	3708,4	3694,2	3396,1	3260,7	1,0	0,9
<i>Agricultural products, bln. soum</i>	1387,2	5978,3	30856,7	99604,6	250250,6	303415,5	22,2	9,8
<i>including:</i>								
<i>farming</i>	696,8	3323,1	18119,0	55429,2	123858,8	152130,4	26,0	8,4
<i>animal husbandry</i>	690,4	2655,2	12737,7	44175,4	126391,8	151285,1	18,4	11,9
<i>Production volume of agricultural products in small business, bln. soum.</i>	1345,6	5799,0	30239,6	98608,6	247748,1	300381,3	22,5	9,9
<i>The share of small business in the volume of production</i>	97,0	97,0	98,0	99,0	99,0	99,0	x	x

<i>of agricultural products, in percent.</i>								

In the Republic of Uzbekistan, the land used for agriculture has decreased by 0.1 points in the last 20 years. The production of agricultural products in these lands increased by 22.2 times in 2010 compared to 2000, and by 10 times in 2024 compared to 2010. As can be seen from the table, the main part of agricultural products is produced by small business entities. The decrease in the level of growth of agricultural products in the next decade is due to the fact that ownership relations in agriculture are not formed in accordance with world practice.

One of the main goals of economic reforms in agriculture is to create strong legal and economic conditions for independent activity, to deepen economic reforms, to eliminate monopolistic properties of ownership, to allow real landowners, that is, independent economic entities. (company, farmers and dehkan farms) infrastructures that provide services for the sustainable development of their activities and increase their economic efficiency, in particular, veterinary services, banking, consulting, leasing services, technical service and repair, stock exchange services, seed selection , agrochemistry, transport services, and other agroservices are required to be organized and developed based on the laws of the market economy. Because it is impossible to rapidly develop agricultural enterprises operating in different forms of ownership and management without effectively organizing service sectors and coordinating the activities of infrastructures with agrarian sectors.

In the Republic of Uzbekistan, foreign and local agricultural clusters were formed in order to develop the industry in agriculture and bring modern techniques. At the same time, the enterprises of the agro-industrial complex are also operating in parallel.

One of the main conditions for the successful operation of the enterprises of the agro-industrial complex is to provide them with all the necessary tools and working tools on time. The main directions of development of material and technical support of enterprises of the agro-industrial complex:

- ✓ provision of economically convenient techniques and technologies suitable for each agricultural zone, and on this basis, comprehensive mechanization of production;
- ✓ extensive use of production automation tools;

- ✓ proper organization of the use of fertilizers in agricultural production and approach to economically convenient biological means;
- ✓ promoting the construction of production buildings and structures on a large scale and to improve the construction;
- ✓ improvement of land reclamation and full water supply of agriculture, i.e. application of local fertilizers and advanced irrigation technologies;
- ✓ increasing the level of electrification and supply of livestock farms with productive breeds of animals, as well as the creation and production of high-volume, quick-ripening seed varieties of agricultural crops that can withstand diseases;
- ✓ strengthening the material and technical base of service enterprises.

In the material and technical improvement of agricultural enterprises, it is necessary to pay attention to the following:

- ✓ determining the farm's need for means of production;
- ✓ drawing up and submitting basic applications for them, submitting applications to supply organizations, manufacturing plants, and suppliers of material and technical resources in a timely manner;
- ✓ conclusion of contracts for the supply of means of production and successful execution of these contracts on time.

Today, the system of providing material and technical resources to the enterprises of the agro-industrial complex is highly centralized, and the state monopoly is preserved. Ensuring that market entities, i.e. exchanges, auctions and other trading systems, as well as infrastructure enterprises operate based on the requirements of market relations, is one of the first-level tasks.

As part of agro-industry, the activities of enterprises providing services in the production of agricultural products make it possible to bring industrial and agricultural enterprises closer together. The quality of the work performed by them increases the efficiency of agricultural enterprises and increases the competition between the sectors of the agro-industrial complex. The increase in their number leads to the transfer of the surplus labor force in the village to this sector and the growth of the need for various professions. creates an opportunity.

Support of state and financial organizations is important in the development of small business. It is known that the authorized capital of small business entities is almost not large. Because of this, many of them fall into bankruptcy. When small business entities are financially strong, their activities develop, export volumes increase, and working capital expands.

Also, due to the fact that infrastructures serving business entities do not have a sufficient material base and qualified specialists, the services provided by them do not meet today's requirements, which is the reason for the low level of development of business entities, which are as follows:

- ❖ the system of non-bank credit organizations (credit unions, microcredit organizations, leasing companies, etc.) is not effectively used as an alternative source of financial support for entrepreneurship;
- ❖ inability to fully use preferential loans for the purposes of establishing infrastructure organizations serving entrepreneurs and updating their material and technical base;
- ❖ lack of satisfactory system of continuous training for specialists of infrastructures serving business entities and the mechanism of attracting qualified personnel to these centers;
- ❖ as a result of violation of execution discipline by commercial banks, clients and other entrepreneurs suffer from this activity.

