

“XORIJIY TILLAR TADQIQI VA TA'LIMI MUAMMOLARI”
MAVZUSIDAGI XALQARO ILMIY-AMALIY KONFERENSIYA MATERIALLARI



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**MAVZUSIDAGI XALQARO ILMIY-AMALIY
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**MATERIALS OF THE INTERNATIONAL
SCIENTIFIC-PRACTICAL CONFERENCE ON
“PROBLEMS OF FOREIGN LANGUAGE
RESEARCH AND EDUCATION”**



ORIENTAL UNIVERSITETI

**«XORIJIY TILLARI
TADQIQI VA TA'LIMI MUAMMOLARI»
XALQARO ILMIY-AMALIY ANJUMAN
MATERIALLARI**

*To'plamdan o'rin olgan maqolalarning saviyasi, sifati va ilmiy dalillarning
haqqoniyligi hamda mazmuni uchun mualliflar mas'uldirlar.*

Toshkent – 2025

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To'plamdan o'rin olgan maqolalarning saviyasi, sifati va ilmiy dalillarning haqqoniyligi hamda mazmuni uchun mualliflar mas'uldirlar.

Ushbu to'plam Oriental universiteti Kengashining 2024-yil 24-dekabrdagi 4-sonli yig'ilishi qaroriga asosan nashrga tavsiya etilgan.

“Xorijiy tillar tadqiqi va ta'limi muammolari” mavzusidagi Xalqaro ilmiy-amaliy anjuman materiallari. – Toshkent: Oriental universiteti, 2025. – 568 bet.

To'plamda Oriental universitetida o'tkazilgan “Xorijiy tillar tadqiqi va ta'limi muammolari” deb nomlangan Xalqaro ilmiy-amaliy anjumanida ishtirok etgan taniqli olimlar, yosh tadqiqotchilarning ma'ruzalari jamlangan. Maqolalarda xorijiy tillarning nazariy masalalari, xorijiy tillar o'qitish metodikasi, masofaviy ta'lim muammolari va tarjimashunoslik kabi sohalarga oid dolzarb masalalar yoritilgan.

Материалы Международной научно-практической конференции «Исследование и проблемы преподавания иностранных языков». – Ташкент: Университет Oriental, 2025. – 568 стр.

В сборнике представлены доклады известных ученых и молодых исследователей, принявших участие в Международной научно-практической конференции «Исследование и проблемы преподавания иностранных языков», состоявшейся в Университете Oriental. В статьях освещены актуальные вопросы, связанные с теоретическими аспектами иностранных языков, методикой их преподавания, проблемами дистанционного обучения, а также вопросами переводоведения.

Proceedings of the International Scientific and Practical Conference on “Research and Challenges in Foreign Language Education”. – Tashkent: Oriental University, 2025. – 568 pages.

This collection includes presentations by renowned scholars and young researchers who participated in the International Scientific and Practical Conference on “Research and Challenges in Foreign Language Education”, held at Oriental University. The articles address pressing issues related to the theoretical aspects of foreign languages, foreign language teaching methodology, challenges in distance learning, and translation studies.

البحوث المشاركة في المؤتمر العلمي التطبيقي الدولي تحت عنوان “قضايا الدراسات في اللغات الأجنبية وتعليمها”. – طشقند: جامعة أورينتال، 2025م. – 568 صفحة.
تحتوي المجموعة على المحاضرات و الدراسات لمشاهير العلماء والباحثين الذين شاركوا في المؤتمر العلمي التطبيقي الدولي تحت عنوان “قضايا الدراسات في اللغات الأجنبية وتعليمها”، الذي تم عقده في جامعة أورينتال. فهذه الدراسات تلقي الضوء على مجالات عديدة مثل المسائل النظرية للغات الأجنبية وآدابها، ومنهجية تدريس اللغات الأجنبية وإشكاليات الترجمة، كما يتضمن القضايا المعاصرة ودراسات المصادر.

“Agar mendan: “Sizni nima qiynaydi?” – deb so‘rasangiz, farzandlarimizning ta’lim va tarbiyasi deb javob beraman”.

Sh.M.Mirziyoyev

HURMATLI ILMIY-AMALIY ANJUMAN ISHTIROKCHILARI!

O‘zbekistonning buyuk kelajagi, ravnaqi va barqarorligi, dunyo mamlakatlari ichida o‘zining munosib o‘rniga ega bo‘lishi innovatsion bilimlar sohibi bo‘lgan intellektual yoshlar qo‘lida ekanligi shubhasizdir.

Mamlakatimizda ta’lim sohasini tubdan isloh qilish, rivojlangan xorijiy davlatlar tajribalari asosida ta’lim tizimini takomillashtirish, uzluksiz ta’limning barcha bosqichlari uzviyligini ta’minlash asosida malakali va raqobatbardosh kadrlar tayyorlash tizimini yaratish orqali jamiyat taraqqiyotini yuqori bosqichga ko‘tarish davlatimiz siyosatining eng asosiy ustuvor vazifalaridan hisoblanadi.

Hukumatimiz tomonidan oliy ta’lim tizimini isloh qilish, zamonaviy bilim va yuksak ma’naviy-axloqiy fazilatlarga ega, mustaqil fikrlaydigan yuqori malakali kadrlar tayyorlash jarayonini sifat jihatidan yangi bosqichga ko‘tarish, ilg‘or ta’lim texnologiyalariga asoslangan holda ijtimoiy soha va iqtisodiyot tarmoqlarini rivojlantirish maqsadida qator muhim hujjatlar qabul qilinib ijroga yo‘naltirildi.

Jumladan, O‘zbekiston Respublikasi Prezidentining 2023-yil 28-fevraldagi PF-27-son hamda 2019-yil 8-oktabrdagi “O‘zbekiston Respublikasi Oliy ta’lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida”gi PF-5847-sonli Farmonlari bu borada eng muhim qadam bo‘ldi.

Shuningdek, O‘zbekiston Respublikasi Prezidentining “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida” 2021-yil 19-maydagi PQ-5117-son qarorida belgilangan xorijiy tillarni o‘rgatish tizimini yanada rivojlantirish va ommalashtirish, yosh avlodni zamonaviy bilimlarga ega yetuk inson qilib tarbiyalash bo‘yicha tashkiliy chora-tadbirlarni samarali amalga oshirish maqsadida Oriental universiteti tashabbusi bilan 2025-yil 19-20-fevral kunlari **“Xorijiy tillar tadqiqi va ta’limi muammolari”** mavzusida Xalqaro ilmiy-amaliy anjuman o‘tkazilmoqda.

Ushbu anjumanda Xorijiy tillarni o‘qitishda zamonaviy yondashuvlar, masofaviy ta’lim muammolari va uni rivojlantirish yo‘llari, xorijiy tillarning nazariy masalalari, xorijiy tillarni ikkinchi til sifatida o‘qitish muammolari hamda xorijiy adabiyotlar tarjimai va tanqidiy masalalar kabi dolzarb mavzular ko‘tarilgan.

Bu konferensiya global ilmiy hamjamiyat bilan fikr almashishga ham imkon yaratadi. Xalqaro mutaxassislar, hamkorlar va mehnatkash olimlarning ishtiroki konferensiyaning ahamiyatini yanada yuksaltiradi.

Konferensiya ishtirokchilariga muvaffaqiyat va baraka tilab, barcha ishtirokchilarga samimiy minnatdorchiligimni izhor qilaman. Biz birgalikda, bilim va tajriba almashib, taraqqiyotga xizmat qilamiz. Ishonchim komilki, sizning yuksak ilmiy va amaliy yondashuvlaringiz, tajribangiz bizni yangi muvaffaqiyatlarga yetaklaydi va barqaror taraqqiyot yo‘lida muhim ulush qo‘shadi, deb ishonaman!

Oriental universiteti rektori
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1-SHO'BA. XORIJIY TILLARNING NAZARIY MASALALARI

BALOG'AT ILMINING MAZMUNI



<https://doi.org/10.5281/zenodo.14874342>

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Annotatsiya. Maqolada balog'at ilmining kalomni vaziyat talab qilgan holatga moslashtirish, ma'noni turli yo'llar orqali yoritib berish usullari hamda badiiy vositalarni o'rganuvchi fan ekani dalillangan.

Аннотация. В статье утверждается, что наука о балаге изучает методы приспособления речи к ситуации, способы выражения смысла, а также художественные средства.

Annotation. The article argues that the science of balaga studies methods of adapting speech to situations, ways of expressing meaning, as well as artistic means.

Tayanch so'zlar: arabshunoslik, balog'at ilmi, ma'no, filologiya, nutq.

Ключевые слова: арабистика, наука о балаге, смысл, филология, речь.

Key words: arabistics, science of balagah, meaning, philology, speech.

O'rta asrlarda arabshunoslikning rivojiga katta hissa qo'shgan olim Mahmud Zamaxshariy¹ biror fikrni go'zal ibora va so'zlar bilan ifodalash, so'z boyligidan ustalik bilan foydalanish uchun kishi fasohat, balog'at ilmlaridan yaxshi xabardor bo'lishi lozimligini ta'kidlagan.

Bulardan "balog'at" so'zining istilohdagi ma'nosi – "notiqlik, so'zamollik; balog'at", ya'ni gapning fasohatli so'zlardan tuzilib, vaziyat taqozosiga mos bo'lishini anglatadi².

Demak, balog'atning shartlaridan biri fasohatli so'zlay olishdir.

Shuning uchun ham balog'atga oid asarlar "fasohat" tushunchasiga izoh berish bilan boshlanadi. Arab tilida balog'atli kalom, avvalo, shu tilda kechadigan til hodisalari va qonuniyatlariga mos ravishda tuzilishi va bu uning shakli va ma'noviy go'zalligini ta'minlashga xizmat qilishi kerak. Bu tilga estetik munosabatda bo'lish shartlaridan biri hisoblanadi.

"Fasohat" tushunchasi so'z, kalom va so'zlovchiga nisbatan qo'llanadi. Fasohatning xususiyatlari shulardan iborat:

1. So'z – (mufrad – المفردة). So'z fasohatining belgisi unda tovushlar nomutanosibligi (tanofuru-l-huruf – تنافر الحروف), notanishlik (g'aroba – الغرابة) va noto'g'ri so'z yasalishi (muxolafatu-l-qiyos – مخالفة القياس) xususiyatlarining mavjud emasligidan iborat.

Yuqoridagilardan ma'lum bo'ladiki, bu xususiyatlar til estetikasiga zid hisoblangani bois nutqda go'zallik yaratishga monelik qiladi.

¹ Уватов У. Махмуд аз-Замахшарий // Маънавият юлдузлари: (Марказий Осиёлик машхур сиймолар, алломалар, адиблар) / Тўпловчи ва масъул муҳаррир: М.М. Хайруллаев. – Тошкент: А.Қодирий номидаги Халқ мероси нашриёти, 2001. – Б. 122.

² Иброҳимов Н., Орипов А. ва б. Ал-қомус. Арабча-ўзбекча қомусий луғат. I жилд. – Тошкент: Фафур Фулом номидаги нашриёт-матбаа ижодий уйи, 2017. – Б. 215.

Demak, so'z fonologik tarkibiga ko'ra talaffuz uchun qulay, tanish va tushunarli bo'lib, morfologik prinsiplarga mos ravishda yasalsagina shakl jihatdan sharqona fasih, g'arbchasiga estetik talablarga javob bergan hisoblanadi.

2. Kalom fasohatining belgisi – tuzilishida zaiflik (za'fu-t-ta'lif – ضعف التأليف), so'zlar nomutanosibliigi (tanofuru-l-kalimat – تنافر الكلمات), ma'nosida chalkashlik (ta'qid – التعقيد) bo'lmaydi. Bulardan tashqari so'zlar takrorining ko'pligi va ketma-ket kelgan izofa ham kalom fasohatiga zarar yetkazadi.

3. So'zlovchi (mutakallim – المتكلم) fasohati – maqsadni fasih lafzlar vositasida ifodalash malakasi hisoblanadi.

Estetik jihatdan barkamol kalomda fasohat va balog'at birlashadi. Binobarin, fasohat kalomning tashqi, ya'ni shakl go'zalligini ta'minlasa, balog'at ichki, ya'ni ma'no go'zalligini yaratib beradi. Bundan fasohatsiz yoki balog'atsiz kalomda nuqson paydo bo'lishi va uning mukammal husnga ega bo'la olmasligi anglashiladi.

Tilda balog'at tushunchasi kalom va so'zlovchiga nisbatan qo'llanadi. Kalomning balog'ati – fasohatli kalomning taqozo etilgan vaziyatga mosligi orqali belgilanadi.

Balog'at ilmining olimlari uni uch tarkibiy qismga ajratganlar. Bular: ilmu-l-bayon – maqsadni izohlash va tushuntirish uchun kalomni turli vositalar bilan ifodalash qoida va usullari; ilmu-l-ma'oniyy – ta'birni voqelik va maqsadga muvofiq tarzda tuzish uslublari haqidagi ilm; ilmu-l-badi' – so'z san'ati ilmi.

Ma'oniyy – kalomni holatga moslash ilmi

Ma'oniyy balog'at ilmining bo'limlaridan biri, bu nom معنى o'zagidan yasalgan (ma'no, mazmun; tushuncha, g'oya, mohiyat) so'zining ko'plik shaklidir.

Arab balog'atshunoslari ma'oniyy tarkibiga kalomning xabar va insho turlari, qasr, fasl va vasl, iyjoz, itnob, musovot masalarini kiritadilar.

Ma'oniyy ilmiga shunday ta'rif beriladi³:

هو أصول و قواعد، يعرف بها، كيف يطابق الكلام مقتضى الحال.

Ya'ni: ma'oniyy ilmi kalomni vaziyat talab qilgan holatga moslashtirish usul va qoidalarini o'rganadi.

Ma'oniyy ilmida kalom so'zlovchining maqsadi va tinglovchining holatiga ko'ra tasnif qilinadi. Demak, o'rta asr filologlari ma'lumotni nutq orqali uzatish va uni qabul qilish jarayoni muvaffaqiyatli kechishi uchun ma'lumot uzatuvchining maqsadi va ma'lumot qabul qiluvchining holatini e'tiborga olish muhimligini ko'rsatib berganlar.

Ma'oniyy ilmiga ko'ra so'zlovchi kalom tuzishda tinglovchining aytiladigan narsadan xabardor yoki xabarsiz ekanidan tashqari uning boshqa, ya'ni zukkolik yoki tez fahmlay olmaslik kabi xislatlarini ham e'tiborga olishi lozim. Shunga ko'ra so'zlovchi ma'noni ta'bir qilishda uning lo'nda, me'yorida yoki batafsil ifoda turlaridan birini tanlaydi. Bu ifoda nutqda kalom shaklida namoyon bo'ladi. Kalomning o'lchami tanlangan ifoda turiga mos ravishda – lo'nda ifoda uchun qisqa kalom, batafsil ifoda uchun cho'ziq kalom, me'yordagi ifoda uchun o'rtacha kalom bo'lishi talab qilinadi. Kalomning o'lchami undagi nutqiy belgilar soniga bog'liq ravishda kam, o'rtacha, ko'p bo'ladi. Bu nisbat orqali badiiyatda iyjoz, itnob, musovot deb nomlangan san'atlar hosil qilinadi.

Ma'oniyy ilmida kalom so'zlovchining maqsadiga ko'ra xabar va insho turlarga ajratib o'rganiladi. Insho gaplar buyruq, ta'qiq, so'roq, inkor va undov turlarga bo'lingan va kalom bo'laklarining gapdagi vazifasi, o'rni, ishtiroki, tushib qolishi, ma'noga ta'siri va boshqa grammatik xususiyatlari ham yoritilgan. Kalomning bunday tasnif asosida o'rganilishi ma'oniyy

³ حامد عوني. المنهاج الواضح للبلاغة. دار الكتاب العربي بمصر. 1954. – ص. 5.

ilmida ma'noni aniq ifodalashda zarur bo'lgan shartlardan biri – kalomning tarkibiy qismlarini to'g'ri joylashtirish muhim masala ekani, shuning uchun uni grammatik jihatdan maqsadga mos ravishda to'g'ri shakllantirishga doir qonun-qoidalar o'z ifodasini topganini ko'rsatadi. Ta'kidlash joizki, balog'at ilmining ma'oni bo'limida yoritilgan bu masalalar zamonaviy tilshunoslikda grammatikaning sintaksis bo'limida gapni mazmuniga ko'ra darak, so'roq, buyruq va undov turlarga tasniflash asosida o'rganiladi⁴.

Ma'oniyl ilmi o'z ichiga kalomning xabar va inshoga bo'linishi, insho va uning qismlari, musnad ilayhining holatlari, musnadning holatlari, itloq va taqyid (qayd etmaslik va qayd etish), fe'lga taalluqlilarning holatlari, qasr (xoslash) haqida, fasl (bog'lash) va vasl (ajratish) haqida hamda iyjoz, itnob va musovot haqidagi nazariy qarashlarni qamrab olgan.

Bulardan ma'lum bo'ladiki, ma'oniyl ilmi kalom semantikasi bilan bog'liq masalalarni o'rganadi.

«Bayon ilmi» istilohi va «dalolat» tushunchasi

O'rta asr islom allomalari asarlarida «bayon» bu balog'atning ajralmas qismi sifatida fikrni ochiq-oydin, aniq ifodalash degan xulosaga kelingan.

Balog'at ilmi olimlari bayon ilmiga shunday ta'rif beradilar [9:269-270]:

البيان: لغة الكشف، والإيضاح، والظهور. وإصطلاحاً أصول وقواعد يُعرف بها إيراد المعنى الواحد، بطرق يختلف بعضها عن بعض، في وضوح الدلالة العقلية على نفس ذلك المعنى.

Ya'ni: «بيان» so'zining lug'aviy ma'nosi «kashf qilish, yaratish, yoritish, izohlash»dir. Istilohda: istalgan bir ma'noni bir-biridan farq qiluvchi turli yo'llar orqali yoritib berish, o'sha ma'noning o'ziga bog'liq belgini aniqlash uchun kerak bo'ladigan usul va qoidalar tushuniladi.

Ta'rifda keltirilgan «bir ma'no» shuki, bu ma'no holat taqozosiga ko'ra butun kalom orqali ifodalanadi. Bayon ilmida, masalan, sher ma'nosi «asad», «lays», «sab'», «zirg'om» kabi ma'nodoshlari orqali ifoda etilsa, bu bayon darajasida bo'lmasligi, chunki mutarodif, ya'ni sinonimlar bayon ilmida emas lug'at ilmi (leksika)da o'rganilishi ta'kidlangan⁵.

Bayonning tarkibiga tashbih, majoz, istiora, kinoya kiradi. Bayon ilmini ko'p olimlar tashbih, majoz (al-majozu-l-ma'noviy, al-majozu-l-lug'aviy, uning tarkibida istiora) va kinoya; ayrimlari tashbih, istiora, majoz mursal va kinoya⁶ tarzida tasniflaydilar.

Balog'atning bayon bo'limi dalolat haqidagi bahs bilan boshlanadi. Unda dalolatga quyidagicha tavsif beriladi⁷:

الدلالة: هي فهم أمر من أمر، فالأمر الأول هو المدلول، والثاني هو الدال كدلالة لفظ «محمد» على معناه الذي هو «الذات» فاللفظ هو الدال والذات هي المدلول.

Ya'ni: Dalolat – bir narsaning boshqa narsani bildirishi. Birinchisi madlul, ikkinchisi doll, xuddi «Muhammad» so'zi biror kimsani, ya'ni «zot»ni bildirgani kabi. Lafz (so'z) dolldir, zot (so'z bildirgan narsa va tushunchaning o'zi) madluldir.

Balog'atshunoslar dalolatni dollning e'tiboriga ko'ra ikki qismga bo'ladilar⁸. Birinchisi – lafziy dalolat, ikkinchisi – g'ayrilafziy (lafziy bo'lmagan) dalolat. Agar lafz o'zi bildirgan narsa va tushunchaga dalolat qilsa, lafziy bo'ladi. Masalan: «shamshod» so'zi o'simlik turini, «yulduz» so'zi osmon jismini bildirgani kabi.

Agar doll lafz bilan ifodalanmasa, g'ayrilafziy dalolat bo'ladi. G'ayrilafziy dalolatning bayon ilmiga aloqasi yo'q.

⁴ Ўзбек тили грамматикаси. (Масъул муҳаррир: Абдурахмонов Ғ.А., Шоабдурахмонов Ш.Ш. ва б.). II том. – Тошкент: Фан, 1976. – Б. 99.

⁵ أحمد محمد الحجار. الإفصاح عما تضمنته الإيضاح من مباحث البيان. دار الاتحاد العربي للطباعة. القاهرة. 1973. – ص 7.

⁶ صالح ساسه. المنجد في الإعراب والقواعد والبلاغة والعروض. دار الرائد للطباعة والنشر. دون تاريخ. – ص. 333-337.

⁷ حامد عوني. المنهاج الواضح للبلاغة. الطبعة الخامسة. دار الكتاب العربي بمصر. 1953. – ص. 46.

⁸ حامد عوني. المنهاج الواضح للبلاغة. الطبعة الخامسة. دار الكتاب العربي بمصر. 1953. – ص. 46.

Lafziy dalolat uch xil bo'ladi. Bular – vaz'iy, tabiiy va aqliy lafziy dalolatlar. Uning vaz'iy turida bir so'zning aynan biror narsa uchun tayinlangani tushuniladi. Taba'iy dalolatda lafzlar tabiatdan olingan bo'ladi. Aqliy dalolatning asosi aqlidir. Bunda doll orqali madlulni faqat aql vositasida bilish mumkin.

Lafziy dalolatning tabiiy va aqliy turlari bayon ilmiga kiritilmaydi, faqat vaz'iy turi o'rganiladi.

Bayon ilmida dalolatning vaz'iy turi mutobiqiyya, tazminiyya va iltizomiyya deb nomlanuvchi uchta guruhga ajratiladi. Mutobiqiyya – lafzning biror tushuncha yoki narsani to'liq (yaxlitligicha, to'la) bildirishi. Mutobiqiyya deb atalishiga sabab lafz va narsa yoki tushunchaning bir-biriga mosligi, tengligi uchundir. Masalan, «inson» so'zini ham jonzot, ham notiq bo'lgan zotga dalolat qilish uchun qo'llanishi.

Tazminiyyada lafz o'z ma'nosining bir qismi (biror tushuncha yoki narsaning bir jihati)ni bildiradi. Tazminiyya deb atalishiga sabab bildirilgan ma'no shu so'zning zaminida bor bo'lgani uchundir. Masalan, «inson» lafzi uning yoki faqat hayvonlik jihatiga, yoki faqat gapira oluvchilik qobiliyatiga dalolat qiladi.

Iltizomiy lafziy dalolatda lafz orqali (biror narsa yoki tushunchaga) ma'no yuklatiladi. Iltizomiyya deb atalishiga sabab ma'noning biror tushuncha yoki narsaning zaminida mavjud bo'lmay, tashqaridan kiritilgani (ga ishora)dir. Masalan, «sher» lafzining shijoatga dalolat qilishi kabi.

Demak, balog'at ilmi olimlari bayon ilmida dastlab dalolat va uning turlari haqida tushuncha berib o'tganlar. Bayon ilmida faqat uning vaz' turi o'rganiladi. Bayon ilmiga tashbih, majoz va kinoya kiritilgan.

Badi' ilmida badiiy san'at turlari

Ta'sirchan nutqning shakllanishida badiiy san'atlarning o'rni katta⁹. Tilning yetukligini mumkin qadar namoyon qilish vositalaridan bo'lgan badiiy san'atlar balog'at ilmining badi' bo'limida o'rganiladi.

«Badi'» so'zi «بَدِيعٌ» (o'ylab topmoq; biror yangilik kiritmoq) fe'lidan olingan bo'lib, «ajoyib; chechan; yaratuvchi» ma'nolariga ega. Istilohda: kalomning lafz va ma'no orqali nazarda tutilgan dalolati (belgi, ishora) aniqlashtirilib, holat taqozosiga mos kelgach, uning husni va tilovatini afzallashtirish usullarini o'rgatadigan ilm¹⁰.

Balog'at ilmi olimlari ularni san'at hosil qilishdagi xususiyatiga ko'ra ikki guruhga ajratadilar. Birinchisi, so'zning tovush jihatini e'tiborga olib hosil qilinadigan san'atlar bo'lib, ular «lafziy go'zalliklar» (al-muhassinotu-l-lafziyya – المحسنات اللفظية) deb ataladi. Ikkinchisi, so'zning ma'no jihatiga ko'ra hosil qilinadigan ma'noviy san'atlar bo'lib, ular «ma'no go'zalliklari» (al-muhassinotu-l-ma'noviyya – المحسنات المعنوية) deb nomlanadi.

Badiiy san'atlar borasida Yusuf Sakkokiy shunday deydi: «Biz balog'atning ikki asosi, fasohatning ikki turi bor degan qarorga keldik, kalom ular tufayli ziynat libosiga burkanadi va go'zallikning oliy darajasiga ko'tariladi. Kalom go'zalligini ta'minlaydigan maxsus yo'llar ko'p bo'lib, ularning eng mashhurlarini ko'rsatamiz. Bular ikki qismga bo'linadi: ma'noga taalluqlilar va lafzga taalluqlilar»¹¹.

Atoulloh Husayniy «lafz» so'zining birinchi ma'nosi «og'izdan chiqarib tashlash» va «so'z aytish» bo'lib, uni so'zga nisbatan qo'llaganda so'zning tovush tomoni nazarda tutiladi¹² deb

⁹ Rustamiy S. Art of word and artistry of arabic proverbs// The Science Advanced Journal. ISSUE 8-2014. Torrance (USA). – Pp. 36-40; Рустамий С. А. «Balaag'at» как лингвостилистическая дисциплина// Социосфера. – 2017. №1. – С. 67-72.

¹⁰ أحمد هاشمي. جواهر في المعاني والبيان والبدیع. بيروت-لبنان. 2004. ص. 385-386.

¹¹ أبو يعقوب يوسف السكاكي. مفتاح العلوم. مطبعة مصطفى البابي الحلبي و أولاده بمصر. 1937. ص. 157-200.

¹² Атоуллоҳ Ҳусайний. Бадойиъу-с-санойиъ. Форсчадан А.Рустамов таржимаси. – Тошкент: Фафур Ғулум, 1981. – Б. 39.

izoh beradi. Demak, lafziy go'zalliklar tovushlar orqali hosil qilinadi va arab balog'atida ham shu qoidaga asoslaniladi.

Demak, san'atga nisbatan so'zga husn bag'ishlashda aynan tovush jihatini e'tiborga olib «lafziy» istilohi, ma'no jihatini nazarda tutib «ma'noviy» istilohi qo'llanadi. Lekin lafziy san'atlarni hosil qilishda Yusuf Sakkokiy ta'kidlaganidek, lafz ma'noga tobe bo'lishi kerak.

Yusuf Sakkokiy «Miftohu-l-ulum» asarida lafziy san'atlar haqida qisqacha to'xtaladi va unga tajnis (tomm tajnis, noqis tajnis, muzayyal tajnis, muzori' tajnis, lohiq tajnis), ishtiyoq, raddu-l-ajz ila-s-sadr, qalb, saj', tarsi' kabilarni kiritgan¹³.

Mazkur asarda ma'noviy san'atlardan tavriya, tiboq, muqobala, husnu-t-ta'lil, tiboq (mutobaqa, ittidad), mushokala, muro'atu-n-nazir, muzovaja, laff va nashr, jam', tafriq, taqsim, jam' ma'a tafriq, jam' ma'a taqsim, jam' ma'a tafriq va taqsim, iyhom, tavjih, suqu-l-ma'lum masoqa g'ayrih (boshqalarda – tajohulu-l-orif), i'tirod, istitbo', iltifot, taqlilu-l-lafz¹⁴ kabilalar haqida ma'lumot berilgan.

Xulosa

1. Balog'at ilmining ma'oniy ilmi kalomni vaziyat talab qilgan holatga moslashtirish usul va qoidalarini o'rganadi.

2. Bayon ilmida dalolatning vaz' turi o'rganiladi. Bu ilmga ma'no ko'chishi bilan bog'liq tashbih, majoz va kinoya kiritilgan.

3. Badi' bo'limiga hozirgi kunda «badiiy san'atlar» deb yuritiladigan badiiy vositalar kiritilgan va ular adabiyotshunoslik sohasi, lingvopoetikada o'rganib kelinmoqda.

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¹³ أبو يعقوب يوسف السكاكي. مفتاح العلوم. مطبعة مصطفى النبابي الحلبي و أولاده بمصر. 1937. – ص. 202-204.

¹⁴ أبو يعقوب يوسف السكاكي. مفتاح العلوم. مطبعة مصطفى النبابي الحلبي و أولاده بمصر. 1937. – ص. 200.

O'ZBEK TILIDAGI SODDA GAP TARKIBIDAGI SIFATDOSHNING PAYT HOLI VAZIFASIDA KELGAN SIFATLANMISHINING SEMANTIK-SINTAKTIK XUSUSIYATLARI



<https://doi.org/10.5281/zenodo.14874414>

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Annotatsiya. Ushbu maqolada o'zbek tilida sifatdosh payt holining sifatlovchisi vazifasida qo'llanishi ham mumkin. Bunda sifatdosh sifatlovchi vazifasida sifatlanmishga tobe bo'lak bo'lib keladi. Hokim bo'lak gapning kesimidan anglashilgan harakat-holat, belgi yoki mavjudlik ifodasining temporalisini bildirib, payt holi vazifasini o'taydi. U ikkilamchi predikatsiya uchun yo subyekt, yo temporalis ma'nosida qo'llanadi.

Аннотация. В данной статье рассматривается возможность использования причастного времени в узбекском языке в качестве определения. В этом случае причастие выступает в роли определяющего компонента, относящегося к определяемому слову. Главный член предложения, выраженный сказуемым, обозначает действие, состояние, признак или существование, передавая темпоральное значение и выполняя функцию обстоятельства времени. Причастие употребляется либо в значении субъекта, либо в значении темпоральности для вторичной предикации.

Annotation. This article discusses the use of participles in Uzbek as attributive modifiers. In this case, the participle functions as a qualifying component subordinate to the modified word. The main clause predicate expresses an action, state, quality, or existence, conveying a temporal meaning and serving as an adverbial of time. The participle is used either as a subject or to indicate temporality in secondary predication.

Tayanch so'zlar: *sifatdosh, subyekt, obyekt, predikat, o'rin holi, lokalis, ikkilamchi predikat, sifatdoshli birikma, sifatlanmish, sodda gap, polipredikatsiya*

Ключевые слова: *причастие, субъект, объект, предикат, местный падеж, локатив, вторичная предикация, причастный оборот, определяемое слово, простое предложение, полипредикация.*

Keywords: *participle, subject, object, predicate, locative case, locative, secondary predication, participial phrase, modified word, simple sentence, poly-predication.*

Sodda gap tarkibidagi sifatdoshning payt holi ikkilamchi predikat sub'ekti vazifasida kelganda, sifatdosh ma'lum sodda gap tarkibidagi payt holining sifatlovchisi bo'lishi mumkin. Bunda tabiatan payt holi gap kesimining temporalis argumentini bildiradi. Shu bilan birga u sifatdosh uyushtirgan ikkilamchi predikatsiya predikatidan anglashilgan harakatning sub'ekti ifodalashi mumkin. Biroq bu sub'ekt noagentiv xarakterda bo'ladi. Buning uchun sifatdosh deyarli o'timli fe'ldan yasalgan bo'lishi kerak. Masalan, *Men olamni go'zallikka burkab kelgan bahor kunlarini intiqib kutgan edim* (O'.Hoshimov). Bu gapning kesimi *kutgan edim* fe'lida ifoda topgan bo'lib, undan anglashilgan harakatning payti *bahor kunlarida* birikmasida qayd etilgan va bu birikma shu gapning payt holi vazifasini o'tagan. Payt holi vazifasidagi mazkur birikma bir butun holda *burkab kelgan* tarkibli sifatdoshi bilan sifatlovchi – sifatlanmish

birikmasini tarkib toptirgan. Bunday birikma ham ikkilamchi predikatsiya hisoblanadi¹⁵ va bu sifatlanmish shu predikatsiya tarkibida noagentiv sub'ektni bildiradi, ya'ni *bahor kunlari* olamni go'zallikka burkab kelishi nominatsiyasi noagentiv sub'ektlidir. Chunki bu nominativ birlikdagi sub'ekt *bahor kunlari* birikmasida ifodalangan bo'lib, u olamni go'zallikka burkab kelish vazifasini bajarmagan, balki olamni go'zallikka burkanishining o'zi *bahor kunlari* birikmasida ifodalangan tushunchani beradi. Aktual bo'laklanish nuqtai nazaridan qaralganda, *bahor kunlari* birikmasida ifodalangan mavzu haqidagi yangilik *olamni go'zallikka burkab kelgan* kesim sostavi va mavzuda ifodalangan. Ma'lumki, aktual bo'laklanish mantiqqa asoslangan bo'lib, deyarli holatda tema sub'ekt, rema predikat deb qaraladi¹⁶. Shunga ko'ra, mazkur birikma, agentiv xarakterda bo'lmasa ham sub'ektdir.

Demak, sifatdosh sifatlovchi vazifasida keladi va uning sifatlanmishi gapning payt holi vazifasini o'taydi. Payt holi asosiy predikatning temporalisi, ikkilamchi predikatning sub'ektni bildirib keladi. Bunda sifatdosh noagentiv semantikaga ega bo'ladi va o'timli fe'ldan yasalganligi kuzatiladi.

Sodda gap tarkibidagi sifatdoshning Payt holi ikkilamchi predikat temporalisi vazifasida kelganda esa sifatdosh ma'lum sodda gap tarkibidagi payt holining sifatlovchisi bo'lib keladi va gap kesimining temporalis argumenti hisoblanadi. Shu bilan birga u sifatdosh uyushtirgan ikkilamchi predikatsiya predikatidan anglashilgan harakatning ham temporalis argumentini ifodalaydi, ya'ni gap polipredikativ monotemporalisli holatda tuzilgan bo'ladi. Buning uchun sifatdosh o'timsiz fe'ldan yasalgan bo'lishi kerak. Yana shuni ham aytish kerakki, ikkilamchi predikatsiya predikati bo'lgan sifatdosh ham noagentiv xarakterda ekanligini ko'ramiz. Masalan, *...hammadan burun yomg'ir chelaklab quyib turgan iliq bahor kuni esiga tushdi* (O.Yoqubov). Bu gapning kesimi *esiga tushdi* fe'l frazeologizmi bo'lib, uning temporalis argumenti *iliq bahor kuni* birikmasida qayd etilgan. Mazkur *iliq bahor kuni* birikmasi payt holi vazifasini o'tagan bo'lib, uning sifatlovchisi *quyib turgan* tarkibli sifatdoshli qurilmasida ifoda topgan. Buning natijasida *yomg'ir chelaklab quyib turgan iliq bahor kuni* ikkilamchi predikatsiyasi tarkib topgan. Bu ikkilamchi predikatsiyaning predikati bo'lgan *quyib turgan* sifatdoshidan anglashilgan holatning temporalis argumenti shu *iliq bahor kuni* birikmasida o'z ifodasini topgan. Natijada gap shu birgina *iliq bahor kuni* birikmasida ifodalangan temporalis argumenti polipredikativ holidagi tarkibga ega bo'lgan. Sifatdosh sodda gap tarkibidagi payt holining sifatlovchisi vazifasida kelib, ikkilamchi predikatsiyani tarkib toptiradi. U o'timsiz fe'ldan yasaladi va polipredikativ monotemporalisli gapni tarkib toptiradi.

Xullas, sifatdosh payt holining sifatlovchisi vazifasida qo'llanar ekan, payt holi asosiy predikatdan anglashilgan holat yoki harakatning hamma vaqt temporalisini bildiradi. Shuningdek, sifatdoshdan anglashilgan harakat yoki holatning yo sub'ektni, yo temporalisini ko'rsatadi. U sub'ekt bildirganda, sifatdoshdan anglashilgan harakat yoki holat albatta noagentiv xarakterda bo'ladi. Ikkilamchi predikatsiyani yuzaga keltiruvchi sifatdosh o'timli bo'lsa, aniqlanmishi sub'ektni, o'timsiz bo'lsa, aniqlanmishi temporalisni bildiradi. Sifatdoshning aniqlanmishi ham asosiy, ham ikkilamchi predikat temporalisini ko'rsatsa, gap polipredikativ bo'lsa ham, monotemporalisli tarkibga ega bo'ladi.

Sifatdoshli qurilmalar ikkilamchi predikatsiyani tarkib toptirib, muayyan bir sodda gap tarkibiga kiritilar ekan, ikkilamchi predikat vazifasidagi sifatdosh sodda gap tarkibidagi biror bo'lakning sifatlovchisi vazifasini o'taydi. Sodda gapning bu bo'lagi har ikki predikat uchun

¹⁵ Қаранг: Пешковский А.М. Русский синтаксис в научном освещении / Изд. 6 ое - М., 1938. - С. 23; Шахматов А.А. Синтаксис русского языка / Изд., 2 ое. - Л., 1941. - С. 179; Степанова М.Д. Проблемы теории валентности в современной лингвистике //ИЯШ, 1973. - № 6. - С. 14.

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ham semantik bo'lak bo'lib keladi. Shu bilan birga, u gapda payt holi vazifasini bajarib, temporalisni bildirar ekan, ikkilamchi predikat vazifasidagi sifatdoshning yo ob'ekti, yo sub'ekti, yo temporalisini bildirishi mumkin. Agar u subyektni anglatrsa, gap politemporalisli bo'ladi.

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ZAMONAVIY TILSHUNOSLIKDA LINGVOPOETIK TADQIQOTLAR TAHLILI



<https://doi.org/10.5281/zenodo.14874448>

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Annotatsiya. Ushbu maqolada lingvopoetikaning yuzaga kelishi bilan bog'liq masalalar haqida so'z boradi. Lingvistika va poetikaning o'zaro munosabatlari ko'rsatib o'tiladi. Bungacha yuzaga kelgan lingvopoetik tadqiqotlar tahlil asosida mazkur sohada olib borilgan ishlar misolidag soha yutuqlari va muammolari e'tirof etildi.

Аннотация. В данной статье рассматриваются вопросы, связанные с возникновением лингвопоэтики. Показана взаимосвязь языкознания и поэтики. На основе анализа предшествующих лингвопоэтических исследований были признаны достижения и проблемы данной области как примеры работ, проводимых в этой области.

Annotation. This article deals with issues related to the emergence of linguopoetics. The relationship between linguistics and poetics is shown. Based on the analysis of previous linguopoetic studies, the achievements and problems of the field were recognized as examples of the work carried out in this field.

Tayanch so'zlar: *lingvopoetika, struktural lingvistika, struktural poetika, generativ lingvistika, ritorika, filologik poetika.*

Ключевые слова: *лингвопоэтика, структурная лингвистика, структурная поэтика, генеративная лингвистика, риторика, филологическая поэтика*

Key words: *linguopoetics, structural linguistics, structural poetics, generative linguistics, rhetoric, philological poetics.*

Lingvopoetikaning yuzaga kelishi bilan bog'liq masalalar ko'plab tadqiqotchilarning e'tiborini tortib, bahs va munozaralarga sabab bo'lgani qadimdan ma'lum. Lingvopoetika bugun paydo bo'lgan soha emas. Bu atama ifodalagan tushuncha tarkibidagi fanlar qadimdan filologik sohaning tarkibida, bu soha esa ijtimoiy fanlar qatorida, xususan, falsafa tarkibida o'rganilgan. Keyinchalik lingvistika va poetika kabi fanlarning yangi ilmiy tushunchalar va ilmiy paradigmalar sifatida mustaqil fanga aylanishi ikki fan oralig'idagi tadqiqotlarga bo'lgan ehtiyojni kuchaytirdi. Lingvopoetika sohasiga bo'lgan bunday ehtiyoj ikki fan uchun ham birdek hizmat qiluvchi uslubshunoslikning taraqqiyoti bilan bog'liq bo'ldi. Lingvopoetikaning taqdiri fanning stilistika sohasi bilan bog'lanar ekan, albatta, ikki fan orlig'ida turuvchi ularning ko'prigi sifatida hizmat qiluvchi uslubshunoslikning mutahassislari qarashlariga to'xtalish muhimdir. Lingvistika va adabiyotshunoslikning o'zaro munosabatlari hanuzgacha muammo bo'layotganligi yirik tilshunos olim V.V.Vinogradov asarlarida ham o'z ifodasini topgan. Ma'lumki, boshqa san'at turlaridan farqli o'laroq adabiyot so'z san'ati hisoblanadi. Badiiy asarlarning g'oyaviy-badiiy xususiyatlari aynan so'z vositasi orqali ochib beriladi. Shu sababli ham so'zning asar mazmunini aks ettirishdagi roli beqiyos. Faqat so'zning o'zigina voqelikni

obrazli aks ettirishda ojizlik qiladi. Bu bilan badiiy asarda qo'llanayotgan lingvistik birlik - so'z lingvopoetik xususiyatlarni ifodalashda yozuvchidan o'ta mohirlikni talab etadi. Shu ma'noda yozuvchi badiiy asardagi voqelikni tasvirlar ekan, kitobxonga uning nozik tafakkuriga ta'sir qiluvchi vositalarni rang-barang tasvirlar yordamida ifodalaydi. Bunday ifodalanish ba'zida normativ lingvistikaga zid qo'yiladi, zidlanish lisoniy vositalar ko'magida ifodalaniganligi uchun shakl va ma'nodagi rang- baranglik lingvopoetik vazifa bajaradi. Voqealarning badiiy tasvirida shunday vaziyatlar mavjud bo'ladiki, ularni lisoniy shakllar bilan ifodalashning imkoniyati bo'lmaydi. Bunga milliy urf-odatlar va milliy mentalitet yo'l qo'ymaydi. Shuning uchun ham biror predmet, narsa, hodisalar obrazli vositalar orqali ifodalanadi. Yozuvchi nazarda tutgan badiiy voqelikni ifodalash uchun lisoniy birliklar o'rnida ekstralingvistik vositalar qo'llaniladi. Bunday vaqtlarda nolisoniy va ekstralingvistik vositalardan ham foydalaniladi. Shuning uchun ham lisoniy vositalar tasviri qatorida boshqa vositalar ham o'z ifodasini topadi, barcha vositalar zimmasiga yozuvchi tomonidan badiiy – g'oyaviy yuk yuklanadi.

Ingliz tilshunosi S.Saporta lingvistikaning poetik tilda o'rganilishi xususida fikr yuritib, lingvistika va poetika munosabatining uch jihatini aniqlaydi:

1. Poetika bu – til.
2. Poetika bu – til emas, san'at.
3. Poetika bu – san'at va til kesishuvidir.

U lingvistik usullar poetika sohasida muhim ahamiyat kasb etib, har qanday poetika bu – tildir degan tamoyilni ilgari suradi. Biroq shunday bo'lsa-da, u lingvistika va poetikaning bir-biridan farqini unutmaslik lozimligini alohida ta'kidlaydi [6.97].

Tabiiyki, tilday murakkab hodisaning mohiyati va sinoatli qonuniyatlaridan mukammal xabardor bo'lmasdan turib, uning ming bir ma'no-mazmun va jilolarda yashash manzili bo'lmish adabiyotni xolis va teran o'rganish yoki adabiyotning ming bir qonuniyatidan bexabar holda mazkur manzilni chin ilmiy taftish qilishga urinish samarasiz bir yumushdir. [3.34] Shu sababli filologiya ilmida yangi soha sifatida bo'y ko'rsatayotgan lingvopoetika sohasi uchun aniq va uyg'un bir yo'lni tanlash harakati ko'plab filologlar, aniqroq aytganda tilshunoslarning mazkur soha bo'yicha olib borgan tadqiqotlarida u yoki bu darajada o'rganilmoqda.

V.Ya.Zadornovaning lingvopoetika bo'yicha olib borgan ishlarida lingvistika va poetika qiyoslab o'rganilgan. Ushbu qiyosiy o'rganishda poetika tushunchasi R.Yakobson fikrlariga yaqin bo'lib, poetika bir xil hajm va ma'noda kelishni ifodalasa, lingvistikada esa alohida yo'nalish va g'oyalar namoyon bo'lishini ko'rsatadi. M.Birvish kabi, ba'zi mualliflar, lingvistika va poetikani voqelanuvchi modellar sifatida talqin qiladilar [7.98], Chetman va Yu.I.Levin esa an'anaviy struktural ma'nosini izohlab, taksonomik nuqtai nazardan yondashadi. A.J.Greymas kabi, ayrim tadqiqotchilar, poetika va struktur lingvistikaning bir - biriga yaqinligini ifodalab, shu maqsadda turli yondashuv g'oyalarini umumlashtirishga urinishadi.

Tilshunoslar, adabiyotchilardan ko'ra, lingvopoetikaning poetika va tilshunoslik o'rtasida munosabatlariga ko'proq e'tibor qaratishadi. Tilshunoslik va adabiyotshunoslik nuqtai nazaridan adabiy nutq nazariyasiga yondashish farqlarini ko'rsatishga misol qilib A.A.Leont'ev [5.125] va V.V. Kojinovning [4.78] qarashlarini misol qilib keltirish mumkin. Lingvostilistika bo'yicha Yu.M.Lotmanning "Struktural poetika"si boshqa ishlardan ko'ra zamonaviy tilshunoslikka yaqinroqligi bilan ajralib turadi. B.V.Tomashevskiyning "Poetik uslubshunoslik", "Poetikaga kirish" va Y.Ive tomonidan tayyorlangan "Adabiyotshunoslik va lingvistika" to'plamidagi tadqiqotlarida ham lingvopoetika qiyosiy jihatdan o'rganilgan [8.156].

Lingvistika va adabiyotshunoslik o'rtasidagi munosabat to'g'risidagi bahs va munozaralar dastlab yuz yillar oldin paydo bo'lib, bu hol hozirgi kungacha ham davom etib kelmoqda [2.22]. Ma'lumki, lingvistika va poetika o'rtasidagi munosabatlarni tartibga soladigan yo'nalish

lingvopoetikadir. Demak, lingvopoetika sohasi tomonidan bajariladigan vazifalarga aynan turli nuqtai nazarlarni umumlashtiruvchi tahlilga filologik yondashuv metodi orqali kirib boriladi. Tilshunoslikda va adabiyotshunoslikda ham tadqiqot yo'nalishlari va mundariyasi sohaning xususiyatidan kelib chiqib turib belgilanadi. Lingvopoetika sohasidagi amalga oshirilgan tadqiqotlar uning mazmuniy strukturasini belgilash uchun asos bo'ladi. Mavjud nazariyalar, qarashlar sistemaga solinadi, natijada yo'nalishning umumiy manzili ko'zga tashlanadi. Ochiq qolgan masalalar tadqiqotning asosini tashkil qiladi.

Lingvopoetika lingvistikaning alohida yangi sohasi sifatida badiiy asar tilini o'rganuvchi yangi yo'nalishlardan biridir. Bu yo'nalish bo'yicha amalga oshirilgan mavjud tadqiqotlar sohaning mundarijasini o'zida hali to'liq aks ettira olgan deyish mumkin emas. Lingvopoetika tushunchasi ostida sohani tor tushunish tufayli poetik xarakterdagi asarlarning til xususiyatlari o'rganiladi degan qarash mavjud. Aslida poetika tushunchasining mundariyasi juda kengdir. Qadimda bu haqda Arastu o'zining mashhur «Poetika» asarini yaratdi. Unda poetik san'at – she'riy navlar (janrlar) xususida to'xtalib, poetika — poeziya san'ati haqida so'z yuritgan. «Til va fikr» bobida esa nutq va fikrga tegishli hodisalarning ritorikaga aloqadorligini ta'kidlab, uning nutq tuzish bilimlari bilan bog'liqligini alohida e'tirof etadi [1.39].

Har bir til hodisasi nutqiy vaziyatga o'tar ekan, insonning tasavvuri, ruhiyati, hissiyotlari bu nutqiy bog'lanishga o'zaro aloqador holda ko'chadi. XX asr tilshunosligida badiiy asar tili tadqiqiga keng e'tibor berilgani bois, ritorika va poetika tushunchalarini birlashtirgan holda badiiy asardagi voqelik tasvirini har tomonlama, chuqur va yaxlit holda tadqiq etishni o'zida aks ettiruvchi «lingvopoetika» atamasi paydo bo'ldi.

Lingvopoetika har qanday janrning til xususiyatlari bilan bog'liq muammolarni tahlil qiladi. Xususan, epik asarlarning til xususiyatlari jihatidan o'rganilishi lingvopoetika tushunchasi bilan izohlanadi. Lingvopoetika muammolariga bo'lgan qiziqish XX asrning 60-yillarida shakllana boshladi. Ma'lumki, o'sha davrlardan boshlab poetik tilning o'ziga xos xususiyatlarini o'rganuvchi tilshunoslik yo'nalishi lingvopoetika deb yuritila boshlandi. Lingvopoetika atamasidan foydalanish ayrim tadqiqotchilar taklif etgan «filologik poetika» atamasidan ko'ra qulaydir. Chunki unda tadqiqotchi tomonidan kuzatilayotgan badiiy asar poetikasi va tili o'rtasidagi dialektik bog'lanish lingvistik birliklar yordamida aks

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RUS TILI TARIXINI O'RGANISHNING O'ZIGA XOS KO'RINISHLARI



<https://doi.org/10.5281/zenodo.14874515>

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Annotatsiya. Bugungi kunda tillarga bo'lgan talab va ehtiyoj ortib bormoqda. Bu tillarning eng rivojlangani rus tilidir. Hozirgi kunda rus tili bolalar darsliklariga kiritilgan, professional bo'lish uchun esa rus tilini bilish shart. Hozirda rus tiliga talab yuqori.

Аннотация. Сегодня спрос и потребность в языках возрастает. Самый развитый из этих языков – русский. В настоящее время русский язык включен в детские учебники, и чтобы стать профессионалом, необходимо знать русский язык. В настоящее время спрос на русский язык высок.

Annotation. Today the demand and need for languages is increasing. The most developed of these languages is Russian. Nowadays, Russian is included in children's textbooks, and to become a professional, you need to know Russian. Currently, the demand for the Russian language is high.

Tayanch so'zlar: *adabiy asarlar, adabiy yodgorliklar, olijanob tillar, fransuz tili, rus tili, rus adabiyoti, klassiklar, qadimgi Sharq slavyan adabiy tili, slavyan kirill alifbosi, cherkov slavyan tili, shimoliy va markaziy rus qabilalari, rus shevalari, Petrovskiy davri, kitob, nutq, xalq tili*

Ключевые слова: *литературные произведения, литературные памятники, дворянские языки, французский язык, русский язык, русская литература, классика, древневосточнославянский литературный язык, славянская кириллица, церковнославянский язык, северные и среднерусские племена, русские диалекты, петровский период, книга, речь, просторечие.*

Keywords: *literary works, literary monuments, noble languages, French language, Russian language, Russian literature, classics, ancient East Slavic literary language, Slavic Cyrillic, Church Slavonic language, northern and central Russian tribes, Russian dialects, Peter's period, book, speech, vernacular.*

Rus adabiy tilining tarixi – bu adabiy asarlarda qo'llaniladigan rus tilining shakllanishi va o'zgarishi.

Tilning ajdodi – qadimgi rus tilining saqlanib qolgan eng qadimgi adabiy yodgorliklari XI asrga to'g'ri keladi. Bu jarayon XVIII-XIX asrlarda xalq so'zlashuvchi rus tili bilan dvoryanlar tili bo'lgan fransuz tili o'rtasidagi qarama-qarshilik fonida sodir bo'ldi. Rus adabiyoti klassiklari rus tilining imkoniyatlarini faol ravishda o'rganib chiqdilar va ko'plab til shakllarining novatorlari edilar. Ular rus tilining boyligini ta'kidlab, ko'pincha uning xorijiy tillardan ustunligini ta'kidladilar. Bunday taqqoslashlar asosida bir necha bor nizolar paydo bo'ldi, masalan, g'arbliklar va slavyanofillar o'rtasidagi nizolar. Rus adabiy tilining me'yorlarini o'zgartirish bugungi kungacha davom etmoqda.

Qadimgi Sharq slavyan adabiy tilining yaratilishiga olib kelgan rus tilida yozuvning kiritilishi va tarqalishi odatda umumiy slavyan kirill alifbosi bilan bog'liq. Moraviyada cherkov

slavyan yozuvi kiritildi 863-yilda Kiril va Metyus qadimgi cherkov slavyan tiliga asoslangan bo'lib, u o'z navbatida janubiy slavyan dialektlaridan, xususan, qadimgi bolgar tilining makedoniya lahjasidan olingan. Kiril va Metyusning adabiy faoliyati Yangi va Eski Ahdning Muqaddas Yozuvlari kitoblarini tarjima qilishdan iborat edi. Kiril va Metyusning shogirdlari tarjima qilgan Cherkov slavyan tili yunon tilidan juda ko'p diniy kitoblar. Ba'zi tadqiqotchilar Kiril va Metyus kirill alifbosini emas, balki glagolit alifbosini kiritgan deb hisoblashadi; Kirill alifbosi ularning shogirdlari tomonidan ishlab chiqilgan.

Cherkov slavyan tili ko'plab slavyan xalqlari orasida tarqalgan cherkov madaniyati tili emas, balki kitob tili edi. Rus zaminida ulamolar cherkov slavyan so'zlarini tuzatib, ularni rus tiliga yaqinlashtirdilar. Shu bilan birga ular mahalliy shevalarning xususiyatlarini ham kiritdilar.

Cherkov slavyan diniy matnlari Rossiyada tarqalgach, asta-sekin Kirill va Metyus yozuvlaridan foydalangan adabiy asarlar paydo bo'la boshladi. Birinchi bunday asarlar XI asr oxiriga to'g'ri keladi. Bular "Qonun va inoyat haqidagi ertak" (1051), "Vladimir Monomaxning ta'limoti" (1096), "O'tgan yillar haqidagi ertak" (1113), "Boris va Gleb haqidagi ertak", "Feodosiyning hayoti", "Pechora" va "Igorning uy egasi haqidagi ertak" (1185-1188) va ikkinchisi zamonaviy rus tilining asosini tashkil etgan Chernigov-Kursk dialektining aniq belgilari bilan yozilgan. Ushbu asarlar cherkov slavyan tilining an'anaviy qadimgi rus tili bilan aralashmasi bo'lgan tilda yozilgan bo'lib, u qadim zamonlardan beri dialekt zonalariga bo'lingan: janubi-g'arbiy (Kiev va Galisiya-Volin dialektlari), g'arbiy (Smolensk va Polotsk dialektlari), janubi-sharqiy (Ryazan va Kursk-Chernigov dialektlari). lahjalar), shimoli-g'arbiy (Novgorod va Pskov dialektlari), shimoli-sharqiy (Rostov-Suzdal dialektlari).

IN Atrofida dastlab faqat ba'zi shimoliy va markaziy rus qabilalari to'plangan va o'zi Vladimir knyazligining markazlaridan uzoqda bo'lganligi sababli qo'shni Chernigov knyazligining Chernigov-Kursk lahjasida gaplashgan Moskva muvaffaqiyatga erishdi - rahmat. dastlab mintaqaviy, keyin esa davlat xarakteriga ega bo'lgan boshqa turdosh qabilalarning markazga tabiiy jalb etilishi shimoliy guruh va markaziy rus dialektlari guruhining sharqiy tarmog'i egallagan butun mamlakatni birlashtirish edi. Moskvaning o'zida Chernigov-Kursk, umumiy markaziy rus tili va shimoliy lahjalarning xususiyatlarini o'zida mujassam etgan yangi dialekt shakllandi: markaziy rus tilidan unli tovushlarni, shimoliylardan - undoshlar yoki v, aspirativ rning o'zgarishi. ravishdosh kelishigi (tavo, prastova), qattiqlashuv t III shaxs birlik va ko'plikda. Rus tilida mavjud Janubiy Buyuk Rus (Janubiy Rus) dialekti, Shimoliy Buyuk Rus tilidan keskin farq qiladi, lekin Belarus tili va Ukraina tilining Volin lahjasi bilan eng kuchli bog'liqdir. Bu to'g'ridan-to'g'ri Janubiy Buyuk Rus va Belarus dialektlari ilgari bir xil dialektik guruhga tegishli bo'lganligini ko'rsatadi, ular zamonaviy Shimoliy Buyuk Rus dialektiga mos keladiganidan farq qiladi.

L.I.Zizaniya (1596) va Meletius Smotritskiy (1619) grammatikasida kodlangan

Hech qanday stilistik yo'nalishsiz qo'llangan bu turli-xil elementlarning barchasi tilda aniq stilistik chegaralanishning yo'qligi, anarxiya va tartibsizlik manzarasini yaratdi. Xuddi shu tartibsizlik morfologik tizimda ham kuzatilib, unda eski va yangi shakllar bilan birga adabiy me'yorga mos kelmaydigan so'zlashuv, so'zlashuv shakllari tilga kirib borgan.

Petrin davridagi rus adabiy tili uchun quyidagi tendentsiyalar aniq paydo bo'ldi:

- 1) kitob uslubining qulashi,
- 2) so'zlashuv, xalq tili elementlarining ishtiroki;

3) G'arbiy Yevropa ta'sirining faollashishi. Bularning barchasi me'yorning xilma-xilligi va beqarorligiga olib keldi, bu esa tilni tartibga solishga qaratilgan islohotlarni talab qildi, bu keyingi 100 yilni, 18-asrning qolgan qismini va 19-asrning dastlabki 30 yilini talab qildi.

ALISHER NAVOIY SHE'RIYATI TILIDA KO'RUV FE'LLARI USLUBI



<https://doi.org/10.5281/zenodo.14874535>

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Annotatsiya. Ushbu maqolada Alisher Navoiy lirikasi matnida qo'llangan ko'ruv fe'llari uslubiy-funksional jihatiga ko'ra tadqiq qilingan. Unda Navoiy she'riyati tilida qo'llangan ko'ruv bilan bog'liq fe'llarning hozirgi o'zbek adabiy tilidan farqli jihatlariga e'tibor qaratiladi. Shuningdek, shoirning ushbu fe'llarni qo'llashda borasidagi mahorati ochib beriladi.

Аннотация. В данной статье исследуется группа глаголов, связанных со зрением в поэтическом произведении Алишера Навои со стилистической стороны. Особое внимание уделяется отличиям этих глаголов от современного узбекского литературного языка. В статье также обсуждается мастерство Навои в использовании тюркских глаголов.

Annotation. This paper is explored the group of verbs related to vision in poetic world of Alisher Navoi by stylistic side. The distinctive attention is paid to the differences of these verbs from modern Uzbek literal language. In the paper also is discussed the proficiency of Navoi in using Turkic verbs.

Tayanch so'zlar: *fe'l, ko'ruv fe'llari, leksema, uzv, ko'pma'nolilik.*

Ключевые слова: *глагол, глаголы, связанные со зрением, лексема, часть речи, полисемантизм.*

Keywords: *verb, verbs related to vision, lexeme, part of speech, polysemantism.*

Nizomiddin Mir Alisher Navoiy (1441–1501) turkiy ijodida qo'llangan fe'llar ustida yaratilgan tadqiqotlarning salmog'i anchagina¹⁷. Fe'l – harakat, hayot esa harakatdan iboratdir. Fe'llarni o'rganish butun dunyo tilshunosligida juda qadimdan boshlangan.

¹⁷ Qarang: Щербак А. М. Очерки по сравнительной морфологии тюркских языков (глагол). – Л: Наука, 1981. –181с., Nasilov D.M. lingvisticheskiye vzglyady Alishera Navai // Istoriya lingvisticheskix uchenii. Srednovekovyy Vostok., Tenishev E.R. Glagoly dvijeniya v tyurkskix yazykax // Istoricheskoye razvitiye leksiki tyurkskix yazykov. – M., 1961. –S. 232-293., Vechilova V.F. Glagoly dvijeniya v tyurkskom yazyke // issledovaniya po sravnitel'noy grammatike tyurkskix yazykov. Leksika. – M.: Izd-vo AN SSSR, 1962. –S. 101-115.; Hojiyev A.Fe'l. - Toshkent: Fan, 1973. -192 b., Hojiyev A. O'zbek tilida ko'makchi fe'llar. - Toshkent: Fan, 1966. -222b., Rasulov R. O'zbek tili holat fe'llarida semantik kauzatsiya // O'zbek tili va adabiyoti. – Toshkent, 1981. № 5, -B. 7-12. Orazov M. Fe'l semantikasi taraqqiyotining ba'zi faktorlari haqida // Hozirgi o'zbek tili adabiy tili taraqqiyotida rus tilining roli. - Toshkent. 1983, -B. 83-87. Yusupxujayeva X. O'zbek tili izohli lug'atida fe'l formalarining leksikografik tahliliga doir ("O'zbek tili izohli lug'ati" materiallari asosida), - Toshkent, 1975, -121 b., Madaliyeva M. Harakat semali fe'l leksemalarda konnotativ ma'no // O'zbek tili va adabiyoti. 1997. № 3, -B. 30-35., Sadikov. K. Glagol v yazyke "Kutadgu bilig" - istorikolingvisticheskiy analiz leksiki staropismennykh pamyatnikov. Izd-vo "Fan". - Tashkent, 1994. –S. 90-106., Ergasheva H. Harakat ifodalovchi fe'llarning semantik tasnifi // Til va adabiyot ta'limi. 2000, № 2, -B. 25-26., Shabanov Dj.K. Turk va o'zbek tillarida faol harakat fe'llarining semantikasi. Avtor.fil.fan.nom. – Toshkent, 2003. 25b. Sodikova M.S. Hozirgi o'zbek adabiy tilida fe'l stilistikasi (Semantik aspektida). Dis.fil.fan.dok. – Toshkent, 1991. -288 b., Muxamedova S.O'zbek tilida yo'nalma harakat fe'llarining predikativligi va valentligi., - Toshkent, 1999. -122 b., Muxamedova S.X. O'zbek tilida harakat fe'llarining semantik va valentlik xususiyatlari.: Dis.fil.fan.dok. – Toshkent, 2007. -300 b., Rixsiyeva G. Tashxis san'atida fe'l turkumidagi so'zlarning ahamiyati // Tilshunoslik, 3 – 4 (24)-son. Toshkent. 2009., Rixsiyeva G. She'riy matn poetikasida fe'lning o'rni // O'zbek tili va adabiyoti, 6-son. 2008. –B. 97-102; Madaliyeva O. Navoiy asarlari tilida fe'l: semantika va stilistika masalalari. Magistr akademik darajasini olish uchun yozilgan dissertatsiya.

Turkiy tilshunoslikda fe'l bilan bog'liq holda tadqiqotlar olib borish uzoq yillik tajribaga ega. Ushbu tadqiqotlarning dastlabkisi sifatida Mahmud Koshg'ariyning (XI asr) "Devoni lug'ati-t-turk" asarini eslab o'tish mumkin. Olim lug'atda avval ismlarni, so'ng fe'llarni joylashtirib chiqarkan, ularni so'zlarning talaffuziga ko'ra ichki bo'limlarga ajratadi. Muhimi shundaki, har qaysi bo'limdan keyin unga bog'liq bo'lgan grammatik qoidalar beriladi. Ana shu tariqa turkiy tilshunoslikning ilk poydevori qo'yiladi.

Tilshunos olim L.L. Koloss: "Deyarli har qaysi so'z agar lug'at sahifasidan chiqib, real kontekst tarkibiga kirsam yoki, ayniqsa, jonli so'zlashuvda qo'llansa, u albatta biror stilistik bo'yoq oladi yoki stilistik funksiyani bajaradi"¹⁸ – deb uqtirgan edi. Navoiy asarlari tilida qo'llangan ko'ruv fe'llari bog'liq fe'llarning uslubiy-funksional xususiyatlarini tahlil qilish asnosida yuqoridagi fikr yana bir bor o'z tasdig'ini topdi, deyish mumkin.

"Xazoyinul-maoniy"¹⁹ dagi lirik she'rlarda qo'llangan ko'ruv fe'llari o'ziga xos uslubiy ma'nolar tashiydi. Ko'ruv fe'llari guruhiga kiruvchi leksemalardan biri *baqmaq* fe'lidir. Ushbu fe'l polisemantik xususiyatga ega bo'lib, Navoiy lirikasida bir necha ma'nolarda kelishini avvalgi bobda ko'rib chiqdik. Muhimi shundaki, bu ma'nolarning ayrimlari til imkoniyatlaridan kelib chiqqan bo'lsa, ayrimlari ijodkor tasavvuri hosilasidir. Masalan, Navoiy g'azallarida *baqmaq*ning "tafakkur qilmoq, chuqur o'ylamoq" kabi ma'nosi borligini kuzatishimiz mumkin. Fe'lning ayni ma'nosi muallifning so'z qo'llash mahorati natijasi sifatida yuzaga kelgan, deb aytish mumkin:

Yārgā hālīn demākkā anča yaxšī yārī bar,
Ey kōñūlkim, yaxšī *baqsan*, men yamandīn kim desūn? (BV.241)

Yoki:

Gar dahr arusiğa dedim bermā kōñūl, *baq*:
Muxtālamu purhiylamu makkārmu ermās (BV.124).

Yoki:

Har kūn ul ay intizārīdīn kūyūbmen anča-kim,
Baqsa, bir hijrān tūničā bar ekin har intizār (FK.82).

Quyidagi baytda esa *baqmaq* fe'li "xabar topmoq, kuzatmoq" ma'nosini ifodalagan, fe'lning ushbu ma'nosi ham uslubiy o'ziga xoslik natijasida yuzaga kelgan:

Men gadā mast-u xarābāt ara ilgimdā safāl,
Baqsa Jamšid bu iqbālīma bolğay hāsīd (NSH.68).

Navoiy she'riyatida ushbu fe'lning *kōñūl* so'zi bilan birikib, "bog'lanib qolmoq, sevib qolmoq" ma'nosida kelishini ham kuzatish mumkin. Bu o'rinda *baqmaq* fe'li agar ko'z so'zi

Toshkent: TDSHU, 2014. – 83 b.; Mahmud Koshg'ariy. Devonu lug'ati-t-turk. [Turkiy so'zlar devoni]. Nashrga tayyorlovchi – Q.Sodiqov. – Toshkent: G'afur G'ulom nomidagi nashriyot-matbaa ijodiy uyi. 2017. – 482 b.; Sodiqov Q. Eski o'zbek yozma adabiy tili. – Toshkent: Akademnashr, 2020. – 588 b.; Sodiqov Q. Ilk O'rta asrlarda Markaziy Osiyoda kechgan etno-lingvistik jarayonlar. – Toshkent: Akademnashr, 2018. – 349 b.; Adib Ahmad Yugnakiy. Hibatu-l-haqoyiq. Q.Sodiqov transkripsiyasi, talqini va tahlilida. – Toshkent: Akademnashr, 2019. – 166 b.; Alisher Navoiy she'riyati tilida emotsional tuyg'ularni ifodalovchi fe'llarning lingvostilistik va lingvopoetik xususiyatlari // Alisher Navoiy va Sharq Renessansi. 1-jild. – Toshkent, 2024. – B. 3-16.

¹⁸ Koloss L.L. O predmete stilistiki // Vopr.yazykoznaniya. 1953. №3. – S. 93.

¹⁹ Maqolada Alisher Navoiy asarlarining quyidagi nashrlaridan foydalanildi. Alisher Navoiy "Xazoyinul-maoniy" // "Badoyiul-vasat", III tom. H. Sulaymonov ilmiy-tanqidiy matni asosidagi nashr. – Toshkent: "O'zbekiston SSR Fanlar akademiyasi nashriyoti", 1960. – 777 b.; Alisher Navoiy "Xazoyinul-maoniy" // "G'aroyibus-sig'ar", I tom. H. Sulaymonov ilmiy-tanqidiy matni asosidagi nashr. – Toshkent: "O'zbekiston SSR Fanlar akademiyasi nashriyoti", 1959. – 833 b.; Alisher Navoiy "Xazoyinul-maoniy" // "Navodirush-shabob", II tom. H. Sulaymonov ilmiy-tanqidiy matni asosidagi nashr. – Toshkent: "O'zbekiston SSR Fanlar akademiyasi nashriyoti", 1959. – 779 b.; Alisher Navoiy "Xazoyinul-maoniy" // "Favoyidul-kibar", IV tom. H. Sulaymonov ilmiy-tanqidiy matni asosidagi nashr. – Toshkent: "O'zbekiston SSR Fanlar akademiyasi nashriyoti", 1960. – 853 b.

bilan kelsa, oddiy hol yuz bergan bo'lar edi. E'tiborli jihati, ma'shuqa nozu karashmalarani go'yo o'qdek jonu jismga qadab, viqor bilan o'tib ketganda, oshiqning ko'zi emas, ko'ngli yolvorib-yolvorib qarab qoladi:

Nāz oqin jān bilā jismimğa urup xud ottuq,
Baqqi, qaldī *baqiban* yalbara-yalbara *kōñül* (G'S.215).

Shoir lirikasida ushbu fe'l yana bir go'zal badiiy ifodani yaratishga xizmat qiladi. Bunda *baqmaq* fe'li *uzr*, *figān*, *afgān* otlari bilan so'z birikmasi hosil qilib, "arzini eshitmoq, dardiga quloq tutmoq" ma'nosini ifodalaydi. Bu ifoda lirik qahramonning tushkun kayfiyati, mehru muhabbatga muhtoj holatini o'quvchiga ta'sirli pardalarda bayon etadi:

Vasliḡā kečrāk yetišsām, lutf etip *uzrumğa baq*
Kim, qadam ornin süpürmäy köz ilā qoyman ayaq (NSH.163).

Yoki:

Dedi safarda sutun birlā bārgāhīmdur.
Kişiki, *baqtī* falak birlā dud-i āhīmğa (G'S.299).

Yoki:

Falak *baqtī figānimğa*, ajal rahm etti jānimğa,
Xazānliḡ bostānimğa güli bāḡi jānān keldi (G'S.323).

Mana bu baytlarda ko'ruv fe'llari guruhiga kiruvchi ikki so'z – *baqmaq* va *telmürmək* fe'llari bir o'rinda kelib, badiiy ta'sirchanlikni oshirgan va tanosub san'atining namunalarini yaratgan:

Ul quyaş hijrānīda har tūn iki muḡluḡ közüm,
Taḡḡa tegrü subhidam yolīḡa *baqip telmürür* (G'S. 99).

Yoki:

Vahki ul šox barip, jānīma ot saldī yana,
Telmürüp iki közüm yolḡa *baqip* qaldī yana (G'S.297).

Quyidagi baytda *baqmaq* fe'li bilan bog'liq qiziq hodisaga duch kelamiz. Bunda ushbu fe'l bir-biriga yaqin ma'nodagi so'zlarga biriksa-da, ikki xil ma'noni bildirgan. Ya'ni birinchi misrasida kesatliq ma'nosidagi "iltifot qilmoq, qo'llab-quvvatlamok" semasini, ikkinchi misrasida esa "davolamoq, shifo bermoq, xabar olib qo'ymoq, ko'nglini ko'tarmoq" semasini hosil qilgan:

Zār köñlümḡa agar *baqip* anī zār āylādiḡ,
Jāni bemārīmḡa ham *baq*, jismi afgārīmḡa ham (BV.218).

Ushbu guruh fe'llaridan biri hisoblangan *körmäk* so'zi ham Navoiy asarlari tilida turli uslubiy ma'nolarni tashiydi. Masalan, mana bu baytda *körmäk* fe'li "tuymoq, his qilmoq, ilg'ab olmoq" ma'nosida kelib, bulbul holatiga ko'chgan va tashxis san'atini yaratgan:

Ey Navaiy, yar vaslin tapmasaḡ yoqtur ajab,
Noş yoq, lekin *körär* yüz niş güldin andalib (BV. 27).

Shoirning maqta'dagi xulosasiga ko'ra, oshiqning ma'shuqa vasliga yetolmasligiga ajablanmaslik kerak. Zero, bulbul qo'ngani guldin bir no'sh topa olmaydi, ammo yuz nish sanchig'ini ko'radi, his etadi.

Quyidagi baytda *körmäk* fe'li radif bo'lib kelgan, ammo birinchi misrada "eshitmoq, quloq solmoq" ma'nosini bildirsa, ikkinchi misrada so'zning ilkin ma'nosida tushunilishi nazarda tutilgan:

Xasta jānim za'fin aḡla, köñlüm afgānīn *körüp*,
Sorma köñlüm yarasin, fahm et közüm qanīn *körüp* (G'S.44).

Ko'ruv fe'llari guruhiga kiruvchi *telmürmək* so'zi Navoiy g'azallarida lirik qahramonning umidsizlikka tushgan, hajr azobida entikayotgan holatini ifodalaydi:

- Qilur köyida it qatli Navāiy *telmürür* marhum,
Nedinkim ermās ul yār allīda bu hayl sānīda (NSH.280).
- Yoki:
- Köz *yolida telmürüp* köñlüm sağınur, kim meni,
İstamaqqa kelgüsi har kimki çıqsa ötrüdin (NSH.240).
- Yoki:
- Navāiy qatlīğa çun va‘da qıldın, vafā qılkim,
Yolunda telmürüp umredururkim intizār eltür (NSH.96).
- Navoiy asarlari tilida *nazar āylāmāk (qılmaq)*, *nazzāra āylāmāk (qılmaq)*, *tamāšā qılmaq*, *nigāh qılmaq* kabi ot+fe‘l shaklidagi qo‘shma fe‘llar “qaramoq, nigoh tashlamoq, ko‘rib xulosa chiqarmoq” ma’nolarida kelib, ko‘p hollarda vazn talabi bilan qo‘llaniladi:
- Gar Navāiy sarī mahšarda *nazar āylāmāsān*,
Sa qar-u nārdeg olğay aña xuld-u māfih (NSH.274).
- Yoki:
- Sāqiyā, bādaki *nazzāra qılay*,
Yār aksini mayi navšan ara (NSH.12).
- Yoki:
- Qoyki, ul yüz xānīğa *nazzāra āylāy* toyğuča
Kim, közüm bolmiş bu qaht-i husn ayyāmīda aç (NSH.52).
- Yoki:
- Xalq ba‘zi küldi, ba‘zi ‘ibrat alip yığladı,
Har qačan mufrit jununimni *tamāšā qıldılar* (FK.80).
- Yoki:
- Fanā dayri gadāyimen, mayim eski safāl içrā,
Tamāšā āylāp, ey šayxlar, körünj ul jām ilā jamliq (FK.160).
- Yoki:
- İngāli köktin balālar zinadur *qılsān nigāh*,
Hajr otidin tartsam tāb-u šikanliq dudi āh (NSH.275).
- Yoki:
- Bevafālar ārazi yanliğ tapip közgü aña,
Har nečākim ehtiyāt-u sa‘y ilā *qıldim nigāh* (NSH.365).
- Xulosa o‘rnida aytish mumkinki, Navoiy she‘riyatida ko‘ruv fe‘llari ko‘p ma’nolilik xususiyati bilan ijodkor uslubining ravonligini ta’minlagan. Ushbu fe‘llar sinonimik jihatdan to‘g‘ri qo‘llangani bois shoirning o‘y-qarashlari, shuningdek, lirik qahramon ruhiy kechinmalari aniq badiiy chizgilarda o‘z ifodasini topgan. Shuningdek, tadqiqot natijasida ko‘ruv fe‘llarining yuqoridagi jihatlarni hosil qilishida ularga birikayotgan ismlarning alohida o‘rni borligi ma’lum bo‘ldi.

SHARTLI QISQARTMALAR

- BV – “Badoyi’ ul-vasat”.
NSH – “Navodir ush-shabob”.
FK – “Favoyid ul-kibar”.
G‘S – “G‘aroyib us-sig‘ar”.

“DEVONU LUG‘ATI-T-TURK”DA KELITIRILGAN SHE‘RLARDA OMONIMLIK HODISASI



<https://doi.org/10.5281/zenodo.14874544>

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Annotatsiya. Turkiy xalqlar adabiy merosi o‘zining so‘zamolligi va samimiyligi bilangina emas, balki qadimiyligi bilan ham diqqatga sazovor. Biz turkiy xalqlar adabiy merosini o‘rganishda bir qancha adabiy manbalarga murojaat etamiz. Shulardan biri Mahmud Koshg‘ariyning “Devonu lug‘ati-t-turk” asaridir. Unda keltirilgan turkiy so‘zlar va xalq og‘zaki ijodi namunalari o‘sha davr nuqtai nazaridan anchagina puxta ko‘rinishga ega. Umuman olganda, islom davrigacha bo‘lgan turkiy adabiyot asosan og‘zaki shaklda paydo bo‘lgan va rivojlangan deb hisoblash mumkin. Buni biz bir qator qadimiy manbalar asosida dalillaydigan bo‘lsak, shular ichida eng yirik manba bo‘lib “Devonu lug‘ati-t-turk” asari xizmat qiladi.

Аннотация. Литературное наследие тюркских народов отличается не только красноречием и искренностью, но и своей древностью. При изучении литературного наследия тюркских народов мы обращаемся к ряду литературных источников. Одним из них является «Дивани лугати-т-турк» Махмуда Кашгари. Представленные в нем тюркские слова и образцы народного творчества выглядят весьма точно с точки зрения той эпохи. В целом можно считать, что доисламская тюркская литература возникла и развивалась преимущественно в устной форме. Мы доказываем это на основе ряда древних источников, крупнейшим из которых является труд «Дивани лугати-т-турк».

Annotation. The literary heritage of the Turkic peoples is notable not only for its eloquence and sincerity, but also for its antiquity. In studying the literary heritage of the Turkic peoples, we turn to a number of literary sources. One of these is Mahmud Kashgari’s work “Divani lugati-t-turk”. The Turkic words and examples of folk oral art presented in it look quite accurate from the point of view of that period. In general, it can be considered that Turkic literature before the Islamic era arose and developed mainly in oral form. If we prove this on the basis of a number of ancient sources, the largest source among them is the work “Divani lugati-t-turk”.

Tayanch so‘zlar: *turkiy adabiyot, folklor, she‘riy parcha, to‘rtlik, she‘riy san‘at.*

Ключевые слова: *тюркская литература, фольклор, поэтический фрагмент, четверостишие, поэтическое искусство.*

Keywords: *turkic literature, folklore, poetic fragment, quatrain, poetic art.*

Ma‘lumki, davr o‘tishi bilan tilning barcha satxlarida bo‘lgani singari leksikasida ham ma‘noviy o‘zgarishlar yuz beradi. Tilning tarixiy taraqqiyoti davomida ba‘zi so‘zlar o‘z hayotini yashab bo‘lib, tamoman iste‘moldan chiqib ketga, ba‘zi so‘zlardagi ma‘no boshqa bir ma‘no tomonidan siqib chiqariladi. So‘zdagi ana shunday semantik o‘zgarish natijasida sinxron va diaxron jihatdan qaraganda ma‘noviy har xillik, zidlik yuzaga keladi [5, 37]. Bizgacha yetib kelgan xalq og‘zaki ijodiga mansub bo‘lgan yodgorliklarda, xususan, og‘zaki she‘riyatda ham shunday jarayonni kuzatish mumkin.

Haqiqiy she'rda har bir so'z shakl-shamoyil, rang-bo'yoq, salmoq va ohangga ega. Shoir uni qalb ko'zi bilan ko'rib, qalb kaftida salmoqlab, qalb qulog'iga jaranglatib ishlatadi [1, 246]. Sof lirika fikr va hislar dunyosidir. Unda tuyg'u va ohang birinchi darajada turadi, hatto so'z sof lirik asarlarda muhim badiiy vosita vazifasini bajaradi, so'zlarning ma'lum bir tartibda, alohida yo'sinda qo'shilishi ajib bir musiqiylikni vujudga keltiradi [2].

Asrlar, ming yillar osha insoniyat badiiy tafakkurining o'ziga xos sadosi bo'lib kelayotgan "Devonu lug'ati-t-turk"da keltirilgan she'riy parchalarda ham so'z o'zining shakli va mazmuniy go'zalligiga ega. Ayniqsa bu lirik she'rlarda yaqqol ko'zga tashlanadi. Lirika olamni obraz – kechinmalar vositasida yoritarkan, huddi shuning taqozosi bilan chuqur va hayajonli ifodalarni ishga soladi. Ifodalarning teran va hayajonli bo'lishi lirika qiyofasini belgilovchi muhim xususiyatlardandir. Bu xususiyat lirik asarlarning odatda hajman siqiq bo'lishi, kichik hajmlarga katta ma'nolarni joylashtira bilishi kabi talablarga juda mos bo'lib tushadi [1, 246]. Mahmud Koshg'ariy o'sha davrdagi mualliflar singari so'zni keng ma'noda –badiiy adabiyot ma'nosida tushungan. Jumladan tizdi– u marvaridni tizdi. Birov so'z tuzsa, she'r yozsa ham ol tizdi deyiladi [3. II, 16].

Biz buni she'riy uzindilarda omonim so'zlarning qo'llanilishi bilan asoslashimiz mumkin. Misol uchun:

Awlalur özüm anîj tüzîñä,
Emlälür közim anîj tüzîñä [3. I, 290].

Ushbu parchada: awlal- – asir bo'lmoq ma'nosini anglatga, Awlalur özüm anîj tüzîñä – men uning go'zalligiga asirman [4, 70] ma'nosida; tüz – sodiq, vafodor, vafoli [4, 602] va emläl- – davolamoq, shifolamoq, boqmoq, muolaja qilmoq [4, 173] degan ma'noda qo'llangan.

Yuqoridagi ikkilikda "anîj tüzîñä" so'zi radif bo'lib kelgan. "özüm", "közim" so'zlari esa ohangdorlik ila to'q qofiyalangan. Ushbu ikkilikda juda nozik tasvirni berib o'tadi. Oshiqning sarmastlik holati ushbu she'rda ham bor. U yorning husniga asir kabi bog'lanib qoldim, uning shirin so'zidan ko'zim davo topgay, deya ishqdan sarmastlanadi.

Birinchi misradagi tüzîña so'zi "xusn, chiroy", ikkinchi misradagi tüzîña so'zi esa "shirin so'z" ma'nosini anglatib kelmoqda. Ya'ni oshiq, dastlab ma'shuqaning xusniga oshiq bo'lib, so'ngra uning shirin so'zlaridan davo topishiga iqror bo'ladi. She'rdagi tüzîña so'zi ikki o'rinda qo'llanib shakldoshlik hosil qilgan va she'rdagi ruhiy ta'sirni o'ziga xos ifoda etgan.

Yuqoridagi tahlildan kelib chiqib, ikkilikni hozirgi ona tilimizga quyidagicha o'girish mumkin:

Ovlanaman o'zim uning husniga,
Davo topgay ko'zim uning so'ziga.

Devonu lug'ati-t-turk"da omonimlik hodisasini turli o'rinlarda kuzatishimiz mumkin. Misol uchun maqollarda ham:

قالنق qalîñ – qalin, sep so'zining ma'nosini tushuntirish uchun quyidagi maqol qo'llanilgan: قالنق بيرسا قيز الير Qalîñ bersä, qîz alîr, keräk bolsa, qîz alîr. Ya'ni qalin bersa, kelinni qiz oladi, biror zarur narsani olishni istagan kishi u narsa qimmat bo'lsa ham zarur bo'lgach olishga majbur bo'ladi.

Quyidagi baytda ham biz omonimlik hodisasini kuzatamiz:

Iglädi meniñ ađaq,
Körmäzib oğrı tuzaq,
Iglädim andın uzaq,
Emlägil emdi tuzaq [3. I, 361]

Ushbu she'riy parchada: iglä- – og'rimoq, kasal bo'lmoq, qayg'urmoq [4, 205]; emlä- – davolamoq, shifolamoq, boqmoq, muolaja qilmoq [4, 173] ma'nolarini anglatadi.

Ushbu parchaning uch qatori "ađaq", "tuzaq", "uzaq" so'zlari bilan to'q qofiya bog'lagan. Oshiqning kayfiyatidan shuni anglashimiz mumkinki, u ishq savdosiga muhtalo bo'lgan. Endi uni ma'shuqaning firoqi qiynamoqda. U bunday holni "ishq tuzog'iga ilindim", deb atamoqda. U firoq va hijron g'amidan ma'shuqaning kelib uni ozod qilishini so'ramoqda. Ya'ni oshiq ma'shuqa bilan bu ishq ko'rgiliklariga barham berishni nazarda tutayapdi. Lirik qahramon ushbu parcha orqali sevgi tuzog'ini ilg'amasdan, ko'zga ilmasdan bosib oldim, undan uzoq vaqt og'rinib, ozorida bo'ldim, endi mening bu dardimni davolab o'zing tuzat, deb yorga murojaat etmoqda.

Ushbu parchada qo'llanilgan tuzaq so'zi omonim so'z. Ikkinchi misradagi tuzaq so'zi yashirin, o'g'ri tuzoq nibildirsa, to'rtinchi misradagi tuzaq so'zi mahbubaga murojaat ma'nosini anglatib kelmoqda.

Yuqoridagi tahlildan kelib chiqib, ikkilikni hozirgi ona tilimizga quyidagicha o'girish mumkin:

Men bosib oldim oyoq,
Ko'rmayin o'g'ri tuzoq.
Og'rindim undan uzoq,
Emlagil endi, tuzoq.

Omonimlik hodisasi jangnoma she'rlarda ham kuzatiladi. Misol uchun:

Yügürdi kâwâl at,
Čaqıldı qızıl ot,
Küyürdi arut ot,
Saçrab änin ortanur [3. II, 153].

Ushbu she'riy parchada: kâwâl – poygachi ot, chopqir (uchqur) ot [4, 304] ma'nosini, čaqıl- – chaqnamoq [4, 140]; arut esa o't, o'lan arut ot – o'tgan yilgi quruq o't [4, 58] hamda ortanur – bitirmoq, tamom qilmoq ma'nolarini anglatadi.

Ma'nosi: Dushman otini ta'riflaydi: uchar ot chopganda, tuyoqlaridan o'tlar chaqnadi. Undan chaqnagan olov (sahro) xashaklarini kuydirib yubordi.

Turkiy tillar so'z boyligi jihatidan qadimdan o'ziga xos shakllangan tillardan. Xususan, omonimlik xususiyati turkiy tilning ichki imkoniyati asosida boyishiga ko'maklashgan. Bizgacha yetib kelgan uzundilarda mana shu jihatlarni ham ko'rishimiz mumkin. Yuqoridagi parchada ot so'zi esa ikki ma'noda qo'llanilgan. Ikkinchi misradagi ot so'zi "olov" mazmunida ishlatilgan. Uchinchi misradagi ot so'zi "maysa", "o't-o'lan" ma'nosida kelgan. Shu jihatdan bu kabi she'rlarda badiiy so'z jilolarini ko'rsatib bergan.

Yana bir misol:

Yandī erinč oğrağī,
Keldi berü tiğrağī.
Özi quyī oğrağī,
Alplar qamuğ tirkäšür [3. III, 73].

Ushbu she'riy parchada oğrağ – 1. joy. 2. maqsad, istak, yechim 3. burilish, muyulish; burilgan (egilgan) joy ma'nolarini anglatadi.

Ma'nosi: Yovni ta'riflab aytadi: Zora u o'z istagigan qaytgan bo'lsa, chunki uning chopari keldi. O'zi vodiy ichkarisidadir. Bahodirlar urush uchun saf tortayotirlar

Ushbu she'riy uzindida oğrağī so'zi omonimik jihatdan ahamiyat kasb etadi. Birinchi misrada bu so'z "maqsad" ma'nosida kelgan. Ko'p ma'nolilik jihatidan esa boshqa o'rinlarda o'zgacha mazmunni ifodalagan. Birinchi misrada o'z maqsadidan qaytgan obraz tasvirlanadi. Chunki uning elchisi kelgan edi. Uchinchi misrada esa birinchi misraga nisbatan omonilik hosil bo'ladi. Ya'ni oğrağī so'zi bunda yo'nalish ma'nosidagi so'zni ifodalaydi.

Yana bir she'riy uzindida ham oğrağ "maqsad" ma'nosi ifodalagan:

Oğrağim kendü yïraq,
Bulnadī meni qaraq [3. III, 35].

Ma'nosi: Maqsadim uzoq edi, seviklimning qora ko'zi meni asir qilib yo'ldan qaytarib qo'ydi.

Xulosa qilib aytish mumkinki, "Devonu lug'ati-t-turk"dagi she'rlar ko'pma'nolilik jihatidan va ushbu ko'pma'nolilikning keltirilish o'rni jihatidan ham yuksak badiiy mahoratga ega. Bu narsa qadimgi turkiy xalqlar ijodiy muhiti qay darajada yuqori ekanligini ko'rsatadi.

Har bir so'zning she'rga singdirib yuborilganligi va ma'no berishidagi rango-rangligi turkiy til lug'ati saviyasini belgilaydi. Ushbu ko'pma'noli so'zlar she'rlarning badiiy ruhiga mos ravishda qo'llangan.

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ARAB TILIDAGI SHE'RLARDA ME'ROJ MOTIVLARINING BERILISH USLUBI



<https://doi.org/10.5281/zenodo.14874550>

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Annotatsiya. Mavlidga oid asarlarning taraqqiyoti jarayonida uni tahlil qilishda tarixiylik va hozirgi holat masalasini ajratish muhim ahamiyatga ega. Asar hamda mavlid marosimlarining xususiyatlarini yoritishda ana shu jihatlarga e'tibor qaratilgan. Maqolada asarda bayon etilgan Isro va Me'roj voqeasiga oid ma'lumotlar haqida ham so'z yuritilgan. Shuningdek, maqolada asarda qo'llanilgan nasriy qofiyaning o'ziga xosligi haqida bahs yuritilgan.

Аннотация. В процессе разработки работ Мавлида важно различать исторические и текущие вопросы при его анализе. Эти аспекты подчеркиваются в работе и при освещении особенностей церемоний мавлидов. В статье также упоминается информация о событиях Исры и Мераджа, описанных в произведение. В статье также рассматривается специфика прозаической рифмы, использованной в произведение.

Annotation. In the process of developing Mawlid's work, it is important to distinguish between historical and current issues in his analysis. These aspects are emphasized in the work and in highlighting the features of the Mawlid ceremonies. The article also mentions information about the events of Isra and Miraj described in the work. The article also examines the specifics of the prosaic rhyme used in the work.

Tayanch so'zlar: *Mavlid, marosim, Isro, Me'roj, saj', siyrat.*

Ключевые слова: *Мавлид, ритуал, Исра, Мирадж, садж, сийрат.*

Key words: *Mawlid, ritual, Isra, Miraj, saj, siyrat.*

Mavlid munosabati bilan qilinadigan yig'inlar ikki shaklda tus olgan. Ba'zi joylarda bu tadbir bayramona kayfiyatda, shodlik izhor qilish, sovg'alar ulashish, na't va nashidlar kuylash kabi ishlar bilan o'tkaziladi. Ikkinchisi esa ilmiy anjuman shaklida o'tkaziladigan mavlid yig'inlaridir. Bular mavlid oyini siyratni o'rganish mavsumi sifatida o'tkazishga qaratilgan tadbirlardir. Bugungi kunda har ikkala usulni jamlagan holda mavlid yig'inlari qilish ham keng yoyilgan²⁰ (M. 4).

Rasululloh sollallohu alayhi vasallamning tavalludlarini markaziy nuqta qilib olib ana shu olamshumul hodisa atrofida ma'lumotlar haqida so'z yuritishga urg'u bergan siyrat asarlari turkumi ham vujudga keldi va ular "mavlid", ya'ni "tavallud oni" yoki "mavlidun-Nabiy" – "Nabiyning tavallud oni" deb ataldi (M.19-20).

Mavlid asarlaridan maqsad, Rasululloh sollallohu alayhi vasallamning shaxsiyatlarini qisqaroq yo'l bilan tanishtirish, hayolda gavdalandirish va u zotning tavalludlari ulkan hodisa, insoniyat uchun buyuk ne'mat ekanini uqtirishdir. Mavlidlarda asosan Nabiy sollallohu alayhi vasallamning hayotlarining ilk bosqichlarini yoritishga alohida e'tibor berilgan. Ularning

²⁰ М – Саййид Жаъфар ибн Ҳасан Барзанжий. Мавлид. Ҳасанхон Яҳё Абдулмажид таржимаси ва шарҳи. – Тошкент, 2015.

xulqlari, mehribonliklari umuman barcha fazilatlarini yoritishga katta ahamiyat berilgan. Ayrim mavlidga bag'ishlab yozilgan asarlarda Payg'ambarimiz sollallohu alayhi vasallam hayotlari bilan bog'liq birgina voqea hikoya qilinsa, boshqalarida u kishining mo'jizalari kengroq tasvirlangan.

Umuman har yili hijriy-qamariy taqvimning rabi'ul avval oyida mavlid marosimlari o'tkazish va bu marosimlarda mavlid asarlaridan va so'z ustalarining na'tu madhlaridan o'qib, payg'ambarimiz Muhammad Mustafosi sollallohu alayhi vasallamning tavallud oylarini keng miqyosda. Xursandchilik bilan nishonlash musulon olamida bir necha asrdan beri davom etib kelayotgan an'analardan hisoblanadi. Bizning yurtimizda ham ota bobalarimiz, otin oyilarimiz tomonidan mavlid marosimlari keng nishonlanib kelinadi. Shuningdek masjidlarda ham mavlid tadbirlari ko'tarinki ruhda o'tkaziladi. Diyorimizda bu kabi tadbir va marosimlarda Imom Said Jafar ibn Hasan Barzanjiyning arab tilida bitilgan "Iqdul-javhar fi mavlidun-Nabiyyil Azhar" ("Porloq yuzli Nabiyning mavlidlari xususidagi gavhar marjon") asaridan keng foydalanib kelingan. Mazkur mavlid asari yurtimizda shu qadar keng tarqalganki, xalq o'rtasida mavlid deyilsa, faqat shu asar tushuniladigan bo'lib qolgan. Buning sabablaridan biri Imom Barzanjiy rahmatullohi alayhining mavlidida asosan sahih, ishonchli ma'lumotlar keltirilgan. Bu esa asar qimmatini oshirishda muhim omillardan hisoblanadi.

Bu asar xalqimiz orasida keng tarqalgani va barchani qiziqtirgani sababli bir necha bor o'zbek tiliga tarjima va sharh qilingan. Jumladan, o'tgan asrda Marg'ilonda yashab, ijod qilib o'tgan olimlarimizdan biri Foziljon maxdum, Toshkent Islom universiteti tadqiqotchisi Nodirbek Nabijon o'g'li, yosh iqtidorli olimlarimizdan Hasanxon Yahyo Abdulmajid tomonidan amalga oshirilgan tarjima va sharhlar nashr qilingan.

Mazkur asar adabiy uslubdagi mavlidlardan bo'lib, unda Rasululloh sollallohu alayhi vasallamning mavlidlari va unga bog'liq xabarlar badiiy bo'yoqlarda, balog'atli uslubda hikoya qilingan. Asar saj' uslubida yozilgan bo'lib, ikki misradan iborat juftlikning har biri alohida qofiyada berilgan va asarning boshidan oxirigacha juftlikning birinchi misrasi bir tur qofiyada, ikkinchisi yana bir tur qofiyada tugallangan. Bunda ana shu oxirgi so'zda to'xtab, so'ngi harfni sokin qilish nazarda tutilgan, ya'ni shundagina qofiya hosil bo'ladi (M.13).

Ma'lumki, payg'ambarlar bilan sodir bo'lgan g'ayrioddiy ishlar va hodisalar "mo'jiza" deyilsa, avliyolar bilan sodir bo'lgan g'ayrioddiy ishlar "karomat" deb yuritiladi. Rasululloh sollallohu alayhi vasallam bilan bog'liq ko'plab mo'jizalar sodir bo'lgan bo'lib, Isro va Me'roj hodisalari ulkan mo'jizalardan hisoblanadi.

Isro lug'atda "tungi sayr" ma'nosini bildirsa, shar'iy istilohda, Rasululloh sollallohu alayhi vasallamning Makka shahridan Quddus shahriga qilgan tungi sayrlari "Isro" deyiladi. Isro hodisasi Qur'oni Karim oyatlari bilan sobit bo'lgan. Bu haqda Isro surasining 1-oyatida bayon qilingan:

*O'z bandasini kechasi Masjidul Haromdan atrofini barakali qilganimiz Masjidul Aqsoga mo'jizalarimizni ko'rsatish uchun sayr qildirgan Zot pok bo'ldi. Albatta, U eshituvchidir, ko'ruvchidir*²¹.

Oyatdagi "O'z bandasi"dan murod, Muhammad sollallohu alayhi vasallamdir. Muhammad sollallohu alayhi vasallam doimo Allohning bandasi ekanliklari bilan faxrlanib yurar edilar. Ushbu oyatda u zotning nomlar aytilmay, "O'z bandasi" iborasi ishlatilishi ham Payg'ambarimiz Muhammad sollallohu alayhi vasallam faxr hamda eng og'ir paytda u kishi uchun tasallidir²².

²¹ Шайх Мухаммад Содиқ Мухаммад Юсуф. Қуръони Карим ва ўзбек тилидаги маънолар таржимаси. Исро сураси 1- оят. – Б. 282.

²² Шайх Мухаммад Содиқ Мухаммад Юсуф. Ҳадис ва ҳаёт. 19 жуз. – Тошкент, 2006. – Б. 180.

“Me’roj – Nabiy sollallohu alayhi vasallamning Isrodan so’ng o’sha kechaning o’zida “Masjidul Aqso”dan oliy samolarga, keyin “Sidratul muntaho”ga ko’tarilishlari, so’ngra o’sha kechaning bir qismining o’zidayoq “Baytul Maqdis”ga qaytishlaridir.

Me’roj lug‘at jihatidan narvonga o’xshash “ko’tarilish asbobi” ma’nosini anglatadi. Lekin uning qanday narsa ekani noma’lumdir. Uning hukmi ham boshqa g‘aybiy narsalarning hukmi kabi bo‘lib, shakl va holati qandayligini bilishga urinib aqlni qiynash durust emas”²³.

Me’roj haqidagi xabar sahih hadislarda kelgan. Jumladan, Imom Buxoriy o’zining “Sahih”ida Molik ibn Sa’sa’ roziyallohu anhudan rivoyat qilingan hadisni keltirib o’tgan.

Payg‘ambarimiz Muhammad alayhissalom me’roj kechasida Allohning qudratiga dalil bo‘luvchi ulkan belgilarni, jumladan, jannatni, do‘zaxni, Obod uyni (Baytul ma’murni), o’tgan payg‘ambarlarni, Jabroil alayhissalomning asl holatlarini va boshqalarni ko‘rdilar. G‘aybga taalluqli mazkur narsalar Payg‘ambar alayhissalomga ko‘rsatiliining hikmati ko‘p. Jumladan, u zot kishilarni da’vat qiladigan narsalarni o‘z ko‘zlari bilan ko‘rib, qalblaridan tasdiqlab olsalar, da’vat oson kechadi. Xaloyiqqa xujjat keltirish oson bo‘ladi, mo‘minlarning qalblari taskin topadi va hokazo. Kishilarni Muhammad alayhissalom o‘z ko‘zlari bilan ochiq-oydin ko‘rgan, qalblari ishonch ila tasdiqlagan xujjatli va dalilli narsaga chaqirganlar.

Imom Barzanjiy ham “Iqdul-javhar fi mavlidun-Nabiyyil Azhar” nomli asarlarida Isro va Me’roj hodisasini yuksak badiiy mahorat bilan ifodalaganlar.

Hadisi sharifda Rasululloh sollallohu alayhi vasallamning “Isro va Me’roj” kechasida payg‘ambarlarni ko‘zlari bilan ko‘rganlari rivoyat qilingan. Yana u zotning barcha payg‘ambarlarni samoda ham ko‘rganlari zikr qilingan.

Mavlid asari muallifi ana shu hadisda ma’nolarni muxtasar qilib quyidagicha ifoda etadi:

أَسْرَى بِرُوحِهِ وَجَسَدِهِ يَقْطَعُ مِنَ الْمَسْجِدِ الْحَرَامِ إِلَى الْمَسْجِدِ الْأَقْصَى وَرَحَابِهِ الْقُدْسِيَّةِ
وَعَرَجَ بِهِ إِلَى السَّمَاءِ فَرَأَى آدَمَ فِي الْأُولَى وَقَدْ جَلَّلَهُ الْوَقَارُ وَعِلَاهُ

So’ngra u zot sollallohu alayhi vasallam ruh jasadlari bilan uyg‘oq hollarida Masjidul Haromdan masjidul Aqsoga, uning muqaddas rahbalariga (Ochiq keng maydon, masjid hovlisi) tunda sayr qildirildilar hamda u zotni osmonlarga olib chiqildi. U zot birinchi osmonda Odam alayhissalomni ko‘rdilar. Darhaqiqat, viqor uni ulug‘vor qilib, qamrab olgan edi (M. 171).

وَفِي الثَّانِيَةِ ابْنُ الْبَثُولِ النَّبِيُّ النَّقْشِبَهُ
وَابْنُ خَالَتِهِ يَضْحِكُ الَّذِي أُوتِيَ الْحُكْمَ فِي صِبَاهُ

Ikkinchi osmonda ma’suma, oliyjanob, taqvodor ayolning o‘g‘li Iyso alayhissalomni hamda uning xolasining o‘g‘li, bolaligidayoq hikmat berilgan Yahyo alayhissalomni ko‘rdilar (M.171).

وَفِي الثَّلَاثَةِ يُوسُفُ الصَّادِقُ بِصُورَتِهِ الْجَمَالِيَّةِ
وَفِي الرَّابِعَةِ إِبْرَاهِيمُ الَّذِي رَفَعَ اللَّهُ مَكَانَهُ وَأَعْلَاهُ

Uchinchi osmonda rostgo‘y Yusuf alayhissalomni chiroyli suratda ko‘rdilar. To‘rtinchi osmonda esa Alloh martabasini baland va oliy qilgan Idris alayhissalomni ko‘rdilar (M. 172).

وَفِي الْخَامِسَةِ هَارُونَ الْحَبِّبُ فِي الْأَمَةِ الْإِسْرَائِيلِيَّةِ
وَفِي السَّادِسَةِ مُوسَى الَّذِي كَلَّمَهُ اللَّهُ وَتَجَاءَ

Beshinchi osmonda banu Isroil ummati o‘rtasida mahbub bo‘lgan Horun alayhissalomni ko‘rdilar. Oltinchi osmonda esa Alloh gaplashgan va nojot bergan Muso alayhissalomni ko‘rdilar (M. 172).

وَفِي السَّبْعَةِ إِبْرَاهِيمُ الَّذِي جَاءَ رَبَّهُ بِسَلَامَةِ الْقَلْبِ حُسْنِ الطَّوَيَّةِ
وَحَفِظَهُ اللَّهُ مِنْ نَارِ تَمْرُودَ وَغَافَاهُ

²³ Абдурахим А. Эътиқод дурдоналари. – Тошкент, 2012.

ettinchi osmonda Robbiga salomat qalb sof dil bilan kelgan Ibrohim alayhissalomni ko'rdilar. Alloh uni Namrudning olovidanaasrab salomat saqlagan edi (M. 173).

Imom Barzanjiy hazratlari o'z asarlarida Isro va Me'roj voqealarini o'ziga xos tarzda bayon etib, bu bayonni o'quvchini hamda eshituvchini tasirlantira olganlar.

Muallifning "Iqdul-javhar fi mavlidun-Nabiyyil Azhar" ("Porloq yuzli Nabiyning mavlidlari xususidagi gavhar marjon") asari tili adabiy va juda yengilligi keng ommaga manzur bo'lishini ta'minlagan.

Taqdim etilgan asosiy ma'lumotlar ishonchliligi bilan alohida ahamiyat kasb etgan. Muallif asarda Muhammad sollallohu alayhi vasallamning siyratlarini muxtasar bayon etib, unda voqealar rivojini davriy tartibda olib borganlar.

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PRAGMATIC ASPECTS OF RESPECT IN ENGLISH AND RUSSIAN COMMUNICATION CONTEXTS



<https://doi.org/10.5281/zenodo.14874562>

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Annotation. This article analyzes the pragmatic aspects of the concept of respect in English and Russian. It explores the pragmatic manifestations of respect, focusing on its expression in various communication contexts. The analysis examines speech acts, politeness strategies, and the use of honorific forms in formal and informal settings in both languages. The article highlights the similarities and differences between English and Russian strategies of expressing respect. The findings contribute to a deeper understanding of the cultural and linguistic dimensions of respect and hold practical significance for intercultural communication.