Short-term loans are typical for small enterprises and sole proprietorships, which include individual entrepreneurs, small enterprises, micro-firms, farmers, farms and other small commodity enterprises, as well as service, re- includes working enterprises. These economic entities make up the main part of business entities. Loans for them are necessary for the formation of statutory funds and working capital. In order to create an environment of pure competition in the market, it is necessary to develop directions for their development and provide financial support.

Private-corporate enterprises are characterized by long-term loans, their purpose is to update technology and expand the scale of production in the long term. At the current stage, one of the main directions of reducing unemployment is to effectively organize the activities of small business entities. Increasing employment in economic growth has theoretical and practical importance. Directing the activities of small business entities to export should be one of the main steps in achieving the economic goal set by our government. Because entering the world market encourages entrepreneurs to produce high-quality, competitive products, to produce more products from local raw materials.

We learned above from the analysis of the economic indicators achieved in the current economic conditions:

- The share of small businesses in the production of agricultural products in the region was 99.0 percent. The share of small industrial enterprises processing agricultural products in the

production of industrial products was 14.5 percent. Farms (40.6%) and dehkan farms (58.5%) occupy a significant place in the production of agricultural products, while farms in the production of agricultural products, farmers in the production of livestock products the separation of households remains;

- During the processing of agricultural products, fruit and vegetable products accounted for 10.1%, meat processing from livestock products for 1.9%, and milk processing for 4.5% over the next five years. This means that opportunities are not being fully utilized in the processing sector;
- In the field of infrastructure, production technical service is partially developing. In particular, on the basis of state support, alternative car tractor parks, water users' association, fuel and lubricants sales outlets, ATMs were established. Other sectors are developing slowly.

CONCLUSION

The state-supported enterprises of small business enterprises operating in the agro-industrial complex are improving significantly. The rest of the sectors should be encouraged to work independently, given full freedom and privileges by the state. Their promotion should be carried out organizationally, legally, economically at the macro level and at the micro level. Interference in all problems of state entrepreneurs, including organizational and economic issues at the micro level, does not correspond to the laws of the market economy. Therefore, it is necessary to provide economic support in the formation of a mechanism for their joint actions.

The sources of financial resources in the branches of the agro-industrial complex are different, but their activities are interdependent. In particular, financial resources in the infrastructure sector consist of funds paid for services provided to the population and farmers and peasant farms on the basis of assets left over from liquidated companies. The financial source of enterprises processing agricultural products is the proceeds from the sale of finished products, and since they are sold for more cash, there is a tendency for small enterprises and individual entrepreneurship to develop in this area.

But it is not enough to implement large projects and expand operations. The financial resources of small enterprises producing agricultural products are mainly the funds received from the products purchased on the basis of the state order. Although preferential support is given to these industries by the state, the income received by them is insufficient to expand reproduction production. To eliminate such a situation, agro-industrial complex branches can solve it by

gradually uniting their funds. For this purpose, it is appropriate for agro-industry to operate as a complex and use it in the direction of their goals.

Today, the sectors of the agrindustrial complex are operating in a scattered manner. The reason for this is, firstly, that as a result of privatization, the ownership of the network is transferred to the hands of various property and professional owners, secondly, the inability to completely get rid of the old management environment in terms of regulation and support by the state, and thirdly, the entrepreneurship operating in the agro-industry sector objects are regulated and materially provided by various organizations and institutions.

In our opinion, it is appropriate to organize a cooperation that unites sectors, as the branches of the agro-industrial complex require each other, and this cooperation should be organized in the directions of infrastructure enterprises based on the material base of large-scale farms and small processing enterprises. This cooperation is organized on the basis of financial unification of enterprises of the agro-industrial complex, and is the basis for the development of agricultural goods producers and processing enterprises.

The structure that implements the decisions of the cooperative council is elected by the members for a period of three years. The chairman of the cooperative council, the head of the department dealing with regional representatives, regional representatives are elected from among the members by open voting. Necessary experts in the fields are recruited from within the members and from the external labor market. The administrative structure of the council is appointed by the chairman.

Based on the establishment of this cooperation, the sectors of the agro-industrial complex that meet the market requirements will operate effectively as a complex, and a complex services market will be formed. Also, the cooperation becomes a structure of self-management and development in small enterprises of the agro-industrial complex.

In the agro-industrial complex, the separation of small enterprises and their scattered activities has a negative effect on the efficiency of the sectors. In the conditions of the market economy, the development perspective of the enterprises of the agro-industrial complex requires to operate in the form of a complex. One of the ways to realize this goal is to organize a functional integration of small enterprises that produce and process agricultural products in the areas of infrastructure. In this way, the possibility of improving and evaluating the efficiency of the agro-industrial complex based on market functions will expand.

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