Аннотация. В данной статье анализируются прагматические аспекты понятия уважения в английском и русском языках. Он исследует прагматические проявления уважения, уделяя особое внимание его выражению в различных контекстах общения. В анализе изучаются речевые действия, стратегии вежливости и использование почтительных форм в формальной и неформальной обстановке на обоих языках. В статье освещаются сходства и различия английской и русской стратегий выражения уважения. Результаты способствуют более глубокому пониманию культурных и языковых аспектов уважения и имеют практическое значение для межкультурной коммуникации.

Annotatsiya. Ushbu maqola ingliz va rus tillarida hurmat tushunchasining pragmatik jihatlarini tahlil qiladi. U hurmatning pragmatik ko'rinishlarini o'rganadi, uning turli muloqot kontekstlarida ifodalanishiga e'tibor beradi. Tahlil nutq harakatlari, xushmuomalalik strategiyalari va har ikki tilda rasmiy va norasmiy sharoitlarda sharaflilik shakllardan foydalanishni o'rganadi. Maqolada ingliz va rus tillaridagi hurmatni ifodalash strategiyalari o'rtasidagi o'xshashlik va farqlar ko'rsatilgan. Topilmalar hurmatning madaniy va lingvistik jihatlarini chuqurroq tushunishga yordam beradi va madaniyatlararo muloqot uchun amaliy ahamiyatga ega.

Keywords: *respect, pragmatics, communication, politeness, English and Russian languages.*

Ключевые слова: *уважение, прагматика, коммуникабельность, вежливость, английский и русский языки.*

Tayanch so'zlar: *hurmat, pragmatik, muloqot, xushmuomalalik, ingliz va rus tillari.*

Introduction

Respect is a universal idea that is strongly part of language and is important for social interaction. It represents cultural values, influencing how people relate to each other and how they talk. As Sapir (1929) says, language helps people communicate and also shows the norms and values of society. Because of this, the ways respect is shown in language can be very different across cultures, which can make it hard to understand each other. In English, respect is often shown by being indirect and using polite words that help keep the listener's dignity and maintain good social relationships. For example, phrases like "Would you mind..." or "Could

you please..." show respect while reducing the burden on the other person. These strategies match the fair attitude found in English-speaking cultures. Hofstede (1984) points out that these cultures focus on low power distance and personal freedom. Brown and Levinson's (1987) theory adds to this by showing how important face-saving actions are for keeping relationships strong. In contrast, Russian communication relies on directness, formal address, and honorifics to express respect, reflecting a collectivist and hierarchical cultural framework. The use of the formal pronoun *вы*, as opposed to the informal *ты*, serves as a marker of deference and acknowledgment of social roles. Moreover, honorifics and patronymics, such as "Иван Иванович," signal a recognition of hierarchy and status. Wierzbicka (1999) explains that linguistic practices in collectivist societies often prioritize group cohesion and respect for authority, making such expressions an integral part of Russian communication.

Methods

The study employs discourse analysis to investigate the pragmatic expression of respect in English and Russian. The data were drawn from literary texts, such as *Anna Karenina* by Tolstoy (1877) and *Pride and Prejudice* by Austen (1813), as well as conversational transcripts and media interactions. This diverse range of sources allowed for an exploration of both formal and informal contexts, highlighting the flexibility of linguistic strategies across different social situations. The analysis focused on identifying specific linguistic features used to express respect. In Russian, these features included formal pronouns, honorifics, and set expressions that reinforce hierarchical relationships. For example, the consistent use of *вы* in professional and formal settings contrasted with the informal *ты*, which is reserved for close personal relationships. Similarly, the incorporation of honorifics and patronymics, such as "Николай Александрович," emphasized the cultural importance of hierarchy and respect for status. In English, indirectness was examined through the use of modal verbs in requests, such as "Could you help me?" or "Would it be possible..." which soften the imposition on the listener. Politeness markers, including expressions like "please" and "thank you," were analyzed for their role in maintaining interpersonal harmony and demonstrating deference. The theoretical frameworks of Brown and Levinson (1987) and Hofstede (1984) were applied to contextualize these linguistic strategies within their respective cultural settings. For instance, Hofstede's concept of power distance provided insights into the hierarchical nature of Russian communication, while the individualism index illuminated the egalitarian tendencies of English-speaking cultures.

Results

The analysis reveals significant differences in how respect is expressed pragmatically in English and Russian, reflecting the distinct cultural values underlying each language. English speakers predominantly employ indirectness and politeness markers to convey respect, focusing on minimizing imposition and maintaining interpersonal harmony. Modal verbs such as "could", "would", or "might" are commonly used to soften requests, as in "Could you help me?" or "Would it be possible to borrow this?" These constructions mitigate potential face-threatening acts, ensuring the listener feels respected and unpressured. Politeness markers, including "please" and "thank you," are also central to English, acting as explicit signals of courtesy and gratitude in both formal and informal interactions. Titles such as "Mr.," "Mrs.," or professional designations like "Dr." are employed to acknowledge status in specific contexts, yet English-speaking cultures frequently transition to informal address, reflecting a tendency toward egalitarianism. This aligns with Hofstede's (1984) depiction of English-speaking societies as having low power distance.

In Russian, respect is more closely tied to social hierarchy and the recognition of roles within a collective. The use of the formal pronoun *вы* instead of *ты* plays a pivotal role in conveying deference and formality. For example, in professional or unfamiliar contexts, speakers use *вы* to maintain respectful distance, while *ты* is reserved for close relationships. Honorifics and patronymics, such as “Иван Иванович,” are integral in signaling respect and reinforcing hierarchical structures. These forms are not limited to formal interactions; they extend to various aspects of daily life, reflecting a deeply ingrained cultural emphasis on hierarchy and status.

Set expressions such as *Благодарю вас* (“I thank you”) or *Извините за беспокойство* (“Excuse me for disturbing you”) are frequently employed in Russian, demonstrating a collectivist orientation that values explicit acknowledgment of the other person’s effort, status, or time. Interestingly, while English often conveys respect implicitly through tone or phrasing, Russian favors explicit linguistic markers that leave no ambiguity about the speaker’s intentions. This clarity is particularly evident in professional or formal settings, where respect is expected to be both visible and linguistically marked. Historical evidence from Russian literature, such as *Anna Karenina* (Tolstoy, 1877), demonstrates the prevalence of these forms in interactions, with characters consistently employing formal address and honorifics to navigate the rigid social hierarchies of 19th-century Russian society.

The comparison also highlights contrasting attitudes toward directness. English speakers prioritize indirectness to avoid confrontation, while Russian speakers often value directness as a sign of honesty and sincerity. For example, a Russian request like *Сделай это к утру, пожалуйста* (“Have this done by morning, please”) might seem blunt to an English speaker but is culturally appropriate and respectful in Russian. These distinctions reflect differing perceptions of respect: in English, respect lies in avoiding intrusion, while in Russian, it involves openly acknowledging social roles and responsibilities.

Discussion

The findings demonstrate how cultural frameworks shape the pragmatic expression of respect in English and Russian, with notable implications for cross-cultural communication. English-speaking cultures prioritize egalitarianism, evident in linguistic strategies designed to minimize imposition and emphasize equality. Brown and Levinson’s (1987) theory of politeness highlights the use of negative politeness strategies, such as indirect requests, which allow the speaker to mitigate potential threats to the listener’s autonomy.

Hofstede’s (1984) observation of low power distance in English-speaking societies further contextualizes this approach, where social hierarchies are less pronounced, and interactions aim to maintain interpersonal harmony.

In contrast, Russian communication reflects a collectivist and hierarchical orientation, with linguistic strategies that reinforce respect for authority and social roles. The consistent use of *вы* over *ты*, honorifics, and patronymics exemplifies the cultural emphasis on formal address and recognition of status. This linguistic practice aligns with Hofstede’s notion of high power distance, where respect is tied to acknowledging and upholding hierarchical relationships. Wierzbicka (1999) observes that collectivist cultures often prioritize explicit markers of respect to maintain group cohesion, a dynamic clearly evident in Russian.

A key difference between the two languages lies in their approach to directness. English speakers avoid direct commands or requests, opting for more tentative and open-ended phrasing, which can be perceived as polite and considerate. Russian speakers, on the other hand, view directness as a sign of respect and sincerity, with clear expectations communicated through straightforward language. This divergence underscores the potential for miscommunication: an English speaker might interpret Russian directness as overly blunt, while a Russian speaker

might view English indirectness as evasive or insincere. Such misunderstandings reflect deeper cultural differences in how respect is perceived and enacted.

Historical and literary contexts provide additional depth to these findings. In *Pride and Prejudice* (Austen, 1813), Elizabeth Bennet's careful use of indirect language when addressing Lady Catherine de Bourgh illustrates the importance of social tact and restraint in 19th-century English society. Conversely, in *Anna Karenina* (Tolstoy, 1877), characters' frequent use of honorifics and formal address highlights the centrality of hierarchical norms in Russian society of the same period. These examples reveal how cultural values are embedded in linguistic practices and evolve over time, offering a window into the broader societal norms that influence language use.

The discussion also emphasizes the importance of understanding these cultural nuances in cross-cultural communication. For example, in a professional context, an English speaker might quickly adopt first-name terms to establish rapport, while a Russian speaker might perceive this as overly informal or disrespectful. Similarly, a Russian speaker's formal address and use of honorifics might be misinterpreted by an English speaker as excessively rigid or distant. These differences highlight the need for cultural sensitivity and awareness to navigate interactions effectively and avoid potential conflicts or misunderstandings.

The pragmatic expression of respect in English and Russian reflects deeply rooted cultural values that shape linguistic practices. Recognizing and appreciating these differences is essential for fostering mutual respect and enhancing cross-cultural communication, particularly in today's increasingly globalized world.

Conclusion

This study demonstrates that the pragmatic expression of respect varies significantly between English and Russian due to their distinct cultural and linguistic frameworks. English prioritizes indirectness, politeness markers, and egalitarian values, reflecting a low power distance and individualistic orientation. In contrast, Russian emphasizes directness, formal address, and hierarchical relationships, rooted in collectivist and high power distance cultural values.

By exploring these differences through authentic examples and theoretical analysis, the research highlights the importance of cultural awareness in cross-cultural communication. Understanding how respect is expressed across languages can help individuals navigate linguistic and cultural boundaries more effectively, fostering mutual respect and reducing the potential for miscommunication.

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QADIMGI TURKIY BITIGLARDA URUSH KONSEPTI ASOSIDA YUZAGA KELGAN LEKSIK BIRLIKLAR



<https://doi.org/10.5281/zenodo.14874570>

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Annotatsiya. Antroposentrik tilshunoslik asoslariga ko'ra tilning yuzaga chiqishi va borliqni anglatishi juda ko'p sohalar orqali tadqiq qilinishi kerak. Psixologiya, antropologiya, neyronlar bilan bog'liq tibbiyot sohaları, jamiyatshunoslik, etnografiya, madaniyatshunoslik va falsafiy bilimlar shular jumlasidandir. Lingvokognitologiyani yuqorida sanalgan fanlarning til bilan aloqasini qamrab oluvchi soha sifatida ko'rish mumkin. Chunki, bu fan tilning semasiologik xususiyatlari orqali barcha sohalarni qamraydi. Lingvokognitologiyaning asosiy birligi esa konseptdir. Tilda mavjud leksik qatlam, barqaror birliklar til tashuvchilari turmush tarzi, tafakkur mahsuli sifatida lisoniy voqelanadi. Xususan, urush konsepti butun dunyo xalqlari uchun universal konsept o'laroq, lisonda umumiy manzara kasb etsa-da, har bir tilda o'ziga xos ifoda topadi. Qadimgi turkiy bitiglar matnida urush konseptiga doir juda ko'p leksik birliklar, stereotip, frazeologik va paramiologik birlarning uchrashi mazkur jihatni tizimli ravishda tadqiq etishga ehtiyoj tug'diradi. Mazkur konseptning diaxronik aspektida tadqiq etilishi til tarixining yangi qirralarini ochishga xizmat qiladi. Ushbu maqola ham urush konseptosferasining qadimgi turkiy bitiglarda aks etishi xususida boradi.

Аннотация. Согласно принципам антропоцентрической лингвистики, возникновение языка и смысл существования следует изучать во многих областях. К ним относятся психология, антропология, нейронаука, социальные науки, этнография, культурология и философия. Лингвокогнитологию можно рассматривать как область, охватывающую связь вышеперечисленных дисциплин с языком. Потому что эта наука охватывает все области посредством семасиологических свойств языка. Основной единицей лингвистики и когнитивной науки является концепт. Лексический пласт, устойчивые единицы, существующие в языке, являются продуктом образа жизни и мышления носителей языка, как языковой реальности. В частности, понятие войны, являясь универсальным для народов мира, имеет общий язык, однако в каждом языке находит свое уникальное выражение. Наличие в текстах древнетюркских надписей большого количества лексических единиц, стереотипов, фразеологических и парамиологических единиц, связанных с концептом «война», обуславливает необходимость систематического исследования этого аспекта. Изучение этого понятия с диахронической точки зрения позволяет раскрыть новые аспекты истории языка. В статье также рассматривается отражение концепции войны в древнетюркских надписях.

Annotation. According to the foundations of anthropocentric linguistics, the emergence of language and the meaning of existence should be researched through many fields. These include psychology, anthropology, neural medicine, sociology, ethnography, cultural studies, and philosophy. Lingvocognitology can be seen as a field covering the relationship of the above-mentioned sciences with language. Because this science covers all areas through the semasiological features of the language. The basic unit of linguocognitology is the concept. The lexical layer, stable units existing in the language are linguistically manifested as a product of the

lifestyle and thinking of the speakers of the language. In particular, the concept of war is a universal concept for the peoples of the whole world, and although it acquires a general picture in the language, it finds its own expression in each language. The meeting of many lexical units, stereotype, phraseological and paramiological units related to the concept of war in the text of ancient Turkic writings creates the need for systematic research of this aspect. The study of this concept in the diachronic aspect serves to open new aspects of language history. This article also deals with the reflection of the concept of war in ancient Turkic writings.

Tayanch soʻzlar: konsept, konseptosfera, kognitiv tilshunoslik, urush konsepti, leksik birlik.

Ключевые слова: *концепт, концептосфера, когнитивная лингвистика, концепт война, лексическая единица.*

Key words: *concept, conceptosphere, cognitive linguistics, concept of war, lexical unit.*

Urush barcha xalqlar tarixi va bugunida mavjud hodisa sifatida dunyoning lisoniy manzarasida aks etadi. Urush konsept o'laroq lingvokognitiv aspektda turli tadqiqotchilarning diqqatini tortib kelmoqda. Xususan, rus va ingliz tillarida urush konsepti²⁴, tatar tilidagi urushga oid atamasining lingvokognitiv tadqiqi shular jumlasidandir²⁵.

Qadimgi turkiy manbalar yuzasidan urush va unga oid leksik birliklar va terminlar yuzasidan ham salmoqli ishlar amalga oshirilgan. Shulardan, A.Shahin²⁶ (Aysegül Şahin) hamda H.Dadaboyev²⁷, M.Dustmurodov²⁸ larning tadqiqotlari diqqatga sazovor.

Urushlar tarixdan ko'plab urug'-qabilalar tomonidan o'z davlatchiligini o'rnatish, chegaralarini kengaytirish, mulkini mudofaa qilish, yangi resurslarni egallash uchun olib borilgan. Bizgacha yetib kelgan yozma manbalar shulardan guvohlik beradi. Qadimgi turkiy bitiglarda urushga oid ifodalar ko'p uchraydi. Chunki, u davrlarda elning yashash tarzida erkinlik va uni ta'minlash urushlarsiz tasavvur qilinmagan.

Urxun bitiglari misolida oladigan bo'lsak ham yemirilgan davlatchiligini qayta tiklash, xalqini qullikdan qutqarish uchun janglar olib borilganligining guvohi bo'lamiz. Mazkur bitiglarda urush va uning semantik maydoniga tegishli so'zlar yordamida qadimgi turkiy xalqlar tafakkuri va unda urushga doir tasavvurlar haqida ma'lumot olamiz. Xususan, Urxun bitiglarida urush konseptosferasi nihoyatda boy va xilma-xil. Uni ifodalashda leksik birliklar bilan bir qatorda turli tasviriy ifodalar, frazeologik va stereotip hamda parameologik birliklar ham qatnashgan. Har bir konseptosfera o'z yadrosi, dominanti hamda perefirik tushunchalarini o'z ichiga oladi. Urush konseptosferasining yadrosi qadimgi turkiy tilda to'rt atama bilan ifodalangan



²⁴ Бенедиктова Л. Концепт «война» в языковой картине мира (сопоставительное исследование на материале английского и русского языков): автореф.дис. канд.н. – Тюмен, 2004. – 19 с.

²⁵ Зиятдинова Г. Концепт «сугыш (война)» в татарской языковой картине мира: автореф.дис. канд.н. – Казань, 2004. – 24 с.

²⁶ Aysegül ŞAHİN. Eski Türk Yazıtlarında Savaş, Mücadele, Ordu, Kahramanlık Gibi Unsurlara Dair Eş Anlamlı İsimler <https://dergipark.org.tr/tr/download/article-file/3198159>

²⁷ Дадабаев Х. Военная лексика в староузбекском языке. – Ташкент: Фан, 1990.

²⁸ Dustmurodov M. O'rxun-Yenisey bitigtoshlaridagi harbiy terminlar tadqiqi: PhD dis. avtoref. – Toshkent, 2023. – 55 b.

Urush konsepti uchun *sūñūš* atamasi qadimgi turkiy bitiglarda juda faol qo'llangan:

Sūñūš – jang, urush (DTS). *ul(u)g sūñ(ū)š sūñ(ū)šm(i)š* Katta jang qilibdi. (KT D 40) *Qīrq artuqī yeti yoli sūlāmis, yigirmi sūñūs sūñūsmis* Qirq yetti yo'la lashkar tortgan, yigirma marta jang qilgan. (K.15).

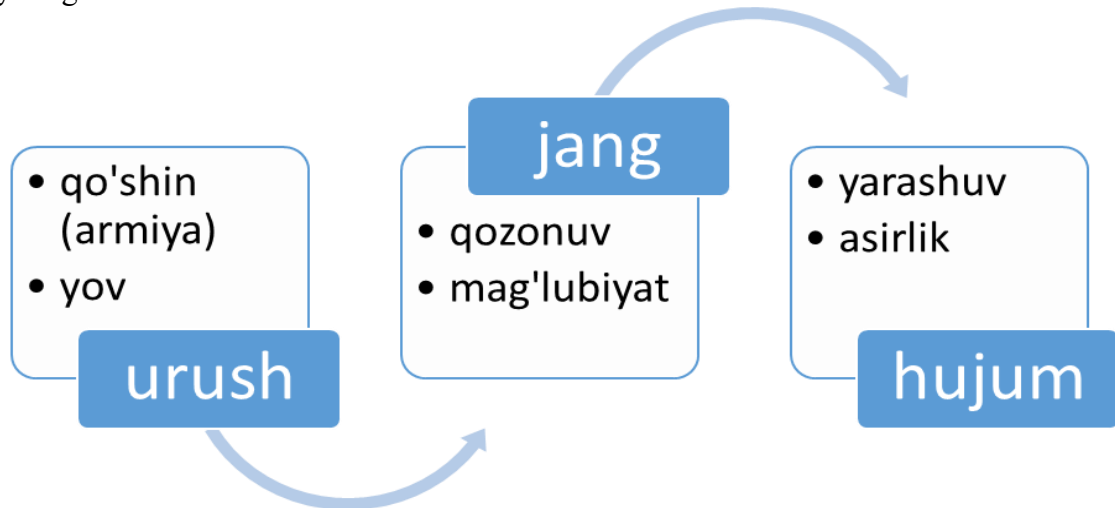
Mazkur atamaning yuzaga kelish sababi uning etimologiyasini aniqlash orqali oydinlashadi. So'z ikki morfem bo'lakdan tashkil topgan: *sūñū*+*š*. *Sūñū*ning ma'nosi lug'atlarda *nayza* deb izohlangan (DTS, 517). -*š* so'z yasovchi qo'shimcha. Nayza jahon xalqlari tarixida ilk ov va jang quroli sifatida e'tirof etiladi. Boshqa tillarda ham *urush* atamasi etimologiyasida mazkur ma'no mavjud. Xususan, arab tilida *harbun* (urush) so'zi ma'no maydonida *harbatun* (nayza) mavjud.

Kognitiv tilshunoslikda muayyan tushuncha uchun ma'lum bir shaklni tanlanish sabablari ahamiyatlidir²⁹. Shu jihatdan urush konseptini ifodalash uchun qadimgi turkiy tilda *sūñūš* atamasi tanlanganligi ham bejiz emas. Bugun o'zbek tilida faol qo'llangan *urush* atamasi qadimgi bitiglar tilida nisbatan kam qo'llangan. Kul tigin, To'nyuquq bitiglarida uchramaydi. O'ngin bitigida bir o'rinda keladi:

Uruš – jang (DTS). *ābkā tāgdüküm uruš qīlip tāgip inimā oğluma ötlādim* – uyga kelganimda, urush qilib, zabt etib, inimga, o'g'limga shunday nasihat qildim (Oa3).

Urush, jang ma'nosida yana *soquš* atamasi ham mavjud. Irq bitigida quyidagicha keladi: *Adiğli toñuzli art üzā soqušmiš ermiš*. – Ayiq va to'ng'iz tepalik ustida to'qnashibdi (İB.6).

Har ikkala atama ham *urmoq*, *zarba bermiq* ma'nosidagi *ur*-(DTS, 614), *soq*- fe'llaridan yasalgan. Shunga o'xshash yana bir so'z mavjud: *toquš*. Bu so'z ham ayni ma'nodagi *toqi*-fe'lidano yasalgan.



Har ikkala atama ham *urmoq*, *zarba bermiq* ma'nosidagi *ur*-(DTS, 614), *soq*- fe'llaridan yasalgan. Shunga o'xshash yana bir so'z mavjud: *toquš*. Bu so'z ham ayni ma'nodagi *toqi*-fe'lidano yasalgan.

Ahamiyatli jihati shundaki, bitiglarda *yov* tushunchasi doim ham *yaği* atamasi bilan ifodalanmagan. Masalan, ayrim o'rinlarda bu tushuncha obrazli tarzda verballashgan: *yaraqliğ qantan kälip yana älti, sūñüglüg qantan kälipän sürä älti*? – Qurolli qaydan kelib tarqatib yubordi, nayzali qaydan kelib surib ketdi (K, 23). Jumla tarkibida ikki so'z *yov* ma'nosini ifodalaydi: *yaraqliğ* va *sūñüglüg*. *Yaroq* so'zi qurol-aslaha ma'nosida tushuniladi.

²⁹ Кубрякова Е. Язык и знание: На пути получения знаний о языке: Части речи с когнитивной точки зрения. – М.: «Языки славянской культуры», 2004. – С. 16.

Demak, yov tushunchasi *yaği, yaraqlıg* va *sünüglüg* leksemalari orqali voqelangan bo'lib, tafakkurdan nutqgacha bo'lgan oraliq bosqichlarda yov deganda nayza-qalqon tutgan kishi obrazi gavdalangan.

Urush konseptosferasida qo'shin. Turkiy bitiglar tilida qo'shin anglami umumiy ma'noda *sü* atamasi bilan berilgan:

Süsi kälti, qarasın yığdım, bägi qaçdı ...ğ artı

Süsi üç biñ ärmis, biz äki biñ ärtimiz, sünüşdimiz, täñri yarlıqadı, yañdimiz, ögüzkä tüşdi 16

Ma'no umumiydan xususiylikka o'tganda esa qo'shin, armiya anglamida boshqa atamalar tanlanganligini ko'rish mumkin. Masalan, *är* (er, erkak DTS, 175). Mazkur so'z semasidagi erkak jinsiga oidlik jihati lashkar, qo'shinni anglatuvchi atama sifatida qo'llanilishiga asos bo'lgan. Bu fikrning dalili To'nyuquq bitigidagi quyidagi jumlada yaqqol ko'zga tashlanad

Bu *süg* ält, tädi, aqi yanıg köñlünçä ay, bän säñä nä ayayın, tädi. Kälir ärsär, *kü är* ökülür, kälmäz ärsär, tiliğ, sabiğ alı olur, tädi (Ma'nosi: Bu lashkarni elt, – dedi. – Sahiyligu qattiqqo'llikni ko'nglingga qarab qil, men senga nima ham derdim, – dedi. – (Yov) kelar bo'lsa, dovrug'li erlarni yo'lla, kelmas ersa, gap-so'zini [sirini], xabarini olib tur", – dedi).

Jumlada qo'shin umumiy anglamda aytilganda *sü* – **lashkar** ifodasida, qo'shin tarkibidagi muayyan guruh esa ajratilib, *kü är* (dovrug'li er) – qo'shin tarkibidagi maxsus bo'linmani anglatgan.

Är atamasi askar (lashkar ko'plikni bildirsa, askar birlikni) anglamida ham keladi: Tirilip yätmis är bolmıs (Ma'nosi: Terilib, yetmish er bo'libdi). Shunday mazmunni ifodalashda *kisi* atamasi ham qo'llangan: 4. İda taşda qalmısı qobranıp, yäti yüz boltı: äki ülügi atlıg artı, bir ülügi yadağ artı. Yäti yüz **kişig** 5. uduzuğma uluği şad artı. To'qayda, tog'u toshda qolgani to'planib, yetti yuz kishi bo'ldi. Uning ikki bo'lagi otliq edi, bir bo'lagi yayov edi. Yetti yuz kishini (5) xushyor qiladigan ulug'i shad edi.

Matnda *askarni* ifodalashda qo'llangan **kişi** so'zining odam, ayol rafıqa ma'nolari bor(DTS, 310). Biroq bu yerda erkak jinsi ma'nosi ustun. Qo'shin holatiga oid yana ikki atamaga ushbu misolda duch kelamiz: *atlıg* – otliq; *yadağ* – piyoda.

Urush konseptosferasida hujum. Sülä- (lashkar tortmoq) sünüş- jang qilmoq. qırq artuqi yäti yoli sülämis, yigirmi sünüş sünüşmis – qırq yetti yo'la qo'shin tortgan, yigirma marta jang qilgan (K, 15)

Urush konseptosferasida sulh. Bitiglarda urush bilan bog'liq ifodalar juda ko'p uchrasada, sulhga oidlari juda kam. Kul tigin bitigida bir o'rinda tüzülmäk fe'li uchraydi: Bu yärdä oluruپ tabğaç bodun birlä 5. tüzültüm. Bu yerda o'tirib, tabg'ach xalqi bilan (5) murosa qildim. Boshqa urush bilan bog'liq barcha o'rinlarda jang, g'alaba va mag'lubiyat xususida so'z boradi. tüzülmäk so'zining asosi tüz turli ma'nolarni tashiydi. To'g'ri, adolatli; teng; poetik ma'noda go'zal, chiroyli; barcha, hamma; ko'chma ma'noda adolat, to'g'rilik; ko'chma ma'noda shirinlik (QBS, 282). *Sulhni* anglatuvchi atama sifatida so'zning *tenglik* ma'nosiga tayanilgan ko'rinadi.

Qadimgi turkiy yozma yodgorliklarda urush tushunchasi turli lingvistik vositalar orqali ifodalangani, xalq tafakkurida urushning muhim ijtimoiy hodisa sifatida aks etganini ko'rsatadi. Xususan, sünüş, uruş, soquş kabi atamalar jang va harbiy harakatlarni ifodalashda keng qo'llangan bo'lsa, yaği, yaraqlıg, sünüglüg kabi birliklar dushman va harbiy holatni anglatgan. Qolaversa, qadimgi turkiy til tizimida qo'shin va harbiy harakatlarga oid maxsus terminlarning mavjudligi ushbu hodisaning muhimligini yana bir bor tasdiqlaydi.

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ARAP DİLİNDE MESELLERİN KURAL DIŞI YAPISI VE İSTİŞHÂD FONKSİYONU



<https://doi.org/10.5281/zenodo.14874618>

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Özet. Mesel, yapı ve içerik itibarıyla insanların güzel bulduğu, yaygın olarak kullanılan ve genellikle değişikliğe uğramadan nesilden nesle aktarılan kısa ve özlü sözlerdir. Türkçede atasözü ve deyim olarak karşılık bulan meseller, dilin zenginliğini ve toplumun kültürel değerlerini yansıtmada noktasında büyük önem taşıması sebebiyle Arap nesrinin önemli bir parçası olmuştur. Cahiliye döneminden intikal eden şiirlerin pek çok meseli içerdiği göz önünde bulundurulduğunda, mesellerinin Arap şiirinin doğuşu kadar eski olduğu ve İslam öncesi Arap toplumunda yaygın biçimde kullanıldığı söylenebilir. Ayrıca Arapça gramer literatürünün bir özelliği olan, doğruluğu ispatlanmak istenen lafız veya ifadelerle kanıt olması için, doğruluğu kesin olan nazım veya nesirden deliller getirme anlamındaki istişhâdın malzemesi olarak Kur'ân-ı Kerim ve Arap şiirinin yanı sıra mesellerin de kullanılması bu düşüncüyü desteklemektedir. Bu makalede sarf ve nahiv kitaplarında şahid olarak kullanılan bazı meseller ele alınacaktır. Zira nahiv ve sarf kitaplarında zaman zaman Kur'ân ayetleri ve şiirlerin yanında meseller de şahid (delil) olarak kullanıldığı görülmektedir. Bu bağlamda sarf ve nahiv eserlerinde dilsel delil olarak kullanılan bazı meseller ele alınacaktır. İlk olarak mesellerin genel özellikleri üzerinde durulacak, ardından belirli meseller içeriklerine göre tasnif edilerek incelenecektir.

Annotation. A proverb (*mesel*) is a concise and eloquent expression that is widely used, admired by people, and generally transmitted from generation to generation without alteration. Equivalent to proverbs and idioms in Turkish, *mesels* hold great significance as they reflect the richness of language and the cultural values of society, making them an essential part of Arabic prose. Considering that poetry from the pre-Islamic (*Jāhiliyyah*) period contains numerous *mesels*, it can be asserted that *mesels* are as ancient as the emergence of Arabic poetry and were widely used in pre-Islamic Arab society. Additionally, *mesels* have been employed as linguistic evidence (*istishhād*) alongside the Qur'an and Arabic poetry to substantiate the validity of specific words or phrases, a characteristic feature of Arabic grammatical literature.

This study examines certain *mesels* that have been cited as linguistic evidence in Arabic morphology (*şarf*) and syntax (*naḥw*) works. Since it is observed that *mesels* are occasionally used alongside Qur'anic verses and poetry as linguistic proof in these fields, the study aims to analyze their role and significance. Initially, the general characteristics of *mesels* will be discussed, followed by an examination of selected *mesels* categorized according to their content.

Anahtar kelimeler: arap dili, mesel, atasözü, deyim, istişhâd.

Keywords: arabic language, mesel, proverb, idiom, istishhād.

Arap nesir türünün en önemli unsurlarından biri olan meseller, birtakım tarihi bilgiler içermesinin yanı sıra dilin sözvarlığını göstermesi yönüyle araştırma konusu olmuştur. Putperest Arapların nesir ürünlerine dair bir belge olmamasına rağmen, daha sonraki kaynaklar İslam öncesi dönemde vecizeleri ve atasözlerini içeren edebiyatın gelişmiş olduğunu gösterir³⁰.

³⁰ Goldziher Ignác, *Klasik Arap Literatürü*, çev. Rahmi Er - Azmi Yüksel (İstanbul: Vadi Yayınları, 2019), 20.

Meseller, bir milletin hayat tarzını yansıttığı gibi halkın tabiatını ve ruhi yapısını da yansıtır. Toplumun hislerine tercüman olan bu sözler birden bire ortaya çıkmamış, engin tecrübe ve deneyimler sonucu oluşmuştur³¹. Nitekim Doğan Aksan da deyimleri bir durumu, karşılaşılan olayların özelliklerini, insan karakter ve davranışlarını, insanların çeşitli fiziksel ve ruhsal niteliklerini betimlemek üzere birden çok sözcükle oluşturulan, aktarma adı verilen anlam olaylarından yararlanan, çoğunlukla ilk kullananların kimler olduğu bilinmeyen yahut unutilan, dilin anonim sayılan öğeleri olarak, atasözlerini ise dili konuşan ulusun yaşamda edindiği deneyimleri, vardığı yargıları, ulusun bilgeliğini, maddi ve manevi kültürünü, yaşadığı ortamı yansıtan sözvarlığı olarak tanımlamıştır³².

Ebû Hilâl el-‘Askerî (ö. 400/1009’dan sonra)’nin ifadesiyle meseller ve hikmetli sözler insanın konuşmasına vurgu katar, edebi zevkini geliştirir, diğer insanlar arasında saygınlık kazanmasını sağlar. Mesellerin sözdeki değeri, gerdanlıktaki inci, bahçedeki çiçek, elbisedeki düzen gibidir³³. Ayrıca Arap edebiyatında mesellerin doğuşu Arap şiirinin doğuşu kadar eskidir. Çünkü cahiliye döneminden intikal eden şiirlerde pek çok mesel vardır. Dolayısıyla Arap meselleri cahiliyeden zamanımıza intikal etmiş nesrin önemli bir bölümünü oluşturur³⁴.

1. Mesel Kavramının Lügat ve Terim Anlamı

ل م ث maddesinden türemiş olan mesel (مَثَل) sözcüğü, temelde benzerlik anlamı taşımakta olup مَثَل ve مِثْل kelimeleri ile eşanlamlıdır. Benzerlik ifade eden diğer sözcükler; شِبْه keyfiyet benzerliği, مُسَاوِي kemiyet benzerliği, شَكْل alan ve miktar benzerliği için kullanılmaktadır. مَثَل ve مِثْل ise diğerlerinden daha kapsamlı olup bütün benzetmeler için kullanılmaktadır³⁵. Çoğulu أمثال olan kelimenin “sıfat ve özellik” anlamları da vardır. Örneğin ayetteki “مِثْلُ الْجَنَّةِ...”³⁶ ifadesi “Cennet’in özellikleri” anlamındadır. Meydânî (ö. 518/1124), el-Müberra (ö. 286/900)’in mesel tanımını şöyle nakleder: “Mesel, مِثْل kelimesinden türetilmiştir. O da ikincinin durumunun birinciye benzetilmesidir. Meselde aslolan teşbihtir”³⁷.

Terim olarak mesel, bir şeyin başka bir şeye örnek gösterilmesi ve ikisi arasında benzerlik kurulmasıdır³⁸ el-‘Askerî, meseli kelimada iki şey arasında benzerlik kurulması olarak tanımlamıştır. Ayrıca, mesellerin söze vurgu kattığını ve muhatabın konuyu kavramasında etkili bir yeri olduğunu söylemektedir. Ona göre meseller her ne kadar îcâz (kısa ve öz ifade) üslubunda olsa da itnâb (uzun uzadıya anlatma) etkisine sahiptir. Çünkü meseller ne kadar kısa olursa olsun arka planında ayrıntılı bir hikâyeyi ve derin anlamları barındırmaktadır. Bu nedenle meseller münferiden araştırılması gereken bir alandır³⁹. Ebû ‘Ubeyd Kâsım bin Sellâm (ö. 224/838) meselleri, Arapların cahiliye döneminde ve İslâmî dönemde söyledikleri hikmetler olarak tanımlar ve mesellerin şu üç özelliği taşıdığını söyler: az lafız, doğru anlam, hoş benzetme.⁴⁰ İbrâhim en-Nazzâm (ö. 231/845) da benzer bir ifadeyle mesellerin özelliklerine

³¹ Kenan Demirayak, *Arap Edebiyatı Tarihi* (Kayseri: Fenomen Yayınları, 2019), 1/265.

³² Doğan Aksan, *Anadilimizin Söz Denizinde* (Ankara: Bilgi Yayınevi, 2006), 95, 141.

³³ Ebû Hilâl el-‘Askerî, *Cemheretü’l-emşâl*, thk. Abdulmecid Katamış - Muhammed Ebû’l-Fazl İbrahim (Kahire: Dâru’l-Fikr, 1384), 5.

³⁴ Demirayak, *Arap Edebiyatı Tarihi*, 1/265.

³⁵ Ebu’l Kâsım Hüseyin b. Muhammed Râgıb el-İsfahânî, *el-Müfredât fî garîbi’l- Kur’an*, thk. Safvân Adnan Davûdî (Şam: Dâru’l-Kalem, 1996), 462.

³⁶ Muhammed 47/15.

³⁷ Ebu’l-Faḍl Ahmed bin Muhammed en-Nisâbü’rî el-Meydânî, *Mecma’u’l-Emsâl* (Suriye: Dâru Mektebeti’l-Hayat, 1995), 1/13.

³⁸ Ebû’l-Faḍl Cemâlüddin Muhammed b. Mükerrrem İbn Manzûr, *Lisânü’l-‘Arab* (Beyrut: Dâru’l-Fikr, 1990), 11/610.

³⁹ el-‘Askerî, *Cemheretü’l-emşâl*, 1/5.

⁴⁰ Ebû ‘Ubeyd el-Kâsım İbn Sellâm, *Kitâbü’l-Emsâl*, thk. Abdulmecid Katamış (Mekke: Dâru’l-Me’mun littüras, 1980), 34.

dikkat çeker: “Meselde başka hiçbir söz sanatında bulunmayan dört özellik vardır. Bunlar; lafzın az olması, mananın doğru olması, benzetmenin güzelliği ve kinayenin kaliteli olmasıdır ki bu da belâğatın son noktasıdır”⁴¹. Mesel konusunda hacimli bir eser olan Mevsû’atü emşâli’l-‘Arab’ın müellifi Emîl Bedî’ Ya’kûb ise meseli şöyle tanımlar: “Mesel, yapı ve içerik itibarıyla insanların güzel bulduğu ve kullanımı yaygınlaşan, kaynağı bilinmese de ilk söylendiği duruma benzer durumlarda değişiklik yapılmadan kullanılan, önceki nesillerden aktarılan kısa ve özlü sözlerdir”⁴². Ayrıca kitabının mukaddimesinde Arap mesellerinin, toplumun medeniyetini, düşünce biçimini, gelenek göreneklerini, toplumsal ve ahlaki değerlerini yansıtan bir ayna olduğunu, toplumunun geçmişi ile bugünü arasında bir bağ kurduğunu ve araştırmacıların meselleri incelerken Arap tarihi hakkında da bilgi sahibi olabileceğini söylemiştir. Türk Dil Kurumu sözlüğünde ise mesel, örnek alınacak söz, atasözü, eğitici hikâye veya masal olarak açıklanmıştır⁴³.

Tüm bu açıklamalardan yola çıkarak, mesellerin benzerlik ilkesine dayalı, öz ve az kelime kullanılarak ifade edilen, başlangıçta belirli bir durumu anlatan ancak zamanla geniş bir kullanım alanına sahip olan, kuşaktan kuşağa aktarılan edebi bir tür olduğu söylenebilir.

1.2. Mesel Sınıflandırmaları

Mesellerin farklı açılardan sınıflandırılması yapılmıştır. Bunlardan birisi mesellerin yapılarına göre sınıflandırılmasıdır. Buna göre meseller, sâir, kıyâsî ve hurâfî olmak üzere üçe ayrılır⁴⁴. Sâir meseller, mesel denilince ilk akla gelen kısmı oluşturur. Türkçe karşılığı *atasözü* ve *deyim*, İngilizce karşılığı *proverb* dir. Kıyâsî meseller, çoğunlukla Kur’ân ve hadislerde bulunur. “Meselü...,ke-meseli..., keenne...,kema...” gibi teşbih edatları içeren soyut kavramları tasvir ifadeleridir. Hurâfî meseller ise ahlâkî öğütler verme amacıyla çoğunlukla hayvanlar olmak üzere insan dışındaki varlıkların diliyle aktarılan, *fabl* olarak bilinen, İngilizcede karşılığı *parable* olan kısa sembolik hikayelerdir. İbnü’l-Mukaffa’ ‘nın Kelile ve Dimne’si ve La Fontaine’nin hikayeleri bu tür mesellere örnektir⁴⁵.

Bir diğer sınıflandırma ise, ilk kullanıldığı duruma göre meselleri: a) Bir hadiseden doğan ve o hadise sonunda söylenip yaygınlaşan meseller, b) Bir kıssa hakkında rivayet edilen meseller, c) Kur’an’dan doğan meseller (emşâlü’i- Kır’ân), d) Hadislerden çıkan meseller, e) Teşbihten doğan meseller, (çoğunlukla ef’alü min... formunda gelir) f) Aslı kinaye olan meseller şeklinde yapılan sınıflandırmadır⁴⁶.

2. Arap Dilinde Kural Dışı Olarak İstîşâd Edilen Meseller

2.1. Muzari Fiilin Gizli Bir (ن) ile Nasb Edilmesi

Nasb edatı olan (ن) bazı durumlarda zorunlu olarak gizlenir. (ن)’in şâz olarak gizlenmesine aşağıdaki üç meseli delil gösterilmiştir⁴⁷:

تَسْمَعُ بِالْمُعَيَّي خَيْرٌ مِنْ أَنْ تَرَاهُ

Bu mesel, insanların kusurlarının ve dış görünüşlerinin başarılarının önüne geçmemesi gerektiğini söyler⁴⁸. Takdiri ... أَنْ تَسْمَعُ şeklinde. Ancak bu şâz bir durumdur; aslında doğru

⁴¹ el-Meydâni, *Mecma’u’l-Emşâl*, 1/14.

⁴² Ya’kûb Emîl Bedî’, *Mevsû’atü emşâli’l-‘Arab* (Beyrut: Dâru’l-Cîl, 1995), 1/21.

⁴³ Şükrü Haluk Akalın vd., *Türkçe Sözlük* (Ankara: Türk Dil Kurumu Yayınları, 2019), 1661.

⁴⁴ İsmail Durmuş, “Mesel”, *TDV İslâm Ansiklopedisi* (Ankara: Türkiye Diyanet Vakfı, ts.), 29/293.

⁴⁵ Emîl Bedî’, *Mevsû’atü Emsâli’l-‘Arab*, 1/19.

⁴⁶ Durmuş, “Mesel”, 29/295.

⁴⁷ Muştafâ el-Ğalâyînî, *Camîu’d-dürûsi’l-‘Arabîyye* (Beyrut: Dâru İbn Hazm, 2011), 288.

⁴⁸ Bu söz, Numân b. Münzir tarafından söylenmiştir.

تَسْمَعُ بِالْمُعَيَّي خَيْرٌ مِنْ أَنْ تَرَاهُ, تَسْمَعُ بِالْمُعَيَّي لَا أَنْ تَرَاهُ şeklinde farklı rivayetler de vardır.

Rivayetlere göre, Muayd kabilesinden olduğu için Muaydî diye bilinen Damra isimli bir adam Numân b. Münzir’in mallarına saldıırıyordu, Numân bir türlü ona karşı koyamıyordu. Bu kadar güçlü bir düşmanı gözünde iyice

olan, nasp edatı hazfedildikten sonra muzari fiilin merfu okunmasıdır. Çünkü harf, zayıf bir amildir ve hazfedildiğinde etkisini kaybeder.

خُذِ اللَّصَّ قَبْلَ يَأْخُذَكَ

Meydânî bu meseli ‘Muvelledûn’ başlığı altında zikretmiş, ancak ayrıntılı açıklamasını yapmamıştır⁴⁹. “Hırsız seni yakalamadan sen onu yakala” anlamındaki lafızlardan anlaşıldığı kadarıyla bu mesel, insanın başına gelebilecek tehlike ve sorunlara karşı önceden tedbir almasını ve ihtiyatlı olmasını öğütlemektedir. Burada da يَأْخُذَكَ muzari fiilinden önceki nasb edatı (أَنْ) hazfedilmiştir.

2.2. Mef‘ûlün Bihin Hazfedilmesi

Mef‘ûlün bih bir delile bağlı olarak hazfedilebilir. Örneğin, “هل رأيت خيلاً؟” diye soran bir kimseye “رأيت” şeklinde cevap vermek mümkündür. Bu takdirde cevap cümlesinde mef‘ûlün bih hazfedilmiş olur, cümle “رَأَيْتُهُ” takdirindedir.⁵⁰ Aşağıdaki meselde de خال fiilinin iki mef‘ûlü hazfedilmiştir⁵¹:

مَنْ يَسْمَعُ يَخْلُ

Bu cümlelerin takdiri “مَنْ يَسْمَعُ يَخْلُ مَا يَسْمَعُهُ حَقًّا” şeklindedir:

Bu mesel, insanların kusurlarını veya onlar hakkındaki dedikoduları başkalarından duyan kişide oluşan önyargıyı ifade etmek için kullanılmıştır⁵².

2.3. İki Mef‘ûlden Birinin Diğerinin Önüne Geçmesi

Cümlede birden fazla mef‘ûl bulunduğunda, bazı mef‘ûllerin diğerlerinden önce zikredilmesi gerekebilir. Bunun sebebi mef‘ûlün mübtedâdan dönüştürülmüş olması yahut anlamca fâil olması olabilir. Örneğin ظنّ ve türevleri isim cümlesinin başına gelir ve mübtedâ-haberi mef‘ûlü yapar. “علمت الله رحيماً” cümlesinin aslı “الله رحيماً” dır, mübtedâ birinci mef‘ûldür ve önce bulunma hakkına sahiptir. Yahut aslı mübtedâ haber olmayıp, anlam itibariyle fâil ise yine birinci mef‘ûl olma hakkına sahiptir. Örneğin “الْبَيْتُ الْفَقِيرُ ثَوْبًا” cümlesinde birinci mef‘ûl الْفَقِيرُ kelimesidir ve bu cümlede elbise giyen kişi olması hasebiyle anlamca fâildir. Dolayısıyla birinci mef‘ûl olarak gelme hakkı vardır fakat bu bir zorunluluk değildir; anlam karışıklığı olmayacaksa ikinci mef‘ûl olarak da gelebilir. Ancak bazı durumlarda ikinci mef‘ûl olması gereken isim birinci mef‘ûl olarak gelmelidir. Bu durumlardan birisi, birinci mef‘ûlde ikinci mef‘ûle râci bir zamir bulunmasıdır⁵³. Aşağıdaki mesel buna örnek gösterilmiştir:

أَعْطِ الْقَوْسَ بَارِيهَا

Bu cümlede ikinci mef‘ûlde bulunan zamir (بَارِيهَا) birinci mef‘ûle (الْقَوْسَ) râcidir. Bu yüzden ikinci mef‘ûl öne geçmiştir.

Bu mesel, yapılan işlerde erbabına danışmayı öğütlemek için söylenmiştir⁵⁴.

büyütmüştü. Artık onun saldırılarına sabredecek gücü kalmamıştı ve kendisine teslim olursa çokça mal vermeyi vadetti. Muaydî kendisine sunulan bu teklifi kabul edip Numân’ın huzuruna geldi. Muaydî çirkin görünümlü bir adamdı. Numân bir türlü yenemediği düşmanının bu denli çirkin biri olduğunu görünce ‘Muaydî’yi görmektense onun hakkında duyduklarım daha iyidir’ anlamına gelen bu cümleyi söyledi. Muaydî kendisi hakkında söylenen bu sözden rahatsız olmuş olmalı ki cevaben ‘Efendi! Dikkat et, insanın değeri dış görünüşü ile değil, iki küçük parçası olan kalbi ve diliyle ölçülür’ dedi. Bu söz de “إنما المرء بأصغريه قلبه ولسانه” şeklinde deyimsel bir kullanım haline gelmiştir. Numân, Muaydî’nin bu cevabından çok etkilendi ve onu ödüllendirdi. bk. el-‘Askerî, *Cemheretü’l-emşâl*, 1/266.

⁴⁹ el-Meydâni, *Mecma‘u’l-emşâl*, 1/363.

⁵⁰ el-Galâyîni, *Camiu’d-dürûsi’l-‘Arabiyye*, 398.

⁵¹ خال fiili, Ef‘âl-i Kulüb/Kalp Fiilleri grubundan olup, sanmak, zannetmek anlamındadır. İsim cümlesinin başına gelerek mübtedâ ve haberi mef‘ûle çevirir. Dolayısıyla iki mef‘ûl almış olur.

⁵² el-‘Askerî, *Cemheretü’l-emşâl*, 2/263. Nitekim Kur’an’da bazı ayetlerde de her duyduğuna inanmak ve sağlam olmayan kaynaklardan duyulan sözlerle inanmak nehyedilmiştir. bk. el-Hucurât 49/6, el-İsrâ 17/36.

⁵³ el-Galâyîni, *Camiu’d-dürûsi’l-‘Arabiyye*, 403.

⁵⁴ Mesel, şu şiiirden iktibas edilmiştir:

2.4. Sifatın Câmid İsim Olması

Sıfatta asıl olan ism-i fâil, ism-i mef'ûl, sıfat-ı müşebbehe gibi müştak isimlerden olmasıdır. Ancak sıfat bazen bu müştak isimlerle tevil edilen câmid bir isim şeklinde de gelebilir. Câmîd isim bazen *هُوَ رَجُلٌ ثَقَّةٌ* cümlesinde olduğu gibi masdar olabilir ve *مَوْثُوقٌ بِهِ* ismi ile tevil edilir. Yahut *جاء رجالٌ أربعةٌ* cümlesindeki gibi adet belirtir ve *مَعْدُونٌ بهذا العدد* olarak tevil edilir. Bazen de ibhâm (kapalılık) anlamı olan *ما النكرة* (mâ-i nekra) şeklinde gelir. Örneğin *ما أَكْرَمَ رَجُلًا* cümlesindeki sıfat (ما) *مُفِيدٌ بِصِفَةٍ مَا* demektir⁵⁵. Aşağıdaki meselde de bu tür bir ma kullanılmıştır:

لَأْمُرَ مَا جَدَعَ قَصِيرٌ أَنْفَهُ

Cümledeki sıfat, *لَأْمُرٍ عَظِيمٍ* olarak tevil edilir. Bu mesel, kişinin ulaşmak istediği hedef uğruna kendine zarar vermek dahil her türlü hile ve tuzağa başvurduğunda kullanılır. Başka bir rivayette *قَصِيرٌ أَنْفَهُ* şeklinde kullanıldığı söylenmektedir⁵⁶.

Sonuç

Bu makalede sarf ve nahiv kitaplarındaki bulunan bazı meseller ve istişhad edildiği durumlar incelenmiştir. Genel anlamıyla incelenen mesellere bakıldığında, çoğunun istisnâî ve şaz durumlara delil gösterildiği görülmektedir.

Netice olarak denebilir ki, dilbilgisi kitaplarında kuralların doğruluğunu kanıtlamak üzere örnek gösterilen ayet ve şiirlerin yanı sıra Araplar arasında meşhur olan sözler ve meseller de yaygın biçimde kullanılmaktadır. Her bir mesel müstakîl olarak bir arka plana sahiptir. Bunların incelenmesi ve kullanım alanının tespit edilmesi dil açısından önem arz etmektedir.

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يَا بَارِي الْقَوْسِ بَرِّيَا لَسْتُ تَحْكُمُهُ
لَا تَطْلِمُ الْقَوْسَ أَغْطِ الْقَوْسَ بَارِيهَا

Yayı sivriltmeye çalışan! Sen onu kendi başına yapamazsın

Bari yaya zulmetme, işi ehline bırak

bk. el-‘Askerî, *Cemheretü'l-emşâl*, 1/76.

⁵⁵ el-Ğalâyîni, *Camiu'd-dürûsi'l-'Arabîyye*, 2011, 540.

⁵⁶ Meselin hikayesinden bahsetmek gerekirse, başka pek çok meselin de kahramanı olan Amalika kabilesine mensup Zebbâ ve vezir Kasîr arasında cereyan eden olaylar esnasında söylendiği aktarılmıştır. Rivayete göre Zebbâ, Fırat çevresinde pek çok şehrin yönetimini elinde bulunduruyordu. Babası Tedmür kralıydı ve Tenûhî devletinin en güçlü hükümdarı olan, Hire ve çevre bölgeleri ele geçiren Cezîmetü'l Ebraş tarafından öldürülmüştü. Cezîme, iki hükümdarlığı birleştirmek niyetiyle babasını öldürdüğü Zebbâ ile evlenmek istedi. Zebbâ da babasının katilinden intikam almak için ayağına gelen bu fırsatı geri çevirmedi, teklifini kabul etti ve bir şekilde Cezîme'yi öldürdü. Cezîme'nin çok sevdiği yeğeni Amr bin Adıyy de dayısının katilinden intikam almak istiyordu. Dayısının veziri ve bu meselin de baş kahramanı olan Kasîr'e danıştı. Kasîr ustaca bir plan hazırladı. Kendisine saldırıda bulunduğu görüntüsü vermek için burnunu kesti, vücudunda bazı izler oluşturdu. Böylece kurnazca tasarladığı planı daha inandırıcı olacaktı. İnsanlar Kasîr'in ne kadar kurnaz ve güvenilmez olduğunu bildikleri için bu olaya tereddütlerle yaklaştılar ve “لَأْمُرٍ لَمْكَرٍ مَا جَدَعَ قَصِيرٌ أَنْفَهُ” dediler. Kasîr ise, Zebbâ'ya, kendisine Amr'ın saldırdığını, sığınma talebinde bulunduğunu ve dilerse onun adına ticaret yapacağını söyleyerek saraya girme imkanı buldu. Sarayın gizliliklerine ve ticaret yollarının ayrıntılarına iyice vakıf olup, Zebbâ'nın da güvenini iyice kazandıktan sonra Amr'a haber gönderdi. Beklemediği bir anda Zebbâ'ya suikast düzenlediler ve onu öldürdüler. Böylece bu söz, işine pek güvenilmeyen ya da yaptığı işin altından bir kurnazlık çıkan kimseler için kullanılır bir mesel haline geldi. Türkçeye “Bu işte bir bit yeniği var.”, “Minareyi çalan kılıfını hazırlar.”, “Bu işin içinde bir iş var.” olarak aktarılabilir. bk. el-Meydâni, *Mecma'u'l-Emsâl*, 1/325; Mufaddal b. Muhammed ed-Dabbî, *Emsâlü'l-Arab*, thk. İhsan Abbas (Beyrut: Dâru'r-Râid'il-Arabî, 1983), 146., Ahmet Önkâl, “Cezîme el-Ebraş”, *TDV İslâm Ansiklopedisi* (İstanbul: Türkiye Diyanet Vakfı, 1993), 7/508.

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TERMINOLOGIYA VA TERMINLARNING NAZARIY MASALALARI HAQIDA



<https://doi.org/10.5281/zenodo.14874882>

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Annotatsiya. Hozirgi ilmiy-texnik bilimlarning jadal o'sishi, ijtimoiy va iqtisodiy sohalardagi doimiy o'zgarishlar tilning lug'at tarkibiga juda ko'p terminlarning kirib kelishiga va bu bilan bog'liq terminologik muammolar butun tilga o'z ta'sirini ko'rsatmoqda. Ushbu maqolada zamonaviy globallashuv davrida terminologiyani rivojlanishi, terminlarning har bir sohada qo'llanilayotganligi va terminlarning paydo bo'lishi va ularning tilshunoslikdagi o'rni hamda terminologiya bilan shug'ullangan olimlarning ishlari va fikrlari haqida so'z yuritilgan. Maqolada shuningdek terminning mohiyatini o'rganishda paydo bo'lgan turli yondashuvlar, turli sohalarda terminlarning qo'llanilishi bilan yuzaga kelgan turli qarashlar va tadqiqotchilarning nazariyalari yoritilgan.

Аннотация. Быстрый рост современных научно-технических знаний, постоянные изменения в социальной и экономической сферах приводят к появлению в словарном запасе языка множества терминов, и связанные с этим терминологические проблемы затрагивают весь язык. В данной статье говорится о развитии терминологии в эпоху современной глобализации, использовании терминов в каждой области и появлении терминов и их месте в лингвистике, а также о трудах и размышлениях ученых, занимающихся терминологией. Также в статье описаны разные подходы к изучению сущности термина, разные взгляды и теории исследователей, возникшие при использовании терминов в разных областях.

Annotation. The rapid growth of current scientific and technical knowledge, constant changes in social and economic spheres have led to the introduction of a large number of terms into the vocabulary of the language, and the terminological problems associated with this have an impact on the entire language. This article discusses the development of terminology in the era of modern globalization, the use of terms in each field, the emergence of terms and their role in linguistics, as well as the work and thoughts of scientists involved in terminology. The article also covers the various approaches that have emerged in studying the essence of the term, the various views that have arisen with the use of terms in different fields, and the theories of researchers.

Tayanch so'zlar: terminologiya, termin, tilshunoslik, sohalar, tadqiqotlar, masalalar, xususiyatlari, talqinlar.

Ключевые слова: терминология, термин, лингвистика, области, исследования, проблемы, особенности, интерпретации.

Keywords: terminology, term, linguistics, areas, research, problems, features, interpretations.

Bugungi kunda ilmiy-texnik bilimlarning jadal o'sishi, ijtimoiy va iqtisodiy sohalardagi doimiy o'zgarishlar, shuningdek, axborot inqilobi – til tizimini mahalliy va xorijiy olimlarning faol o'rganish obyektiga aylanib borayotganiga olib keldi. Yangi kashfiyotlar va yutuqlar, tajriba

va bilim almashish yangi terminlarning shakllanishi hisobiga milliy tillarning lug'at boyligini jadal to'ldirishga xizmat qilmoqda. Zamonaviy tillarda paydo bo'lgan yangi so'zlarning 90% dan ortig'i maxsus lug'atdir. Turli fanlarda terminlar sonining o'sishi ko'p qo'llaniladigan so'zlar sonining o'sishidan ustundir. Bundan tashqari, terminlar umumiy lug'at tarkibiga faol kira boshladi va terminologik muammolar butun tilga ta'sir qilmoqda. Shuning uchun ham til taraqqiyoti uchun eng muhimi maxsus lug'at sohasidagi vaziyatni o'rganish bo'lib, muloqotni yanada rivojlantirish qo'llanilayotgan terminlarni birlashtirish va tizimlashtirishni taqozo etadi.

Terminologiya keng ma'noda leksikaning bir qatlami bo'lib, ijtimoiy hayotning turli sohalarida fan, texnika, biznes, logistika va boshqa sohalarida qo'llaniladigan terminlarning majmuidir. Terminologiya tor ma'noda esa fan yoki texnika, transport, ishlab chiqarishning ma'lum bir sohasiga oid terminlar tizimining yig'indisini tashkil etadi.

Terminologiya, ixtisoslashtirilgan terminlarni o'rganish va tuzish bilan shug'ullanadigan soha bo'lsada, u fanning yangi ta'lim sohasi emas, balki faqat keyingi o'n yilliklarda uning tamoyillari, asoslari va metodologiyasini to'liq hisobga olgan holda tizimli ravishda ishlab chiqildi. Uning ijtimoiy va siyosiy ahamiyati bugungi kunda ham milliy, ham xalqaro miqyosda e'tirof etilmoqda. Bugungi kunda biz tushunadigan terminologiya birinchi marta 1930-yillarda shakllana boshlagan va yaqindagina havaskorlikdan haqiqiy ilmiy yondashuvga aylandi.

XVIII-XIX asrlarda olimlar terminologiya sohasida yetakchilik qilgan bo'lsa, XX asrda muhandislar va texniklar bu sohada faollasha boshladi. Texnologiyaning jadal rivojlanishi nafaqat yangi tushunchalarni nomlashni, balki qo'llaniladigan terminlar bo'yicha kelishuvni ham talab qildi. Zamonaviy terminologiyaning asoschisi -Vena maktabi deb ataluvchi maktabning asosiy vakili hisoblangan avstriyalik E.Vyuster (1898–1977) hisoblanadi. U 1930-yillarda doktorlik dissertatsiyasida terminologiyada ish usullarini tizimlashtirish haqida misollar keltirdi, terminlar bilan ishlashning bir qator tamoyillarini belgilab berdi va terminologik ma'lumotlarni qayta ishlash metodologiyasining asosiy tamoyillarini belgilab berdi.

Vyuster fan va texnika o'rtasida aloqa vositalarini o'rganar ekan, milliy va xalqaro miqyosda terminologik faoliyat uchun asos bo'ladigan terminologik va leksikografik tamoyillarni ishlab chiqish vazifasini qo'ydi. Uning ishi har doim amaliyotga yo'naltirilgan edi. Uning rahbarligida xalqaro terminologik lug'atlarni yaratish, butun dunyoda olib borilayotgan terminologik ishlarni muvofiqlashtirish bo'yicha ko'rsatmalar ishlab chiqildi, terminologik tizimlarni qurish va tartibga solish muammolari ishlab chiqildi.⁵⁷

Jahonda hozirda bir qancha terminologiya maktablari faoliyat yuritmoqda. Shunday maktablardan biri Kanada maktabida oxirgi yillarda terminologik ishlar faollashgan. Bu maktab vakili G.Rondoning yozishicha, Venada asosan terminologik ma'lumotlarni qayta ishlash usullari bilan shug'ullanilayotgan bir paytda, aynan SSSRda terminologiya ilmiy fan sifatida tug'ildi⁵⁸.

Rossiyada terminologiyaga ehtiyojning paydo bo'lishiga rejalashtirilgan sotsialistik iqtisodiyotda fan va texnikaning kuchli rivojlanishini va ko'plab ilmiy kadrlar va muhandislik xodimlari tayyorlashni talab qilishi sabab qilish mumkin.

Rossiyada terminologik faoliyatning mustaqil ilmiy yo'nalish sifatida boshlanishi 1931-yilga to'g'ri keladi, bu D. S. Lotte tomonidan texnik terminologiyani unifikatsiya qilish va standartlashtirish muammolariga bag'ishlangan "Ilmiy-texnikaviy terminologiyaning navbatdagi vazifalari", deb nomlangan birinchi kontseptual maqolasining nashr etilishi bilan bog'liqdir⁵⁹.

⁵⁷ Суперанская А. В., Н.В. Подольская, Н.В. Васильева Общая терминология: Вопросы теории. – Москва: Наука, 1989. – С. 3.

⁵⁸ Rondeau, G. 1984. *Introduction à la terminologie*. Quebec: Gaetan Morin. P 13.

⁵⁹ Лотте Д. С. Очередные задачи научно-технической терминологии. – Москва: Наука, 1931. – С. 158.

Rus terminologik maktabining asoschisi hisoblangan D.S.Lottening asosiy e'tibori terminlarni standartlashtirish, termin yaratish muammolari, terminologik leksikani o'zlashtirish masalalari, kontseptual-terminologik tizimlarni yaratish va ilmiy- texnikaviy terminlar tarjimasidagi muammolariga qaratilgan edi.

Rus tilshunos olimlari G. O. Vinokur va A. A. Reformatskiy ham rus terminologik maktabi va terminologiyasining fan sifatida shakllanish tarixiga katta hissa qo'shdilar. Bu sohada G. O. Vinokurning "Rus texnikaviy terminologiyasida so'z shakllanishining ba'zi hodisalari to'g'risida"⁶⁰ deb nomlangan kitobi katta rol o'ynadi. G. O. Vinokur bugungi kunda ham lingvistik tahlilning diqqat markazida bo'lgan masalalarni, ya'ni terminning lingvistik mohiyati, terminlarning tabiati va shakllanishi, nomenklatura bilan terminshunoslik o'rtasidagi munosabatlarga oid masalalarni ko'rib chiqqan.

Rus tilshunosligida terminologiya fani mustaqil bilim sohasi ekanligi haqidagi birinchi ommaviy bayonotlar 1967-1968 yillarga to'g'ri keladi. 1967-yilda leningrad leksikologi V.P.Petushkov og'zaki ma'ruzasida terminlar tilshunoslikdan farq qiluvchi ilmiy fan - terminologiyaning predmeti ekanligini ta'kidladi. 1969-yil avgust oyida "Ilmiy-texnikaviy ma'lumotlar" oylik to'plamida "Zamonaviy fanlar tizimida terminologiyaning o'rni (savol qo'yish uchun)" maqolasi nashr etildi, unda terminologiya so'zi turli xil sohalarga masalan, ishlab chiqarish, texnologiya, fan, san'at, ijtimoiy hayot va boshqalarga oid to'plam ham ekanligi ta'kidlanganlar⁶¹.

Rus terminologik maktabida V.V.Vinogradov, A.A.Reformatskiy, R.A.Budagov, A.S.Gerd, G.V.Grinyev, O.S.Axmanova, A.M.Shcherbak, V.P.Danilenko, A.N.Kononov, V.M.Boguslavskiy, Ye.A.Kolesnikova, S.V. Grinev-Grinevich kabi juda ko'p rus olimlar shug'ullanganlar va bu fanning rivojlanishiga o'z hissalarini qo'shganlar⁶².

O'zbek tili ilmiy terminologiyasini yuzaga keltirish, shakllantirish va boyitishda o'zbek tilida dastlabki original asarlar yaratgan Behbudiy va Abdulla Avloniy, Nazir To'raqulov va Husaynixon Niyoziy, Otajon Hoshim va Qori Niyoziy, Fitrat va Ashurali Zohiriy, G'ozzi Olim, Olim Sharafutdinov va Abdurahmon Sa'diy, Hodi Zarif va Ulug' Tursun, Sattor Jabborov va Akbar Asqarov, Sirojiddin Salohiddinov va Qodir Zokirov, G'afur Rahimov va Muhammadjon O'rozboyev, Yahyo G'ulomov va Ibrohim Mo'minov singari olim va donishmandlarning xizmati

⁶⁰ Винокур Г.О. О некоторых явлениях словообразования и русской технической терминологии // Труды МИФЛИ. Т.5. Сборник статей по языковедению. – Москва: 1939. – С. 3-54

⁶¹ Лейчик В. М. Место терминологии в системе современных наук: К постановке вопроса / Научно техническая информация. Сер. 1. 1969. №8. – С. 5-8.

⁶² Виноградов В.В. Русский язык. Грамматическое учение о слове. Изд. 2. – М.: Высшая школа, 1972; Виноградов В.В. Избранные труды: Лексикология и лексикография. – М.: Наука, 1977; Виноградов В.В. Избранные труды: Исследования по русской грамматике. – М.: Наука, 1975; Реформатский А.А. Что такое термин и терминология // Вопросы терминологии. – М.: Изд. АН СССР, 1961. – С. 46-54; Будагов Р.А. Проблемы развития языка. М-Л.: Наука, 1965. 71 с; Гerd, А.С. Еще раз о значении термина / А.С. Гerd // Лингвистические аспекты терминологии. – Воронеж, 1980.; Гринев С.В. Введение в терминоведение / С.В. Гринев. – М.: Московский лицей, 1993.; Ахманова О.С. Словарь лингвистических терминов. Изд. 2. – М.: Советская энциклопедия, 1969; Щербак А.М. Очерки по сравнительной морфологии тюркских языков (Имя). – М.: Наука, 1977; Даниленко В.П. Русская терминология. Опыт лингвистического описания. – М.: 1977; Кононов А.Н. В.В.Радлов и отечественная тюркология // Тюркологический сборник. 1971. – М.: Наука, 1972. – С. 7-15; Богуславский В.М. Слово и понятие / Мышление и язык. – М., 1957; Колесникова Е.А. Русская лингвистическая терминология второй половины XVIII.-первой трети XX вв.. – Красноярск, 2005.; Гринев-Гриневич С.В. Терминоведение / С.В. Гринев-Гриневич. – М.: Академия, 2008.

beqiyos kattadir⁶³. O'zbekistonning SSSR tarkibida bo'lganligi barcha sohada o'z ta'sirini ko'rsatgani kabi o'zbek terminologiyasiga ham o'z ta'sirini ko'rsatgan. Buning yaqqol misolini ilk terminologik lug'atlarning aynan rus-o'zbek tilida bo'lganligida ko'rishimiz mumkin⁶⁴.

Xususiy yoki maxsus ixtisoslashgan leksikani o'rganish terminologiyaning umumiy nazariyasini yaratish uchun zarurdir. Shu bilan birga olimlarning terminologiyaning paydo bo'lishining umumiy qonuniyatlarini, termin tizimlarining o'zaro ta'sirini va tilning ilmiy uslubining birliklari bo'lgan va ko'p jihatdan keng tarqalgan lug'at tarkibiga kiradigan barqaror og'zaki belgilar shaklida terminlarning ishlashini o'rganishlari bugungi kunda eng dolzarb muammolardan biridir.

"Termin" tushunchasini aniqlash va tushuntirish bilan bog'liq barcha savollar, bu tushunchaning mazmuni, evolyutsiyasi va uni tilda (alohida tillarda) yaratish vositalarini umumiy lingvistik xususiyatlarini o'rganish tilshunoslikni inson faoliyatidagi boshqa amaliy va nazariy sohalar bilan yaqinlashtiradi va bog'laydi.

Termin so'zining mohiyati uning etimologiyasida aks etgan: lotincha terminus – "chek", "chegara", "chegara belgisi" degan ma'noni bildiradi⁶⁵.

Termin – kishi faoliyatining ma'lum bir sohasida qo'llaniladigan maxsus so'z va iboralar⁶⁶. Termin predmet, voqea-hodisalar haqidagi tushunchaning aniq va turg'un ifodasidir. Ilmiy adabiyotlarda terminning doirasi kengroq izohlangan. Terminga fan-texnik doirasidagi so'zlar bilan bir qatorda kasb-hunar so'zlari ham kiritilgan. Ma'lum bir tushunchaning aniq va muqim ifodasi sifatida qo'llanadigan so'z yoki so'zlar birikmasi termindir⁶⁷.

Terminologiyaga oid dastlabki ishlardan boshlab terminga ma'lum talablar qo'yilib, uning ma'lum xususiyatlari aniqlangan. Masalan, Vena terminologiya maktabining asoschisi O.Vyuster har bir tushuncha bir terminga mos kelishi va aksincha, shuning uchun ham omonim, ham sinonimik termin nomaqbul deb hisoblaydi⁶⁸.

Ayniqsa, Grinev-Grinevich "Терминоведение" asarida termin va uning xususiyatlarini keng qamrovli qilib ochib bergan⁶⁹. Ularni ko'rib chiqayotganda muallif terminni belgi birligi sifatida uch jihatda ko'rib chiqishni taklif qiladi: sintaktik (terminning tuzilishi, shakli), semantik (mazmun, atama ma'nosi) va pragmatik (funktsionallik, terminni qo'llash xususiyatlari).

S.D. Shelov esa terminlarni maxsus so'z va iboralar sifatida tavsiflovchi quyidagi umume'tirof etilgan lingvistik xususiyatlarni sanab o'tadi va tanqidiy tahlil qiladi:

- terminning tushuncha bilan bog'lanishi va terminning konseptual semantikasining to'g'riligi;
- terminning bir ma'noli emasligi yoki hech bo'lmaganda unga moyilligi;
- Stilistik betaraflik va terminda ekspressivlikning bo'lmasligi;

⁶³ Berdialiyev Abduvali, Ermatov Ixtiyor. Hozirgi o'zbek adabiy tili (Leksikologiya, frazeologiya, leksikografiya) Darslik. – T.: «Turon-iqbol» nashriyoti, 2021. – 204 b. 126-127 b.

⁶⁴ Мирзабаев М., Садыков Х., Султанов С. Краткий русско-узбекский терминологический словарь по геологоразведке. – Т.: УзФан, 1941; Туракулов Я. Х. Русско-узбекский медицинский словарь. — Т: Медгиз УзССР, 1962-1971. — 2 т.; Агзамов А.А., Назиров Э.Н. Атмосфера физикасидан русча-узбекча терминлар лугати. Т.: Ўқитувчи, 1970; Маллин Р.Х., Назиров Э.Н., Кадыров Р.М. Русско-узбекский терминологический словарь по физике. – Т.: Ўқитувчи, 1974. 280 с.

⁶⁵ Fasmer M. Etymological dictionary of the Russian language. 1st ed. T. 1-4. M., 1964-1973.

⁶⁶ Хозирги замон ўзбек тили лексикаси. – Тошкент, 1960. – Б. 57.

⁶⁷ Маматов Н. Термин ва унинг таърифи // "Ўқитувчилар" газетаси. 1959 йил, 26 июнь

⁶⁸ Wuster, E. 1931. *Die Internationale Sprachnormung in der Technik, besonders in der Elektrotechnik*. Berlin: VDI-Verlag.

⁶⁹ Гринев-Гриневич С. В. Терминоведение : учебное пособие для студентов высших учебных заведений. - Москва : Академия, 2008. - 302 с, с 30-37.

- terminning nominativ xususiyati;
- terminning tizimliliği⁷⁰.

Umuman olganda, umumiy adabiy lug'at va terminologiya o'rtasidagi munosabatga to'xtalib o'tish zarur. Ayrim tilshunoslarning fikricha, terminologik birliklarning o'ziga xos xususiyati (kontekstning mustaqilligi, emotsional-ekspressiv sifatlarning yo'qligi, o'ziga xoslik va boshqalar) terminologiyani adabiy tilning maxsus quyi tizimi sifatida tahlil qilish va tilda "termin notermin" qo'sh qarama-qarshilik mavjudligini qayd etish imkonini beradi. Shunga ko'ra, terminologiya umumiy adabiy lug'atdan farq qiladi, chunki oddiy so'zlardan farq qiluvchi maxsus birliklar yopiq tizimlarda - belgilangan bilim sohalarining terminologik sohalarida joylashgan.

Terminning mohiyatini o'rganishda ikkita yondashuv paydo bo'ldi: 1) normativ (me'yoriy) (terminga qo'yiladigan talablarni shakllantirish bilan) va 2) deskriptiv (funktional) (har qanday so'z atama vazifasini bajarishi mumkin, ikkinchisi polisemantik bo'lishi mumkin va sinonimlarga ega bo'lishi mumkin)⁷¹. Umuman olganda, V.M.Leachika, atama leksik birlikka to'liq qisqartirilmaydi, chunki u o'ziga xos xususiyatlarga ega.

Birinchi kontseptsiyaga ko'ra terminlar "tilning leksik tarkibidagi maxsus so'zlar". Ushbu yo'nalishga amal qilgan olimlar (L.V. Aleksandrovskeya, 1973; B.N. Golovin, 1987; V.P.Danilenko, 1977; T.R.Kiyak, 1989; D.S.Lotte, 1961; I.L.Petrova, 1987 va boshqalar) terminning o'ziga xos xususiyatlari bo'lishi kerak deb hisoblashgan. U bir ma'noli, aniq, talaffuz qilish oson, qat'iy belgilangan ma'noga ega bo'lishi va sinonimlarga ega bo'lmasligi kerak [Lotte, 1961].

Terminning xususiyati bo'yicha funktsional nuqtayi nazarga amal qilgan G.O.Vinokur va uning tarafdorlari "har qanday so'z termin vazifasini bajarishi mumkin ..." deb ishonishgan. Terminlar maxsus so'zlar emas, balki maxsus vazifani bajaradigan so'zlardir" [Vinokur, 1939, p. 5].

D.A.Rozarenov ham shunday ta'rif keltiradi: "Terminning funktsional nazariyasiga ko'ra, deyarli istalgan so'z termin bo'la olishi va, aksincha, istalgan termin terminlik xususiyatini yo'qotib, umumiste'mol so'zga o'tib qolishi mumkin"⁷².

Yuqoridagi tilshunoslar fikridan kelib chiqib aytish mumkinki, funktsionallik nuqtai nazar tarafdorlari terminning nisbiylik xususiyati haqida fikr yuritib, terminologiya va umumiste'mol leksikasi orasidagi chegara shartli deb hisoblashadi va buni isbotlashga harakat qilishadi. Mazkur ish ham shu konseptsiyani qo'llagan holda, umumiste'mol so'zlari va terminlar o'rtasidagi chegarani shaffofligini e'tirof etadi.

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⁷⁰ Шелов С. Д. Термин. Терминологичность. Терминологические определения: = Терминологичность, Терминологические определения [монография]. — Санкт-Петербург: Филологический фак. Санкт-Петербургского гос. ун-та, 2003. — 277 с. С 3-4.

⁷¹ Лейчик В.М. О языковом субстрате термина // Вопросы языкознания. 1986. № 5. С. 87-97.

⁷² Розаренов Д.А. Термин в современном художественном произведении (на материале английского языка): дисс...канд.филол.наук. – Тула, 2007.

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MIQDOR KONSEPTINING MADANIY STEREOTIP VA QADRIYATLAR SHAKLLANISHIGA TA'SIRI



<https://doi.org/10.5281/zenodo.14874906>

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Annotatsiya. Ushbu maqolada miqdor kontsepti, ya'ni sonlar va o'lchovlar orqali ta'riflanadigan madaniy stereotip va qadriyatlar shakllanishi tahlil qilinadi. Maqolada miqdor tushunchalarining madaniy stereotiplarga qanday ta'sir ko'rsatishi va bu jarayonning global kontekstdagi o'zgarishlar bilan bog'lanishi yoritiladi, shuningdek, miqdor kontsepti va uning madaniy stereotiplar va qadriyatlar shakllanishidagi o'rni tahlil qilinadi. Madaniy stereotiplar va qadriyatlarning shakllanishi o'rtasidagi bog'liqlik tahlil qilinadi. Miqdor tushunchalarining turli madaniyatlarda qanday o'zgarishini va bu o'zgarishlarning stereotiplar va qadriyatlarning shakllanishiga qanday ta'sir qilishini o'rganadi. Madaniy stereotiplar, jumladan milliy, diniy va ijtimoiy stereotiplar, har bir madaniyatda o'ziga xos ifodalarga ega bo'lib, ularning asosiy xususiyatlari noaniqlik, oddiylashtirish va ijtimoiy ta'sirdan iborat. Hall, Hofstede va Lévi-Strauss kabi olimlarning ishlari orqali miqdor tushunchalari va madaniyatlararo farqlar tahlil qilinadi. Ingliz, rus va o'zbek tillaridagi miqdor tushunchalari va ularning madaniy kontekstdagi ramziy ma'nolari yoritiladi. Maqola miqdor va madaniy stereotiplar o'rtasidagi o'zaro bog'liqlikni yoritib, globalizatsiya jarayonida bu tushunchalarning qanday tarqalishini ko'rsatadi.

Аннотация. В данной статье анализируется формирование культурных стереотипов и ценностей через концепт количества, определяемый числами и измерениями. Рассматривается влияние количественных концептов на культурные стереотипы, а также связь этих процессов с изменениями в глобальном контексте. В статье исследуется роль концепта количества в формировании культурных стереотипов и ценностей, а также изменения этого концепта в различных культурах и их влияние на формирование стереотипов и ценностей.

Культурные стереотипы, включая национальные, религиозные и социальные, находят уникальное выражение в каждой культуре и характеризуются неопределенностью, упрощением и социальным влиянием. Для анализа концепта количества и межкультурных различий используются работы таких ученых, как Хэлл, Хофстеде и Леви-Стросс. В статье также рассматриваются символические значения количественных концептов в английском, русском и узбекском языках в их культурных контекстах. Особое внимание уделяется взаимосвязи между количеством и культурными стереотипами, а также тому, как эти концепты распространяются в процессе глобализации.

Abstract. This article analyzes the formation of cultural stereotypes and values through the concept of quantity, defined by numbers and measurements. It explores how concepts of quantity influence cultural stereotypes and how these processes are connected to changes in the global context. The article also examines the role of the concept of quantity in the formation of cultural stereotypes and values. It investigates how the concept of quantity changes in different cultures and how these changes affect the formation of stereotypes and values. Cultural stereotypes, including national, religious, and social stereotypes, have unique expressions in each culture, characterized by ambiguity, simplification, and social influence. The works of scholars such as

Hall, Hofstede, and Lévi-Strauss are used to analyze the concept of quantity and intercultural differences. The article highlights the symbolic meanings of quantity concepts in English, Russian, and Uzbek languages within their cultural contexts. It emphasizes the interrelationship between quantity and cultural stereotypes, showing how these concepts spread in the process of globalization.

Tayanch so'zlar: *miqdor kontsepti, madaniy stereotip, qadriyatlar, til, madaniyat.*

Keywords: *concept of quantity, cultural stereotype, values, language, culture.*

Ключевые слова: *концепт количества, культурный стереотип, ценности, язык, культура.*

Har bir jamiyatda miqdorning o'ziga xos tarixi, an'analari va madaniy ramzlari bilan bog'liq hodisalari mavjud. Miqdor kontsepti son, son kategoriyasi va o'lchovlarning keng qamrovli doirasi bo'lib, madaniy qadriyatlarning shakllanishida o'zining sezilarli ta'sirini ko'rsatadi. Madaniy stereotiplar haqida so'z yuritir ekanmiz, ushbu terminga alohida to'xtalib o'tamiz. Madaniy stereotip – biror madaniyat, guruh yoki jamiyat a'zolari haqida keng tarqalgan, umumlashtirilgan ko'pincha noaniq va qat'iy qabul qilingan tasavvur, yagona xulq-atvor, xususiyatlar yoki qadriyatlar asosida tasavvur qilishga olib keladigan fikrdir. Bu stereotiplar ko'pincha haqiqiy tajribaga yoki ilmiy tahlillarga asoslanmasdan, faqat madaniyatga xos bo'lgan biror xususiyatga asoslanadi va ular ijtimoiy guruhlar o'rtasida farqlarni soddalashtiradi. Stereotiplar odatda ayni madaniyatga mansub bo'lmagan odamlar tomonidan shakllantiriladi va ko'pincha negativ yoki haddan tashqari soddalashtirilgan bo'ladi. Masalan, bir jamiyatda “germaniyaliklar juda tartibli va aniq” yoki “italyanlar juda hissiyotga boy” kabi tasavvurlar mavjud bo'lishi mumkin.

Madaniy stereotiplar turli shakllarda namoyon bo'ladi: 1) milliy stereotiplar, 2) diniy stereotiplar, 3) ijtimoiy stereotiplar.

Madaniy stereotiplarning asosiy xususiyatlari: 1) **oddiylashtirish** – madaniy stereotiplar har bir insonni o'sha guruhdagi boshqa barcha a'zolar bilan bir xil deb hisoblaydi, 2) **noaniqlik va umumlashtirish** – aniq dalillarga asoslanmasdan, ko'pincha shaxsiy qarashlar, tajribalar yoki mediada tarqatilgan xabarlariga asoslanadi, 3) **ijtimoiy ta'sir** – jamiyatda keng tarqalgan bo'lib, ular ijtimoiy munosabatlar, mehnat bozori, siyosat va kundalik hayotda muhim rol o'ynaydi, 4) **salbiy yoki ijobiy** – stereotiplar ijobiy ham, salbiy ham bo'lishi mumkin. Masalan, “fransuzlar san'atni yaxshi tushunadi” degan ijobiy stereotip yoki “arablar terrorizmga moyil” degan salbiy stereotip bo'lishi mumkin.

Miqdor kontsepti, madaniy stereotiplar va qadriyatlar shakllanishi kabi mavzularda ko'plab olimlar tadqiqotlar olib borishgan. **Edward T. Hall** – madaniy kontekst va miqdor tushunchalari bo'yicha ishi bilan tanilgan. Hallning “The Silent Language” (1959) asarida, u miqdor (masalan, vaqt va makon o'lchovlari)ning turli madaniyatlarda qanday farqlanishini va bu farqlar madaniy stereotiplar va qadriyatlar shakllanishiga qanday ta'sir qilishini o'rgangan. Olim, ayniqsa, “monoxronik” va “polixronik” vaqt tushunchalarini tahlil qilgan, bu esa miqdor va madaniyat o'rtasidagi bog'liqlikni ochib bergan.⁷³

Geert Hofstede – madaniyatlararo farqlarni o'rganishda eng mashhur olimlardan biri bo'lib, u “Hofstede's Dimensions of Culture” modelini yaratgan. Bu modelda, u miqdor tushunchalarini, masalan, “individualism” va “kollektivizm”, “yuksaklik” va “kamchilik” kabi

⁷³ Edward T. Hall, *The Silent Language* (1959)

omillarni o'rganadi. Hofstede, madaniyatlar o'rtasidagi farqlar va bu farqlarning qadriyatlar va stereotiplarga ta'sirini batafsil yoritadi.⁷⁴

Claude Lévi-Strauss – Strukturaviy antropolog va madaniy o'rganish sohasida bir qancha ishlari mavjud. Lévi-Strauss o'zining asarlarida, masalan, “The Elementary Structures of Kinship” (1949)da, ijtimoiy strukturalarni va madaniy qadriyatlarni tahlil qilishda miqdor tushunchalarining qanday o'rin tutishini o'rganadi. U, shuningdek, madaniy kodlarni va ularning o'rganilishida miqdor kontsepti qanday rol o'ynashini ko'rsatgan.

Miqdor kontsepti va uning madaniy ifodasi. Miqdor tushunchalari turli jamiyatlarda turlicha aks etadi. Ba'zi madaniyatlarda “ko'p” yoki “oz” tushunchalari cheklanishlar va ma'naviy qadriyatlar bilan bog'lanadi. Bu o'z navbatida, tilning ishlatilishi va so'zlashuv madaniyati orqali madaniy stereotiplarni shakllantiradi. Miqdor tushunchalari bilan uyg'unlashgan stereotiplar, ya'ni, “ko'p pul”ning muvaffaqiyat bilan bog'lanishi yoki “oz” bo'lishning kamolotga to'g'ri kelmasligi kabi tasavvurlarni o'zida aks ettiradi. Bunday stereotiplar til orqali jamiyatga singib ketadi. Miqdor kontsepti, ayniqsa, iqtisodiy va ijtimoiy qadriyatlarning shakllanishida ham katta rol o'ynaydi. Jamiyatda insonlar miqdor tushunchalarini o'z qadriyatlarini ifodalash uchun ishlatadilar, bu esa ularda muvaffaqiyat, boylik, yuksalish kabi qadriyatlarni shakllantirad. Globalizatsiya jarayonida esa miqdorning ta'siri turli madaniyatlar orasida tarqalib bormoqda. Yangi texnologiyalar va kommunikatsiyalar yordamida bu qadriyatlar va stereotiplar tez fursatda boshqa madaniyatlarga kirib bormoqda.

Ingliz madaniyatida, ko'p narsa, masalan, ko'p pul, ko'p vaqt, ko'p muvaffaqiyatga ijobiy ma'noda qaraladi. “Ko'p” – bu muvaffaqiyat va yaxshi holatni ifodalaydi. Ko'p pul va ko'p imkoniyatlar, odatda, yaxshilik, rivojlanish va farovonlikni anglatadi. Misol uchun, “A person with a lot of money has a good life” (Ko'p pulga ega odam yaxshi hayot kechiradi). Ingliz tilida “ko'p” ma'nosini ifodalovchi so'zlar quyidagilar sanaladi: *many, a lot of, plenty, tons of, numerous, numerous, innumerable, numberless, countless, myriad, multitudinous, manifold, beaucoup, several, various, divers, sundry, a considerable number, a lot, lots, a heap, heaps, piles, scores, dozens, numbers, a liberal quantity, a profusion, an abundance.*

“Oz” narsa, masalan, ozgina pul yoki oz vaqtga aksar hollarda salbiy ma'noda qaraladi. Ya'ni “oz” – bu yetishmovchilik va yo'qlikni anglatadi. “Living paycheck to paycheck” (oylikdan oylikkacha yashamoq) kabi iboralar oz pul va cheklangan imkoniyatlar bilan bog'liq salbiy stereotiplarga ega. “Few” yoki “little”, “scarce”, “not many” tushunchalari ko'proq yetishmovchilik va resurslarning kamligini bildiradi. “Few” salbiy nuqtai nazardan qiyinchilik, etishmovchilik yoki cheklovlarini anglatadi. **Masalan:** “There are few opportunities in this area, so finding a job is difficult”, “I have little money left to spend”. “Few” yoki “little” kabi so'zlar ehtiyojning qondirilmaganligini, resurslarning cheklanganligini va odamlarning kam imkoniyatlarga ega ekanligini anglatadi. Bu odatda salbiy baholanadi.

O'zbek madaniyatida miqdor tushunchalari ko'proq an'anaviy qadriyatlar, oilaviy munosabatlar va jamiyatdagi hurmatga bog'liq. “Ko'p” tushunchasiga ikki xil qarash mavjud. Ko'p bolali oilalar, ko'p mehmonlar va ko'p sovg'alar yaxshilikni, bag'rikenglikni anglatadi.

O'zbek madaniyatida ko'p narsa yaxshilikni bildiradi, masalan, ko'p bolali bo'lish – bu oilaning kuchli bo'lishini anglatadi. Ammo, “ko'p” atamasi ehtiyotkorlik bilan ishlatiladi, chunki ba'zida “ko'p”ni haddan tashqari ishlatish – zararli yoki ortiqcha deb hisoblanishi mumkin. “Ko'p” ning sinonimlari: bisyor, g'oyat, benihoya, xo'b, obdon, chunon, chandon, zap, o'ta, juda ko'p, tonnalab, minglab, yuzlab kabi so'zlar sanaladi. Lekin, o'z o'rnida ko'p gap, ko'p maqtov

⁷⁴ Geert Hofstede, *Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations across Nations* (2001)

salbiy qarashlarni taqozo qiladi. Bunday va'ziyatlarda o'zbek tilidagi "oltin me'yor" tamoyiliga murojaat qilinadi. "Oz", "kam" ko'pincha yetishmovchilik yoki qiyinchilikni bildiradi. Lekin ushbu so'zlar ijobiy bo'yoqdorlikka ham ega bo'lib gapning ozi doim ijobiy bahoga ega.

Ingliz madaniyatida raqamlarga bo'lgan munosabat, asosan, pragmatik va funksional bo'lib, raqamlar kundalik hayotda va iqtisodiy faoliyatda aniq va maqsadga yo'naltirilgan shaklda ishlatiladi. Shuningdek, ba'zi raqamlar ijtimoiy va psixologik jihatdan ham ma'lum ma'nolarga ega, xususan, "4" raqami ko'pincha yaxshilik va barqarorlik bilan bog'lanadi. U an'anaviy ravishda to'rt elementga (yer, suv, havo, olov) va to'rt burchakli shakllarga ishora qiladi, bu esa barqarorlikni bildiradi. "13" raqami esa ayrim hollarda shubhali va baxtsiz raqam sifatida qaraladi. Bu raqamning salbiy tarafi mehmonxonalarda 13-xona bo'lmasligi orqali ifodalanadi. "7" raqamiga omadli raqam sifatida qaraladi. Ko'plab tarixiy, madaniy va diniy ramzlarda bu raqam ijobiy ma'noga ega: masalan, "7 days a week" (haftaning 7 kuni) va "lucky number seven" (omadli yettinchi raqam). O'zbek xalq ertaklari stereotipida 40 kecha-yu 40 kunduz to'y, 7 kunlik yo'l, 7 kun bazm, 3 kecha-yu 3 kunduz ziyofat kabi sonlar miqdori ko'plab uchraydi. Bundan tashqari juftlik, toqlik, 3 soniga bo'lgan alohida ijobiy qarashlar mavjud.

Rus tilida ko'p so'zining dominant "много" hisoblanadi. немало, сильно, слишком, очень, долго, широко, существенно, гораздо, значительно, довольно, столько, столь so'zlari uning sinonimlaridir. "Ko'p" rus madaniy hayotida sifatni ko'rsatuvchi ko'rsatkich bo'lib, ko'p mehnat qilish va ko'p mablag'ga ega bo'lish –barqarorlikni va jamiyatdagi yuqori o'rinni anglatadi. Shuningdek, "ko'p" raqamlar ijtimoiy nuqtai nazardan ijobiy baholanadi, chunki farovonlik belgisini ko'rsatadi.

Raqamlar ifodasi. 1 – O'zbek tilida 1 soni ko'pincha adabiyotlarda harflar bilan ifodalanadi. Ayrim o'rinlarda, ya'ni yuz, ming, million so'zlaridan keyin boshqa sonlar kelmagan taqdirda, "bir ming" deyish o'rniga ming deya cheklaniladi. Madaniy stereotipda "bir" so'zi ko'pincha yagonalikka ishora qiladi : "Gap bitta - Hudo bitta".

Rus tilida "один" (odin) so'zi ham yagona narsani, yolg'izlikni bildiradi. Masalan, "один дома" (odin doma) – uyda yolg'iz.

Ingliz tilida "one" so'zi ta'kidlanganda ishlatiladi, uning o'rniga narsa-predmetlarning bir donaligini ifodalash uchun "a", "an", "the" artikllari qo'llanadi. Bu holatda "the" dunyoda yagona bo'lgan otlar oldidan qo'llanadi. Ya'ni the Earth – Yer sayyorasi.

2. Ikki. O'zbek tilida juft, qo'sh, poy, par so'zlari "ikki" semasini beradi. Ikki insonga nisbatan ikkala, ikkov, ikkovlon so'zlari jamlash ma'nolarini ifodalaydi. 2 raqami juftlik ma'nosida ijobiy, baho ma'nosida salbiy bo'yoqdorlikka ega.

Rus tilida "Два" (dva) so'zi ham juftlikni bildiradi. Masalan, "два стула" (dva stula) - ikki stul. Двое (ikkov), дважды (2 karra), двойня (egiz), двойка (ikkilik), второй (ikkinchi), двойник (juftlik), удвоить (juftlash), двойной (ikki marta), удвоенный (ikki barobar), двойственный (dual), двоякий so'zlarining o'zagi hisoblanadi. Yana hafta kunlaridan biri hisoblangan "вторник" kelib chiqishi "второй"ga taqalib, 2- kun degan ma'noni beradi.

Ingliz tilida "two" so'zining sinonimlari quyidagilardir: couple (juft), double (ikkilik, qo'sh), pair (juft), binary (ikkilik), deuce (durrang), doublet (ikkinchi nusxasi), duality (ikkilik), duet (ikki xonandaning hamkorlik ijrosi), duplicity (ikkiyuzlamachilik), twain (ism ikki ma'nosini beradi, sherik, juft ma'nosi ham mavjud), twins (egizaklar).

3. Uch. O'zbek madaniyatida 3 raqami ko'p hollarda turli simvolik ma'nolarni anglatadi. O'zbek xalq ertaklarida, masalan, "uchta do'st" yoki "uch og'a-ini" kabi tushunchalar tez-tez uchraydi. Bu, o'z navbatida, jamiyatda uchlikning ijtimoiy ahamiyatini va uning jamiyatda tutgan o'rnini anglatadi. Shuningdek o'zbek xalq an'alarida ham 3 raqami tez-tez ishlatiladi. Misol uchun, o'zbeklar ko'pincha "uch kun" yoki "uch oy" kabi davrlarni belgilashda uch

raqamini faol ishlatadilar. Bu davrlar ko'pincha muayyan ish yoki voqea uchun eng ma'qul vaqt oralig'ini anglatadi. O'zbek folklorida uchlik ko'pincha muvaffaqiyat va baraka ramzi sifatida qabul qilinadi.

Ingliz tilida 3 raqami aksar hollarda tasavvurlar va semantik ramzlar bilan bog'lanadi. Ayniqsa, tashkiliy birliklarda ko'p ishlatiladi: masalan, **“the three R’s”** (Reading, ‘riting (writing), and ‘rithmetic – o‘qish, yozish va hisoblash). Bu ibora o‘quv dasturlarining asosiy fanlari sifatida tasvirlanadi va bolalar ta’limi va tarbiyasining poydevorini tashkil etadi. Ko‘plab diniy va mifologik ramzlarga ham ishora qilib, xristianlikda uchlik – **“the Holy Trinity”** muqaddas uch ruxga ishora qiladi. Bu diniy tushuncha ko‘p madaniyatlarda 3 raqami va uning ramziyligini kuchaytirgan. Ingliz tilida **“third time’s the charm”** degan ibora mavjud, bu esa uchinchi urinishning muvaffaqiyatli bo‘lishiga ishora qiladi.

Rus madaniyatida ham 3 raqamining lingvomadaniy ahamiyati yetarlicha. Rus xalq e’tiqodida 3 raqami ba’zi ma’nolarda to‘liqlikni, yuqori darajadagi mukammallikni anglatadi. Masalan, rus xalq she’riyati va afsonalarida uchlik ko‘pincha to‘rtinchi element sifatida keltirilgan. Ko‘plab rus xalq ertaklarida uchinchi martada bajarilgan topshiriq yoki harakat muvaffaqiyat keltiradi. Rus tilidagi aforizmlar va iboralarda ham uchlikning ramziyligi aks etadi. **“Три раза – и хватит!”** (Uch, uchdan keyin push yoki Uch, uchdan keyin kech) iborasi, odatda, biror narsaning yetarli darajada bajarilganini, ortiqcha harakatning keraksizligini bildiradi. Shuningdek, tarixiy va siyosiy kontekstda ham muhim o‘rin tutib, rus qirollik davrida uchinchi imperiya yoki uchinchi dunyo davlatlari kabi ifodalar ishlatilgan, bu esa kuch va taraqqiyotning ma’lum davrlarini ifodalashda ishlatilgan.

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К ВОПРОСУ О ПОНЯТИИ И СТРУКТУРЕ ИНОЯЗЫЧНОЙ РЕЧЕВОЙ КОМПЕТЕНЦИИ



<https://doi.org/10.5281/zenodo.14874914>

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Аннотация. Статья посвящается рассмотрению понятия и структуры иноязычной речевой компетенции. В настоящее время в сфере образования широкое распространение получил термин – компетенция, который не имеет однозначного толкования в современной педагогической науке. В психолого-педагогической теории и практике существуют различные подходы к определению данного понятия.

Annotatsiya. Maqola chet tilidagi nutq kompetentsiyasining tushunchasi va tuzilishini ko'rib chiqishga bag'ishlangan. Hozirgi vaqtda ta'lim sohasida zamonaviy pedagogika fanida aniq talqin qilinmaydigan kompetentsiya atamasi keng qo'llanilmoqda. Psixologik-pedagogik nazariya va amaliyotda ushbu kontseptsyani aniqlashga turli xil yondashuvlar mavjud.

Annotation. The article is devoted to the consideration of the concept and structure of foreign language speech competence. Currently, the term competence has become widespread in the field of education, which does not have an unambiguous interpretation in modern pedagogical science. In psychological and pedagogical theory and practice, there are various approaches to defining this concept.

Ключевые слова: компетенция, речевая компетенция, иностранные языки, навык, речевая деятельность

Tayanch so'zlar: kompetentsiya, nutq kompetentsiyasi, chet tillari, mahorat, nutq faoliyati

Key words: competence, speech competence, foreign languages, skill, speech activity.

В современном обществе формирование речевой компетенции вызывает большой интерес, так как существует большая проблема, связанная с явным недостатком языкового воспитания, низкой языковой компетенцией большей части населения. Конечно же, с ранних лет человек должен учиться владеть основными навыками: самостоятельно мыслить, искать наиболее правильные пути преодоления трудностей; владеть богатым словарным запасом, быть коммуникабельным, самостоятельно работать над собственным развитием. В связи с этим требования не только на ранних этапах учебного процесса включают формирование и развитие речевой компетенции, связанной с культурой устной речи, правилами и способами использования языка в разных речевых ситуациях.

Владение иностранными языками всегда имело и имеет большое значение, ведь именно на этой основе строятся взаимоотношения, взаимодействия, как отдельных людей, так и целых народов, и государств.

В последние десятилетия в методике преподавания иностранных языков широко используется термин компетенция, который применительно к обучению иностранным

языкам получил детальную разработку в рамках исследования, проводимого Советом Европы для установления уровня владения иностранным языком (Страсбург, 1996 г.)⁷⁵

Далее приступим к рассмотрению понятия компетенции на основе различных источников.

Термин компетенция в методическом словаре Е.Г.Азимова и А.Н.Щукина трактуется как «совокупность знаний, навыков, умений, формируемых в процессе обучения той или иной дисциплине, а также способность к выполнению какой-либо деятельности на основе приобретенных знаний, навыков, умений»⁷⁶. Согласно методическому словарю Е.Г.Азимова и А.Н.Щукина, «компетентный говорящий, слушающий (по Н.Хомскому) должен: а) образовывать предложения, понимать речь; б) иметь суждение о высказывании, т.е. усматривать формальное сходство, различие». В современном «Толковом словаре иноязычных слов» дано следующее определение компетенции – это «осведомленность в каком-нибудь круге вопросов, какой-нибудь области знания», тогда как компетентный – это «знающий, осведомленный, авторитетный в какой-либо области»⁷⁷, то есть обладающий компетенцией.

Согласно словарю «Merriam-Webster»⁷⁸, первые упоминания термина «компетенция» относятся к 1605 году. В тоже время, И. А. Зимняя полагает, что понятие компетентности связано с именем Аристотеля, изучавшего «возможности состояния человека, обозначаемого греческим «*atere*» – «сила, которая развивалась и совершенствовалась до такой степени, что стала характерной чертой личности»⁷⁹.

Что касается теории языка, понятие компетенция в трансформационной грамматике ввел в научный обиход в 1965 году американский лингвист, профессор Массачусетского университета Ноэм Хомский. В своем труде «Аспекты теории синтаксиса» Ноэм Хомский отметил, что «мы проводим фундаментальное различие между компетенцией (знанием своего языка говорящим – слушающим) и употреблением (реальным использованием языка в конкретных ситуациях). Только в идеализированном случае употребление является непосредственным отражением компетенции». Понятие компетенция он определил, как «способность человека к выполнению какой-либо деятельности». Деятельность может быть как учебной, познавательной, так и профессиональной⁸⁰.

На наш взгляд, наиболее общим для всех представленных точек зрения понимание термина компетенция представляется нам как способности индивида справляться с самыми различными задачами, как совокупность знаний, умений, навыков, которые необходимы для реализации конкретной деятельности.

Переходя к вопросу о речевой компетенции, в словаре методических терминов и понятий дается следующее толкование: речевая компетенция входит в состав коммуникативной компетенции. Означает владение способами формирования и

⁷⁵ Назарова С.А. Совершенствование иноязычной лексической компетенции студентов при обучении китайскому языку. – Тошкент, 2018.

⁷⁶ Азимов Е.Г., Щукин А.Н. Новый словарь методических терминов и понятий (теория и практика обучения языкам). – Москва: ИКАР, 2009. – С. 448.

⁷⁷ Крысин Л. П. Толковый словарь иноязычных слов. – Москва: Русский язык, 1998. – С. 848.

⁷⁸ Merriam-Webster online Dictionary. Retrieved from <http://www.merriam-webster.com/dictionary/communication>

⁷⁹ Зимняя И.А. Ключевые компетентности как результативно-целевая основа компетентностного подхода в образовании. – Москва: Исследовательский центр проблем качества подготовки специалистов, 2004.

⁸⁰ Хомский Н. Аспекты теории синтаксиса. – Москва: Московский университет, 1972. – С. 258.

формулирования мыслей посредством языка и умение пользоваться такими способами в процессе восприятия и порождения речи⁸¹.

И.А.Зимняя в своем научном труде отмечает, что речевая компетенция – это свободное практическое владение речью, умение говорить правильно, бегло и динамично как в диалоге, так и в виде монолога, хорошо понимать слышимую и читаемую речь, включая умение производить и понимать речь в любом стиле, т.е. способность использовать накопленный языковой материал в речи с целью общения⁸².

Мы считаем, что речевая компетенция, является системой, структура которой представлена взаимосвязанными элементами, характеризующими одно явление – процесс речевой коммуникации.

Речевая компетенция на уроках иностранного языка включает в себя различные виды речевой деятельности: говорение, чтение, письмо и аудирование. Необходимо использование различных приемов для того, чтобы помочь обучающемуся овладеть иностранным языком. Это умеренный темп речи, эмоциональная и выразительная речь, четкое проговаривание слов, многократное повторение, употребление слов в контексте, соответствие уровню обучающегося.

А.Н.Шамов включает в структуру речевой компетенции следующие компоненты: 1) навыки техники чтения, аудирования, говорения и письма; 2) умения, связанные с порождением, восприятием, коммуникативной интерпретацией письменных и устных текстов; 3) умения корректировать речевые погрешности⁸³

Исходя из мнения А.Н.Шамова, мы считаем, что справедливо будет представить компоненты в виде совокупности нескольких частных компетенций, образующих структуру речевой компетенции, в частности:

- лексическая компетенция — способность правильно и точно выбирать слова и выражения в зависимости от ситуации, понимание значений слов и их употребление.
- грамматическая компетенция — знание грамматических правил языка, умение правильно строить фразы и предложения, учитывать синтаксическую и морфологическую структуру.
- фонетическая компетенция — способность правильно произносить звуки и слова, соблюдать интонацию и ритм речи, чтобы она была понятной и естественной.
- принципиальная компетенция — умение строить тексты, учитывая их жанровые и коммуникативные особенности, а также использовать различные стили речи в зависимости от ситуации.
- социолингвистическая компетенция — способность адаптировать свою речь в зависимости от социальных факторов, таких как статус собеседника, формальность ситуации, культурные особенности.
- прагматическая компетенция — способность использовать язык с учетом целей коммуникации, стратегии и тактики общения, а также предугадывать реакцию собеседника и соответствующим образом адаптировать свою речь.

Таким образом, иноязычная речевая компетенция представляет собой многогранное и динамичное явление, включающее не только знания грамматики и лексики, но и способность эффективно и адекватно использовать язык в различных коммуникативных

⁸¹ Азимов Е.Г., Шукин А.Н. Новый словарь методических терминов и понятий (теория и практика обучения языкам). – Москва: ИКАР, 2009. – 448С.

⁸² Зимняя, И. А. Психология обучения иностранным языкам. – Москва: Наука. 2013. 352 с

⁸³ Шамов А.Н. Методика обучения лексической стороне иноязычной речи: учебное пособие: для изучающих немецкий язык. – Нижний Новгород: НГЛУ, 2011. – С. 119.

ситуациях. Структура иноязычной речевой компетенции состоит из нескольких взаимосвязанных компонентов, таких как лексико-грамматическая, фонетическая, дискурсивная и прагматическая компетенции. Каждый из этих элементов играет ключевую роль в формировании способности свободно и точно коммуницировать на иностранном языке.

В заключении, стоит отметить, что исследование понятий и структуры иноязычной речевой компетенции является важным шагом в совершенствовании методики преподавания иностранных языков и способствует более глубокому пониманию того, как формируются и развиваются языковые навыки у обучающихся.

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COMPARATIVE ANALYSIS OF THE SEMANTIC AND COGNITIVE PROPERTIES OF RELATED LANGUAGES: ENGLISH AND RUSSIAN



<https://doi.org/10.5281/zenodo.14874932>

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Annotation. This study examines the semantic and cognitive similarities and differences between English and Russian, two related Indo-European languages. Although divergent in historical development and typology, these languages share conceptual frameworks influenced by their linguistic ancestry. This article delves into the cultural nuances, semantic fields, and cognitive patterns shaping linguistic expression, analyzing examples from lexicon, metaphors, and idiomatic expressions. It underscores the intricate interplay between language, cognition, and culture, offering insights into cross-cultural understanding.

Аннотация. В данном исследовании рассматриваются семантические и когнитивные сходства и различия между английским и русским языками, двумя родственными индоевропейскими языками. Несмотря на расхождения в историческом развитии и типологии, эти языки разделяют концептуальные рамки, на которые повлияло их языковое происхождение. В этой статье рассматриваются культурные нюансы, семантические поля и когнитивные закономерности, формирующие языковое выражение, анализируются примеры из лексики, метафор и идиоматических выражений. Он подчеркивает сложное взаимодействие между языком, познанием и культурой, предлагая понимание межкультурного понимания.

Annotatsiya. Ushbu tadqiqot hind-evropa tillari bo'lgan ingliz va rus tillari o'rtasidagi semantik va kognitiv o'xshashlik va farqlarni o'rganadi. Tarixiy rivojlanish va tipologiyadagi farqlarga qaramay, bu tillar lingvistik kelib chiqishi ta'sirida kontseptual asoslarga ega. Ushbu maqolada lingvistik ifodani shakllantiradigan madaniy xususiyatlar, semantik maydonlar va kognitiv shakllar ko'rib chiqiladi, lug'at, metafora va idiomatik iboralardan misollar tahlil qilinadi. Bunda til, tafakkur va madaniyat o'rtasidagi murakkab o'zaro ta'sirni ta'kidlab, madaniyatlararo farqlar tahlil etiladi.

Keywords: *semantic analysis, cognitive linguistics, indo-european languages, russian language, english language, cultural linguistics, comparative linguistics, metaphor.*

Ключевые слова: *семантический анализ, когнитивная лингвистика, индоевропейские языки, русский язык, английский язык, лингвокультурология, сравнительное языкознание, метафора.*

Tayanch so'zlar: *semantik tahlil, kognitiv lingvistika, hind-evropa tillari, rus tili, ingliz tili, lingvokulturologiya, qiyosiy tilshunoslik, metafora.*

Introduction.

Language is both a tool for communication and a carrier of cultural and cognitive contexts in which the speakers live. Although English and Russian belong to the same Indo-European family, they have developed in very different social, historical, and geographical environments. These differences find their reflection in linguistic structures, conceptual frameworks, and

cognitive patterns. The comparison of these two languages can reveal how language influences thought, cultural identity, and worldview.

A significant distinction between the English and Russian languages is evident in their understanding of time. In English, time frequently assumes the characteristics of a commodity. Phrases like “time is money”⁸⁴ or “save time” indicate an emphasis on efficiency and productivity, highlighting the finite and quantifiable aspects of time. This viewpoint is profoundly ingrained in the cultural principles of individualism and capitalism, wherein effective time management is regarded as an essential competency. In contrast, Russian views of time are more cyclical and fluid. The phrase “время лечит”⁸⁵ (time heals) encapsulates a cultural attitude of patience and natural resolution. Time is viewed as an agent that, independently of human beings, if given its space, sorts out difficulties. This again evidences how the linguistic expressions will be linked with broader cultural attitudes to life and problem-solving. Another interesting area of divergence is the realm of emotions. While both languages have a wide range of vocabularies to describe emotions, their usages show differences in cultural focus. English words like “happiness” and “sadness” tend to be more personal and subjective, often relating to personal successes or circumstances. The Russian language, on the other hand, has words like “тоска,”⁸⁶ which has no strict translation into English. This term encompasses a complex combination of sorrow, yearning, and existential longing, which implies a cultural focus on deep emotional states that are shared and understood by others. As a specific example, the phrase “тоска по родине” (a longing for one’s homeland) demonstrates the importance of land, heritage, and belonging in Russian cultural identity. Further, the salience of certain semantic fields is significantly different between the two languages. The terms of kinship in Russian, like “свекровь” for mother-in-law from the husband’s side or “тёща” for mother-in-law from the wife’s side, underlines how much attention is paid to family roles and relationships.

These distinctions point out the hierarchical and relational character of family life in Russian culture. In English, these are simplified into general terms such as “mother-in-law”, reflecting a less formalized view of familial relationships. Similarly, in Russian, the nature vocabulary is intricately intertwined with the environmental concerns: snow has a large number of different words - for instance, “пура” (a kind of a blizzard) or “иней” (hoarfrost) describes certain features of the given winter conditions, whereas in English, a more globally widespread language with lifestyles often less tied to snowfall, the terms may be broad: “storm” or “blizzard.” Grammatical systems and cognitive models are, therefore, no less distinctive. In the Russian language, verbal aspect provides a sophisticated means of specifying temporal relations. The contrast between perfective (“прочитать”, to have read) and imperfective “читать”, to be reading) forms allows for the expression of whether or not an action has been completed. In comparison, English, while it can similarly convey such meaning, relies on auxiliary verbs and contextual understanding, which sometimes seems less precise. The focus on aspect in Russian highlights a greater concern for the evolution and completion of actions, which may be related to the cultural emphasis on process and achievement. In terms of politeness, the two languages employ different tactics that are part of their respective cultural norms. The English language often relies on modal verbs and indirect phrases, such as polite requests like “Could you please pass the salt?” This reflects a cultural emphasis on individualist freedom and subtlety. By comparison, the Russian language is full of formal forms of address and intonation; phrases like “Передайте соль, пожалуйста” depend on changes in tone to soften the request. This contrast

⁸⁴ Lakoff & Johnson (1980), p. 7-10.

⁸⁵ Гладкова, (2010), p. 18-25

⁸⁶ Wierzbicka (1999), p. 42-50

reveals the direction of Russian culture toward forthrightness, but also very much accounting for formality and hierarchical consideration. Beyond that point, metaphors and idiomatic phrases further show the conceptual framework underlying these two languages. The metaphor of life as a journey is equally available both to the English and to the Russian; yet, the nuance differs. The metaphor in English, as in “Life is a journey”⁸⁷ often emphasizes personal success and achievement, reflecting the cultural focus on individual accomplishment. Russian phrases such as “Жизнь – это дорога” (Life is a road) connote the sense of overcoming and sharing, representing a point of view according to which difficulties are shared and overcome together. Similarly, set phrases like “break the ice” in English and “ломать лед” in Russian have similar meanings but differ in their usage and cultural importance. Individuals who speak English frequently employ such phrases to promote social engagement, while Russian cultural norms may facilitate initial encounters with increased formality, reserving these expressions for particular contexts. These differences are rooted in the historical and cultural background of each language. The history of Russian is steeped in collectivist traditions, such as centuries of Orthodox Christianity and a strong emphasis on communal life, which gave birth to a language deeply emotional and relationally oriented. On the other hand, the influence of Protestant ethics and industrialization has deeply ingrained an individualistic, pragmatic world outlook into English, quite evident in its efficiency-based and forthright communication. Through the investigation of these differences, there can be a greater understanding of the complex relation that lies between language and culture. In both English and Russian, semantic and cognitive properties alike shape not only the ways speakers express themselves but even the very worldviews the speakers hold. The comparison illustrates linguistic diversity and indicates just how language carries within it priorities and values of its speakers. Future research could further investigate how bilinguals negotiate these linguistic frameworks or extend this analysis to other Indo-European languages to shed more light on the intriguing interplay between language, thought, and culture.

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⁸⁷ Evans & Green (2006), p. 89-95.

ZIDDIYATLARNING ANALITIK VA SINTETIK SHAKLLARDAGI IFODALANISHI



<https://doi.org/10.5281/zenodo.14874938>

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Annotatsiya. Ziddiyatlar inson tafakkuri va ijtimoiy munosabatlarning ajralmas qismi hisoblanadi. Ushbu tushunchani o'rganishda analitik va sintetik yondashuvlar muhim ahamiyatga ega. Analitik shakl ziddiyatlarni tarkibiy qismlarga ajratib, ularning mohiyatini, sabablarini va oqibatlarini alohida tahlil qilishni o'z ichiga oladi. Bu usul yordamida ziddiyatning kelib chiqish manbalari va aloqador jarayonlar aniqlanadi.

Аннотация. Конфликты являются неотъемлемой частью человеческого мышления и социальных отношений. При изучении этой концепции важны аналитический и синтетический подходы. Аналитическая форма предполагает разделение конфликтов на составляющие и анализ их сущности, причин и последствий по отдельности. С помощью этого метода выявляются источники конфликта и связанные с ним процессы.

Annotation. Conflicts are an integral part of human thought and social relations. Analytical and synthetic approaches are important in studying this concept. The analytical form involves dividing conflicts into components and analyzing their essence, causes and consequences separately. With the help of this method, the sources of conflict and related processes are identified.

Tayanch so'zlar: *Agglutinatив tillar, analitik va sintetik shakllar, morfologik tushunchalar.*

Ключевые слова: *агглютинативные языки, аналитические и синтетические формы, морфологические понятия.*

Keywords: *Agglutinative languages, analytical and synthetic forms, morphological concepts.*

Agglutinatив tillarda morfologik va sintaktik shakllarning o'zaro aloqasi til rivojlanishida muhim o'rin tutadi. Bu tillar tizimida grammatik ma'nolar asosan sintetik shakllar orqali, ya'ni o'zakka turli qo'shimchalar birikishi orqali ifodalanadi. Lekin zamonaviy tillarda, jumladan o'zbek tilida, analitik shakllarning roli oshib bormoqda. Bu esa sintetik va analitik shakllar o'rtasida grammatik, semantik va funksional ziddiyatlar yuzaga kelishiga olib keladi. Ushbu ziddiyatlarning ilmiy o'rganilishi agglutinatив tillarning morfosintaktik tuzilishini va ularning rivojlanish yo'nalishlarini aniqlashga yordam beradi.

Agglutinatив tillarda sintetik va analitik shakllarning o'rni shundan iboratki, sintetik shakllar so'zning o'zagiga qo'shimchalar birikishi orqali grammatik ma'noni ifodalovchi shakllardir. Agglutinatив tillarda sintetik shakllar ixchamligi va ma'nodorligi bilan ajralib turadi. Masalan: Yozdim: yoz- – so'z o'zagi; -di – o'tgan zamon; -m – birinchi shaxs birligi. Analitik shakllar grammatik ma'noni alohida yordamchi so'zlar yoki so'z birikmalari orqali ifodalovchi shakllardir. Masalan: Yozib qo'ydim: yozib – asosiy harakat; qo'ydim – yordamchi fe'l, harakatning tugallanganligini bildiradi. Sintetik va analitik shakllarning uyg'unligi shuki, sintetik shakllar iqtisodiy va ixcham bo'lsa, analitik shakllar harakatning qo'shimcha xususiyatlarini

aniqlashtirishga xizmat qiladi. Ammo ular o'rtasidagi funksional takrorlanish va grammatik noaniqlik ziddiyatlarni keltirib chiqaradi.

Analitik va sintetik shakllar o'rtasidagi ziddiyatlar ma'lumotlarni ortiqcha ifodalash muammosi bu analitik shakllar ko'pincha sintetik shakllar orqali ifodalanishi mumkin bo'lgan ma'nolarni ortiqcha so'zlashuv orqali beradi. Sintetik: Bordim – harakat, subyekt va zamon bir so'zda ifodalangan. Analitik: Borib keldim – ortiqcha keldim elementi harakatni takrorlaydi. Funksional takrorlanish ziddiyati shuki, sintetik shakl ma'noni to'liq bera oladigan joyda analitik shaklning qo'llanilishi til iqtisodiyotiga zid keladi. Sintetik: O'qiyapti – harakat va zamon aniq. Analitik: O'qib turibdi – bu yerda turibdi ortiqcha sintaktik yuklamani keltirib chiqaradi. Semantik noaniqlik muammosi bu ba'zi analitik shakllar harakatning ma'nosini aniqlashtirish o'rniga noaniqlik keltiradi. Sintetik: Tugatdim – harakat tugallanganligini aniq bildiradi. Analitik: Tugatib qo'ydim – qo'shimcha qo'ydim elementi harakatni keskinlik bilan ifodalasa-da, ortiqcha ko'rinadi.

Badiiy nutqdagi uslubiy ziddiyatlar esa sintetik shakllar rasmiy va badiiy nutqda ko'proq qo'llanilsa, analitik shakllar asosan so'zlashuv tiliga xosdir. Bu esa badiiy uslubda me'yoriy noaniqlikka olib kelishi mumkin. Misol uchun. Sintetik: Yozadi. Analitik: Yozib qo'yadi. Shuningdek hodisa va holatni ifodalashdagi ziddiyatlar ham borki, ular quyidagicha talqin qilinadi. Masalan: Sintetik: Tuttim – aniq bir harakatni bildiradi. Analitik: Tutib oldim – bu shaklda oldim elementi harakatni tugallanishini bildirsa-da, sintetik shaklning funksiyasini takrorlaydi. O'zbek tilida zamon va shaxs ziddiyatlariga ushbu misollarni berishimiz mumkin. Sintetik: Borardim – harakatning o'tgan zamon va ehtimollik ma'nosi bir shaklda mujassam. Analitik: Borgan bo'lardim – bu shakl uzaygan va sintetik shaklga nisbatan og'irroq. Ko'makchi fe'llardan kelib chiqqan ziddiyatlar ham borki, ularni quyidagi misollarda ko'rib o'tamiz. Sintetik: Gaplashdi. Analitik: Gaplashib qo'ydi – qo'ydi yordamchi fe'li harakatning tugallanganligini bildirsa-da, asosiy fe'lining ma'nosini takrorlaydi. Murakkab sintaksisga olib keluvchi ziddiyatlar ham morfologiyada o'z aksini topgan deyishimiz mumkin. Analitik shakllar ko'pincha bo'g'in va so'zlar sonini oshirib, murakkab tuzilishga olib keladi. Masalan: Sintetik: O'qitaman. Analitik: O'qitib qo'yaman. Ziddiyatlarning asosiy sabablari shundaki, lingvistik sathda agglutinatив tillar o'ziga xos ixchamlikka ega bo'lsa-da, boshqa tillarning (masalan, rus yoki fors tillari) ta'siri analitik shakllarning ko'payishiga sabab bo'ladi. Sotsiolingvistik sathda esa kundalik so'zlashuv tilida analitik shakllar qulay va tushunarli bo'lgani uchun ko'proq qo'llaniladi.

Til morfologiyasidagi analitik va sintetik shakllar so'zlarning tuzilishi orqali tillarning grammatik munosabatlari va ma'nolarini ifodalashning ikki xil usulini bildiradi. Bu tushunchalar tillarning fleksiyon va derivatsion jarayonlarni qanday boshqarishini tushinishda ayniqsa muhimdir.⁸⁸ Ba'zida ayrim jihatlari bilan o'xshash bo'lgan izolyatsiya qiluvchi tillar deb ham ataladigan analitik tillar so'z tartibining yuqori darajasi va grammatik munosabatlar va ma'nolarni ifodalash uchun alohida so'zlar, qo'shimchalar yoki yordamchi fe'llardan foydalanish bilan ajralib turadi. Analitik tillarda zamon, mayl, hol kabi grammatik vazifalar ko'pincha so'zning o'zagi yoki o'zagiga qo'shilgan flektiv affikslar orqali emas, balki alohida so'z yoki iboralar orqali ko'rsatiladi.⁸⁹ Masalan, ingliz tilida kelasi zamon ko'pincha “will” yoki “shall” kabi yordamchi fe'llar yordamida, so'ngra asosiy fe'lining asos shakli (masalan, “I will go”) yordamida ifodalanadi. Xuddi shunday, predloglar joylashishi va vaqtinchalik munosabatlarni ko'rsatish uchun ishlatiladi (masalan, “uyda”, “stolda”).

⁸⁸ Contemporary Morphology. (2011). Германия: De Gruyter. 3 June 2011. – 317p.

⁸⁹ Li, Dongqi. A Systemic Functional Typology of MOOD. Германия, Springer Nature Singapore, 2023. – 267p.

Sintetik tillar esa yuqori darajadagi flektiv morfologiya bilan ajralib turadi, bunda grammatik munosabatlar va ma'nolar so'z o'zagi yoki o'zagiga qo'shilgan flektiv affikslar yordamida ifodalanadi⁹⁰. Sintetik tillarda bir so'z murakkab grammatik ma'lumotlar to'plamini o'z ichiga oladi, ko'pincha zamon, aspekt, mayl, shaxs, son, hol va boshqa grammatik kategoriyalarga oid ma'lumotlarni bitta flektiv shakl doirasida oladi. Masalan, lotin tilida "amare" (sevmiq) fe'li turli xil grammatik kategoriyalarni, masalan, zamonni ko'rsatishi mumkin. Shuningdek misol tariqasida ("amabat" "he (u, o'g'il bola)/she (u, qiz bola)/it (u, jonsiz narsa)" sevgan. O'tgan zamon fe'lida ifodalangan"), aspekt ("amaverat" u sevgan edi. Tugallangan o'tgan zamon), mayl ("amet" "he (u, o'g'il bola)/ she (u, qiz bola)" sevlashi mumkin"), shaxs ("biz sevamiz" uchun "amamus", son ("ular sevadi" uchun "amant") va boshqalar. Shuni ta'kidlab o'tishimiz kerakki, ko'plab tillar turli xil darajada analitik va sintetik xususiyatlarning kombinatsiyasini namoyish etadi. Analitik va sintetik shakllar o'rtasidagi tafovutlar tilshunos va til o'rganuvchilarga tillar grammatik ma'lumotlarni qanday kodlashini va ular so'z shakllanishi va flektiv jarayonlarni qanday boshqarishini tushunishga yordam beradi. Shunday qilib, analitik va sintetik shakllarni agglutinatив tillar kontekstida o'rganishni ahamiyatli deb o'ylaymiz, chunki bu tillarning morfologik tuzilishi orqali grammatik munosabatlar va ma'nolarni ifodalashning o'ziga xos usullarini tushunishga yordam beradi.

Agglutinatив tillar agglutinatив morfologiyaning qo'llanishi bilan ajralib turadi, bunda so'zlar o'zak yoki o'zakga affiks qo'shish orqali hosil bo'ladi, bu xolatda har bir affiks ma'lum grammatik vazifa yoki aniq ma'noni ifodalaydi. Bu affikslar odatda chiziqli, ketma-ket qo'shiladi, natijada so'z tuzilishi juda shaffof va modulli bo'ladi. Analitik va sintetik shakllarni agglutinatив tillar kontekstida o'rganish orqali biz bu tillarning morfologik murakkabligi haqida tushunchaga ega bo'lishimiz mumkin. Agglutinatив tillar ko'pincha sintetik xususiyatga ega bo'lib, bir so'z shakli ichida bir nechta grammatik kategoriyalarni ifodalash imkonini beruvchi murakkab flektiv tizimlarga ega. Biroq, ular muayyan grammatik ma'nolarni yetkazish uchun alohida so'zlar yoki so'z bo'laklaridan foydalanish kabi analitik elementlardan ham foydalanishlari mumkin. Agglutinatив tillardagi analitik va sintetik shakllarni o'rganish bizga boshqa til turlari bilan qiyosiy tahlil qilish imkonini beradi va ushbu qiyosiy yondashuv tilshunoslar va til tadqiqotchilariga tillarning grammatik ma'lumotlarni qanday kodlashi va so'z yaratish jarayonlarini qanday boshqarishidagi tipologik o'zgarishlarni tushunishga yordam beradi. Shuningdek, agglutinatив tillarning morfologik tuzilishi va so'z yasaliishi jihatidan birikuvchi yoki yakkalanib turuvchi tillardan farqlanish yo'llarini ham yoritib beradi.

Shuningdek, agglutinatив tillardagi analitik va sintetik shakllarni o'rganish til tipologiyasi va universal grammatika haqidagi tushunchamizni qurishimizga yordam beradi. U har xil til tiplarining morfologik tuzilmalari asosidagi umumiy qonuniyatlar va tamoyillarni aniqlash hamda til universalligi va til xilma-xilligi nazariyalari uchun qimmatli ma'lumotlar ham beradi.

Agglutinatив tillardagi analitik va sintetik shakllar o'rtasidagi ziddiyatlar grammatik munosabatlar va ma'nolarni ifodalashning turli strategiyalarining birgalikda mavjudligi tufayli yuzaga kelishi mumkin. Ushbu ziddiyatlar bir necha yo'llar bilan namoyon bo'lishi mumkin. Birinchidan, morfologik noaniqlik bo'lib, agglutinatив tillar ko'pincha bir so'z ichida bir nechta grammatik kategoriyalarni ifodalash uchun sintetik shakllardan foydalanadi. Biroq, analitik elementlar kiritilganda, noaniqlik yuzaga kelishi mumkin. Masalan, tilda odatda zamon, aspekt va maylni bildirish uchun qo'shimchalar qo'llanilsa, shu bilan birga bu kategoriyalarni ifodalash uchun alohida yordamchi fe'llardan foydalanishga ruxsat berilsa, berilgan kontekstda qaysi shakl

⁹⁰ Irisqulov, M. Tilshunoslikka kirish. – O'zbekiston: O'qituvchi, 2009. Tilshunoslikka kirish: oliy ta'lim muassasalari filologiya fakultetlari uchun darslik. – Toshkent: Yangi asr avlodi, 2009. – 262b.

ustuvorligini aniqlashda konfliktlar ya'ni zidlanishlar kelib chiqishi mumkin. Ikkinchidan, morfofonologik ziddiyatlar bo'lib, agglutinatив tilga analitik elementlarning kiritilishi morfofonologik qoliplarda qarama – qarshiliklarga olib kelishi mumkin. Masalan, tilda grammatik vazifalarni belgilashda birinchi navbatda agglutinatив qo'shimchalar qo'llanilsa, alohida bo'laklar yoki yordamchi fe'llar kabi analitik elementlarning qo'shilishi tilning tipik so'z tarkibiga xos bo'lgan fonologik va morfologik uyg'unlikni buzishi mumkin. Uchinchidan, sintaktik noaniqlik esa analitik va sintetik shakllarning birga kelishi ham sintaktik ziddiyatlar olib kelishi mumkin. Agglutinatив tillarda so'z tartibi va morfologik belgilar ko'pincha grammatik munosabatlarni ko'rsatishda hal qiluvchi rol o'ynaydi. Analitik elementlar kiritilganda gapning sintaktik tuzilishini aniqlashda ziddiyatlar yuzaga kelishi mumkin, bu esa turli elementlar orasidagi munosabatlarni izohlashda potentsial ziddiyatlar olib keladi. To'rtinchidan, tilni o'zgartirish va uning aloqasi bo'lib, agglutinatив tillardagi analitik va sintetik shakllar o'rtasidagi ziddiyatlarga til o'zgarishi va uning aloqalariga ham ta'sir ko'rsatishi mumkin. Misol uchun, ko'proq analitik tuzilmalarni qo'llaydigan tillar bilan aloqaning kuchayishi analitik elementlarning agglutinatив tilga olinishiga olib kelishi mumkin, bu an'anaviy sintetik tizim va yangi kiritilgan analitik xususiyatlar o'rtasida tafovutlarga olib kelishi mumkin. Shu bilan birga, agglutinatив tillardagi analitik va sintetik shakllar o'rtasidagi ziddiyatlarni hal qilish ko'pincha tilning ichki jarayonlarini o'z ichiga oladi, masalan, analogik sathlash, morfologik shakllarni qayta tahlil qilish yoki turli shakllarning birga moslashish uchun yangi morfologik strategiyalarni ishlab chiqish. Bundan tashqari, til aloqasi va sotsiolingvistik omillar vaqt o'tishi bilan ushbu ziddiyatlarning qanday hal qilinishini shakllantirishda muhim rol o'ynaydi.

Xulosa qilib shuni ta'kidlashimiz mumkinki, agglutinatив tillarda analitik va sintetik shakllar o'rtasidagi ziddiyatlar grammatik funksiyalarni amalga oshirishda turli xil yondashuvlarni keltirib chiqaradi. Sintetik shakllar ixcham va iqtisodiy bo'lib, tilning strukturaviy soddaligini saqlaydi. Analitik shakllar esa ko'proq semantik kenglik va aniqlikni ta'minlaydi, ammo ortiqcha elementlar bilan murakkablik keltiradi. Ushbu ziddiyatlarning ilmiy tahlili agglutinatив tillarning rivojlanish tendensiyalarini chuqurroq tushunishga xizmat qiladi.

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ARAB TILIDA JAZM YUKLAMALARI



<https://doi.org/10.5281/zenodo.14875077>

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Annotatsiya. Ma'lumki dunyodagi har bir tilning grammatikasida o'ziga xos bo'lgan grammatik qoidalari, grammatik kategoriyalari hamda grammatik birliklari mavjud. Jumladan, arab tilida ham ana shunday grammatik kategoriyalaridan biri jazm yuklamalaridir. Umuman olib qaraganda fikrning borliqqa bo'lgan munosabati, ya'ni modal munosabat yuklamalar orqali ifodalanadi. Yuklamalar bilan so'zlovchining harakat, belgi, voqea hodisaga bo'lgan ishonchi, gumoni, voqelikni tasdiqlashi, buyruq yoki inkor qilish kabi munosabatlar bildiriladi. Shuningdek yuklamalar so'z o'zgartirish xususiyatiga umuman ega emasligi va biror bir gap bo'lagi vazifasida kelmasligi bilan boshqa so'zlardan ajralib turadi.

Arab tilidagi jazm yuklamalari fe'llar bilan bog'liq bo'lib, hozirgi kelasi zamon fe'lining oxirgi harakati bo'lgan dammani sukun bilan harakatlanishini talab qiladi.

Аннотация. Как известно, грамматика каждого языка мира обладает своими уникальными правилами, категориями и грамматическими единицами. В арабском языке одной из таких категорий являются частицы джазма (усеченного наклонения). В целом модальные отношения, то есть отношение высказывания к действительности, выражаются посредством частиц. С их помощью говорящий передаёт своё отношение к действию, признаку или событию: выражает уверенность, сомнение, утверждение, приказ, отрицание или запрет. Частицы отличаются от других слов тем, что не изменяются и не выполняют функцию члена предложения.

Частицы джазма в арабском языке связаны с глаголами и требуют, чтобы конечная огласовка глагола в настоящем или будущем времени (дамма) заменялась сукуном.

Annotation. It is well known that the grammar of every language in the world has its own unique rules, categories, and grammatical units. In Arabic, one of these distinctive grammatical categories is the JAZM PARTICLES. In general, modal relationships i.e., the relationship between a statement and reality – are expressed through particles. These particles allow the speaker to convey certainty, doubt, affirmation, command, denial, or prohibition regarding an action, attribute, or event. Unlike other words, particles do not undergo morphological changes and do not serve as sentence components.

In Arabic, jazm particles are associated with verbs and require that the final vowel of a present or future tense verb (damma) be replaced with a sukun.

Tayanch so'zlar: *yuklama, jazm, lug'at, istiloh, fe'l, mayl, shart, buyruq, inkor, ta'qiq, bo'lishsizlik.*

Ключевые слова: *частица, джазм, лексика, термин, глагол, наклонение, условие, приказ, отрицание, запрет, отрицательная форма.*

Keywords: *particle, jazm, lexicon, term, verb, mood, condition, command, negation, prohibition, negative form.*

Arab tilida جَزْمٌ so'zi lug'atda kesish, qirqish, ajratish, bo'lish, hal etish, qaror qabul qilish, jazm qilish, azmu qaror etish kabi ma'nolarni anglatadi. Istilohda, xususan grammatikada esa hozirgi-kelasi zamon fe'lining oxirini sukun qilish; اَلْجَزْمُ iborasi esa jazm belgisi kabi ma'nolarni anglatadi. Arab tilida jazm yuklamalari bir necha bo'lib, arab nahvshunoslari, shuningdek arabshunos olimlar ham bunday yuklamalarga o'z asar va darsliklarida alohida etibor berganlar.

Bu haqda jumladan: Livanlik taniqli nahvshunos olim Antuan ad-Dahdah o'zining مُعْجَمُ لُغَةِ جَزْمٍ

ya'ni: "Arab tilining alifbo tartibi" nomli ilmiy asarida shunday yozadi:

حَرْفُ جَزْمٍ: حَرْفٌ مَعْنَى يَعْمَلُ فِي الْفِعْلِ الَّذِي يَلِيهِ مُبَاشَرَةً وَ يَجْزِمُهُ إِعْرَابًا فِي آخِرِهِ بِوَاسِطَةِ السُّكُونِ أَوْ مَا يَنْتَوِي بِهَا عَنْهَا. حُرُوفُ الْجَزْمِ سِتَّةٌ وَ تُقَسَّمُ قِسْمَيْنِ:

1- حُرُوفٌ جَازِمَةٌ فِعْلًا وَاجِدًا؛ 1. لَمْ: لَمْ يَلِدْ وَ لَمْ يُؤَلِدْ 2. لَمَّا: خَرَجَ وَ لَمَّا يَرْجِعُ 3. لَأَمْ: لَأَمْ الْأَمْرُ: فَلَتَكُنْ مَشِئَتُكَ 4. لَا النَّاهِيَّةُ: لَا تَلْعَبْ بِالنَّارِ.

2 – حَرْفَانِ جَازِمَانِ فِعْلَيْنِ: 1. إِنْ: إِنْ تَكْسَلْ تَخْسَرْ 2. إِذَا مَا: إِذَا مَا تَتَعَلَّمْ تَتَقَدَّمْ⁹¹

Ya'ni: Jazm yuklamalari fe'llar oldidan kelib ularning oxirini to'g'ridan to'g'ri sukun bilan harakatlanishini talab qiladi. Jazm yuklamalari oltita bo'lib, ular ikkiga bo'linadi:

1. Faqat bitta fe'lni jazm qiluvchi yuklamalar, bulardan:

1. لَمْ – yuklamasi, masalan: لَمْ يَلِدْ وَ لَمْ يُؤَلِدْ – U tug'magan va tug'ilmagan ham.

2. لَمَّا – yuklamasi, masalan: خَرَجَ لَمَّا يَرْجِعُ – U chiqdi-yu, qaytib keldi.

3. لَأَمْ – ya'ni: لَمْ – buyruq mayli yuklamasi, masalan: فَلَتَكُنْ مَشِئَتُكَ – Irodali bo'!

4. لَا النَّاهِيَّةُ – biror-bir narsa yoki biror-bir ish harakatdan qaytarish yoki ta'qiqlovchi لَا yuklamasi, masalan: لَا تَلْعَبْ بِالنَّارِ – Olov bilan o'ynama.

2. Ketma-ket kelayotgan ikkita fe'lni jazm qiluvchi yuklamalar, ular ikkita:

1. إِنْ – yuklamasi, masalan: إِنْ تَكْسَلْ تَخْسَرْ – Agar dangasalik qilsang yutqazasan.

2. إِذَا مَا – yuklamasi, masalan: إِذَا مَا تَتَعَلَّمْ تَتَقَدَّمْ – Agar ilm o'rgansang, taraqqiyotga erishasan.

Demak arab nahvida fe'llarning oxirgi harakatini sukun bilan harakatlanishini talab qiluvchi yuklamalarning ja'mi oltita ekan, quyida bu yuklamalarga rus va o'zbek arabshunoslarining bu boradagi tahlillariga e'tiboringizni havola etsak.

Jumladan atoqli rus arabshunos olimlaridan biri B.M.Grande o'zining "Курс арабской грамматики в сравнительно-историческом освещении" nomli ilmiy asarida bunday yuklamalarni "Частисы, ставящие глагол в усеченное наклонение" sarlavhasi ostida quyidagilarni aytadi:

1. لَمْ "не" (جَعْدٌ مُطْلَقٌ "полное отрицание")... Частица لَمْ употребляется с усеченным наклонением в значении отрицание действия прошедшего времени, например: لَمْ يَذْهَبْ "он не пошел"; عِشْ تَرَى مَا لَمْ تَرِ "поживи, тогда увидишь то, чего ты не видел".

2. لَمَّا "еще не" (جَعْدٌ مُسْتَعْرَقٌ "охватывающее отрицание") ... Частица لَمَّا употребляется с усеченным наклонением и отрицает прошлое до настоящего момента включительно, например: لَمَّا يَعْلَمُ ذَلِكَ "он еще этого не узнал".

3. لَ يُتَ (لَأَمْ الْأَمْرُ)... Это частица выражает приказание при глаголе в усеченном наклонении, например: لِيَكْتُبْ "пусть он напишет"; فَلْنَذْهَبْ "и пойдёмте"...

4. لَا يُتَ (لَا لِلْنَهْيِ)... لَا употребляются в усеченном наклонении, обозначая запрещение, например: نَقُلْ ذَلِكَ لَا "не говори этого"

Muallif mazkur asarida yana, bu yuklamaning shartlilikni ifodalovchi jumalalarda ba'zan tushib qolishi ham mumkinligini aytib, shunday yozadi: Условная частица لَا может отсутствовать (с сохранением конструкции условных предложений) в следующих случаях:

⁹¹ انطوان الدحداح. معجم لغة النحو العربي. مكتبة لبنان ناشرون. بيروت، لبنان، 1993م. – ص. 132.

а) при приказании (أَمَرَ) например: أَكْرَمْنِي أَكْرَمْنِي “уважай меня, и я тебя буду уважать”;
б) при запрещении (أَنْهَى), например: لَا تَفْعَلْ يَكُنْ خَيْرًا لَكَ “не делай этого, и тебе будет хорошо”... Во этих разновидностях сочетаний условия имеется по смыслу⁹².

Bulardan tashqari o'zbek arabshunoslaridan, akademik Ne'matulloh Ibrohimovning umumiy tahriri ostida chop etilgan “al-Qomus” nomli arabcha-o'zbekcha qomusiy lug'atida jazm yuklamalari va ularing ma'nolari, ishlatilish o'rinlari haqida quyidagi ma'lumotlarni uchratish mumkin.

1. o'zidan so'ng kelgan hozirgi kelasi-zamon fe'lini jazm qilib, ma'nosini o'tgan zamon bo'lishsiz shaklga o'tkazuvchi yuklama; لَمْ يَأْكُلْ – u umuman yemadi; لَمْ أَقُلْ لَكَ – senga aytmaganman; لَمْ تَذَكِّرْ فَسَوْفَ تَرُسُّبْ – agar takror qilmasang, imtihonda yiqilasang.

2. o'zidan keyin kelgan hozirgi zamon fe'lini jazm qilib, ma'nosini o'tgan zamon bo'lishsiz shaklga o'tkazuvchi yuklama. Bunda ish-harakatning ro'y berishi kutilayotgan bo'ladi; بَلْ لَمَّا يَتُوقَفُوا عَذَابٍ – “Balki ular hali Mening azobimni totib ko'rganlari yo'q” (Qur. 38:8); لَمَّا يُدَاكِرْ دُرُوسَهُ – u hali darslarini qaytarmadi.

3. I va III shaxsga buyruqni ifodalovchi jazm yuklamasi vazifasida qo'llaniladi; ...sin; لِيَقْرَأْ – u o'qisin.

4. bo'lishsiz buyruq mayli yuklamasi: bunda u bitta fe'lni jazm qiladi; لَا تَخَفْ – qo'rqma!

5. shart yuklamasi bo'lib, o'zidan keyin ikki fe'lni jazm qiladi; إِنْ تَدْرُسْ تَنْجَحْ – agar dars qilsang, muvaffaqiyat qozonasan; إِنْ لَا تَذْهَبْ لَا أَذْهَبْ – agar bormasang, men ham bormayman.

6. qachonki, vaqtda, agarda (shart mayli yuklamasi, o'zidan keyin keladigan ikki fe'lining shart maylida turishini talab qiladi.

Ba'zan bu yuklama إِذَا مَا ko'rinishida ham ishlatilishi mumkin, masalan: إِذَا مَا حَضَرَ مُحَمَّدٌ فَأَكْرَمَهُ – Qachon Muhammad kelsa, uni ehtirom qilgin⁹³.

Xulosa qilib shuni aytish mumkinki, arab tilidagi yuklamalar ichida jazm yuklamalarining ham bu tildagi o'ziga xos o'rni va ahamiyati bor deb aytish o'rinlidir. Bu haqda Misrlilik nahvshunos olim Antuan ad-Dahdahdan boshqa nahvshunos olimlarning manbalarida ham aynan shu mazmundagi ma'lumotlarni uchratish mumkin.

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⁹² Гранде В.М. Курс арабской грамматики в сравнительно-историческом освещении. – Москва: Восточная литература, 1998. – С. 423.

⁹³ Иброҳимов Н., Юсупов М. “ал-Қомус” арабча -ўзбекча қомусий луғат. 4 жилд. – Тошкент: Фафур Ғулом, 2017. – Б. 177.

ARAB TILIDA POLISEMIYA HODISASI VA SO'Z MA'NOLARINING O'ZGARISHI



<https://doi.org/10.5281/zenodo.14875213>

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Annotatsiya. Arab tilidagi so'zlarning ko'p ma'noliligi va so'z ma'nolarining o'zgarishi arab xalqining tarixiy taraqqiyoti natijasidir. Ko'p ma'noli so'zlarning shakllanishi va so'z ma'nosining bir ma'nodan boshqa ma'noga o'tishiga arab xalqi bosib o'tgan davrdagi ijtimoiy muhit va dunyoqarash, madaniyat va urf-odatlar bevosita ta'sir ko'rsatgan. Shu bilan bir qatorda bu hodisaga boshqa tillarning ham aloqasi bor.

Mazkur maqolada arab tilidagi polisemiya hodisasining xususiyatlari hamda arab tilidagi so'zlarning ma'nolari o'zgarishi haqida misollar bilan batafsil ma'lumotlar berilgan.

Аннотация. Многозначность слов в арабском языке и изменение значений слов являются результатом исторического развития арабского народа. На образование многозначных слов и переход значения слова из одного значения в другое непосредственно влияли социальная среда и мировоззрение, культура и традиции арабского народа. Другие языки также имеют отношение к этому явлению.

В данной статье представлена подробная информация об особенностях явления полисемии в арабском языке и изменениях значений слов в арабском языке с примерами.

Annotation. The polysemy of words in the Arabic language and the change in the meaning of words are the result of the historical development of the Arab people. The formation of polysemantic words and the transition of the meaning of a word from one meaning to another were directly influenced by the social environment and worldview, culture and traditions of the Arab people. Other languages are also related to this phenomenon.

This article provides detailed information about the features of the phenomenon of polysemy in the Arabic language and the changes in the meaning of words in the Arabic language with examples.

Tayanch so'zlar: *polisemiya, ko'p ma'noli so'zlar, monosemiya, tilshunoslar, semantic ma'no, ma'no kengayishi, ma'no torayishi.*

Ключевые слова: *многозначность, многозначные слова, моносемия, лингвисты, смысловое значение, расширение значения, сужение значения.*

Keywords: *polysemy, polysemantic words, monosemy, linguists, semantic meaning, expansion of meaning, narrowing of meaning.*

Ko'p ma'noli so'zlar o'zaro bog'lanmagan yoki kam darajada bog'langan predmet va hodisalarni anglatadi. Ammo ularning umumiy jihati bu – ma'nolarning yaqinligida bo'lib, ko'p ma'noli so'zlarning ma'nolari aynan bir narsaga asoslantirilgan bo'ladi, ya'ni ularning ma'nolari bitta asosiy ma'nodan kelib chiqadi. Ular semantik jihatdan o'zaro tobe' bo'lgan ma'nolarni ifodalaydi. Ko'p ma'noli so'zlarda ma'no o'zgarsa ham, so'z shaklining aynan o'xshashligiga putur yetmaydi. "Ko'p ma'nolilik voqe'likdagi predmet va hodisalar, hamda tushunchalar o'rtasidagi bog'lanishlar asosidagina emas, balki ma'nolar o'rtasidagi o'zaro bog'liqlik asosida

yuzaga keladi”⁹⁴. Ayrim leksik ma'nolarning o'zaro bo'ysundirilganligi esa ko'p ma'noli so'zlarning funksiyasiga ham, rivojlanishiga ham ta'sir ko'rsatadi.

Polisemiya arab tilida keng tarqalgan hodisadir. Monosemiya (bir ma'nolilik) esa bu tilida nisbatan kam uchraydi. Shuni ham ta'kidlash kerakki, polisemiya arab tilida so'zlashuvchilar tomonidan ko'p qo'llaniladigan so'zlar uchun xos bo'lgan hodisadir. Ko'p ma'nolilik qadimdan nutq belgilari – so'zlarning cheklangan miqdorda ekanligi, ifodalanishi kerak bo'lgan ma'nolarning esa chek-chegarasizligi oqibatida kelib chiqqan nomutanosiblik natijasida vujudga kelgan hodisa sifatida baholanadi. Aslida “har bir ma'no uchun uning o'zini ifodalaydigan alohida ifoda bo'lishi lozim, biroq bunday qilishning imkoni yo'q”. Fahriddin ar-Roziy va uning izdoshlari so'zlarning ko'pma'noliligini quyidagicha izohlashgan: “Har bir ma'no alohida so'z bilan ifodalanishi mumkin emas, chunki ma'noni anglab olinishi cheklanmagan bo'lishi mumkin. So'zlarning harflardan tashkil topishi va harflar son jihatidan chegaralangan bo'lganligi uchun ularning miqdori cheklangan bo'ladi” Chegaralangan miqdordagi narsadan hosil qilingan so'zning miqdori ham cheklangan darajada bo'ladi. Miqdori cheklangan narsa esa chegaralanmagan miqdordagi narsani ifodalay olmaydi. Aks holda ifodalanayotgan narsaning miqdori ham cheklanib qolgan bo'lar edi. Shuning uchun ham tilda ko'p ma'noli so'zlarga ehtiyoj tug'ildi.

Arab tilida ko'p ma'noli so'zlar “الأسماء المشتركة” “al-asma ul-mushtaraka” deb ataladi. Ko'p ma'noli so'zlar ifodalaydigan turli ma'nolar esagan أللون, ألجون, ألعين nomlanadi.

Arab tili tarixi davomida yaratilgan so'zlarning birlamchi ma'nolari asosan aniq va ta'sirchandir. Arablar o'zlarini o'rab turgan borliqdagi turli-tuman narsa va hodisalarni aniq nomlaganlar. Aniq ma'nodan mavhum ma'nolarga o'tish tarixiy nuqtai nazardan qaraganda oddiy o'tish turi hisoblanadi. Fe'llarning leksik-semantik-grammatik aloqalarni kengaytirish orqali aniqlikdan mavhumlikka o'tish fe'llarga xos xususiyatdir, bu esa o'z navbatida ularning sintaktik-grammatik aloqalarining o'zgarishiga olib keladi.

Bunday fe'llarga quyidagilarni misol keltirishimiz mumkin:

امطى – “egarlanadigan hayvonga minmoq” manosini anglatadi. Hozirda esa avtobus, kema kabi transport vositalariga chiqish ma'nosida ham qo'llaniladi.

ناضل – “kim bilandir merganlikda musobaqalashmoq” ma'nosida qo'llaniladi. Aslida esa shunchaki “kurash olib bormoq” ma'nosini anglatgan

استتقى – “shariat masalalari bo'yicha xulosa chiqarib berishni so'ramoq” ma'nosida ishlatiladi. Shuningdek, bu fe'l shunchaki “biror narsa haqida maslahat so'ramoq” ma'nosida ham qo'llanilib, islom dini ta'sirda uning ma'no doirasi torayib, aniqlashgan va aynan shariat masalalari yuzasidan savol so'rashga xoslangan.

إتراد – “o'tloq va suv izlash uchun jo'namoq”

استورد – “suv olib kelish uchun ketmoq”. Bu fe'l aslida “olib kelmoq”, “keltirmoq” ma'nolarini ifodalagan.

Yuqoridagi fe'llar vaqt o'tishi bilan o'z ob'ektlari doirasini kengaytirgan.

Ma'lum bir so'z nom sifatida biror predmetga ko'chirib o'tkazilishi yoki so'zning qadimdan ikkinchi bir predmet yoki hodisaga nisbatan ishlatilganligi tufayli so'zdagi predmet – tushuncha mazmunining o'zgarishi so'zlarda yangi ma'nolarning hosil bo'lishiga olib keladi. Bundan tashqari so'z atama sifatida qo'llanilganida ham nom aniq bir predmetga ko'chirib o'tkaziladi va fe'l derivatlari (masdar, sifatdoshlar va hkz.)ning ma'nosi mavhum yoki umumiy ma'nodan aniq predmet-nom semantikasiga o'tadi.

⁹⁴ Qodirov T.Sh., Aliyev D.I. Arab tili leksikologiyasi. – T.: Toshkent davlat sharqshunoslik instituti, 2010. – B. 64.

Qadimgi arab tilshunoslari soʻzning koʻchma maʼnolarda qoʻllanilishi ham maʼnoning oʻzgarishiga olib kelishini aytib oʻtganlar.

Arab tilida soʻzlarning oʻz, asl maʼnoda qoʻllanilishi “الحقيقة” “al-haqiqa” deyiladi. Bu tushunchaga Ibn Jinniy “soʻzlarning birlamchi maʼnolariga mos tarzda qoʻllanilishi”⁹⁵ deya taʼrif bergan. Soʻzning koʻchma - majoziy maʼnoda qoʻllanilishi esa “زالمجا” “al-majaz” deb ataladi.

Soʻzning odatdagi, hamma tomonidan qabul qilingan asl maʼnosi toʻgʻri maʼno sifatida tan olinadi. Agar koʻchma maʼno hamma tomondan qabul qilingan va odatiy tarzda qoʻllanilsa, u toʻgʻri maʼno sifatiga ega boʻladi. Demak, agar biror soʻzning asl, birlamchi maʼnosi yaʼni toʻgʻri maʼno kam qoʻllanilsa, u koʻchma maʼnoga aylanadi va aksincha, agar koʻchma maʼno koʻproq qoʻllanilsa, u toʻgʻri maʼnoga aylanadi.

Arab tilida koʻchma maʼnodan foydalanish, yaʼni maʼnoni koʻchirish “النقل” “an-naql” deb ataladi.

Soʻzdan turli tasavvurlarga muvofiq ravishda obrazli foydalanish uning yangi maʼnoga ega boʻlishi uchun zamin hozirlaydi, bunda uning avvalgi ramzlari, maʼjuzlari yoʻq boʻlib ketadi va yangi hosil boʻlgan maʼno mazkur soʻzning teng huquqli va mustahkam maʼnolardan biriga aylanadi.

Soʻzlarning maʼnolari uch xil jarayon natijasida oʻzgaradi:

Birinchi jarayon soʻz maʼnolarining sekin ravishda mustaqil oʻsishi, tadrijiy rivojlanishidir. Bu holatda soʻzning belgilangan konteksti oʻzgargan vaqtida soʻz maʼnosi ham asta-sekinlik bilan sezilarli ravishda oʻzgaradi.

Ikkinchi jarayonda esa qisman yoki mutlaqo isteʼmoldan chiqqan eski soʻzlarga yangi mano beriladi va bu soʻzlarning yangi maʼnosidan foydalanish natijasida soʻzlar qayta tiklanadi. Ammo bu ikki jarayon arab tili doirasida nisbatan cheklangan.

Uchinchi jarayon boshqa tillar bilan bogʻliq boʻlib, bunda arab tilidagi soʻzlar chet tilidagi semantik jihatidan oʻzlariga oʻxshash boʻlgan soʻzlarning maʼnolarini oʻzlashtiradi.

Soʻzlarning semantik oʻzgarishi quyidagilarga koʻra tasniflanadi:

1. Maʼnolarning kengayishi

2. Maʼnolarning torayishi

3. Maʼnolarning aralashishi (majoz, metonimiya, yaʼni bir soʻz oʻrnida unga aloqador boshqa soʻzning qoʻllanilishi, masalan, “pul” maʼnosida “hamyon” soʻzini, “ovqat” maʼnosida “dasturxon” soʻzining ishlatilishi hamda sinekdoxa (yaʼni butun narsani uning bir qismining nomi bilan va aksincha, qismni butun narsaning nomi bilan atash)).

Maʼnolarning torayishi, yaʼni qisqarishida umumiy, asl maʼno xususiy maʼnoga koʻchadi. Masalan: (ularda avval klassik, soʻngra zamonaviy maʼnolar berilgan):

أثاث soʻzi qadimda barcha mol-mulkka nisbatan ishlatilgan, bunga uy hayvonlari ham kirib ketgan. Hozirda esa faqat uy jihozlari – mebel maʼnosida qoʻllaniladi.

غَنَمٌ – mayda qoramolning barcha turini ifodalash uchun ishlatilgan, keyinchalik uning maʼno doirasi torayib, hozir faqat “qoʻylar” maʼnosini bildiradi.

ولَدٌ – jinsidan qatʼiy nazar “farzand” maʼnosini anglatgan boʻlsa, vaqt oʻtishi bilan bu soʻzning maʼnosi xoslanib, muzakkar jinsga, yaʼni “oʻgʻil bola” ga nisbatan qoʻllanila boshlandi.

Islom diniga oid koʻpgina atamalar ham soʻz maʼnolarining torayishi orqali hosil boʻlgan. Bunda soʻzning islom dinigacha ifodalagan leksik maʼnosi islom dini tarqalib, ijtimoiy hayotga oʻzgarishlar kirib kelgandan soʻng torayib, maʼlum tushuncha uchun xoslangan. Masalan:

⁹⁵ Qodirov T.Sh., Aliyev D.I. Arab tili leksikoogiyasi. – T.: Toshkent davlat sharqshunoslik instituti, 2010. – B. 65.

حَجَّ – “qayergadir jo‘namoq”, “ketmoq” ma’nosida qo‘llanilgan bo‘lsa, islomdan so‘ng uning ma’no doirasi torayib, faqatgina haj ziyoratini amalga oshirish uchun qo‘llanila boshlangan.

مُؤْمِنٌ – “biror narsaga ishonuvchi” ma’nosini bildirgan. Hozirda esa islom diniga iymon keltirgan “mo‘min” ma’nosida ishlatiladi.

Ma’noning kengayishida yuqoridagi holatning aksini ko‘rish mumkin. Mazkur hodisada so‘z ma’nosining doirasi kengayib, u tor, xususiy ma’nodan keng, asl ma’noga ko‘chadi. Masalan:

سُفْرَةٌ – ilgari faqat yo‘lovchining ovqatlanishiga nisbatan ishlatilgan. Hozir esa umuman “ovqatlanadigan stol” ma’nosini ifodalaydi.

سَجَّادَةٌ – “joynamoq, ibodat qilish uchun mo‘ljallangan gilamcha” ma’nolarida qo‘llanilgan bo‘lsa, ma’no kengayishi natijasida bu so‘z har qanday “gilam” ga nisbatan ishlatiladigan bo‘ldi.

مَوْرِدٌ – avval faqat suv manbaiga nisbatan ishlatilgan bo‘lsa, hozirda umumiy “manbaa” ma’nosini ifodalaydi.

زَيْتٌ – zaytun moyini ifodalash uchun qo‘llanilgan, hzirda esa har qanday yog‘ turiga nisbatan ishlatiladi.

زَمِيلٌ – “biror kim bilan bir tuyada ketayotgan yoki ishlayotgan kishi” ma’nosini ifodalash uchun xizmat qilgan. Vaqt o‘tishi bilan bu so‘zning ma’nosi kengayib, hozirda “hamkasb” yoki “kursdosh” ma’nolarida ishlatiladi.

مُخَضَّرٌ – islom dinigacha bo‘lgan davr va islom davrida yashagan shoirga nisbatan ishlatilgan bo‘lsa, keyinchalik har qanday ikki davrda yashayotgan kishiga nisbatan qo‘llanilgan.

Ma’nolarning o‘zgarishida so‘z semantikasiga oid uch xil hodisani ko‘rish mumkin. Bular:

Majoz (metafora)

Metonimiya

Sinekdoxa

Majoz (metafora) – bu ikki predmetning o‘xshashligiga asoslangan holda ulardan birining nomini ikkinchisiga ko‘chirishdan iborat.

Metonimiya – hodisalarning bir-biri bilan o‘zaro bog‘lanishiga, predmetning bir-biri bilan bog‘liq hodisalarni anglatishiga asoslanadi. Ya’ni bunda bir so‘z o‘rnida unga aloqador bo‘lgan boshqa bir so‘z qo‘llaniladi. Masalan:

يَمِينٌ – o‘ng qo‘l – qasam

صَفَقٌ – qo‘l tashlamoq, bor baraka qilmoq – kelishmoq

وِظِيفَةٌ – maosh, moyana – lavozim

قَهْوَةٌ – qahva– qahvaxona

رِصَاصٌ – qo‘rg‘oshin – o‘qlar

حَدِيدٌ – temir – kishan

دُخَانٌ – tutun – tamaki

قُطْنٌ – paxta – ip gazlamadan tikilgan ko‘ylak

حَرِيرٌ – ipak – shoyi ko‘ylak

Metonimiya arab tilidagi ko‘chirish usuli sifatida o‘ziga xos xususiyatga ega hodisa hisoblanadi, shuning uchun ham tilshunos arablarning tilida narsani, masalan, osmon yomg‘irning sababchisi bo‘lgani uchun “مَطَرٌ” – yomg‘ir “سَمَاءٌ” – osmon so‘zi bilan yoki “غَيْثٌ” – bu yomg‘ir bo‘lganligi uchun, yomg‘irdan keyin o‘sib chiqadigan narsalar ham “غَيْثٌ” deb atalgani kabi, sabab nomi bilan atashga odatlanganligi ta’kidlanadi. Atoqli otlarning turdosh ot sifatida ishlatilishi ham metonimiya deb ataladi. Ko‘pincha ulardan nisbiy nomlar yasaladi.⁹⁶

⁹⁶ Qodirov T.Sh., Aliyev D.I. Arab tili leksikoogiyasi. – T.: Toshkent davlat sharqshunoslik instituti, 2010. – B. 65.

Bunday soʻzlar son jihatidan nisbatan kam uchraydi. Ularga quyidagilarni misol qilib keltirish mumkin:

أَجْرُومِيَّةٌ – “grammatikaga oid” va “أَجْرُومِيَّةٌ” – grammatikada mashhur va keng tarqalgan arab tilshunosligi maktabi asoschisi Ibn Ajrum (1273-1323)ning nomidan hosil qilingan.

طَفِيلِي – “chaqirilmagan yoki kelaverib jonga tekkan mehmon” va hatto “tekinxoʻr, birovnikida uning hisobiga yashovchi” soʻzlari ham oʻzining xiraligi bilan hammaning joniga tekkanligi sababli maʼlum va mashhur boʻlgan kufalik Tufaylning ismidan olingan.

عُرْقُوبِي – yolgʻonchi, aldoqchi, vaʼdaboz, bergan soʻzining ustida turmasligi bilan tanilgan Urqubning nomidan kelib chiqqan.

حَاتِمِي – sahiyligi bilan nom taratgan “toy” qabilasidan chiqqan Hotamning ismidan hosil qilingan

حَوَاءٌ – “ayol” momo Havvo (ayollarning ajdodi) ismidan olingan.

أَدَمِي – “odamiy”, “insoniy” va أَدَمٌ – “odam”, “inson” Odam Atoning ismidan kelib chiqqan soʻzlardir.

Ikkinchi usul soʻzlarning predmetlarga nisbatini juda zarur boʻlgan holda oʻzgartirilishidan iborat. Bu jarayonda adabiy tilni juda yaxshi biluvchi shaxslar asosiy rol oʻynaydilar. Bunda maʼnolar haqiqiy tadrijiy rivojlanishga ega boʻlmaydi – faqatgina mavjud boʻlgan leksika tanlab olinadi, undan yangichasiga foydalaniladi.

Qadimiy tushunchalar bilan yangi tushunchalar oʻrtasidagi oʻxshashlikning anglab olinishi, qadimiy, ayniqsa yarim unutilgan yoki butunlay unutilgan, nafaqat jamoatchilik tomonidan, balki nufuzli til muassasalari tomonidan ham bundan buyon foydalanish uchun qabul qilingan soʻzlarning yangi hosil qilingan soʻzlardan maʼno jihatidan qolishmasligi soʻzlarni bir davrdan ikkinchi bir davrga muvaffaqiyatli ravishda koʻchirib olib oʻtilgan hollari hisoblanadi. Masalan:

مَجْلَةٌ – qogʻoz oʻrami – jurnal

صَحِيفَةٌ – yozib toʻldirilgan qogʻoz varagʻi – gazeta

قَاطِرَةٌ – karvondagi bosh tuya – lakomotiv

قُطَارٌ – tuyalar karvoni – poezd

أَزْمَةٌ – kamhosil yil, qurgʻoqchilik yili – krizis, tanglik

أَرْبَةٌ – tugun – galstuk

Shuningdek, soʻz maʼnolarining oʻzgarishi boshqa tillarning bevosita taʼsir koʻrsatishi orqali ham sodir boʻladi. Bunday oʻzgarishlar arabcha soʻzning xorijiy tildagi u bilan bir xil boʻlgan nomni anglatadigan soʻz bilan semantik bitishuvdan iborat va shu bilan birgalikda semantikasida boshqa tillar bilan bitishuv nuqtalari mavjud boʻlgan arabcha soʻzlar koʻp hollarda xorijiy soʻzlarning semantikasidan qisman yoki toʻliq nusxa koʻchirishi mumkin. Masalan, “كَلِمَةُ مُتَقَاطِعَةٍ” – krossvordni inglizcha “cross-word”; “رَوْضَةُ الْأَطْفَالِ” – bolalar bogʻchasini fransuzcha “jardin d’efants” bilan, “حَقِيقَةُ عَارِيَّةٍ” – yalangʻoch haqiqat (yaʼni chin haqiqat), “مَنْظَرَةٌ” – pushtirang (hamma narsani chiroyli qilib koʻrsatadigan) koʻzoynak va shu kabi maʼjoziy xususiyatga ega boʻlgan xorijiy soʻz birikmalarining soʻzma-soʻz tarjimalari ham xuddi shunday xarakterga ega.

Xulosa oʻrnida aytish mumkinki, soʻzlarning koʻp maʼnoliligi arab tilida koʻp uchraydigan hodisadir. Bu tildagi soʻzlarning aksari koʻp maʼnoli boʻlib, bir maʼnoli soʻzlar ularga nisbatan kamchilikni tashkil etadi. Qaysi lugʻatni ochib qaramaylik, bunga amin boʻlamiz.

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PRAGMATIK ELEMENTLAR VA ULARNING TARJIMADAGI O'RNI



<https://doi.org/10.5281/zenodo.14875239>

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Annotatsiya. Ushbu maqolada pragmatik elementlarning tarjimada tutgan o'rni va ularning to'g'ri yetkazilishidagi asosiy muammolar tahlil qilinadi. Pragmatika tildagi kontekstual ma'no, nutq aktlari, deiksis va madaniy komponentlarni o'z ichiga oladi. Tarjimada ushbu elementlarni saqlab qolish muhim bo'lib, ularning noto'g'ri interpretatsiyasi semantik va stilistik yo'qotishlarga olib kelishi mumkin. Maqolada tarjimonlar duch keladigan asosiy qiyinchiliklar va ularni yengish yo'llari ko'rib chiqiladi.

Аннотация. В данной статье анализируется роль прагматических элементов в переводе и основные проблемы их правильной подачи. Прагматика включает контекстуальное значение, речевые акты, дейксис и культурные компоненты языка. Важно сохранить эти элементы при переводе, их неправильное толкование может привести к смысловым и стилистическим потерям. В статье рассматриваются основные трудности, с которыми сталкиваются переводчики, и пути их преодоления.

Annotation. This article analyzes the role of pragmatic elements in translation and the main problems in their correct transmission. Pragmatics includes contextual meaning, speech acts, deixis, and cultural components in language. It is important to preserve these elements in translation, as their misinterpretation can lead to semantic and stylistic losses. The article considers the main difficulties faced by translators and ways to overcome them.

Tayanch so'zlar: *pragmatika, tarjima nazariyasi, deiksis, nutq aktlari, kontekst, madaniy komponentlar, tarjima muammolari, til va madaniyat*

Ключевые слова: *прагматика, теория перевода, дейксис, речевые акты, контекст, культурные компоненты, проблемы перевода, язык и культура.*

Keywords: *pragmatics, translation theory, deixis, speech acts, context, cultural components, translation problems, language and culture.*

Kirish. Til inson muloqotining asosiy vositasi bo'lib, uning tarkibiy qismlaridan biri pragmatik elementlardir. Pragmatika til birliklarining kontekstga bog'liq holda qanday ishlatilishini, ma'no hosil qilish jarayonidagi nutq aktlari, deiksis, konversatsion implikaturalar va madaniy omillarni o'rganadi. Ushbu elementlar nafaqat tilshunoslikning muhim yo'nalishi, balki tarjima jarayonida ham muhim ahamiyat kasb etadi.

Tarjimada pragmatik elementlarning to'g'ri uzatilishi matnning mantiqiy yaxlitligi, stilistik mosligi va madaniy xususiyatlarini saqlab qolish bilan bog'liq. Har bir til va madaniyat o'ziga xos nutq konvensiyalariga ega bo'lgani sababli, tarjimon pragmatik elementlarni shunchaki so'zma-so'z o'girish emas, balki ularni manba tilning kontekstiga muvofiq tarzda qayta yaratish orqali yetkazishi lozim.

Mazkur maqolada pragmatik elementlarning turlari, ularning tarjimada tutgan o'rnini, tarjimonlar duch keladigan asosiy muammolar va ularni bartaraf etish usullari ko'rib chiqiladi. Shuningdek, tarjimada kontekst, madaniy farqlar va nutq uslubiga bog'liq o'zgarishlarning ahamiyati tahlil qilinadi. Bu masalalarni chuqur o'rganish tarjima sifatini oshirish, manba va maqsad til o'rtasidagi muloqotni samarali tashkil etish imkonini beradi.

Til nafaqat so'zlar va grammatik qoidalardan iborat, balki muloqot jarayonida ma'no hosil bo'lishida muhim rol o'ynaydigan pragmatik elementlarni ham o'z ichiga oladi. Pragmatika so'z va gaplarning faqat lug'aviy ma'nosigagina emas, balki kontekst, nutq vaziyati va madaniy omillarga bog'liq bo'lgan ma'nolariga ham e'tibor qaratadi. Tarjimada pragmatik elementlarning to'g'ri uzatilishi matnning tabiiyligini saqlash va uning maqsadini aniq yetkazish uchun muhim hisoblanadi.

Pragmatik elementlar turli shakllarda namoyon bo'lishi mumkin. Ular quyidagi asosiy toifalarga bo'linadi:

Deixis tildagi joy, vaqt va shaxsni aniqlovchi birliklarni o'z ichiga oladi. Bular matn ichida bevosita manoni aniqlab bermasdan, kontekst orqali tushuniladigan elementlardir. Deixis turlari quyidagilardir:

Shaxs deixisi: men, sen, u, biz, siz va h.k.

Joy deixisi: bu yer, u yer, shu, o'sha va h.k.

Vaqt deixisi: hozir, kecha, ertaga va h.k.

Tarjimada deiktik birliklar to'g'ri qo'llanilmasa, ma'no buzilishi yoki tushunmovchilik yuzaga kelishi mumkin.

Nutq aktlari muloqot davomida bajariladigan kommunikativ harakatlarni ifodalaydi. Ular quyidagilarga bo'linadi: Bayon etuvchi aktlar (informatsiya yetkazish); Buyruq va iltimos aktlari (topshiriq, maslahat, iltimos bildirish); Vada berish va majburiyat aktlari; Emotiv aktlar (tafakur, hayrat, o'y-mushohada ifodalash)

Har bir tilda nutq aktlarining ishlatilish usuli turlicha bo'lishi mumkin. Tarjimon bularni kontekst va madaniy tafovutlarga qarab mos ravishda uzatishi lozim.

Konversatsion implikatura – bu matnda bevosita aytilmagan, lekin kontekst orqali tushuniladigan ma'nolarni anglatadi. Masalan, ingliz tilidagi "It's cold in here". gapining bevosita ma'nosi "Bu yer sovuq" bo'lsa ham, aslida bu derazani yopish yoki isitgichni yoqish kerakligini anglatishi mumkin. O'zbek tilida bu gapni "Bu yer ancha sovuq ekan, derazani yopaylikmi?" kabi tarjima qilish mumkin.

Har bir til va madaniyat o'ziga xos nutq shakllariga ega bo'lib, tarjimada ularni hisobga olish muhimdir. Masalan:

Inglizcha: "Break a leg!" (Omad tilash)

O'zbekcha ekvivalenti: "Omad tilayman!".

Madaniy tafovutlarni inobatga olmaslik matnning tabiiyligini yo'qotishiga olib kelishi mumkin.

Ba'zan tarjimon pragmatik elementlarni bevosita tarjima qilishi sababli matnning asosiy ma'nosi yo'qolib ketishi mumkin. Masalan, "Sizga yordam bera olamanmi?" gapining inglizcha ekvivalenti "Can I help you?" bo'lsa ham, ba'zi kontekstlarda bu gap "Sizga nima kerak?" ma'nosini ham anglatishi mumkin.

Turli tillar va madaniyatlar pragmatik birliklarni turlicha ifodalaydi. Ba'zi hollarda tarjimon so'zma-so'z tarjima qilish o'rniga, mazmunan mos keladigan ekvivalentni topishi lozim. Masalan, yapon tilidagi "Itadakimasu" so'zi so'zma-so'z "Men bu taomni qabul qilaman" degan ma'noni bildirsa ham, o'zbek tilida u "Yoqimli ishtaha!" deb tarjima qilinadi.

Ba'zan matnda yashirin ma'no bor bo'lsa, tarjimon uni yetarli darajada aks ettira olmaydi. Masalan, "Siz charchagandirsiz" gapining pragmatik ma'nosi suhbatdoshga dam olishni tavsiya qilish bo'lishi mumkin, lekin tarjimada bu bevosita aks etmaydi.

Pragmatik elementlarning to'g'ri uzatilishini ta'minlash uchun quyidagi usullar qo'llanilishi mumkin:

Funksional ekvivalent topish – ma'noni so'zma-so'z emas, balki funksiya jihatidan mos keladigan tarzda tarjima qilish.

Kontekstni inobatga olish – tarjima qilinayotgan matnning vaziyatini chuqur tahlil qilish.

Madaniy moslashtirish – pragmatik elementlarni maqsad madaniyatiga moslashtirib, tabiiy ifodalar bilan yetkazish.

Dinamik tarjima usuli – sintaktik jihatdan emas, balki semantik va stilistik jihatdan to'g'ri tarjima qilish.

Pragmatik elementlar tarjima jarayonida muhim o'rin tutadi va ularning noto'g'ri yoki bevosita tarjimasi matnning ma'no yo'qotishiga sabab bo'lishi mumkin. Shuning uchun tarjimon pragmatik nazariyani chuqur bilishi, kontekstni e'tiborga olishi va madaniy tafovutlarni hisobga olishi lozim. Pragmatik elementlarni to'g'ri uzatish matnning tabiiy va tushunarli bo'lishini ta'minlaydi hamda tarjimonlik sifatini oshiradi.

Pragmatik elementlar tarjimada muhim rol o'ynaydi, chunki ular matnning lingvistik chegaralaridan tashqariga chiqib, muallifning niyatini, ijtimoiy va madaniy kontekstni ifodalaydi. Tarjima jarayonida faqatgina leksik va grammatik jihatlar emas, balki pragmatik omillar – kontekst, matnning funksional yo'nalishi, nutq holati va auditoriya talablari ham hisobga olinishi lozim.

Pragmatik elementlarni to'g'ri uzatish tarjimonning til bilimidan tashqari, madaniy kompetensiyasini, matnning asl mohiyatini anglash qobiliyatini ham talab qiladi. Masalan, hazil, kinoya, istiora kabi omillarni mos ekvivalentlar bilan ifodalash tarjimonning ijodiy yondashuvini taqozo etadi. Shu sababli, tarjimada faqat so'zma-so'z tarjima bilan cheklanmay, pragmatik moslashuvga ham e'tibor qaratish zarur.

Shuningdek, pragmatik elementlarning tarjimada buzilishi yoki noto'g'ri talqin qilinishi matnning muloqot samaradorligiga salbiy ta'sir ko'rsatishi mumkin. Ayniqsa, reklama, diplomatik hujjatlar, ilmiy-ommabop matnlar va badiiy asarlar tarjimasida pragmatik omillarni hisobga olish yanada dolzarb bo'lib, bu tarjimonning kasbiy mahorati va tajribasiga bog'liq bo'ladi.

Xulosa qilib aytganda, pragmatik elementlarni tarjimada inobatga olish – sifatli, tabiiy va tushunarli tarjimani ta'minlovchi asosiy omillardan biridir. Shu sababli, tarjimonlar nafaqat tillarni chuqur o'rganishi, balki pragmatik kompetensiyani rivojlantirishga ham e'tibor qaratishlari zarur.

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PROBLEMS OF DISTANCE EDUCATION IN TEACHING FOREIGN LANGUAGES AND WAYS OF ITS DEVELOPMENT



<https://doi.org/10.5281/zenodo.14875256>

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Annotation. In the contemporary era of globalization, proficiency in foreign languages is more critical than ever. Distance education has emerged as a promising alternative to traditional classroom settings, providing learners with greater flexibility and accessibility. However, the transition to online language learning is not without its challenges. This annotation explores the various problems associated with distance education in the context of foreign language teaching, such as technological barriers, lack of immersion, limited interaction, and motivational issues.

Аннотация. В современную эпоху глобализации владение иностранными языками становится более важным, чем когда-либо. Дистанционное образование стало многообещающей альтернативой традиционному классному обучению, предоставляя учащимся большую гибкость и доступность. Однако переход к онлайн-обучению языка не лишен проблем. В этой аннотации исследуются различные проблемы, связанные с дистанционным образованием в контексте преподавания иностранного языка, такие как технологические барьеры, отсутствие погружения, ограниченное взаимодействие и проблемы мотивации.

Annotatsiya. Zamonaviy globallashuv davrida xorijiy tillarni bilish har qachongidan ham muhimroq. Masofaviy ta'lim o'quvchilarga ko'proq moslashuvchanlik va foydalanish imkoniyatini beruvchi an'anaviy sinf sharoitlariga istiqbolli alternativa sifatida paydo bo'ldi. Biroq, onlayn til o'rganishga o'tish o'zining qiyinchiliklaridan xoli emas. Ushbu izoh chet tilini o'qitish kontekstida masofaviy ta'lim bilan bog'liq bo'lgan turli muammolarni, masalan, texnologik to'siqlar, cheklangan o'zaro ta'sir va motivatsion masalalarni o'rganadi.

Keywords: *distance education, foreign language teaching, techniques, online learning platforms.*

Ключевые слова: *дистанционное образование, преподавание иностранного языка, методики, платформы онлайн-обучения.*

Tayanch so'zlar: *masofaviy ta'lim, chet tillarini o'qitish, texnikalar, onlayn ta'lim platformalari.*

Distance education has become increasingly popular, especially in the wake of global events that have necessitated remote learning. Teaching foreign languages through distance education presents unique challenges that require innovative solutions. In today's globalized world, the proficiency in foreign languages has become an indispensable skill. However, traditional classroom settings, with their physical presence requirements, have faced significant challenges in keeping up with the demand for language education. With the advent of technology, distance education has emerged as a viable alternative, offering flexibility and accessibility to learners worldwide. Despite its potential, distance education in the realm of foreign language teaching is fraught with unique challenges. Through a comprehensive analysis, we seek to understand the barriers to successful distance language learning and identify innovative strategies to overcome them, paving the way for an improved and more inclusive educational framework.

Challenges of Distance Education in Teaching Foreign Languages

Distance education in the context of foreign language teaching faces several challenges. These challenges can be broadly categorized into technological barriers, pedagogical challenges, and issues related to student engagement and motivation. Here are some challenges associated with distance education in teaching foreign languages:

1. **Lack of immersion:** One of the most significant hurdles is the lack of immersive environments. Traditional classroom settings often provide a rich, immersive experience, where students can practice speaking and listening in real-time with peers and instructors. This kind of interaction can be difficult to replicate in a virtual setting.
2. **Technological barriers:** Distance education relies heavily on technology. Students may face issues such as poor internet connectivity, lack of access to appropriate devices, or software compatibility problems, all of which can hinder their learning experience.
3. **Motivation and self-discipline:** Learning a language requires consistent practice and a high level of motivation. In a distance education setup, students might struggle with maintaining self-discipline and motivation without the structured environment and direct supervision of a traditional classroom.
4. **Limited interaction:** Interaction with peers and instructors is often limited in distance education. Language learning thrives on conversation and practice, but virtual classrooms may not provide enough opportunities for spontaneous, natural interactions.
5. **Assessment challenges:** Evaluating language proficiency can be more challenging in a distance education setup. Traditional assessments, like oral exams and presentations, may be harder to conduct, and there might be concerns about academic integrity in online testing.
6. **Cultural exposure:** Language learning is not just about mastering vocabulary and grammar; it's also about understanding the culture behind the language. Distance education may not provide the same level of cultural exposure as traditional methods, where cultural immersion activities can be more effectively organized.
7. **Internet connectivity:** Reliable and high-speed internet access is essential for effective distance learning. In many regions, students may struggle with slow or unstable internet connections, leading to disruptions in live classes, delays in accessing study materials, and difficulties in participating in interactive activities.
8. **Access to devices:** Not all students have access to the necessary devices, such as computers, tablets, or smartphones, which are required for online learning. Even if they do, these devices may not always be up-to-date or powerful enough to handle the demands of modern educational software and video conferencing tools.
9. **Software compatibility:** Different educational institutions may use a variety of learning management systems (LMS), video conferencing platforms, and language learning apps. Ensuring that students can seamlessly access and use these tools across various devices and operating systems can be a challenge⁹⁷.

Pedagogical Challenges

Teaching foreign languages requires interactive and immersive experiences, which can be difficult to achieve in a virtual environment. Traditional classroom techniques such as group activities, role-playing, and real-time feedback are harder to implement online. Moreover, the

⁹⁷ Lee, J., & Profitt, N. (2022). Technological Barriers in Language Learning: Challenges and Solutions. *Educational Technology Research and Development*, 70 (3), 513-532

lack of physical presence can make it challenging for teachers to gauge students' understanding and provide personalized support⁹⁸.

Here are some of the pedagogical challenges associated with distance education in teaching foreign languages:

1. Engagement and interaction: In a traditional classroom, teachers can easily gauge students' engagement through non-verbal cues and direct interaction. In a virtual environment, it can be challenging to maintain student engagement and foster interactive learning experiences. This can lead to a lack of participation and reduced effectiveness in language acquisition.

2. Personalization: Effective language teaching often requires personalized instruction to address individual learners' needs, strengths, and weaknesses. In a distance learning setup, it can be difficult for teachers to provide tailored feedback and adapt their teaching methods to suit each student's unique learning style.

3. Communicative competence: Language learning relies heavily on developing communicative competence—being able to use the language effectively in real-life situations. Distance education may not provide sufficient opportunities for spontaneous conversation, group discussions, and role-playing activities that are crucial for building this competence.

4. Assessment and feedback: Timely and constructive feedback is essential for language learning. In a distance education context, providing consistent and detailed feedback on speaking, writing, and comprehension tasks can be time-consuming and logistically challenging. Additionally, traditional assessment methods may need to be adapted for the online environment.

5. Cultural context: Understanding the cultural context of a language is a key component of language learning. In a remote learning setup, it can be challenging to create immersive cultural experiences that help students appreciate the cultural nuances and real-life usage of the language.

6. Teacher training and preparedness: Not all language teachers are equally comfortable with or trained in using digital tools and platforms. A lack of familiarity with online teaching techniques can affect the quality of instruction and the overall learning experience for students.

7. Student collaboration: Language learning often involves collaborative activities, such as pair work or group projects. Facilitating effective collaboration in a virtual environment requires careful planning and the use of appropriate digital tools, which can be challenging for both teachers and students.

8. Consistency and structure: Maintaining a consistent and structured learning schedule is crucial for language acquisition. In a distance education setup, students might struggle with keeping up with the course structure, leading to gaps in their learning and progress.

These pedagogical challenges underscore the need for innovative teaching strategies, comprehensive teacher training, and effective use of technology to create a supportive and engaging online learning environment⁹⁹. By implementing these strategies, educational institutions can enhance the effectiveness of distance education for foreign language teaching and create a more engaging and supportive learning environment for students.

Conclusion

Distance education in teaching foreign languages presents several challenges, but with the right strategies and resources, these challenges can be overcome. By improving technological infrastructure, adopting innovative teaching methods, and providing personalized support,

⁹⁸ Cohen, A. D., & Macaro, E. (2019). Language Learner Strategies: 30 Years of Research and Practice. *Language Teaching*, 52 (3), 314-390.

⁹⁹ Nattinger, J. R., & DeCarrico, J. (2021). Teaching Vocabulary: A Review of the Literature. *Language Teaching Research*, 25 (5), 582-604

educators can create effective and engaging online language learning experiences. The future of distance education holds great potential for the development of foreign language teaching, provided that these challenges are addressed proactively. Moreover, providing comprehensive training for educators, incorporating cultural immersion activities, and developing innovative assessment methods are crucial steps toward enhancing the quality of distance language education. By implementing these strategies, educational institutions can create a more supportive and effective distance learning environment, ultimately improving language proficiency and ensuring that learners can achieve their language learning goals. The future of distance education in teaching foreign languages holds immense potential, and with the right tools and approaches, it can become a powerful and inclusive means of language acquisition.

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UNDERSTANDING ADJACENCY PAIRS: THE KEY TO EFFECTIVE COMMUNICATION



<https://doi.org/10.5281/zenodo.14875273>

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Annotation. This article discusses and analyzes the types of Adjacency Pairs and their preference structures in spoken discourse. The authors explained that there are several types of adjacency pairs and their preference structures discovered in teaching learning process. The first type is question – answer in which its preference structure is expected as preferred response and unexpected as unpreferred one. The second type is request – acceptance/rejection which acceptance is as preferred and rejection as unpreferred response of its preference structure. Furthermore, complaint – excuse/ remedy in which its acceptance response is known as preferred response in preference structure. Finally AP is the most important part of spoken discourse that serve building interaction in effective communication.

Аннотация. В данной статье рассматриваются и анализируются типы смежных пар и структуры их предпочтений в устной речи. Авторы объяснили, что в процессе обучения и преподавания обнаружено несколько типов пар смежности и структур их предпочтений. Первый тип – вопрос-ответ, в котором структура предпочтений ожидаема как предпочтительный ответ и неожиданна как непредпочтительный. Второй тип — запрос-принятие/отклонение, в котором принятие является предпочтительным, а отклонение — нежелательным ответом его структуры предпочтений. Более того, жалоба - оправдание/средство правовой защиты, в которой ответ о ее принятии известен как предпочтительный ответ в структуре предпочтений. Наконец, АР является важнейшей частью устного дискурса, которая служит для построения взаимодействия в эффективной коммуникации.

Annotatsiya. Ushbu maqolada qo'shnilik juftlarining turlari va ularning og'zaki nutqdagi afzal tuzilmalari muhokama qilinadi va tahlil qilinadi. Mualliflar o'qitish jarayonida aniqlangan qo'shni juftliklarning bir nechta turlari va ularning afzal tuzilmalari mavjudligini tushuntirdilar. Birinchi tur - bu savol-javob bo'lib, uning afzal tuzilishi afzal javob sifatida kutiladi va kutilmagan javob sifatida kutiladi. Ikkinchi tur – so'rov - qabul qilish / rad etish, bu erda qabul qilish afzalroq va rad etish - uning afzal tuzilmasining afzal ko'rilmagan javobidir. Bundan tashqari, shikoyat uzrli/davolovchi vosita bo'lib, uning qabul qilinganligi haqidagi javob afzal tuzilmada afzal qilingan javob sifatida tanilgan. Nihoyat, AP samarali muloqotda o'zaro ta'sirni o'rnatishga xizmat qiladigan og'zaki nutqning eng muhim qismidir.

Keywords: *adjacency pairs, spoken discourse, first part, second part, turn, conversational analysis.*

Ключевые слова: *смежные пары, устная речь, первая часть, вторая часть, черед, разговорный анализ*

Tayanch so'zlar: *qo'shni juftliklar, og'zaki nutq, birinchi qism, ikkinchi qism, navbat, suhbat tahlili.*

Introduction

Adjacency Pairs are almost automatic patterns in conversational analysis which are composed of two utterances by two speakers one comes after another. The speaking of the first utterance should be responded by a responding utterance. Adjacency pairs exist in every language and it has several types depending on context and based on cultural values.

The use of adjacency pairs creates different types of very complex conversation. According to McCarthy (1991), pairs of utterance are mutually dependent. For instance, a question predicts an answer and the answer presupposes a question. Moreover, Heritage in Wooffitt (2005) stated that the term adjacency pair is a sequence of two utterances which are adjacent, produced by different speakers, ordered as a first part and second part and typed, so that a first part requires a particular second, or range of second parts. An invitation, then, would be the first part of an invitation–response pair, a question the first part of a question–answer pair, and a greeting the first part of a greeting–greeting pair. Furthermore, Levinson (1983) stated that an adjacency pair is a unit of conversation that contains an exchange of one turn each by two speakers. The turns are functionally related to each other in such a fashion that the first turn requires a certain type or range of types of second turn. We have noted above that structural view in interaction is related to adjacency pairs. That is a sequence of two utterances which are adjacent, produced by different speakers, ordered as a first pair part and second part, and typed, so that a first part requires a particular second part (Schegloff and Sacks in Schifffrin, 1994)

According to Tracy (2002:114) there are many kinds of adjacency pairs. Some pairs involve similar acts like greetings and goodbye, while others involve different acts, like invitations or offers followed by acceptances or refusals, and question followed by answer.

Organizing words uttered in conversation turn-taking will contribute to the excellent notion to keep the living discussion. This focus then brings us to the adjacency pairs (AP). Paltridge stated that “adjacency pairs are the utterances produces by two successive speakers in a way that the second utterances is identified as related to the first one as an expected follow-up to that utterance.” In a classroom interaction, these pairs are the signal to show that the teaching-learning activity goes well. The teacher can somehow portray their student’s responses from their pairs. It is in line with the function of AP itself in contributing to the flow of the conversation (Levinson, In discussing the AP’s of conversation sequences, the implementation of Conversation Analysis is one of the ways to see the turn-taking pattern in whether interlocutors participate in a conversation. This shows the uniqueness of analyzing language and human social interaction. AP’s is a sequence of two turns which is produced adjacently and related to each other. So, the utterances produced by two different speakers. Each speaker has it each turn as the first part pair (FPP) and the second pair part (SPP). The turn can be specified as a pair typed as a requirement so that the FPP of a particular type that SPP requires has the same type (Schegloff & Sacks)Richard & Smith, Coulthard, Yule)

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Speakers	Example	Type
Teacher	Good morning	Greeting
Students	Good morning	Greeting

1. This type of AP is called greeting, greeting and it occurs in all languages like this between two or more speakers. The function is to greet each other. In contrast to this degreeting also happens in the spoken language both formal or informal situations. In formal situations:

A: Good bye, see you. A: Bye

B: Good bye. B: Bye

There are other types of adjacency pairs such as, question -answer

Speakers	Example	Type
Teacher	What day is it today?	Question
Student	Today is Wednesday	Answer 1
Student	I can't remember	Answer 2

2. This type of AP may happen very often in the spoken discourse both in formal or informal situations. Here responses can vary, the speaker can give the right answer to the question or ignore it.

3. Request - Acceptance/Refusal. Here first speaker requests smth to the second speaker and the second speaker either accepts it or denies.

Speakers	Example	Type
Ann	Would you like some coffee?	Request
Helen	Yes. I'd love to	Acceptance
Bob	No, thanks	Refusal

4. Blame - Denial/Admission. The first speaker gets angry and blames the second one and the second speaker either accepts the blame or denies.

Speakers	Example	Type
The mother	You have spilled the milk on the carpet!	Blame
Son	No, it's not me. It's my sister	Denial
Son	Sorry mom	Admission

5. Complaint - Excuse/Remedy. Here the first part is complaining about smth and the second speaker excuses and asks for remedy.

Speakers	Example	Type
Diner	This coffee is cold. I expected it to be hot.	Complaint
Servant	I'm so sorry about that! Let me make you a fresh one right away	Excuse/remedy

Cultural and contextual influences on adjacency pairs

Even if adjacency pairs are universal, their expressions vary across the cultures and context. For instance:

- In Western cultures, direct questions will be responded directly
- In some Asian cultures, indirect answers are often preferred to maintain harmony or politeness.

Understanding these cultural nuances can provide to build cross- cultural communication.

Conclusion

Adjacency Pairs are more than a linguistic concept but they are blueprint for meaningful communication. By understanding its structure and learning types, we can foster clearer and more effective communication in both personal and professional contexts.

Whether in face-to-face communication or in digital interaction, adjacency pairs remind us about how humans are cooperative in dialogue. Next time you exchange a greeting or compliment and acception, take a moment to appreciate this small but a powerful conversational tool.

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ARAB TILIDA FE'LLARNING O'TGAN ZAMONDAGI TASNIFI VA SHAKLLANISHI: LINGVISTIK TAHLIL



<https://doi.org/10.5281/zenodo.14875291>

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Annotatsiya. Arab tili o'zining murakkab grammatik tizimi va fonetik tuzilmalari bilan ajralib turadi. Fe'l tizimi arab tilining eng muhim va o'ziga xos jihatlaridan biridir, ayniqsa uning o'tgan zamon shakllaridagi tuslanishi. Ushbu maqolada arab tilida fe'llarning o'tgan zamonida tuslanishining xususiyatlari, sahih (sog'lom) va mo'tal (illatli) fe'llarning imloviy va fonetik o'zgarishlar bilan qanday o'zgarishini tahlil qilishga qaratilgan. Maqolada sahih fe'llar, ularning o'tgan zamonda tuslanishidagi oddiy qoida asoslari va imloviy o'zgarishlar, shuningdek, mo'tal fe'llarning tarkibidagi illatli harflar ta'sirida yuzaga keladigan fonetik o'zgarishlar ko'rib chiqilgan. Fe'lning o'tgan zamon shakllaridagi tasnif, o'zgarishlar va qoidalarining batafsil tahlili orqali arab tili o'rganuvchilari uchun grammatik tuzilma va morfologiyani mukammal o'rganish uchun zarur bilimlar taqdim etiladi. Maqola, arab tili o'qituvchilari, talabalar va ilmiy tadqiqotchilar uchun arab tilidagi fe'l tizimi bo'yicha chuqur tahlil va qo'llanma sifatida xizmat qiladi.

Аннотация. Арабский язык выделяется своей сложной грамматической системой и фонетическими структурами. Глагольная система является одной из важнейших и уникальных черт арабского языка, особенно с точки зрения спряжения форм прошедшего времени. В данной статье рассматриваются особенности спряжения глаголов в прошедшем времени, а также орфографические и фонетические изменения в правильных (сахих) и дефективных (мо'тал) глаголах. Анализируются основные правила спряжения правильных глаголов в прошедшем времени, орфографические изменения, а также фонетические трансформации, возникающие под влиянием слабых букв в дефективных глаголах. Детальный разбор классификации, изменений и правил формирования форм прошедшего времени позволит учащимся арабского языка глубже понять его грамматическую структуру и морфологию. Данная статья представляет собой ценный ресурс для преподавателей арабского языка, студентов и исследователей, занимающихся изучением арабской глагольной системы.

Annotation. The Arabic language stands out for its complex grammatical system and phonetic structures. The verb system is one of the most crucial and distinctive aspects of Arabic, particularly in terms of conjugation in the past tense. This article examines the characteristics of verb conjugation in the past tense, focusing on orthographic and phonetic changes in both sound (sahih) and weak (mo'tal) verbs. The paper analyzes the fundamental rules of past tense conjugation for sound verbs, orthographic modifications, and phonetic transformations influenced by weak (illat) letters in weak verbs. A detailed classification and analysis of past tense forms, their changes, and conjugation rules provide learners with essential knowledge for mastering the grammatical structure and morphology of Arabic. This article serves as a comprehensive resource for Arabic language teachers, students, and researchers studying the Arabic verb system.

Tayanch so'zlar: *arab tili, fe'l tizimi, o'tgan zamon, tuslanish, sahih fe'llar, mo'tal fe'llar, illatli harflar, fonetik o'zgarishlar, imloviy o'zgarishlar, grammatik tuzilma, morfologiya, sintaksis, arab grammatikasi, fe'l shakllari, arab tili ta'limi, fonologiya.*

Ключевые слова: *арабский язык, глагольная система, прошедшее время, спряжение, правильные глаголы, дефективные глаголы, слабые буквы, фонетические изменения, орфографические изменения, грамматическая структура, морфология, синтаксис, арабская грамматика, формы глагола, преподавание арабского языка, фонология.*

Keywords: *arabic language, verb system, past tense, conjugation, sound verbs, weak verbs, illat letters, phonetic changes, orthographic changes, grammatical structure, morphology, syntax, arabic grammar, verb forms, arabic language education, phonology.*

Kirish

Arab tili o'zining boy grammatik tizimi, murakkab fe'l tuzilishi va maxsus sintaktik qoidalari bilan ajralib turadi. Arab tilidagi fe'llar, ayniqsa o'tgan zamon shakllaridagi tuslanishi, boshqa tillarda uchraydigan fe'l tizimlaridan sezilarli farq qiladi. Fe'lning o'tgan zamonda tuslanishi arab tilining eng qiyin va murakkab qismlaridan biridir. Bu jarayonning o'ziga xos xususiyatlari tilni o'rganishga kirishgan odamlar uchun katta qiyinchiliklar tug'diradi, chunki fe'lning shaklini, o'tgan zamondagi shakllarini aniqlashda grammatik qoidalar, imloviy o'zgarishlar va fonetik jarayonlarning to'liq tushunilishi zarur.

Arab tilidagi fe'llar umumiy jihatdan o'zining tarkibiy tuzilishi, harflarning o'zaro aloqasi va sintaktik roli jihatidan turlicha bo'lishi mumkin. Fe'llar grammatik jihatdan ikki katta guruhga bo'linadi: sahih (sog'lom) fe'llar va mo'tal (illatli) fe'llar. Ushbu guruhlarining har biri o'ziga xos grammatik qoidalarga va imloviy o'zgarishlarga ega. Sahih fe'llar tarkibida illatli harflar mavjud emas, ularning o'tgan zamon shakllari oddiy qoida asosida tuslanadi. Mo'tal fe'llar esa illatli harflarga ega bo'lib, ular o'tgan zamon shaklida ba'zi fonetik o'zgarishlarga uchraydi.

Arab tilida fe'llarning o'tgan zamonidagi tuslanishining o'ziga xosligini o'rganish, nafaqat til o'rganuvchilari uchun, balki tilshunoslar va arab tilining grammatik tuzilishini chuqur o'rganishni istagan tadqiqotchilar uchun ham katta ahamiyatga ega. Fe'lning shakllanish jarayoni tilning sintaktik va morfologik strukturalarini yaxshi tushunishga yordam beradi, bu esa arab tilini to'g'ri va aniq o'rganish uchun zarur. Shuningdek, fe'l shakllaridagi o'zgarishlar tilni faol qo'llashda, ya'ni gap qurishda, izchil va grammatik jihatdan to'g'ri nutq yaratishda muhim rol o'ynaydi.

Bu maqolada arab tilida fe'llarning o'tgan zamonida tuslanishining xususiyatlari, sahih va mo'tal fe'llarning o'tgan zamon shakllaridagi o'zgarishlar keltirilgan. O'tgan zamon fe'llarining tuslanishidagi fonetik va imloviy o'zgarishlarni tahlil qilish orqali, arab tilida bu jarayonning o'ziga xosligi va murakkabligi yaxshiroq tushuniladi. Maqola, ayniqsa, arab tili grammatikasini o'rganayotgan talabalar, ilmiy tadqiqotchilar va arab tili o'qituvchilari uchun foydali manba bo'lib xizmat qiladi.

Materiallar va Metodlar

Ushbu maqolada arab tilining grammatik tuzilishini o'rganuvchi asosiy manbalar sifatida klassik arab grammatikasi va zamonaviy ilmiy izlanishlar asosida taqdim etilgan adabiyotlardan foydalanildi. Fe'llarning o'tgan zamonida tuslanishining xususiyatlarini o'rganish uchun quyidagi metodlardan foydalanildi:

1. *Grammatik tahlil*: Fe'llarning tuzilishidagi o'zgarishlar va imloviy o'zgarishlar ko'rib chiqildi.
2. *Misollar keltirish*: Har bir fe'l guruhining o'tgan zamonidagi shakllari va imloviy o'zgarishlari misollar bilan tushuntirildi.
3. *Qiyosiy tahlil*: Sahih va mo'tal fe'llarning tuslanishi o'rtasidagi farqlar yoritildi, shuningdek, imloviy o'zgarishlarning asosiy sabablarini aniqlashga harakat qilindi.

Natijalar

Arab tilida fe'llarning o'tgan zamonida tuslanishidagi imloviy o'zgarishlar ba'zi fe'l guruhlari uchun o'ziga xosdir. Fe'llar o'tgan zamonda tuslanganda, illatli harflarning xususiyatlariga qarab, ba'zi harflar qisqarishi yoki o'zgarishi mumkin. Bunday o'zgarishlar fe'lning grammatik shaklini, tashdidlilik holatlarini va boshqa fonetik jihatlarni shakllantiradi. Quyida har bir fe'l guruhidagi imloviy o'zgarishlar va ular bilan bog'liq xususiyatlar keltirilgan.

Fe'llarda imloviy o'zgarishlarni yaxshi tushunib o'rganishimiz uchun fe'llarning oxirgi, ya'ni uchinchi o'zak undoshining qanday harakat bilan tugashiga e'tibor berishimiz kerak. O'tgan zamonda ba'zi fe'llar fathaga, ba'zilar sukunga va bir holatda dommaga tugaydi. Arab tilida fatha bilan tugagan fe'llarni "مبني على الفتحة", sukun bilan tugagan fe'llarni "مبني على السكون" va dommaga tuagagan fe'lni "مبني على الضمة" deyiladi. *Masalan*:

- 1) مبني على الفتحة – كَتَبَ، كَتَبَا، كَتَبْتُ، كَتَبْتُمَا
- 2) مبني على السكون – كَتَبْتُ، كَتَبْتُمَا، كَتَبْنَا، كَتَبْتُمْ، كَتَبْتُنَّ، كَتَبْنَا
- 3) مبني على الضمة – كَتَبُوا

1. Sahih salim fe'llar. Sahih salim fe'llar tarkibida illatli harflar mavjud bo'lmagan fe'llardir. Bu fe'llar o'tgan zamon shaklida asosan o'zgarishsiz tuslanadi. Sahih fe'llarning o'tgan zamon shakllari oddiy qoida asosida tuslanadi. *Masalan*:

كَتَبْتُ، كَتَبْتُمَا، كَتَبْنَا، كَتَبْتُمْ، كَتَبْتُنَّ، كَتَبُوا

Bu misolda **kataba** fe'li o'zgarishsiz tuslanadi. Faol grammatik qoida asosida fe'lning o'tgan zamon shakli oddiy tarzda tuziladi, tashdidli shakllarda esa imloviy o'zgarishlar kuzatiladi.

2. Sahih muda'af fe'llar. Muda'af fe'llar tarkibida ikkinchi va uchinchi o'zak harflari bir xil bo'ladi va odatda tashdid bilan yoziladi. Muda'af fe'llar o'tgan zamonda tuslanganda ba'zi imloviy o'zgarishlar sodir bo'ladi. Muda'af fe'lning uchinchi o'zak harfi sukunli bo'lganida, ya'ni مبني على السكون bo'lganida ikkinchi va uchinchi harflar alohida yoziladi. *Masalan*:

مبني على السكون – شَدَدْتُ، شَدَدْتُمَا، شَدَدْنَا، شَدَدْتُمْ، شَدَدْتُنَّ

Muda'af fe'lning uchinchi o'zak harfi fathali yoki dommali, ya'ni مبني على الفتحة yoki مبني على الضمة bo'lganida oddiy qoida asosida tuslanadi. *Masalan*:

مبني على الفتحة – شَدَّ، شَدَّتْ، شَدَّا، شَدَّتَا
مبني على الضمة – شَدُّوا

Ushbu misolda **shadda** fe'li o'tgan zamonda tashdidli shakllarda o'zgaradi. Fe'lning uchinchi o'zak harfi sukunlanadi, bu esa o'zgarishlarning mavjudligini ko'rsatadi.

3. Sahih mahmuz fe'llar. Mahmuz fe'llar tarkibida hamza mavjud bo'lib, ular o'tgan zamon shaklida ba'zi imloviy o'zgarishlarga uchraydi. Mahmuz fe'llar o'z navbatida uchta guruhga bo'linadi:

1) مهموز الفاء (mahmuzul fa) – fe'lning birinchi o'zak harfi hamzali bo'lsa, masalan: أَكَلْ، أَخَذْ، أَمَلْ

2) مهموز العين (mahmuzul a'yn) – fe'lning ikkinchi o'zak harfi hamzali bo'lsa, masalan: سَأَلَ، دَأَبَ، رَأَسَ

3) مهموز اللام (mahmuzul lam) – fe’ning uchinchi o‘zak harfi hamzali bo‘lsa, masalan: قَرَأَ، بَدَأَ، مَلَأَ

Feʼlning birinchi va ikkinchi oʻzak harfi hamzali boʻlganda imloviy oʻzgarishlarga uchramaydi, majhul darajadagi feʼllar bundan mustasno. Mahmuzul fa va mahmuzul ayn shakllari sahih feʼllar kabi tuslanadi, lekin mahmuzul lam feʼllar oʻzining koʻplik va ikkilik shakllarida maxsus imloviy oʻzgarishlarga ega. Bu esa hamzaning imlo qoidalariga bogʻliq. *Masalan:*

- (1) مهموز الفاء - أَكَلْتُ، أَكَلْتَ، أَكَلْنَا، أَكَلْتُمْ، أَكَلْتُنَّ، أَكَلُوا، أَكَلْنَ
 (2) مهموز العين - سَأَلْتُ، سَأَلْتَ، سَأَلْنَا، سَأَلْتُمْ، سَأَلْتُنَّ، سَأَلُوا، سَأَلْنَ
 (3) مهموز اللام - قَرَأْتُ، قَرَأْتَ، قَرَأْنَا، قَرَأْتُمْ، قَرَأْتُنَّ، قَرَأُوا، قَرَأْنَ

4. Mo‘tal fe‘llar. Mo‘tal fe‘llar tarkibida illatli harflar mavjud bo‘lib, ular o‘tgan zamon shaklida imloviy o‘zgarishlarga uchraydi. Mo‘tal fe‘llar uch guruhga bo‘linadi:

- 1) فعل المثال (misal) – to‘g‘riga o‘xshash fe’l
- 2) فعل الأجوف (ajwaf) – bo‘sh fe’l
- 3) فعل الناقص (noqis) – noqis fe’l

Ushbu fe'llar o'tgan zamon shaklida qisqarishi yoki o'zgarishi mumkin.

4.1. Misal fe'llar. Misal fe'llarida birinchi o'zak harfi illatli bo'lganligi sababli o'tgan zamonda imloviy o'zgarishsiz, oddiy qoida asosida tuslanadi. *Masalan:*

وَجَدْتُ، وَجَدْتُ، وَجَدَ، وَجَدْتُ، وَجَدْتُمَا، وَجَدَا، وَجَدْنَا، وَجَدْنِمُ، وَجَدْتُمْ، وَجَدُوا، وَجَدَنْ

4.2. Ajwaf fe'llar. Ajwaf fe'llarida ikkinchi o'zak harfi illatli bo'lib, asosan o'tgan zamonda uchinchi o'zak harfi sukun bilan tugaganda (مبني على السكون) imloviy o'zgarish ro'y beradi. Uchinchi o'zak harf sukunli bo'lganida illatli harf tushib qoladi va birinchi o'zak harfning harakati quyidagi qoida asosida yoziladi:

Agar ajwaf fe'ning mudoriy fe'ldagi o'rta o'zak unlisi "u" domma bo'lsa, birinchi o'zak undoshining harakati "u" domma bo'ladi.

Agar ajwaf fe'ning mudoriy fe'ldagi o'rta o'zak unlisi "a" fatha yoki "i" kasra bo'lsa, birinchi o'zak undoshining harakati "i" kasra bo'ladi. *Masalan:*

كُنْتُ، كُنْتَ، كُنْتُ كَانْ - يَكُونُ
سِرْتُ، سِرْتَ، سِرْتُ سَارَ - يَسِيرُ
نِمْتُ، نِمْتَ، نِمْتُ نَامَ - يَنَامُ

Uchinchi o‘zak harfi fathali yoki dommali, ya’ni مَبْنِي عَلَى الْفَتْحَةِ yoki مَبْنِي عَلَى الضَّمَّة bo‘lganida oddiy qoida asosida tuslanadi. *Masalan:*

مبني على الفتحة – كَانَ، كَانَتْ، كَانَا، كَانَتَا
مبني على الضمة – كَانُوا

4.3. Noqis fe'llar. Noqis fe'llarida uchinchi o'zak harfi illatli bo'lib, o'tgan zamonda oxirgi harf qisqarishi yoki o'zgarishi mumkin. Noqis fe'llarni o'tgan zamonda to'rt xil vaznga ajratib tuslasak bo'ladi. Bular: . **فَعْلٌ - يَفْعُلُ، فَعَلَ - يَفْعُلُ، فَعِلٌ - يَفْعُلُ، فَعُلٌ - يَفْعُلُ** Chunki barcha noqis fe'llarni shu to'rt xil vazn asosida o'tgan zamonda tushlash mumkin va ularda bir xil imloviy o'zgarish yuz beradi. Masalan **فَعِلٌ - يَفْعُلُ** va **فَعَلَ - يَفْعُلُ** vazindagi، **قَضَى - يَقْضِي، جَرَى - يَجْرِي، بَكَى - يَبْكِي**، **يَدْنُو، دَعَا - يَدْعُو، رَبَا - يَرْبُو** vazindagi **فَعَلَ - يَفْعُلُ** kabi fe'llar، **سَعَى - يَسْعَى** vazindagi **فَعِلٌ - يَفْعُلُ** kabi fe'llar o'tgan zamonda bir xil imloviy o'zgarishlarga ega.

Masalan:

- 1) بَغَى - يَبْغِي، جَزَى - يَجْزِي، قَضَى - يَقْضِي noqis fe'llar: vaznidagi فَعَلَ - يَفْعُلُ
- 2) سَعَى - يَسْعَى noqis fe'llar: vaznidagi فَعَلَ - يَفْعُلُ
- 3) رَبَا - يَرْبُو دَنَا - يَدْنُو، دَعَا - يَدْعُو noqis fe'llar: vaznidagi فَعَلَ - يَفْعُلُ
- 4) لَقِيَ - يَلْقَى، بَقِيَ - يَبْقَى، نَسِيَ - يَنْسَى noqis fe'llar: vaznidagi فَعَلَ - يَفْعُلُ

فَعْلٌ - يَفْعُلُ vaznidagi noqis fe'llar:

بَكَيْنَا	بَكَيْنَا	بَكَيْتُ
بَكَيْتُمْ	بَكَيْتُمْ	بَكَيْتَ
بَكَيْنَ	بَكَيْنَا	بَكَيْتَ
بَكُوا	بَكَا	بَكَى
بَكَيْنَ	بَكَا	بَكْتَ

فَعْلٌ - يَفْعُلُ vaznidagi noqis fe'llar:

دَعَوْنَا	دَعَوْنَا	دَعَوْتُ
دَعَوْتُمْ	دَعَوْتُمْ	دَعَوْتَ
دَعَوْنِ	دَعَوْنَا	دَعَوْتَ
دَعَوْا	دَعَا	دَعَا
دَعَوْنِ	دَعَا	دَعَتْ

فَعْلٌ - يَفْعُلُ vaznidagi noqis fe'llar:

نَسِينَا	نَسِينَا	نَسِيتُ
نَسِيتُمْ	نَسِيتُمْ	نَسِيتَ
نَسِينِ	نَسِيتُمْ	نَسِيتَ
نَسُوا	نَسَا	نَسَى
نَسِينِ	نَسَا	نَسَيْتَ

Yuqoridagi misollarga e'tibor bersak, فَعْلٌ - يَفْعُلُ, فَعْلٌ - يَفْعُلُ, فَعْلٌ - يَفْعُلُ vaznidagi fe'llarning III shaxs birlik muannasi, III shaxs ikkilik muannasi hamda III shaxs ko'plik muzakkarida va فَعْلٌ - يَفْعُلُ vaznidagi fe'llarning III shaxs ko'plik muzakkarida oxirgi noqis harfi qisqarib tushib qolgan. فَعْلٌ - يَفْعُلُ vaznidagi fe'llarning III shaxs birlik muzakkaridan tashqari va فَعْلٌ - يَفْعُلُ vaznidagi fe'llarning III shaxs birlik muzakkari va III shaxs birlik muannasi hamda III shaxs ikkilik muzakkari va III shaxs ikkilik muannasidan tashqari qolgan fe'llarning oxirgi illatli harfi o'zgargan.

Imloviy o'zgarishlar. Fe'llarning o'tgan zamonidagi imloviy o'zgarishlar arab tilining o'ziga xos xususiyatlaridan biri bo'lib, bu o'zgarishlar har bir fe'l guruhiga qarab farqlanadi. Masalan, sahih fe'llarda faqat tashdidli shakllarda o'zgarishlar sodir bo'lsa, mo'tal fe'llarda illatli harflar qisqaradi yoki o'zgaradi. Mahmuz fe'llar esa hamza mavjudligi tufayli o'zining ko'plik va ikkilik shakllarida imloviy o'zgarishlarga uchraydi.

Xulosa. Arab tilida fe'llarning o'tgan zamonida tuslanishidagi imloviy o'zgarishlar, fe'l guruhlarning tarkibiga va harflarning xususiyatlariga bog'liqdir. Sahih fe'llar oddiy qoida asosida tuslanadi, mo'tal fe'llar esa illatli harflar tufayli o'zgaradi yoki qisqaradi. Mahmuz fe'llarda hamza mavjudligi sababli, bu fe'llarning ko'plik va ikkilik shakllarida maxsus o'zgarishlar yuz beradi. Bu ilmiy yondashuv arab tilini o'rganayotganlar uchun katta ahamiyatga ega, chunki ularning grammatik qoidalari va imloviy o'zgarishlari arab tilini mukammal o'rganishda muhim omil bo'lib xizmat qiladi.

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LINGUISTIC AND CULTURAL ASPECTS OF ECONOMIC TERMS IN ENGLISH AND UZBEK



<https://doi.org/10.5281/zenodo.14875305>

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Annotation: This article analyzes the lexical and semantic features of terms related to business in English and Uzbek. Nowadays tourism is one of the most important sectors of the country's economy. In the last century, terms related to various fields were borrowed from Russian Uzbek into Uzbek through European languages, but today they are borrowed directly from foreign languages.

Аннотация. В данной статье анализируются лексические и семантические особенности терминов, связанных с бизнесом, в английском и узбекском языках. В настоящее время туризм является одной из важнейших отраслей экономики страны. Если в прошлом веке термины, относящиеся к различным областям, были заимствованы из русского узбекского языка в узбекский через европейские языки, то сегодня они заимствованы непосредственно из иностранных языков.

Annotatsiya. Ushbu maqolada ingliz va o'zbek tillarida biznesga oid atamalarining leksik va semantik xususiyatlari tahlil qilinadi. Hozirgi vaqtda turizm mamlakat iqtisodiyotining muhim tarmoqlaridan biri hisoblanadi. O'tgan asrda turli sohalarga oid atamalar rus o'zbek tilidan o'zbek tiliga Yevropa tillari orqali o'zlashtirilgan bo'lsa, bugungi kunda ular bevosita xorijiy tillardan o'zlashtirilmogda.

Keywords: *business, lexical-semantic, term, object, cultural linguistics, economic terms.*

Ключевые слова: *дело, лексико-семантика, термин, объект, лингвокультурология, экономические термины.*

Tayanch so'zlar: *biznes, leksik-semantik, termin, obyekt, madaniy tilshunoslik, iqtisodiy atamalar.*

Introduction

Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No. PF-4947 "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan", dated April 20, 2017 "On the Further Development of the Higher Education System" Decision PQ - 2909 "On Development Measures", the Law of the Republic of Uzbekistan "On Education" and "National Personnel Training Program" and other regulatory acts related to this activity. Based on the requirements for the implementation of the tasks defined in the regulatory documents, young people receiving education are spiritually mature and able to meet the requirements of world standards, have the ability to independently acquire knowledge, creatively study and work, have a high moral spirit, who in the future will be able to independently solve professional and life problems. as a person is one of the main tasks of the higher education system. Today, when it

comes to the meaning and place of language, which is considered an important means of communication between people on a global scale, it acquires significance depending on the place of its use in society. Based on these factors, we see that our attention to English is a global demand in our republic, and we see that the need of each representative of the field to study English is increasing every day, and of course, we have already realized that English is our daily need. Based on the importance of English, many linguists and researchers talk about the tasks and essence of each direction, compare and study English and Uzbek.

The article shows that the systemic-linguistic organization of tourist discourse depends on several extralinguistic factors, namely on the psychological characteristics of a person, his mentality, a specific ethnic group, social and cultural type.

Methods

Comparative linguistics is the linguodidactic basis for teaching a foreign language. For this reason, the study of foreign languages in comparison with the native language and their analysis is one of the important issues of linguistics. In modern linguistics, including comparative linguistics and folklore, an in-depth study of proverbs is becoming increasingly important in comparative linguistics, an important feature of which is that it is interdisciplinary in nature and is studied in all areas of science. In modern linguistics, including comparative linguistics and folklore, an in-depth study of proverbs is becoming increasingly important in comparative linguistics today. Its important feature is that it is interdisciplinary in nature and is studied in all areas of science.

The article is devoted to the study of economic terminology, semantic paradigm on the material of terms functioning in such new or updated for Uzbek society spheres of market economy as “Marketing”, “Commodity Exchange”, “Foreign Economic Activities”. The article is aimed at identifying modern trends in the development of language in the field of terminology from the point of view of sources of terminological formation, methods of terminology, the influence of linguistic and extralinguistic factors on a new terminological unit in its linguistic expression.

Results and Discussion

The terminology of modern science is an artificially formed lexical layer, each unit of which has certain limitations for its use and optimal conditions for its existence and development. The artificiality of a term as a special lexical unit is supported by its indispensable connection with the concept of a certain branch of knowledge and its inclusion in the terminological field, in which all terms of a given branch of subject knowledge are linked together in a strict terminological system¹⁰⁰.

A term does not name a concept, like an ordinary word, but a concept is attributed to it. And in dictionaries, a term is not interpreted, but rather defined, therefore it is impossible to talk about the lexical meaning of a term in the generally accepted sense of this word. The meaning of a term is a definition of a concept, a definition that is attributed to it.

Economic terminology, being a dynamic formation, quickly responded to the ongoing changes in the language with the emergence of new terminological systems of knowledge. Their formation began. The formation of market terminology systems in the Uzbek language reflects the process of the formation of a market economy, which is based not only on the experience of

¹⁰⁰ Крупнов В.Н. Курс перевода. Английский язык. - Москва: МИО, 2002. – С. 101.

developed states in the field of market relations, but also on the already existing verbal expression of the fundamental achievements of human thought in social and economic activity. The formation of the “Market economy” term sphere occurs mainly on the basis of the corresponding English term sphere and most often through syntactic tracing of the corresponding English multicomponent terms, mastering the international lexical fund (through English as an intermediary language), and also through lexical borrowing (including based on conversions) and semantic tracing from the English language. The terminosphere of the market economy acts as an internally organized set of interrelated and interdependent units, the specificity of which is manifested in the structural and semantic organization and methods of education. The main ways of forming terms in the terminological systems of the market economy of the Uzbek language are: syntactic -the creation of terminological phrases and borrowing models; lexical (borrowing English terms and creating cripples); semantic. The authors describe the varieties of foreign language economic vocabulary and provide a classification by thematic groups: words related to the sphere of economic policy (sanction); words related to the field of finance (conversion (compare German konvertieren and French convertir); words related to the field of the exchange (broker (cf. English broker)); words related to the field of trade (commerce (compare German Kommerz, French commerce)); words denoting enterprises (holding); words related to intra-company functions (auditor (compare Polish auditor, Latin auditor)); words belonging to the field of marketing and management (brand). A.G.Dedyukhina¹⁰¹ describes the process of borrowing an English lexeme by the Russian language as a complex and multidimensional continuum, which includes five main levels of mastering the English lexeme of a new living space: graphic; phonetic; morphological; semantic; stylistic. The subject of the research is English-language borrowings in Uzbek advertising. The field of advertising is the best reflection of changes in modern language, when the expanding cultural and economic ties between countries put forward the problem of language interaction and, in particular, the problem of borrowing as one of the most pressing problems of linguistics. Socio -economic conditions are conducive to the formation of terms based on the English language. The modern stage of development of the language is characterized by the activity of borrowings of English-speaking origin. A significant number of English-language terms are introduced into the Uzbek language to denote new concepts and realities of a market economy that are absent in the recipient language or that existed but have been thought on English soil. The new term is a means of conveying economic information that finds unambiguous content and expression in different languages. The lexical base of such a term is the English language, which, due to its great prevalence and importance, acquires the properties of internationality. When a new term is formed, there is a combination of two methods of term formation-lexical and semantic, when an English-language one-word terminological unit and a multicomponent term are borrowed together with the concept.

The new terminological unit of English-speaking origin is characterized by word-formation activity, which manifests itself in the formation of their Uzbek counterparts from the same-root English words using Uzbek suffixes or international suffixes mastered in Uzbek.

¹⁰¹ Eshboeva, D. A. (2016). The Essential Features of The Language Teaching Methodology. Modern Science, (6), 77-79.

The content of economic terms of English-language origin is fully disclosed in the process of functioning. During the functioning of terms of English-language origin in various contexts of a professional orientation, an expansion of semantics was revealed in the following cases:

- when moving from a dictionary to a context, a statement;
- the word-formation activity of English lexemes in the composition of terminological phrases indicates the incompleteness of semantic processes, which contributes to the expansion of the semantics of these units;
- the ability of English-language lexemes to occupy different positions in the composition of terminological phrases characterizes their broad semantics.

The high derivational potential of the sphere of functioning creates an opportunity to observe new trends in the formation of terms. Thus, the formation of definitions in new Uzbek terms and terminological phrases of English-language origin in comparison with their English prototypes, as well as the formation of new terminological phrases in Uzbek, based on borrowed English, illustrates the birth of new terms reflecting missing concepts, phenomena in the economic terminology of the Uzbek language and thus confirms the theoretical position about the presence of a third sphere of existence of terms -the sphere of theory. The creation and use of Uzbek economic terms of English-language origin occurs not only under the influence of the terminological systems already existing in it, but the content of such terms is also dynamic, it develops and therefore is revealed in their real functioning in the Uzbek economic discourse, responding to the real conditions of the modern Uzbek economy.

The cognitive approach to the studied layer of foreign words allows us to consider the structure of knowledge in the human mind. Consequently, both the process of translation of terms and the process of borrowing seem to be appropriate to consider from the standpoint of cognitive linguistics, since they represent two aspects of the same phenomenon - interlingual interaction. Theory Adequate translation of the accounting and auditing terminology system accelerates the process of information exchange between specialists around the world. When translating a lexical unit, it is necessary to take into account the features of economic vocabulary as a whole, namely, the accuracy of information, the absence of emotional coloring, brevity and systematicity. Thus, the translator must correlate the world of the addressing and receiving parties and have the cognitive apparatus of economics. The main problem is that a large number of lexical units related to the accounting and auditing terminology sphere have several translation options and in most cases this concerns not all words, but individual words. This fact allows us to divide economic vocabulary into single-translation and multi-translation. Translated terms are terms that have one equivalent in the target language, while translations, accordingly, have several equivalents in translation. For example, the term "account" has several translation options:

- account; account login;
- report (financial);
- period of execution of stock exchange transactions concluded with the closing of a position on the reporting day;
- brokerage accounting of transactions concluded on behalf of a client;
- reporting;
- accounts;
- business books.

Translated terms in most cases are expressions and phrases that have one translation option, but, if we talk separately, they can be polysemantic. To overcome the different translations when

translating accounting and auditing terms from English into Uzbek, it is necessary to take into account the cognitive models underlying a particular text¹⁰². Thus, highly specialized accounting and auditing texts usually provide facts and reports on the state of stock markets, analyze profit and loss statements of companies. Results Popular accounting and auditing texts most often describe people who have achieved certain success in the economic sphere, or unusual projects or ideas. Accounting and auditing terminology texts include features of the two above-mentioned types, combining various elements. For example: Across the country, many independent contractors and small service firms have emerged to supply well-established corporations with skills ranging from graphic design to bill collection and executive recruitment. In the given example, the term “corporation” has several translation options:

- association;
- corporation;
- share capital.

In our opinion, in this case it is better to use the equivalent of the word “corporation”, since the article in question is highly specialized, which means that the readers of this publication have basic knowledge of the topic. Thus, when translating such texts, it is best to use equivalent borrowings in the target language, since it is assumed that the readers of this publication are specialists in the field of economics. For academic and economic texts, it is best to use metaphors to make economic terminology accessible to a wide range of readers who have only a basic understanding of the meaning of certain accounting and auditing terms. It is important to mention that submissions are encouraged on topics related to language, culture and translation in accounting, auditing and accountability. Possible topics for inclusion are:

- The limits of equivalence in accounting translation.
- The challenges and opportunities of ambiguity in accounting terminology.
- Translation and power: communication, dissemination, legitimation, lobbying, social change.
- Ideological, cultural, social, legal and/or political consequences of translation and non-translation in accounting.
- Cognitive and cultural biases and vested interests in translation.
- English as a lingua franca: cultural dominance, values, identity and ideologies.
- The transformation of accounting systems and culture, professions, social and cultural contexts of change.
- Professional socialization in an international context.
- International accounting education.
- History of accounting across languages and cultures: translation and language change.
- Translations of rules and principles.
- Economic implications of accounting translation.
- Implications for the translation of research findings in English-language academic journals.

Conclusion

Thus, economic texts are distinguished by the wide use of special general economic vocabulary, which is also one of the specific features of the style of an economic text. These are

¹⁰² Лашкова Г.В. К вопросу о морфологической структуре английских заимствований в экономической терминологии русского и немецкого языков // Романо-германская филология, 2003. Вып. 3. – С. 145-152.

words and combinations that have the property of a term to identify concepts and objects in a certain area, used almost exclusively in this area of communication, selected by a narrow circle of specialists, familiar to them, allowing them not to think about the way of expressing thoughts, but to concentrate on the essence of the matter. Special vocabulary includes all sorts of derivatives from terms, words used in describing connections and relationships between terminologically designated concepts and objects, their properties and features. Non-equivalent vocabulary is also considered. Such vocabulary is often not recorded in terminological dictionaries, its meanings are not specified by scientific definitions, but it is no less characteristic of the style than terms. The development of science is inevitably accompanied by the emergence of special words to designate the objects under study. Neologisms in the texts of economic science of modern times are an artificially formed lexical layer, each unit of which has certain limitations for its use and optimal conditions for its existence and development.

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MAQOLLARNING TILSHUNOSLIK SOHASIDA O'RGANILISH MASALALARI



<https://doi.org/10.5281/zenodo.14875331>

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Annotatsiya. Maqollar, matallar, naql va iboralar yillar osha tildan tilga ko'chib millatning madaniy me'rosiga aylangan xalq og'zaki ijodi na'munalaridir. Ushbu maqollarda xalqning nafaqat tarixi, turmush tarzi, dunyoqarashi balki ularning g'amu tashvishlari, orzu o'ylari ham o'z aksini topadi. Ushbu maqollarni o'qir ekanmiz biz o'sha xalqning madaniyati ichiga kirib boramiz va undan baxramand bo'lamiz. Shu vaqtgacha maqollar folklorshunoslikda keng tarzda o'rganilgan, hozirda tilshunoslikda tadqiqot manbaiga aylangan. Ushbu maqolada maqollarning tilshunoslikning o'rganilish obyekti sifatidagi ilmiy qarashlar yoritilgan.

Аннотация. Пословицы и поговорки являются образцами народного устного творчества, которые с годами передавались из одного языка в другой и становятся культурным достоянием нации. Эти пословицы отражают не только историю, образ жизни и мировоззрение народа, но и его печали, заботы и мечты. Читая эти пословицы, мы входим в культуру этого народа и наслаждаемся ею. До этого пословицы широко изучались в фольклористике, а теперь стали источником исследований в лингвистике. В данной статье описываются научные взгляды на пословицы как объект изучения языкознания.

Annotation. Proverbs and sayings are examples of folk oral art, which over the years have been passed from one language to another and become the cultural heritage of the nation. These proverbs reflect not only the history, lifestyle and worldview of the people, but also their sorrows, worries and dreams. Reading these proverbs, we enter the culture of this people and enjoy it. Before that, proverbs were widely studied in folklore, and now they have become a source of research in linguistics. This article describes scientific views on proverbs as an object of study of linguistics.

Tayanch so'zlar. *Lingvokulturologiya, maqollar, matallar, frazeologik birliklar, Maslova, mentalitet, kognitiv tilshunoslik.*

Ключевые слова. *Языковая культура, пословицы, поговорки, фразеологизмы, Маслова, менталитет, когнитивная лингвистика.*

Keywords. *Language culture, proverbs, proverbs, phraseological units, Maslova, mentality, cognitive linguistics.*

Maqollar xalq dunyoqarashi, ruhiyatini chuqurroq anglashga imkon beruvchi milliy-madaniy birliklardir. Xalq og'zaki ijodi xalqning xalq bo'lib shakllanish va rivojlanish davridan bugungacha bo'lgan bosib o'tgan yo'li, hayot tajribalari, quvonch-shodliklari, mehnat-mashaqqatlari, shuningdek, xalqning donoligi, aql-zakovatini ko'rsatuvchi o'ziga xos bir madaniyat ko'zgusidir. Shuning uchun ham ulug' rus yozuvchisi L.N. Tolstoy maqollarning xalq hayoti, ruhiy dunyosi bilan naqadar yaqin ekanligi haqida to'xtalib: "Har bir maqolda men shu maqolni yaratgan xalqning siymosini ko'raman"- deb yozgan edi. Adib M.Sholoxov esa "Maqol qanotlanib asrlardan asrlarga, avloddan avlodga ko'chib yuradi va bu xalq donishmandligi

parvoz qilayotgan ufqning nihoyasi ko'rinmaydi" deb xalq maqollarining inson hayotida bitmas-tuganmas xazina ekanligini alohida ta'kidlaydi¹⁰³.

Maqol va matallar nafaqat adabiyotshunoslik yoki folklorshunoslikda, balki tilshunoslikda ham o'rganish muhim hisoblanadi. Shu haqda V.A.Maslovaning yozishicha: "Maqol va matallar odatda folklorida janr matnlari sifatida o'rganilgan, tilshunoslikda esa ularni o'rganish endigina boshlanmoqda". V.A.Maslova lingvokulturologiyada faqat tabiati va faoliyati muayyan xalqning tarixi, madaniyati va hayoti bilan chambarchas bog'liq bo'lgan maqol va matallarni hisobga olish kerakligini ta'kidlaydi¹⁰⁴. Shuningdek, E.S.Mezentsevaning yozishicha maqol va matallarga ham xalq mentalitetining in'ikosi sifatida kognitiv tilshunoslik nuqtai nazaridan qaraladi. Maqol mentaliteti aynan maqolning mentaliteti emas, balki xalqning, aniqrog'i, xalqning muayyan ijtimoiy guruhlar aks ettirilgan mentalitetdir¹⁰⁵. Maqol va matallar xalq mulkidir. Har bir xalqning o'ziga xos maqol va matallari bor, ularning har biri ko'p asrlik tarixga ega, turli tillardagi maqollarning kognitiv tuzilmalarida ham o'xshashlik, ham farqlar mavjud bo'lib, bu bizga qiyosiy tahlil qilish imkonini beradi va natijada, turli etnik guruhlarining tillararo va madaniyatlararo tadqiqot mentaliteti istiqbollari kashf qilishga turtki bo'ladi¹⁰⁶. Umuman tillarning paremiologik fondiga va ularning eng ko'p qo'llaniladigan sinfi sifatida maqollarga qiziqish so'nggi yillarda ortdi, bu bir qator omillar: matnlarda turli janr va uslubiy yo'nalishlarning keng qo'llanilishi, matndagi paremiyalarning pragmatik yukini o'sishi, shu jumladan, internet tili, maqollarni yangi jihatlarida- (lingvokulturologik, lingvoaksiologik, lingvokognitiv, lingvokulturografik va boshqalar) ko'rib chiqish; paremiyalarning turli janrlari: belgilar, topishmoqlar, va boshqalarni batafsilroq o'rganish kabilar bilan bog'liq. Paremiologiyani tilshunoslikning bir tarmog'i sifatida o'rin egallashida etakchi ro'l taniqli frazeolog, paremiolog Valeriy Mixaylovich Mokienkoga tegishli, u frazeologiyaning lingvistik fan sifatida tatbiq qilinishi, tadqiqotchilarni "frazeologik birliklar va paremiyalarning sof lisoniy xususiyatlari, ularning badiiy nutqda qo'llanilishi, boshqa xalqlar folklor fondi bilan o'zaro aloqasi, boshqa tillarga tarjima qilish muammolari" bilan qiziqtirganligini ta'kidlaydi¹⁰⁷.

V.N.Telia lingvokulturologiya yo'nalishining asoschisi tilning frazeologik manbalarini o'rganar ekan, maqolni o'ziga xos milliy "kod" yoki maishiy madaniyat tili sifatida ko'rib chiqadi, u asrlar davomida shakllanib, avloddan-avlodga o'tib, muayyan madaniyat vakillarining hayotiy pozitsiyasi va falsafasining barcha o'rinlarni o'zida aks ettiradi. M.L.Kovshova lingvokulturologik yondashuv N.I.Tolstoy tomonidan ishlab chiqilgan etnolingvistik tahlil bilan bog'liqligini ta'kidlaydi. Lingvokulturologik usul "madaniy ma'lumotlar lingvistik belgilarda saqlanadi va uzatiladi - o'tmishni tushuntirish va kelajakni bashorat qilish" pozitsiyasiga asoslanadi. Maqollarning leksikografik tavsifi bilan birga keladigan lingvistik va madaniy sharhlar tegishli birlikni talqin qilishda xatolardan qochish imkonini beradi¹⁰⁸.

Maqolni zamonaviy tilshunoslikda o'rnini aniqlash va uning maqomini belgilash muammolari doimo dolzarb bo'lib qolmoqda. Buning sababi turli xil hayotiy vaziyatlarning

¹⁰³ Library.ziynet.uz

¹⁰⁴ Маслова В.А. Лингвокультурология. – Москва: Академия, 2001. – В. 208.

¹⁰⁵ Мезенцева Е.С. Пословичный фонд языка как фрагмент языкового сознания этноса // Вестник КазНУ. – 2005. – №2. – В. 23-26.

¹⁰⁶ Краснокутская М.А. Пословицы и поговорки как объект изучения в лингвистике. International Journal of Humanities and Natural Sciences, vol. 11-5 (74), 2022. – С. 154.

¹⁰⁷ Бредис М.А., Димогло М.С., Ломакина О.В., Паремии в современной лингвистике: подходы к изучению, текстообразующий и лингвокультурологический потенциал // Вестник Российского университета дружбы народов. Серия: Теория языка. Семиотика. Семантика, 2020. – С. 267.

¹⁰⁸ Антонова Е.Н., Бредис М.А., Владимирова Т.Е., Паремииология без границ. Изд-во РУДН. – Москва, 2020. – С. 23.

belgilari va modellari sifatida maqollarning ko'p qirraliligi, xilma-xilligidadir. Bundan tashqari, ushbu mavzuning dolzarbligi paremiya ta'rifining eng keng ko'rinishi – ko'chma leksemadan to'liq takrorlanadigan matngacha bo'lgan imkoniyat bilan bog'liq¹⁰⁹. Lingvistik ma'noda maqol ham matn, ham ishora (E.V.Ivanova, G.L.Permyakov), til belgisi maqomiga ega bo'lishi mumkin bo'lgan eng murakkab shakllanish (V.V.Gvozdev) hisoblanadi. Devid Kramning fikricha, maqol ichki va tashqi tuzilishi o'zgarmagan birlik turi sifatida esda qolishi va qayta-qayta qo'llanishi ma'nosida ko'chirma maqomiga ega leksik elementdir. Maqollar maishiy va shaxslararo munosabatlar doirasini aniqlash va klishe qilish va bu madaniy kategoriyalarni avloddan-avlodga etkazishga xizmat qiladi¹¹⁰.

Maqollar semantikasi ko'ra bir necha guruhga bo'linadi: Birinchi guruh savdo va iqtisod bilan bog'liq bo'lgan geografik nomli va "Keraksiz ish qilmaslik kerak, befoyda ish qilish kerak" semantikasiga ega bo'lgan maqollardan iborat: rus. *В Тулу со своим самоваром не ездят* (*Tulaga samovar bilan borilmaydi*), ingliz. *To send coals to Newcastle* (*Nyukaslga ko'mir yuborgandek*), fin. *Ei kanneta lunta Lappiin* (*Laplandiyada qor kiymang*)¹¹¹. Huddi shu maqol o'zbek tilida ham *O'rmonga o'tin bilan borilmaydi* tarzida qo'llaniladi.

Ikkinchi guruh maqollarga kelsak, toponimni o'z ichiga olgan, biron bir maqsadning ko'zlanishini ifoda etgan, biror bir *talab* ni anglatadi, (So'rasa, topasiz)" semantikasini ifodalaydi. Rus tilida Kiev va Moskva shaharlari shunday maqsad sifatida harakat qiladigan maqollar mavjud: Rus. Til Kievga olib keladi; Til bilan Moskvagacha boradi. Qadimgi davrlarda Kiyev Rossiya davlatining poytaxti bo'lgan, "rus shaharlarining onasi" iborasi mashhur. Poytaxtning bu tasviri "O'tgan yillar haqidagi ertak" dan ma'lum bo'lib, unda 882 yilda shahzoda Oleg "Kiyevda hukmronlik qilish uchun o'tirdi" va "се буди мѣи градомъ рускими" ("Bu rus shaharlari onasi bo'lsin") degani tasvirlangan. Keyinchalik Rossiyaning davlat markazi Moskvaga ko'chirildi va u oxir-oqibat ulkan mamlakatning poytaxtiga aylandi. Maqolning ma'nosi shundan iboratki, zarur va muhim maqsadga (poytaxt) uzoq bo'lsa-da, odamlardan yo'l-yo'riq so'rash bilan erishish mumkin¹¹². O'zbek tilida *Izlagan imkon topadi*, arab tilida *Man jadda vajada* (qidirgan topadi) kabi maqollar qo'llaniladi.

Xulosa o'rnida shuni aytish mumkinki, maqollardan ko'pincha dunyoning lingvistik tasviri shakllanadi, bu ona tilida so'zlashuvchilar tomonidan dunyoni idrok etishni belgilaydi. Dunyoning lingvistik tasviri - bu o'zining tuzilishida va til tomonidan idrok etilgan qismlarining aloqalarida yaxlit va ko'p bosqichli mavjud bo'lgan barcha narsalarning, xalqning ko'p asrlik tajribasi bilan ishlab chiqilgan tasvirdir. Maqol va maqollar orqali shakllangan dunyo manzarasini tahlil qilib, uning asosiy xususiyati - antropotsentrizmni ajratib ko'rsatish mumkin¹¹³.

¹⁰⁹ O'sha manba. – B. 25.

¹¹⁰ O'sha manba. – B. 26

¹¹¹ Бредис М.А., Димогло М.С., Ломакина О.В., Паремии в современной лингвистике: подходы к изучению, текстообразующий и лингвокультурологический потенциал // Вестник Российского университета дружбы народов. Серия: Теория языка. Семиотика. Семантика, 2020. – С. 269.

¹¹² Бредис М.А., Димогло М.С., Ломакина О.В., Паремии в современной лингвистике: подходы к изучению, текстообразующий и лингвокультурологический потенциал // Вестник Российского университета дружбы народов. Серия: Теория языка. Семиотика. Семантика, 2020. – С. 275

¹¹³ Краснокутская М.А. Пословицы и поговорки как объект изучения в лингвистике. International Journal of Humanities and Natural Sciences, vol. 11-5 (74), 2022. – С. 155.

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LEXICAL CHARACTERISTICS OF BORROWED WORDS FROM ONE LANGUAGE TO ANOTHER IN THE PROCESS OF LANGUAGE DEVELOPMENT



<https://doi.org/10.5281/zenodo.14875355>

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Abstract. This article examines the lexical characteristics of borrowed words in the process of language development. Borrowed words, or loanwords, are integral components of a language, especially when it comes to vocabulary expansion. The interaction between languages through contact leads to the integration of foreign words into the lexicon of a host language, often resulting in modifications and adaptations. The study of these borrowed words provides insight into both the structural aspects of the borrowing language and the social and cultural dynamics that facilitate linguistic exchange. This paper analyzes various lexical characteristics of borrowed words, including phonological, morphological, syntactic, and semantic adaptations, as well as their influence on the development of the host language.

Аннотация. В данной статье рассматриваются лексические характеристики заимствованных слов в процессе развития языка. Заимствованные слова, или кальки, являются неотъемлемой частью языка, особенно когда речь идет о расширении словарного запаса. Взаимодействие языков через контакт приводит к интеграции иностранных слов в лексику принимающего языка, что зачастую сопровождается модификациями и адаптациями. Изучение таких заимствованных слов позволяет получить представление как о структурных особенностях заимствующего языка, так и о социальных и культурных процессах, способствующих языковому обмену. В данной работе анализируются различные лексические характеристики заимствованных слов, включая фонологическую, морфологическую, синтаксическую и семантическую адаптацию, а также их влияние на развитие принимающего языка.

Annotatsiya. Ushbu maqolada til rivojlanish jarayonida o'zlashgan so'zlarning leksik xususiyatlari tahlil qilinadi. O'zlashma so'zlar tilning ajralmas qismi bo'lib, ayniqsa, lug'at boyligini kengaytirishda muhim rol o'ynaydi. Tillarning o'zaro aloqasi natijasida chet tillardan kirib kelgan so'zlar mezbon til leksikasiga qo'shilib, ko'pincha ma'lum o'zgarishlar va moslashuvlarga uchraydi. Ushbu o'zlashgan so'zlarni o'rganish orqali nafaqat ularni qabul qilgan tilning tuzilish xususiyatlari, balki tilshunoslik almashinuvini rag'batlantiruvchi ijtimoiy va madaniy jarayonlar haqida ham ma'lumot olish mumkin. Ushbu maqolada o'zlashgan so'zlarning fonologik, morfologik, sintaktik va semantik moslashuvlari hamda ularning mezbon til rivojlanishiga ta'siri tahlil qilinadi.

Keywords: *borrowed words, borrowing language, vocabulary, culture, adaptation, communication, lexical characteristics.*

Ключевые: *заимствованные слова, язык-заимствователь, словарный запас, культура, адаптация, коммуникация, лексические характеристики.*

Tayanch so'zlar: *o'zlashgan so'zlar, o'zlashma til, lug'at boyligi, madaniyat, moslashuv, kommunikatsiya, leksik xususiyatlar.*

Linguistic borrowing is a widespread phenomenon observed throughout the history of languages, particularly in societies that have come into contact due to trade, migration, colonization, or cultural exchange. Borrowed words can serve multiple functions within a language, such as filling lexical gaps, enriching vocabulary, or reflecting cultural influences. The process of borrowing not only involves the simple transfer of vocabulary but also entails the adaptation of foreign linguistic elements to the phonological and morphological systems of the recipient language. This process leads to a transformation of the borrowed elements, thereby contributing to the development of the host language.

Types of Borrowed Words

Borrowed words can be classified into several categories based on their degree of integration into the host language. These include:

1. **Direct Borrowing (Loanwords):** These words are borrowed with minimal alteration, retaining their original form. Examples include words like “café” in English, borrowed from French, and “sushi” from Japanese.
2. **Loan Translations (Calques):** In this case, foreign concepts are translated into native morphemes. For example, the English term “skyscraper” was calqued into German as “Wolkenkratzer” (literally “cloud scraper”).
3. **Hybrid Borrowings:** These involve a mix of native and foreign elements, where part of the word is borrowed, and the rest is adapted to the host language structure.

Phonological Adaptations

Phonological adaptation refers to the modification of the original pronunciation of borrowed words to fit the phonological system of the recipient language. This is often necessary when a language lacks certain sounds present in the donor language. For example, English speakers may struggle with the French nasal vowels in words like “ballet” or “rendezvous,” often pronouncing them in a way that reflects English phonetics. Similarly, languages that lack certain consonantal clusters might simplify them. For instance, the Russian word “шоколад” (shokolad) is borrowed from the French “chocolat,” but the phoneme /ʃ/ in French becomes the more common /ʃ/ sound in Russian.

Morphological Adaptations

The integration of borrowed words can also lead to changes in their morphological structure. Many loanwords are adapted to fit the inflectional system of the host language. For example, when English borrows words from Latin or Greek, it often adopts them in their original form but might modify their pluralization rules to follow English conventions (e.g., “cactus” becomes “cacti” in English).

In some cases, borrowed words undergo morphological transformation to better fit the grammatical rules of the host language. For instance, in the case of verb borrowings, the recipient language may alter the conjugation pattern of the borrowed verb to conform to the native verb system. The English verb “to scan” has been adapted from Latin, and its usage in various tenses follows regular English verb conjugation rules.

Semantic Adaptations

Alongside phonological and morphological changes, borrowed words often undergo semantic shifts. The meaning of a borrowed word may not always align perfectly with its original sense, and the new usage can lead to the development of a word with a slightly different connotation or usage in the host language.

For example, the word “arena” in English, borrowed from Latin, originally referred to a place where gladiators fought. In modern English, it has expanded to mean any place where significant events or activities take place, often unrelated to the original context of combat.

Syntactic Adaptations

Syntactic changes arise when borrowed words need to fit into the sentence structures of the recipient language. The syntactic function of the borrowed word, such as whether it is a noun, verb, or adjective, may need to be adjusted according to the grammatical norms of the host language. For example, the Japanese word “コンピュータ” (konpyūta) is borrowed from English “computer”, but in Japanese syntax, it may follow the specific noun-modifying patterns that Japanese requires.

Moreover, certain languages have grammatical gender (e.g., French, Spanish), which requires the borrowing of gendered words to adhere to the target language's gender assignment system. For instance, the word “computer” in French is masculine (“un ordinateur”), even though it might not have had any gender-specific connotation in the original language.

Sociolinguistic Factors

The adoption of loanwords is deeply rooted in sociolinguistic factors such as prestige, cultural influence, and technological development. In many cases, foreign words are borrowed from a language that holds economic, political, or cultural influence over the recipient language. For instance, many scientific and technological terms in modern languages come from English due to the global influence of English-speaking countries in these fields.

Social attitudes toward borrowing can also impact the rate at which loanwords are accepted and integrated. In some languages, there is resistance to excessive borrowing, while in others, borrowing is seen as a natural part of linguistic evolution. For example, Icelandic, which has maintained a relatively pure language structure, is known for creating neologisms instead of adopting foreign terms, while languages like Spanish and French are more open to borrowing words from English, especially in the realms of business, technology, and culture.

The study of borrowed words provides valuable insights into the dynamic process of language development. Borrowed words undergo a series of phonological, morphological, syntactic, and semantic adaptations to fit into the linguistic system of the host language. These adaptations not only serve to enrich the vocabulary of the language but also reflect the cultural, social, and historical exchanges between societies. Understanding the lexical characteristics of borrowed words enhances our comprehension of how languages evolve and respond to external influences, ultimately contributing to the ongoing development of language as a tool for communication and cultural expression.

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ANALYZE THE DEBATE BETWEEN USING PHONETIC TRANSCRIPTION VERSUS SEMANTIC TRANSLATION FOR TECHNICAL TERMS



<https://doi.org/10.5281/zenodo.14875357>

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Annotation. This article examines the ongoing debate between using phonetic transcription and semantic translation for technical terms in various fields such as medicine, technology, and engineering. The article provides a comprehensive analysis of both methods, discussing their definitions, examples, advantages, and disadvantages.

Phonetic transcription is highlighted for its ability to maintain the original pronunciation of technical terms, ensuring consistency and ease of learning for professionals familiar with the source language. However, it can pose challenges in clarity and pronunciation for those unfamiliar with the original term. Semantic translation, on the other hand, focuses on conveying the meaning of the term, enhancing clarity and understanding for the target audience. Nevertheless, this method may result in inconsistencies and complexities, particularly in highly specialized fields.

Overall, this article provides valuable insights into the complexities of translating technical terms and offers a balanced perspective on the benefits and drawbacks of phonetic transcription and semantic translation. It underscores the importance of accurate translation for effective communication and global collaboration in technical fields.

Annotatsiya. Ushbu maqolada tibbiyot, texnologiya va muhandislik kabi turli sohalardagi texnik terminlar uchun fonetik transkripsiya va semantik tarjimadan foydalanish borasidagi davom etayotgan bahslar tahlil qilinadi. Maqolada har ikkala usulning ta'riflari, misollari, afzalliklari va kamchiliklari keng muhokama qilinadi.

Fonetik transkripsiya texnik terminlarning asl talaffuzini saqlab qolish imkonini berib, manba tilini biladigan mutaxassislar uchun izchillik va oson o'rganish imkoniyatini yaratadi. Biroq, bu usul asl atamani bilmaganlar uchun tushunarsizlik va talaffuz qiyinchiliklarini keltirib chiqarishi mumkin. Boshqa tomondan, semantik tarjima atamaning ma'nosini yetkazishga qaratilgan bo'lib, maqsadli auditoriya uchun tushunarliklik va aniqlikni oshiradi. Shunga qaramay, ushbu usul ayniqsa yuqori darajada ixtisoslashgan sohalarda izchillik va murakkablik muammolarini keltirib chiqarishi mumkin.

Umuman olganda, ushbu maqola texnik terminlarni tarjima qilishdagi murakkabliklarni yoritib, fonetik transkripsiya va semantik tarjimaning afzalliklari hamda kamchiliklariga muvozanatli yondashuvni taklif etadi. Shuningdek, maqolada texnik sohalarda samarali muloqot va global hamkorlik uchun aniq tarjimaning muhimligi ta'kidlanadi.

Аннотация. В данной статье рассматриваются продолжающиеся споры о выборе между фонетической транскрипцией и семантическим переводом технических терминов в различных областях, таких как медицина, технологии и инженерия. В статье представлен всесторонний анализ обоих методов, включая их определения, примеры, преимущества и недостатки.

Фонетическая транскрипция сохраняет оригинальное произношение технических терминов, обеспечивая последовательность и удобство обучения для специалистов, знакомых с языком-источником. Однако этот метод может создавать трудности в

понимании и произношении для тех, кто не знаком с оригинальным термином. С другой стороны, семантический перевод ориентирован на передачу смысла термина, что повышает его ясность и доступность для целевой аудитории. Тем не менее, этот метод может привести к несоответствиям и усложнению, особенно в высокоспециализированных областях.

В целом, данная статья освещает сложность перевода технических терминов и предлагает сбалансированный взгляд на преимущества и недостатки фонетической транскрипции и семантического перевода. Также подчеркивается важность точного перевода для эффективной коммуникации и глобального сотрудничества в технических сферах.

Keywords: *Phonetic transcription, semantic translation, technical terms, translation methods, linguistic challenges, communication, global collaboration*

Tayanch soʻzlar: *fonetik transkripsiya, semantik tarjima, texnik terminlar, tarjima usullari, lingvistik qiyinchiliklar, muloqot, global hamkorlik.*

Ключевые слова: *фонетическая транскрипция, семантический перевод, технические термины, методы перевода, лингвистические трудности, коммуникация, глобальное сотрудничество.*

Technical terms are specialized vocabulary used within specific fields, such as medicine, technology, and engineering, to convey precise and often complex concepts. The accurate translation of these terms is critical for effective communication, knowledge dissemination, and international collaboration. However, the method of translation can significantly impact how these terms are understood and used in different languages and cultural contexts. The debate between phonetic transcription and semantic translation centers on the best approach to translating technical terms in a way that maintains their meaning and usability. This article aims to explore both methods, their advantages and disadvantages, and their implications for various fields.

Phonetic Transcription

Definition and Explanation: Phonetic transcription involves converting a word from the source language into a phonetic equivalent in the target language. This process focuses on preserving the original pronunciation of the term, which can be particularly useful for terms that have no direct equivalent in the target language or when the pronunciation is critical for understanding.

Examples in Different Technical Fields:

Medicine: The term “endoscopy” is often transcribed phonetically in languages like Japanese (エンドスコーピー, endosukopī) and Russian (эндоскопия, endoskopiya). This helps retain the pronunciation and familiarity for medical professionals across languages.

Technology: The word “algorithm” is phonetically transcribed as алгоритм (algoritm) in Russian. This preserves the technical jargon and eases communication among technology experts.

Engineering: The term “laser” is phonetically transcribed in many languages, such as 레이저 (leijeo) in Korean and Лазер (lazer) in Russian, maintaining consistency in scientific literature.

Advantages:

Consistency: Phonetic transcription ensures that the term remains recognizable across different languages, which is crucial for maintaining consistency in technical documentation and communication.

Ease of Learning: Professionals already familiar with the term in its original language may find it easier to learn and use the phonetically transcribed version.

Disadvantages:

Lack of Clarity: Phonetic transcription may not convey the meaning of the term to individuals unfamiliar with the original language, potentially leading to confusion.

Pronunciation Challenges: Some languages may struggle to accurately represent the sounds of the original term, leading to variations in pronunciation.

Semantic Translation

Definition and Explanation: Semantic translation involves translating the meaning of the term rather than its sound. This approach aims to convey the concept behind the term in a way that is clear and understandable to speakers of the target language.

Examples in Different Technical Fields:

Medicine: The term “endoscopy” can be semantically translated as 内視鏡検査 (naishikyō kensa) in Japanese, meaning "internal examination." This translation helps convey the purpose and function of the procedure.

Technology: The word “algorithm” can be translated semantically as алгоритмическая процедура (algoritmicheskaya protsedura) in Russian, meaning “algorithmic procedure”. This translation provides a clearer understanding of the term’s function.

Engineering: The term “compressor” can be translated semantically into different languages to describe its function, such as “compresor” in Spanish, which maintains the root meaning.

Advantages:

Clarity: Semantic translation ensures that the term’s meaning is clear to the target audience, enhancing comprehension and effective communication.

Adaptability: This approach allows the term to be adapted to the linguistic and cultural context of the target language, making it more accessible.

Disadvantages:

Loss of Consistency: Semantic translation may result in different terms being used for the same concept across languages, leading to potential inconsistencies in technical documentation.

Complexity: Finding an accurate semantic equivalent can be challenging, especially for highly specialized terms that may not have a direct translation.

Comparison of Phonetic Transcription and Semantic Translation

Phonetic transcription and semantic translation offer distinct approaches with unique benefits and challenges. Phonetic transcription preserves the original term’s sound, ensuring consistency and ease of learning for professionals. However, it may lack clarity and present pronunciation challenges. On the other hand, semantic translation focuses on conveying the term’s meaning, enhancing clarity and adaptability, but may lead to inconsistencies and complexity.

Case Studies and Examples:

Medical Field: In the medical field, both methods are used depending on the context. For example, the term “CT scan” is often phonetically transcribed in many languages, while terms describing specific procedures may be semantically translated to ensure clarity.

Technology Field: In technology, phonetic transcription is common for terms like “software” and “hardware”, while semantic translation is used for concepts like “user interface” to provide a clearer understanding.

Practical Implications: The choice between phonetic transcription and semantic translation can impact how technical terms are understood, taught, and used in practice. It is essential to consider the target audience, the context of use, and the potential benefits and drawbacks of each approach.

Challenges in Translating Technical Terms

Linguistic and Cultural Factors: Translating technical terms involves navigating linguistic and cultural differences that can complicate the process. Some languages may lack equivalent terms, while cultural factors may influence the interpretation and use of technical vocabulary.

Field-Specific Challenges: Different fields present unique challenges in translating technical terms. For example, rapidly evolving terminology in technology requires constant updates to translations, while the specialized language of medicine demands precise and accurate translations to ensure patient safety.

Impact on Communication and Understanding: Inaccurate or inconsistent translation of technical terms can lead to misunderstandings, miscommunication, and errors. It is crucial to address these challenges to ensure effective communication and knowledge transfer across languages and cultures.

Recommendations

Best Practices for Translating Technical Terms:

Collaborate with Experts: Involving field-specific experts in the translation process ensures accuracy and relevance.

Use Standardized Terminology: Adopting standardized terminology across languages helps maintain consistency and clarity.

Stay Updated on Trends: Keeping up with evolving terminology and translation practices is essential for accurate and effective communication.

Field-Specific Guidelines: Different fields may require tailored guidelines for translating technical terms. For example, medical translators should follow industry-specific standards and guidelines, while technology translators should prioritize staying updated on the latest terminology.

Future Trends and Developments: Advancements in translation technology, such as machine learning and AI-driven tools, hold promise for improving the accuracy and efficiency of translating technical terms. Future research and development in this area can help address current challenges and enhance translation practices.

Conclusion

The debate between phonetic transcription and semantic translation highlights the complexities of translating technical terms. Both methods offer distinct advantages and challenges, and a balanced approach can enhance communication and understanding. Accurate translation of technical terms is essential for effective knowledge transfer and global collaboration. Further research and innovation in translation practices can help address evolving needs and improve the quality of translations.

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“ARBA’IN” SO‘ZINING LUG‘AVIY MA’NOSI VA “ARBA’IN” ASARINING YARATILISH TARIXI



<https://doi.org/10.5281/zenodo.14875371>

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Annotatsiya: Mazkur maqolada buyuk shoir va mutafakkir davlat arbobi Nizomiddin Mir Alisher Navoiyning “Arba’in” (Chihil hadis) nomli asaridagi “Arba’in” so‘zining lug‘aviy va istilohiy ma’nolari, asarning qachon yaratilgani va undan oldingi birinchi yozilgan Arba’inlar va buning sababi bayon qilindi.

Аннотация: В данной статье описываются лексические и терминологические значения слова «Арбаин» в произведении «Арбаин» (Чихиль хадис) великого поэта и государственного деятеля Низамиддина Мир Алишера Навои, время создания произведения, первые написанные до него арбаины и причина этого.

Annotation: This article describes the lexical and terminological meanings of the word “Arba’in” in the work “Arba’in” (Chihil Hadith) by the great poet and statesman Nizamiddin Mir Alisher Navoi, when the work was created, the first written Arba’ins before it, and the reason for this.

Tayanch so‘zlar: arba’in, lug‘aviy ma’no, istilohiy ma’no, qirqta, sanad, Abdurahmon Jomiy, sog‘lom ko‘plik, murabba, ma’naviy xususiyatlar, matn, turkiy, betakror so‘z, forsiy, arabiy, shohbayt.

Ключевые слова: арбаин, лексическое значение, терминологическое значение, сорок, иснад, Абдурахмон Джами, здоровое множественное число, мурабба, духовные характеристики, текст, тюркский, уникальное слово, персидский, арабский, шахбайт.

Keywords: arba’in, lexical meaning, terminological meaning, forty, sanad, Abdurahmon Jami, healthy plural, murabba, spiritual characteristics, text, turkic, unique word, persian, arabic, shahbayt.

“Arba’in” so‘zining lug‘aviy ma’nosi “qirq” so‘zini anglatadi. I.D.Yagelloning «Полный персидско-арабско-русский словарь»¹¹⁴ kitobida arba’in so‘zining lug‘aviy ma’nosi quyidagicha berilgan: اربعين, اربعون – сорок (qirq)”.

Х.К.Барановнинг «Арабско-русский словарь» kitobida «اربعين, اربعون – сорок, сороковой» (qirq, qirqinchi) deb berilgan¹¹⁵.

أربعون “Arba’in” so‘zi arab tilida qirq, ya’ni o‘ttiz to‘qqiz va qirq bir raqami orasidagi sonni ifodalaydi: عندی أربعون كتاباً menda qirta kitob bor. Alloh taolo Baqara surasi 51-oyatida shunday dedi:

وَإِذْ وَاَعَدْنَا مُوسَىٰ أَرْبَعِينَ لَيْلَةً – (Va Muso bilan qirq kechaga va ‘dalashganimizni, ... eslang!) Baqara surasi 51-oyat¹¹⁶.

¹¹⁴ Ягелло И.Д. Полный персидско- арабско-русский словарь. – Т.: 1910. – С. 46.

¹¹⁵ Баранов Х.К. Арабско-русский словарь. – М., 1985. – С. 284.

¹¹⁶ Шах Абдулазиз Мансур Куръони Карим маъноларининг таржима ва тафсиридан фойдаландик. Қайта ишланган нашр. – Toshkent: Sano standart, 2021.

Xalq orasida “falonchani qirqi, (vafotining) qirqinchi kuni” degan marosim ham mavjud. “Arba’in” so’zi arab tilidagi أربعة “arba’un” – muzakkar (o’g’il) yoki أربعة “arba’atu” – muannas (qiz) to’rt sonining o’ntasiga barobar bo’lgan sonidir. Arba’in so’zi arab grammatikasida xuddi sog’lom ko’plikning hukmida bo’lib, bosh kelishikda “vov” harfi bilan va tushum hamda qaratqich kelishiklarda esa “ya” bilan shakllanadi. Shu bilan birga muzakkar muannaslikda ham qo’llaniladi:

أربعون طالباً و أربعون طالبة “arbauna toliban va arbauna tolibatan” – Qirqta o’g’il va qirta qiz talaba.

قرأت أربعين كتاباً “qoro’tu arbaina kitaban” – Qirqta kitob o’qidim.

“Arba’in” so’zining birligi أربعة va أربعة “arbaun va arbaa’tun” to’rt sonini ifoda qiladi. Arab tili grammatikasida esa muzakkar va muannas va ko’plikda farq qiladi:

في السنة أربعة فصول – Bir yilda to’rt fasl bor.

عنده أربع سنوات – Uning yoshi to’rtida.

To’rt oyoqli hayvonlar. أربع زوايا

(qirq yoshli ayollarga aytiladi) va zaxarli yerda sudralib yuradigan hayvonlar. أم أربعين

O’zbek qizlariga qo’yiladigan Robiya رابعة “Robia’(h)” ismi ham arab tilidagi أربع so’zidan olinib to’rtinchi degan ma’noni anglatadi, “murabba” so’zi (to’rt misrali she’rlarga aytiladi), va tomonlari teng to’g’ri to’rtburchak kvadrat o’lchovga qo’llaniladi. *Tagi sho’r saroyning sathi yigirma murabba metr keladi. Ayniy. Doxunda.*¹¹⁷

Hadislarga bag’ishlangan kitoblar ichida “Arba’in” “اربعين” yoki “Chihil hadis” – “چهل حدیث” hadislarining bir qismi, bo’lagi sanaluvchi asarlar qatorida alohida o’rin tutadi. Shunday qilib, hadislar qator asarlar, jumladan, arba’inlar yaratilishiga turtki bo’lgan va muayyan diniy-adabiy yo’nalish sifatida arab adabiyotida vujudga kelib, ajam xalqlari adabiyotiga katta ta’sir o’tkazgan.

Arba’in so’zining istilohiy ma’nosi hadisga tegishli to’plamlardan iborat bo’lib. unda kitobning mualliflari qirqta hadis, qirqta bob yoki qirqta mavzularni jamlab keltiradilar.

“Arba’in” – “اربعين” yoki “Chihil hadis” – “چهل حدیث” – Alisher Navoiyning 40 hadisni o’z ichiga olgan hadislarining she’riy tarjimasidan iborat turli axloqiy mavzularga bag’ishlangan diniy-irfoniy asari¹¹⁸. Arba’in Alisher Navoiyning diniy-ma’rifiy asarlari ichida alohida o’rin tutadi¹¹⁹.

Abdurahmon Jomiy 1481-mil (886-h.y.vaf. etgan) yilda 40 sahih hadisni tanlab olib, o’quvchiga qirq marta chillaga o’tirgan solihlarning zavqu holiga bag’ishlangan asar yaratgan. Navoiy bunday foydali asardan turkiy-zabon xalqlar ham bahramand bo’lishini istab, ustoz Jomiyning duosini olgach, bu ishga kirishgan va qisqa muddat 2-3 kun ichida bu asarning she’riy tarjimasini nihoyaga yetkazgan¹²⁰.

Binobarin, mazkur ensiklopediyada arba’in tushunchasi mustaqil adabiy janr, sharq mamlakatlari xalqlari adabiyotidagi diniy-adabiy an’ana sifatida emas, balki Alisher Navoiy ijodining mahsuli bo’lgan “Arba’in” asari sifatida talqin qilingan.

“Arba’in”ning mazkur ta’rifidan quyidagi mazmunlarni anglash mumkin:

1. Arba’in asarlarning barchasi hadisga tegishli asarlar ekanligi.

¹¹⁷ Ўзбек тилининг изоҳли луғати. Икки томли. I-том. Мухаррир. З.М.Маъруфов. – Москва: Рус тили, 1981. – Б. 481.

¹¹⁸ Алишер Навоийнинг диний ва тасаввуфий асарлари // <https://adabiy.uz/uzbek/63-alisher-navoiy/740-asar.html>.

¹¹⁹ <https://adabiy.uz/uzbek/mumoz/navoiy/1058-maqola.html>.

¹²⁰ Ислам энциклопедический словарь. – Москва: Наука, 1991. – С. 66.

2. Arba'in asarlari gohida hadislarining sanadlari bilan keltirilgan bo'lsa, ba'zida sanadlarsiz keltiriladi.

3. Arba'in asarini boshqa asarlardan ajralib turishining asosiy sababi, uning adadi va uning qirqta ekanligidir.

4. Arba'in asaridagi qirq sondan iborat mavzular hadis yoki bobdan iborat bo'ladi.

5. Arba'in asarlari mualliflarining yo'nalishlari hamda hadislarini jamlash uslublarining xilma-xilligi.

6. Arba'in asarlarini sanad va matn jihatidan hadis ilmiga xos ko'p foydalarni qamraydi.

“Arba'in” – hadis to'plami turlaridan biri bo'lib, uning kelib chiqishining o'z ijtimoiy-tarixiy sabablari, shart-sharoitlari mavjud.

Olimning fikriga ko'ra, “Arba'in hadis”, “Chihil hadis”, “Qirq hadis” nomi bilan mashhur bo'lgan hamda diniy arkonlar mazmunini tushuntirishga bag'ishlangan asarlar ko'pchilik sharq xalqlari shoirlari ijodidan o'rin olgan.

Mana shunday vazifani bajargan, ya'ni adabiy tarzda shunday solih baholanuvchi amalni bajarib, musulmon ummatiga hadislar mazmunini anglatgan inson mavqe'i e'zozlanib, uning faoliyatiga alohida e'tibor va hurmat bilan qaralgan, uning martabasi ko'tarilgan va ulug'langan. Ba'zi ulamolar arba'in ijod qilish bilan shug'ullana boshlagan, chunki arba'in ijod qilish din talablarida juda yuqori baholana boshlangan. Biroq arba'in ijod qilishga har qanday ijodkor qo'l urmagan. Chunki arba'inda Qur'on va hadislar mazmuni talqini, ular ifodasi bo'lganligi uchun, agar xato ketsa, din ulamolarining qat'iy e'tirozini uyg'otish mumkin bo'lgan.

“Arba'in” so'zining lug'aviy ma'nosi “qirq” ma'nosini anglatishining o'ziga xos sabablari mavjud. Islom dinida “qirq” soni muqaddas kuchga ega deb qoraladi.

“Arba'in” asarining yaratilish tarixi.

“Arba'in” asarlarining yozilishiga bir necha muhim omillar sabab bo'lgan. Ular:

1. “Kim ummatimga din ishlari borasida qirqta hadisni muhofaza qilib bersa, Alloh uni qiyomat kuni faqih qilib tiriltiradi hamda qiyomat kuni men unga shafatchi va guvoh bo'laman”. Bu hadis barcha muhaddislar oldida zaif hadis bo'lsada, Ibn Hajar aytganidek فضائل الأعمال – “fazoilul a'mol” – yaxshi amallarga targ'ib qilish sababli amal qilish mumkin, shu bilan birga bu hadisning kelish yo'llari ko'pligi sababli hasan hadis darajasiga yetganligini aytiladi.

2. Muhammad sollallohu alayhi va sallamning sunnatlarini insonlarga yetkazishga bo'lgan buyruqning borligi va uning fazli.

3. Qirq sonida ma'naviy xususiyatlarning mavjudligi. Bunga qirq soni shariatning bir qancha hukmlarida kelgani asos bo'ladi.

4. Qirq sonining ko'p ham oz ham bo'lmasdan o'rtacha son bo'lganligi.

Muhaddislarining Arba'inlarni yaratishdagi yo'nalishlarini xilma-xilligini o'rganish asnosida ularning bir qancha e'tiborlarga taqsimlanishini topasiz.

1. Hadisning matnlari asosida yozilgan “Arba'in”lar:

Bunda muallif hadislarining sanadlariga qaramasdan, ko'proq hadisning mazmuniga e'tibor qaratadi.

Bu boradagi Arba'in asarlar ham ikki qism, ya'ni umumiy ko'rinishda yozilgan va xos ko'rinishda yozilgan arba'in asarlar. 1. Umumiy ko'rinishda yozilgan Arba'inlar muayyan mavzuga xoslanmasdan turli tuman matnlarni jamlaydi. Bunga Abdulloh ibn Muborakning (181-h.y.vaf. etgan) “Arba'in” asari misol bo'ladi. 2. Xos ko'rinishda ta'lif qilingan Arba'in asarlar esa ikki turga taqsimlanadi: 1. Muayyan bobga xos Arba'in asarlar: Abu Ismoil Haraviyning (481 h.y.vaf. etgan) “الأربعين في دلائل التوحيد” – “Tavhid dalillarida qirq hadis” asari. 2. Hadis matnida xos sifat e'tibor qilingan qirq hadis asarlari. Bu shakldagi asarlar muayyan mavzuga xos

bo'lmaydi. Lekin uning muallifi hadisning matni maxsus sifatga ega bo'lishini shart qiladi. Ibn Asokirning (571-h.y.vaf. etgan) “الأربعين الطوال” – “Al-Arba'ina-at-Tivol” kitobi.

1. Hadislarning sanadiga doir Arba'in asarlari:

Bunday Arba'in mualliflari asardagi hadislarning matlari va sifatlariga qaramasdan ularning sanadlarini holatlariga e'tibor qiladi. Bunda mualliflardan asardagi hadislarning sanadi sahih bo'lgan va ta'na dashnomlardan salomat bo'lgan hadislarni to'plagan bo'lsa, boshqa mualliflar faqat sanadi oliy hadislarni jamlaganlar. Doruqtniy (385-h.y.vaf. etgan) “Qirq hadis Barid ibn Abdillah ibn Abi Burda otasi Abu Muso Ash'ariydan”.

2. Hadislarning sanadi va matniga asoslangan Arba'in asarlar:

Bu qismdagi asar mualliflari unda hadislarning holatlari hamda matn va sifatlariga e'tibor qaratadilar. Abu Bakr Muqarrib Kurxiyning (563-h.y.vaf. etgan) “Qirq ma'no va fazilatda qirqta shayxdan qirqta hadis”.

Boblarga ajratish jihatdan Arba'inlarning uslublari:

1. Boblarga ajratilgan Arba'inlar: Muhammad ibn Aslam Tusiyning (424-h.y.vaf. etgan) “Arba'in” asari.

2. Boblarga ajratilmagan Arba'in asarlar: Nasriddin ibn Ibrohim Maqdisiyning (490-h.y.vaf. etgan) “Arba'in” asari.

Hadislarning adadi jihatdan Arba'inlarning ta'lif yo'nalishlari:

1. Qirqta hadisni o'z ichiga olgan Arba'in asarlar: Abu Mansur ibn Asokir (620-h.y.vaf. etgan) “Mo'minlar onalari sifatlarida qirq hadis”.

2. Qirqta bobni qamragan qirq hadis: Abu Nu'aym Asbahoniy (430-h.y.vaf. etgan) “Mutahaqqiq sufiylar mazhabi ustida qirq hadis”. Bu asar tasavvuf egalariining axloqlari va sifatlarini jamlagan qirqta fasl bo'lib unda oltmishta hadis keltirilgan.

Hadislarning sanadlarini zikr qilish va zikr qilmaslik e'tiboridan ta'lif qilingan Arba'in asarlari:

1. Hadislarning sanadlari zikr qilingan Arba'in asarlar: Hasan ibn Sufyonning (303-h.y.vaf. etgan) “Arba'in” asari.

2. Sanadlari keltirilmagan Arba'in asarlari: Munziriyning (656-h.y.vaf. etgan) “Yaxshi amallarni qilish haqida qirq hadis”.

Mazkur qism va bo'limlarda keltirilgan “Arba'in”larni va ularning mualliflarini namuna tariqada keltirib o'tdik. Zero, ulardan tashqari turli-tuman nihoyatda ko'p Arba'inlar tasnif qilingan.

Alisher Navoiyning “Arba'in”ini o'rganar ekanmiz, unda asosan Islom axloqiga doir hadislar jamlanganini ko'ramiz. Muallif unda ustoz Abdurahmon Jomiy “Arbain”ida keltirilgan hadislarning ayrimlarini olib, ayrimlari o'rniga boshqa hadislarni tanlagan va avval har bir hadisning arabcha matnini keltirib, ketidan uning mazmunini she'riy to'rtlik shaklida ifoda etgan. Bunda hadislar so'zma-so'z tarjima qilinmay, ularning umumiy mazmuni aks ettirilgan. Zero, hadislarni nazmda so'zma-so'z tarjima qilishning umuman imkoni yo'q. Shu bois, muallif avval hadisning matnini berib, ketidan uning umumiy mazmunini badiiy uslubda bayon qilgan. Navoiy “Arbain”ini yaratilishiga bir necha omillar sabab bo'lganini keltirish mumkin. Masalan:

– Ushbu uslubda asar yaratish islom olamida yaxshi bir an'anaga aylangan. Bunga Muhammad sollallohu alayhi vasallamning quyidagi hadislar asos va turtki bo'lgan:

قال رسول الله صلى الله عليه وسلم: من حفظ على أمتي أربعين حديثاً في أمر دينها بعثه الله فقيهاً و كنت له يوم القيامة شافعاً وشهيداً

“Rasululloh sollallohu alayhi vasallam shunday dedilar: “Kim ummatimga din ishlari borasida qirqta hadisni muhofaza qilib bersa, Alloh uni qiyomat kuni faqih qilib tiriltiradi hamda qiyomat kuni men unga shafatchi va guvoh bo'laman”.

–Albatta, Allohga itoat qilish Qur'onga itoat qilish bilan bo'ladi. Payg'ambar sollallohu alayhi vasallamga itoat qilish, hayotlik damlarida shaxslariga itoat qilish bilan bo'lsa, U zot vafotlaridan keyin esa, sunnatlariga, hadislariga amal qilish bilan bo'lib kelmoqda.

–Abdurahmon Jomiy “Arbain” asarini 1481-yili arabchadan forschaga tarjima qiladi va ko'zdan kechirib chiqish uchun Navoiyga taqdim etadi. Ustoz va shogird o'rtasidagi bu ajoyib an'anaga atrofda qoyil qolar edi, zotan Navoiyning ham yangi asarlarining birinchi o'quvchisi Jomiy bo'lar edi. Alisher Navoiy “Arbain” asarini nazardan o'tkazar ekan, uni turkiyga tarjima qilish niyati paydo bo'ladi: “Hamul “Arbain”ga turkiycha til bila tarjima orzusi ko'ngulga tushti”. Alisher Navoiy buning uchun ustoz Jomiydan izn so'raydi, natijada “Arbain”ning turkiy tildagi tarjimasi vujudga keladi va avlodlarga arzigulik tuhfa tortiq etiladi. Alisher Navoiy qalamiga mansub “Arbain” ham Jomiyning “Arbain” asari kabi o'sha 1481-yilning o'zida yozib tugatilgan.

–Asar yozilishiga ayrim ulamolarning “Yetarli bilimga ega kishilar hadislarining ma'nolarini naql qilishlari mumkin” degan fikrlariga asoslangan ishdur.

–Navoiy ijodiga nazar tashlasak u faqatgina o'zbek tili imkoniyatlari bilan chegaralanib qolmagan, balki boshqa tillardan ham unumli foydalangan. O'tkir Hoshimov bu borada quyidagilarni qayd etadi:

“Olimlar hisoblab chiqishgan. Pushkin o'z asarlarida 21197 ta betakror so'z ishlatgan, Shekspir salkam 20 mingta, Servantes mingtaga yaqin. Alisher Navoiy esa 1 million 660 mingta betakror so'z ishlatgan. Boisi, buyuk bobomiz faqat turkiy emas, forsiy, arabiy, urdu, xitoy, mo'g'ul va boshqa tillardagi so'zlardan ham mahorat bilan foydalangan”.

–Musulmon sharqi mumtoz adabiyotida Arbain yozish an'anasi Navoiygacha ham bo'lgan. Arbain arabcha “arba'u” ya'ni, “qirq” so'zidan olingan bo'lib, qirqta mashhur, sahih hadis mazmunini she'riy vaznda, aniqrog'i, bir ruboiyda ifodalash san'atini anglatgan. Bunday asarlar oddiy xalq vakillari hadislar mazmunini oson tushunishi va xotirasida uzoq saqlab qolishi uchun xizmat qilgan. Navoiy zamonida ham butun ulus, xususan, oddiy xalq ommasi arab tilini bilmagan va bu tilda yozilgan manbalarni tushunmagan.

–“Navoiyning “Arbain” asari Abdurahmon Jomiyning shu nomdagi ta'lifining turkiy tarjimasidir. Jomiy solihona hayot uchun zarur, ammo sharh talab bo'lgan qirqta hadisi nabaviyni tushunish va yodlash oson bo'lishi uchun forschaga nazm yo'li bilan tarjima qilgan va asli bilan birgalikda bir kitobcha holiga keltirgan. Navoiyga bu kitobcha ma'qul bo'lib, Jomiyning ruxsati bilan uni turkiylashtirgan. Bu aytilganlardan ma'lum bo'ladi, Alisher Navoiy butun ijodida diniy ilmlardan oziqlangani, ularning ko'pchiligini Qur'oni Karim va Hadislar hikmatiga tayanib, ilhomlanib bitgan va buning yorqin dalili mutafakkirning “Arbain” asaridir.

Xulosa qilib aytganda, Abdurahmon Jomiydek piri murshid nafaslarida “Nizomu al-millati vadd-din” muborak unvoniga molik bo'lgan Navoiyning she'riy kulliyotini kudsiy oyatlar, hadislar bilan munavvar shohbaytlarsiz aniq va to'liq tasavvur etish, uning fikriy teranliklarini, fasohat sirlarini tahqiq qilish imkonsiz. Afsuslar bo'lsinki, necha o'n yilliklar mobaynida ilohiy muqaddimot (hamdu na't, sanoyu munojot) matni kabi ularning talqini, tahlili hukmfarmo dahriy mafkura ta'qibi va tazyiqiga uchragan, tahqirlangan edi. Shuning uchun ham muqaddas oyat, hadis kalimalari bevosita – ayniyatda yo bilvosita – harfi o'zgargan, ruhi saqlangan holda “so'z lavhi” – she'riy satrlar qatiga joylangan, biri biridan zarif-u daqiq baytlar haqida lom-lum deyilmay, beparvo munosabatda bo'lindi. Bugun turli tabaqot-tariqotga mansub shoirlarning islomiy falsafa, axloq, fasohat tajallisi bo'lgan boqiy satrlari singari, Navoiy she'riyatining ham bugungi istiqbolliyat va amniyat havosidan erk va safo topdi. Bas, ularni baholi imkon sharhlab berish, qay darajada bo'lmasin, tahqiq va tahlil qilish vaqti keldi.

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TURK XALQ MAQOLLARIDA BAXT VA BAXTSIZLIK KONSEPTINING IFODALANISHI



<https://doi.org/10.5281/zenodo.14875388>

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Annotatsiya. Ushbu maqolada turk xalq maqollarida baxt va baxtsizlikni kontsepsiyasining ifodalanishi tahlil qilinadi. Maqollar turk xalqining dunyoqarashini, qadriyatlarini va hayotga bo'lgan munosabatini aks ettiradi.

Аннотация. В данной статье анализируется выражение концепта счастья и несчастья в турецких народных пословицах. Пословицы отражают мировоззрение, ценности и отношение к жизни турецкого народа.

Annotation. This article analyzes the expression of the concept of happiness and unhappiness in Turkish folk proverbs. Proverbs reflect the worldview, values, and attitude towards life of the Turkish people.

Tayanch so'zlar: *turk, maqol, baxt, qadriyat, baxt va baxtsizlik.*

Ключевые слова: *турк, пословица, счастье, ценность, счастье и несчастье.*

Keywords: *turk, proverb, happiness, value, happiness and unhappiness*

Baxt va baxtsizlikni tasvirlashda turk xalqi hayotning qiyinchiliklari, insonning ichki dunyosi va ijtimoiy munosabatlarga oid an'anaviy qarashlarni o'zida aks ettiradi. Shuningdek, baxtsizlikni oldini olish yoki undan qochish uchun odamlarning ehtiyotkorlik va to'g'ri qarorlar qabul qilish zarurligini ko'rsatadi. Turk xalqi maqollarida baxt va baxtsizlik konseptlari, asosan, odamning ichki holatlari, atrof-muhit va ijtimoiy munosabatlar orqali ifodalanadi. Baxt va baxtsizlik, turli ijtimoiy va hayotiy sharoitlar bilan bog'liq bo'lib, ko'pincha insonning qarorlaridan yoki yashash tarzidan kelib chiqadigan natijalar sifatida ko'rsatiladi.

1. Turk maqollari juda qadimiy ildizlarga ega bo'lib, ular haqida birinchi aniq ta'rif 1863-yilda chop etilgan *Durub-i Emsal-i Osmoniya (Usmoniy maqollari)* kitobining kirish qismida Ibrohim Shinosi tomonidan berilgan: "*Durub-i emsalki hikmat-ul-avomdir, tilidan chiqqan millatning fikriy mohiyatiga dalolat etadi*". (Turkçe Sözlük, 1988, b. 155.) Shinosining aytmoqchi bo'lgan fikri shuki: "*Maqollar xalq hikmatidir, xalq falsafasidir; ular chiqqan til orqali millatning qanday fikrlashini, ya'ni ularning g'oyaviy mohiyatini tushuntiradi*". (2. Doğan Aksan, 1990, b.40.) Bu ta'rif boshqa tadqiqotchilar tomonidan ham davom ettirilgan. Turk maqollari va iborolari bo'yicha eng mukammal to'plamlarni yaratgan, aniq ta'riflar berib, qimmatli asarlar yozgan O'mar Asim Aksoy *Maqollar va iboralar lug'ati* kitobining 1-jildida maqollarning asrlar davomida xalq ommasining turli hodisalarga bergan kuzatuvlari va tajribalari natijasida shakllangan, yo'l ko'rsatuvchi xususiyatga ega bo'lgan umumiy qoida shakliga aylanganini ta'kidlaydi. (3. Pertev Naili Boratav, 1988, b.118.) Shuningdek, u ba'zi so'zlar tarkibida mustahkamlanib qolgan bu go'zal va ibratli iboralar xalq orasidan chiqib, umumiy foydalanishga kirganini qayd etadi (4.Omer Asım Aksoy, 1993, b.56).

Xuddi shu asarning boshqa bir joyida esa, xalq tilining eng toza va qimmatli namunalaridan biri bo'lgan maqollar, millatning o'z mavjudligi va o'ziga xosligini aks ettiruvchi ko'zgusi ekanligi aytiladi. (5. Omer Asım Aksoy, 1993, 7. baskı, b.101). Ularning millat tarixi,

tafakkuri, hayot tarzi, e'tiqodlari, urf-odatlarini, o'tkir zehni, keng tasavvurini, nozik his-tuyg'ularini, chuqur falsafasini yoritib berishini, hatto kinoya va keskin tanqid unsurlarini ham o'z ichiga olishini ta'kidlaydi. (5. Omer Asım Aksoy, 1993, 7. baskı, b.101) Baxtsizlik va qiyinchiliklar: ko'plab maqollar, baxtsizlikni qiyinchiliklar, hayotiy muammolar, va ichki noqulayliklar orqali tasvirlaydi. Baxtsizlik insonning hozirgi sharoitidan kelib chiqqan holda, asosan qiyinchiliklar bilan bog'liq bo'ladi. Maqollar o'z ichida qiyinchiliklarni va shaxsiy qarorlarni ko'rsatadi, bu esa baxtsizlikni anglashda asosiy rol o'ynaydi. Baxtsizlik ko'plab maqollarda nisbiy tushuncha sifatida ta'riflanadi. (6. Gözler, H. Fethi, Gözler, M. Ziya, 1982, b.8).

Bu baxt va baxtsizlikning qanday sharoitlarda, qanday shaxsiy holatlarda aniqlanishi mumkinligini ko'rsatadi. Masalan, "Aç gezmekten tok ölmek iyidir" maqolida baxtsizlikning ma'lum darajada o'zgarishini va qiyinchiliklarga duchor bo'lishning ba'zan yaxshiroq ekanligini anglatadi.

Qoniqmaslik va ichki ehtiyojlar: baxtsizlik, odamning moddiy va ma'naviy ehtiyojlarining to'liq qondirilmaligi bilan bog'liqdir. Bu holatlarni anglashda maqollar orqali, insonning ichki kechinmalari va tashqi dunyo bilan aloqasi ko'rsatilgan.

Hayotdagi qarorlarning ta'siri: ko'plab maqollar, odamning turmushdagi qarorlarining natijasi sifatida baxtsizlikni tasvirlaydi. (7. Aksoy, O. Asım, 1995.15) Bu, odamning hayotda qanday yo'l tutishi, qanday tanlovlar qilishini va bu tanlovlarning kelajakdagi ta'sirini ko'rsatadi. Shu tariqa, turk xalqi maqollarida baxt va baxtsizlik, hayotning turli qatlamlarini, ichki va tashqi omillarni, qarorlarni va odamlar o'rtasidagi munosabatlarni ta'riflaydi. Bu maqollar, baxt va baxtsizlikning ko'plab jihatlarini yoritadi va ular hayotning murakkab tabiatini tushunishga yordam beradi. (8. Aksoy, O. Asım, 1995, 27-b.)

1. Turk maqollarida baxt va baxtsizlik konseptlari ko'plab ko'rinishlarda ifodalanadi, bu esa inson hayotining turli sharoitlariga va shaxsiy holatlariga bog'liq bo'ladi. Baxtning nisbiyligi va baxtsizlikka qarshi turishning turli usullari, ko'pincha, odamning o'z qarorlaridan va uning atrofidagi muhitdan kelib chiqadi. (Derman, D. 2002, 27-b.)

2. Turk xalq maqollarida baxt va baxtsizlik konseptlari ko'plab ijtimoiy va axloqiy jihatlarini yoritadi. Baxt va baxtsizlik odamlarning hayotidagi oddiy, lekin muhim holatlar va qarorlar bilan bog'liq bo'lib, ko'pincha hayotning turli fazalariga, ishlarga yoki shaxsiy tajribalarga asoslanadi. Bu maqollar shaxsiy holatlar, yashash sharoitlari, hayotiy qarorlar va turli ijtimoiy vaziyatlarga oid maslahatlarni beradi. (9. Ünal, M. 2005, 31-b.)

3. Baxtsizlik ko'pincha qiyinchiliklarga, kutilmagan hodisalarga va odamlarning turli xatolarga duch kelishlariga bog'liq. Baxtsizlikni ifodalovchi maqollarga misollar:

"Aç gezmekten tok ölmek iyidir" (Och yurishdan ko'ra to'q o'lish yaxshiroq): bu maqol, hayotdagi baxtsizlikni ko'rib chiqishda, og'ir va og'ir sharoitlarda yashashdan ko'ra o'limni afzal ko'rish haqida gapiradi. Odamlar ba'zan o'z holatlarini noxush va bardoshli deb bilishadi va bu maqol ularni faqat yomon vaziyatlardan qochishga undaydi.

"Aç kurt, aslana saldırır" (Och bo'ri arslonga ham hujum qiladi): bu maqol, baxtsizlikdan kelib chiqqan qiyinchiliklar va hissiy tushkunlikni tasvirlaydi. Qiyinchiliklarni yengishga harakat qilgan odamlar, o'zlarini himoya qilish uchun ba'zan agressiv yoki xatarli yo'llarga intilishadi.

"Aç ne yemez, tok ne demez" (Och nima yemaydi, to'q nima demaydi): Baxtsizlikni yashashda yoki insonning o'zining ehtiyojlarini qondirishda ko'rsatiladi. Bu maqol, odamlarning ba'zi holatlarda ehtiyojlarini haddan tashqari qondirganlarida, hayotning muhim narsalari haqida kamroq o'ylashlarini ifodalaydi.

"Açın karnı doyar, gözü doymaz" (Ochning qorni to'yar, ko'zi to'yimas): Bu maqol, baxtsizlikni bo'lishish va boshqalar bilan o'z ehtiyojlarini qondirishda ifodalaydi. Odamlar

ba'zan o'zlarining moddiy ehtiyojlarini qondirishni kutishadi, lekin bu ularga baxt va baxtsizlikni qayta tiklashga yordam bermaydi.

Baxt va baxtsizlikni ifodalovchi maqollar:

“Açma sırrını dostuna, dostunun dostu vardır, o da söyler dostuna” (Sirni do'stingga ochma, do'stingning ham do'sti bor, u ham aytadi o'z do'stiga): Bu maqol, baxtsizlikni o'zaro ishonchsizlik va xiyonat bilan bog'laydi. Odamlar, shaxsiy ma'lumotlarini boshqa birovga oshkor qilishda ehtiyotkor bo'lishlari kerak.

“Açtırma kutuyu, söyletme kötüyü” (Qutini ochma, yomonni so'zlatma): Bu maqol, baxtsizlikning boshlanishini oldini olishga qarshi ehtiyotkorlikni tavsiya etadi. Odamlar, yomon voqealar yoki sharoitlarni boshlashdan oldin, ehtiyotkor bo'lishlari lozim.

Shunday qilib, turk xalq maqollarida baxt va baxtsizlik haqida ko'plab ijtimoiy, psixologik va hayotiy tushunchalar mavjud bo'lib, ular insonlarning o'z qarorlarini, ehtiyojlarini, va munosabatlarini qanday boshqarishlari kerakligini ko'rsatadi. Turk xalq maqollarida baxt va baxtsizlik mavzulari ko'pincha hayotdagi qiyinchiliklar, muvaffaqiyatlar va odamlarning bir-biriga bo'lgan munosabatlari orqali ifodalanadi. Baxt va baxtsizlik, odatda insonlarning o'z harakatlari, shuningdek, atrof-muhit va jamiyat tomonidan belgilangan holatlar orqali tasvirlanadi. (10. Tiriyaki, M. 2008, 42-b.)

Quyidagi maqollarni tahlil qilib, ularning baxt va baxtsizlik bilan bog'liq tavsifini ko'rib chiqamiz.

“Adam adama gerek olmasa, her biri bir dağ başında olurdu” – Insonlarning bir-biriga ehtiyoji borligi haqida gapiradi. Baxtsizlik, insonning boshqa odamlar bilan aloqada bo'lmasligi, yolg'iz qolishi bilan bog'liq. Shuningdek, bu baxtga erishish uchun odamlar o'zaro yordam ko'rsatishlari kerakligini ko'rsatadi.

“Adamın alacası içinde, hayvanın alacası dışındadır” – Bu maqol, insonning ichki holati bilan tashqi muhitning o'zgarishini taqqoslaydi. Baxtsizlik, odamning ichki nizolari yoki ziddiyatlari tashqariga ta'sir qilishi bilan bog'liq bo'lib, hayvonlar bu holatlarni tashqaridan sezmaydi.

“Adamın iyisi iş başında belli olur” – Bu maqol, odamning haqiqiy qobiliyatlarini va baxtini ishdagi muvaffaqiyati orqali aniqlash mumkinligini ko'rsatadi. Ishdagi muvaffaqiyat baxtning bir ko'rsatkichi bo'lib, baxtsizlik esa ishlashda muvaffaqiyatsizlikni anglatadi.

“Ağaca çıkan keçinin dala bakan oğlağı olur” – Daraxtga chiqqan echkinning shoxga qaragan uloqi bo'lishi, odamning amallarining natijasiga bog'liq. Baxtsizlik, noto'g'ri qarorlar yoki xatoliklar orqali keladi, bu esa kelajakdagi natijalarni olmaslikka olib keladi.

“Akan suya inanma, eloğluna güvenme” – Oqayotgan suvga ishonma, begonaga tayanma, bu baxtsizlikning ishonchsizlik va hiyla-nayrangdan kelishini bildiradi. Turk xalq maqollarida baxt va baxtsizlik ko'plab turli holatlar va tushunchalar orqali ifodalanadi. Baxt, insonning harakatlari, atrof-muhit bilan uyg'unlik va sabr-toqat orqali erishiladi, baxtsizlik esa ko'pincha noto'g'ri qarorlar, ishonchsizlik va kelajakni noto'g'ri baholash bilan bog'liq. Maqollar insonlarga hayotdagi turli holatlar va qiyinchiliklar bilan qanday kurashishni, baxt va baxtsizlikka olib keladigan omillarni ko'rsatadi. Turk xalq maqollarida baxt va baxtsizlik konseptlari odamlarning hayotidagi tajribalarga, ijtimoiy va tabiiy hodisalarga bog'liq holda turli shakllarda aks ettiriladi. (11.Özdemir, E. 2013., 12-b.) Ushbu maqollar, insonlarning kundalik hayotidagi tajribalari orqali baxt va baxtsizlikning qanday rivojlanishini, nima sababdan yuzaga kelishini ko'rsatadi. Quyidagi maqollarni tahlil qilib, baxt va baxtsizlikni qanday ifodalayotganini ko'rib chiqamiz.

“Ağaç yaşken eğilir” – Daraxt yoshligida egiladi. Bu maqol hayotdagi o'sish jarayonlarini ta'riflaydi. Baxt va baxtsizlik ko'pincha insonning yoshligida shakllanadi. Agar yoshligida

to'g'ri yo'naltirish va tarbiya berilsa, keyinchalik muvaffaqiyatga erishish mumkin. Baxtsizlik esa noto'g'ri tarbiya yoki e'tiborsizlikdan keladi.

“Ağır kazan geç kaynar” – Og‘ir qozon kech qaynaydi. Bu maqol sabr-toqat va vaqt o‘tishini anglatadi. Baxtga erishish va muvaffaqiyatga yetishish uchun ko‘pincha vaqt va kuch sarflash kerak. Baxtsizlik esa tez natijalarni kutish va sabrsizlikdan keladi.

“Ağır yongayı yel kaldırmaz” – Og‘ir yog‘ochni shamol ko‘tarmaydi. Bu maqol, og‘ir yukni yoki muammolarni engishning qiyinligini ta’kidlaydi. Baxtsizlik og‘ir vaziyatlar va muammolarni hal qilishda paydo bo‘ladi, baxt esa og‘ir ishlarni yengib o‘tish orqali erishiladi.

“Ağustosta gölge kovan, zemheride karnını ovar” – Avgustda soya qidirgan, qishda qornini ushlaydi. Bu maqol, hozirgi vaqtdagi harakatlarning kelajakdagi natijalariga urg‘u beradi. Baxtsizlik, hozirgi paytda ehtiyotkor bo‘lmaslikdan keladi, bu esa kelajakda muammolarga olib keladi.

1. Baxt va baxtsizlikning o‘zaro bog‘liqligi maqollar orqali baxt ko‘pincha vaqt, mehnat, va sabr-toqat bilan bog‘lanadi. Baxtsizlik esa tezkor natijalarga intilish, e’tiborsizlik va beqarorlikdan keladi. (12. Aydın, M. 2010, 54-b.)

Kelajakni rejalashtirishning ahamiyati – Ko‘plab maqollar kelajakni o‘ylash va hozirgi paytda ehtiyotkor bo‘lishning ahamiyatini ta’kidlaydi. Baxtsizlik, hozirgi paytda ehtiyotkorlikni e’tiborsiz qoldirish bilan bog‘liq bo‘lishi mumkin.

Ijtimoiy qadriyatlar va o‘zaro munosabatlar – Baxt va baxtsizlik ko‘pincha odamlar o‘rtasidagi munosabatlar, yordam va ishonchga bog‘liq. Maqollar, odamlarning bir-biriga yordam berishi va to‘g‘ri qarorlar qabul qilishi baxtning asosiy omillari ekanligini ko‘rsatadi.

Turk xalq maqollarida baxt va baxtsizlik inson hayotidagi turli omillarga bog‘liq ekanligi aniq ko‘rsatilgan. Maqollar xalqning dunyoqarashi va hayotdagi muhim qadriyatlarini ifodalaydi. Baxt va baxtsizlik, odatda, hozirgi paytda qilingan harakatlar va kelajakni rejalashtirishga qaratilgan qarorlar orqali shakllanadi. Shuningdek, ijtimoiy yordam va bir-biriga ishonch, baxtga erishishning muhim omillaridan hisoblanadi.

Turk xalq maqollarida baxt va baxtsizlik konseptlari ko‘plab ijtimoiy va tabiiy hodisalar orqali ifodalanadi. Baxt, ko‘pincha mehnat, sabr-toqat, o‘ziga va boshqalarga ishonish orqali erishiladi, baxtsizlik esa qiyinchiliklarni e’tiborsizlik bilan yengishga urinish, noto‘g‘ri qarorlar va kelajakni rejalashtirmaslikdan kelib chiqadi. Maqollar, hayotdagi muhim tajribalarga asoslanib, insonlarga qanday qilib baxtli va muvaffaqiyatli bo‘lish haqida maslahatlar beradi.

Kelajakda baxt va baxtsizlik konseptlarini yanada chuqurroq o‘rganish uchun turli xil ijtimoiy guruhlar orasida bu kontseptlarning qanday farqlanishini o‘rganish kerak. Shuningdek, baxtni anglash va unga erishish yo‘llari haqida kengroq ma’lumot olish uchun, boshqa millatlarning maqollarini ham tahlil qilish maqsadga muvofiq bo‘ladi. Baxt va baxtsizlikning shakllanishi nafaqat ijtimoiy sharoit, balki diniy, madaniy va tarixiy omillar bilan ham bog‘liq. Bu masalani yanada kengroq qamrovda tadqiq etish zarur.

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EXPLORE HOW HYDRONYMS DIFFER ACROSS VARIOUS CHINESE DIALECTS AND REGIONS



<https://doi.org/10.5281/zenodo.14875402>

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Annotation. This article explores the linguistic geography of hydronyms across various Chinese dialects and regions, highlighting the cultural and historical influences on language. In Mandarin-speaking areas, hydronyms often incorporate descriptive elements related to physical characteristics, like “Chang Jiang” (长江) meaning “Long River”. Cantonese regions have distinct names, such as “Zhu Jiang” (珠江) or “Pearl River”, reflecting phonetic differences. The Wu dialect regions, like Shanghai and Zhejiang, also exhibit unique phonetic and lexical characteristics in their hydronyms, such as “Qiantang Jiang” (钱塘江). The article examines socio-cultural implications, showing how hydronyms reflect local economies, religious beliefs, and mythological stories, such as “Dragon River” (龙江). Through comparative analysis, the article reveals the significant role of hydronyms in understanding regional and dialectal differences, offering a deeper appreciation of China’s rich linguistic and cultural diversity. By studying these names, we gain insights into the historical, cultural, and linguistic influences that shape the naming of water bodies in different regions.

Keywords: *Hydronyms, Linguistic Geography, Chinese Dialects, Cultural Influences, Regional Variations, Socio-cultural Implications, Historical Influences.*

Regional Variations in Hydronyms

1. *Northern China:* In Mandarin-speaking regions, hydronyms often follow standard Mandarin pronunciation. For example, the Yangtze River is known as “Chang Jiang” (长江) in Mandarin.
2. *Southern China:* Cantonese-speaking regions have distinct hydronyms. The Pearl River is referred to as “Zhu Jiang” (珠江) in Cantonese, highlighting the phonetic differences from Mandarin.
3. *Western China:* In regions where languages like Tibetan and Uyghur are spoken, hydronyms reflect the unique phonetic and lexical characteristics of these languages. For instance, the Yellow River is called “Dzachu” in Tibetan.

Mandarin

In Mandarin-speaking regions, hydronyms often incorporate descriptive elements that relate to the physical characteristics or perceived qualities of the water body. For example:

Chang Jiang (长江): “Chang” means long, and “Jiang” means river, hence it’s the “Long River” due to its vast length.

Huang He (黄河): “Huang” means yellow, and “He” means river, reflecting the yellowish tint of the water due to loess sediment.

Cantonese

In Cantonese-speaking regions, the hydronyms can have a slightly different pronunciation but often retain a similar meaning:

Zhu Jiang (珠江): “Zhu” means pearl, referring to the Pearl River’s clear and precious nature.

Xiang Jiang (湘江): “Xiang” is derived from the local name for Hunan province, indicating the river’s significance to the region.

Wu Dialect

The Wu dialect, spoken in areas like Shanghai and Zhejiang, has its unique phonetic and lexical characteristics:

Qiantang Jiang (钱塘江): Known for the spectacular tidal bore, “Qiantang” is a historical name for Hangzhou, reflecting the river’s geographical and cultural importance.

Su-Ti (苏堤): Refers to a famous causeway in Hangzhou, “Su” representing the historical figure Su Dongpo, linking the name to local heritage.

Socio-cultural Implications

Names Reflecting Local Economy

Hydronyms can also provide insights into the local economy and livelihoods:

Fishing Villages: Rivers and lakes named after fish, such as “Yu He” (鱼河) meaning “Fish River”, highlight the importance of fishing.

Agriculture: Names like “Shi Shui” (石水) meaning “Rock Water” can indicate regions where water flow and irrigation are crucial for farming.

Religious and Mythological Influence

Many hydronyms in China are influenced by religious beliefs and mythological stories:

Dragon River (龙江): Dragons are significant in Chinese mythology, often associated with water and rainfall, symbolizing power and benevolence.

Fairy Lake (仙女湖): Reflecting tales of celestial beings and legends, these names imbue the water bodies with a sense of mysticism and cultural heritage.

Comparative Analysis

Let’s compare hydronyms from different Chinese regions to understand their linguistic diversity:

Region	Dialect	Hydronym Example	Meaning
Northern China	Mandarin	长江 (Chang Jiang)	Long River
Southern China	Cantonese	珠江 (Zhu Jiang)	Pearl River
Eastern China	Wu	钱塘江 (Qiantang Jiang)	Qiantang River
Western China	Tibetan	Dzachu	Yellow River (Tibetan river)

Influence of Historical and Cultural Factors

The naming of water bodies in China is deeply influenced by historical events, cultural practices, and local folklore. For example: Historical Events

Historical events have played a significant role in shaping the hydronyms in China. Rivers and lakes are often named to commemorate significant historical figures, events, or periods, reflecting the deep connection between water bodies and local history. For example:

Red River (红河): Located in Yunnan, the Red River is named for its distinctive reddish waters. This name not only reflects the physical characteristics of the river but also its historical

significance as an important trade route, contributing to the region's development and cultural exchange.

White Horse Lake (白马湖): In Jiangsu, White Horse Lake is named after the legend of a white horse that is said to have galloped across the area, symbolizing purity and loyalty. This name commemorates local history and the cultural significance of horses in ancient Chinese society.

Cultural Practices

Cultural practices and traditions heavily influence the naming of water bodies. Local myths, legends, and customs contribute to the rich tapestry of hydronyms:

Dragon Lake (龙湖): In Guangdong, Dragon Lake is named after the mythological dragon, which is a significant symbol in Chinese culture. Dragons are often associated with water and rainfall, symbolizing power, strength, and protection. The name reflects the cultural importance of dragons in local folklore and their role in agricultural practices.

Phoenix River (凤凰江): In Hunan, Phoenix River is named after the legendary phoenix, a symbol of rebirth and immortality in Chinese mythology. This name reflects local beliefs and the cultural significance of the phoenix in promoting prosperity and good fortune.

Local Folklore

Folklore and oral traditions also play a crucial role in the naming of smaller water bodies. These names often reflect the unique stories and legends passed down through generations:

Mirror Lake (镜湖): Located in Jiangsu, Mirror Lake is named for its clear, reflective waters that resemble a mirror. Local folklore tells the story of a fairy who descended from heaven and used the lake as a mirror to admire her reflection, adding a touch of mysticism to the name.

Lotus Pond (莲花塘): In Zhejiang, Lotus Pond is named after the abundant lotus flowers that grow in the area. According to local legend, the pond was a favorite spot for a beautiful goddess who transformed into a lotus flower to escape an evil spirit. The name reflects the region's rich folklore and the cultural significance of lotus flowers in Chinese tradition.

Conclusion

The study of hydronyms across various Chinese dialects and regions reveals the rich tapestry of linguistic and cultural diversity in China. From the descriptive naming conventions of Mandarin to the unique phonetic characteristics of Cantonese and Wu dialects, each region's hydronyms offer insights into local history, culture, and geography. By understanding these differences, we gain a deeper appreciation of China's complex linguistic landscape.

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PARALANIGVISTIK VOSITALARNING PRAGMATIKASI



<https://doi.org/10.5281/zenodo.14875428>

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Annotatsiya. Mazkur maqolada tilshunoslikning paralingvistika sohasi, uning o'rganilganlik darajasi va jihatlari, tadqiqotlar talab qiluvchi o'rganilmagan yo'nalishlari haqida mulohaza yuritiladi. Paralingvistikaning fan sifatida shakllanishi, o'rganilishi jarayonida yuzaga kelgan tilshunoslik maktablari va bu masalani o'rganishdagi yondoshuvlari tadqiq etiladi. Insonlararo muloqotning muhim tomonini tashkil etuvchi noverbal muloqotning tildagi ifodalanishi paralingvistik vositalar bilan bog'liq. Har bir xalqning milliy tarixi, madaniyati, an'analari, urf-odatları, mentaliteti va dunyo qarashining mevasi sifatida shakllangan paralingvistik vositalar o'ziga xos shaklga ega bo'ladi. Paralingvistik vositalarning dunyo tilshunosligida o'rganilishi tarixi, ularning talqin va tadqiq etilishining ilmiy asoslarini aniqlash, uning pragmatik xususiyatlarini o'rganishga harakat qilingan.

Аннотация. В данной статье рассматривается область паралингвистики языкознания, ее уровень изученности и аспекты, неизведанные направления, требующие исследования. Изучены школы языкознания, возникшие в период становления и изучения паралингвистики как науки, и их подходы к изучению этого вопроса. К паралингвистическим средствам относится выражение невербального общения в языке, которое является важным аспектом межличностного общения. Паралингвистические средства, сформировавшиеся в результате национальной истории, культуры, традиций, обычаев, менталитета и мировоззрения каждого народа, имеют свою форму. Предпринята попытка определить историю изучения паралингвистических средств в мировой лингвистике, определить научную основу их интерпретации и исследования, изучить ее прагматические особенности.

Annotation. This article discusses the field of linguistics known as paralinguistics, its level of study, aspects that have been explored, and unexplored directions that require further research. The formation of paralinguistics as a science, the linguistic schools that emerged during its study, and their approaches to addressing this issue are analyzed. The expression of nonverbal communication, which constitutes an essential aspect of interpersonal interaction, is linked to paralinguistic means. Paralinguistic tools, shaped as a product of each nation's national history, culture, traditions, customs, mentality, and worldview, acquire distinctive forms. The history of studying paralinguistic means in global linguistics, the scientific foundations of their interpretation and research, and attempts to examine their pragmatic characteristics are explored.

Tayanch so'zlar: *paralingvistika, fonatsion, kinetik, grafik, noverbal vositalar, badan tili.*

Ключевые слова: паралингвистика, фонация, кинетические, изобразительные, невербальные средства, язык тела.

Keywords: *paralinguistics, phonation, kinetics, graphics, nonverbal means, body language.*

Tilshunoslikning paralingvistika sohasi dastlab XX asrning so'nggi yillarida tadqiqot obyekti bo'la boshlab antroposentrik izlanishlarning asoslaridan biri sifatida maydonga keldi. Bu

masala tadqiqi jarayonida rus va yevropa tilshunosligi maktablari yuzaga kelgan. Yevropa tilshunosligi maktablari namoyondalari R.Bedvistell, E.Xoll, V.Stok tomonidan umumiy tartibda ekstralingvistik vositalar sifatida o'rganilgan bo'lsa, rus tilshunosligi maktabi namoyondasi G.V.Kolshanskiy paralingvistik vositalarning tabiati va xususiyatlarini o'rganib, ularni tasniflash masalasiga ahamiyat qaratadi, G.Y.Kreydlinning esa diqqat markazida paralingvistik vositalarning ishlash mexanizmi, qay tarzda aks etish xususiyati bo'lgan. Paralingvistik vositalarni o'rganish qaysi jihatdan amalga oshirilishidan qat'iy nazar, ular markazida inson omili – antroposentrik omil turadi.

G.V.Kolshanskiyning tilshunoslikning paralingvistika sohasidagi ilmiy ishlari rus tilshunosligining mazkur yo'nalishi taraqqiyoti uchun tamaltoshi vazifasini o'tadi¹²¹. U o'z tadqiqotlarida paralingvistik vositalarni struktur (nominativ yondoshuv) jihatdan, tilga ta'sir qiluvchi tashqi omillardan ajratilgan holda, ularni sof birlik sifatida tarkibiy jihatlari, o'zaro bir-biri bilan aloqadorligi xususiyatlarini o'rgangan. Shu jihatdan paralingvistik vositalarning uch turini belgilagan: fonatsion, kinetik va grafik. Fonatsion paralingvistik vositalarga tovush tembr, tezligi, baland-pastligi, pauzalar o'rnini to'ldiruvchi tovushlar va nutqni to'ldiruvchi boshqa melodik hodisalar, talaffuzdagi dialektik, idialektik va ijtimoiy o'ziga xosliklar kiradi. Kinetik komponentlarga imo-ishora, qo'l harakatlari, jest, nutq davomidagi pozitsiya yoki jimlik va boshqalar kiradi. Grafik komponentga esa nutqning matn ko'rinishida, so'z, tushuncha, atama, ibora kabi matn elementlariga urg'u berishga yordam beruvchi grafik shakllar va boshqalar kiradi. G.V.Kolshanskiyning paralingvistika sohasidagi g'oyalari keyingi avlod tadqiqotchilarning ishlarida yanada rivojlantirilgan va boshqa nuqtai nazarlardan tadqiq etilgan.

Paralingvistik vositalarning pragmatik xususiyati — bu muloqot jarayonida ma'noni anglash va ifodalashda ularning roli. Bu xususiyatlar quyidagilarni o'z ichiga oladi:

1. Paralingvistik vositalar ovoz balandligi, ohang va temp, so'zlar orqali ifodalangan ma'noni kuchaytiradi yoki o'zgartiradi. Ular yordamida nutqning his-tuy'gulari yoki niyatlarini aniqlash mumkin.

2. Paralingvistik vositalar muloqotning emosional rang-barangligini oshiradi. Ular orqali biror fikrni ifodalashda qanday his-tuyg'ular borligini bilish mumkin.

3. Paralingvistik vositalar ijtimoiy munosabatlarni, rollarni va turli kontekstlarni ifodalashda muhim rol o'ynaydi. Misol uchun, muomala darajasi yoki muloqotning formal yoki norasmiyligi paralingvistik elementlar orqali tushuniladi.

4. Paralingvistik vositalar muloqotni qanday qabul qilishimizga ta'sir qiladi. Ular yordamida nutqni to'g'ri tushunish, ya'ni niyat yoki emotsiyani aniqlash osonlashadi.

5. Muloqot jarayonida paralingvistik vositalar, masalan, pauzalar yoki ovoznining o'zgarishi, javob berish yoki tinglashni ifodalash uchun ishlatiladi. Bu esa muloqotning dinamikasini va samarasini oshiradi.

Paralingvistik vositalarning pragmatik xususiyatlari muloqotning samaradorligi va ma'nosini yanada boyitishda muhim rol o'ynaydi. Quyida bu jihatlarni chuqurroq o'rganamiz:

1. Ma'no boyitish. Paralingvistik vositalar so'zlarning ma'nosini to'ldirib, ularni yanada aniqroq va kuchliroq qiladi. Ovoz balandligi: yuqori balandlik ko'pincha hayajon, qizg'inlik yoki g'azabni ifodalashi mumkin, past balandlik esa xotirjamlik yoki qayg'uni anglatishi mumkin. Ohang: tushuntirishda ishlatiladigan ohang, masalan, kulgi yoki zarda, ifodalanayotgan ma'no va hissiyotlarni ko'rsatadi.

¹²¹ Колшанский, Г.В. Коммуникативная функция и структура языка. – Москва: Наука, 1984. – С. 175, 150, 103, 81. 231.

2. Emotsional kontekst. Paralingvistik vositalar muloqotda hissiyotlarni ifodalash va uzatishda asosiy o'rin tutadi. Ovoz ohanglari va temp ishlatilishi orqali muayyan his-tuyg'ularni aniqroq tushunish mumkin.

Qattiq ovoz: Tez-tez shoshilish yoki xavotirni ifodalashi mumkin.

Yumshoq ovoz: Muloqotdagi xotirjamlik yoki yaqinlikni ko'rsatadi.

3. Ijtimoiy kontekst. Paralingvistik vositalar ijtimoiy muloqotda rollarni va munosabatlarni belgilashda muhimdir. Ular muloqotning rasmiy (formal) yoki norasmiylikni aniqlashda yordam beradi. Rasmiy nutqda ko'pincha yuqori ovoz balandligi va aniq ohanglardan foydalanilsa, norasmiy muloqotda yumshoq va qulay ohanglar bilan olib boriladi. Bu esa suhbatdoshlar o'rtasida ochiq va samimiy muhit yaratadi.

4. Tushunish va qabul qilish. Paralingvistik vositalar nutqni qanday qabul qilishimizga va uning ma'nosini qanday anglashimizga ta'sir qiladi. Masalan pauzalar: nutqdagi pauzalar, o'z navbatida, muhim fikrlarni ajratib ko'rsatishga va diqqatni qaratishga yordam beradi. Tezlik: nutqning tezligi ham muloqotning to'liq anglash uchun zarur. Tez nutq urg'u yoki shoshilinchlikni ifodalaydi, sekin nutq esa diqqat va xotirjamlikni anglatadi.

5. Interaktivlik. Paralingvistik vositalar interaktiv muloqotda muhim rol o'ynaydi. Ular tinglovchilar va so'zlovchilar o'rtasidagi muloqotni yanada jonli qiladi. Jismoniy harakatlar, qo'l harakatlari yoki yuz ifodalari, shaxs qaddining muayyan holatda turishi, uning o'zgarishi, yoki umuman hatti-xarakatsiz qolishi ham muloqotga qo'shimcha ma'no yuklaydi, nutqni yanada kuchaytiradi, yoki aksincha ma'lumot olishni to'xtatadi.

6. Kontekstual ta'sir. Paralingvistik vositalarning ishlatilishi, muloqot konteksti, vaziyat va auditoriyaga qarab o'zgaradi. Misol uchun: 1-formallik darajasi: rasmiy muhitda paralingvistik vositalar ehtiyotkorlik bilan tanlanadi, norasmiy muhitda esa ko'proq erkinlik mavjud. 2-madaniy kontekst: har bir madaniyat o'z paralingvistik vositalarini ishlatishda o'ziga xos xususiyatlarga ega, bu esa global muloqotda noaniqliklarni keltirib chiqarishi mumkin.

Tilshunos olimlar paralingvistik vositalar va ularning pragmatik jihatlari haqida turli xil fikrlar va nazariyalarni ilgari surishgan. Ularning ba'zilar quyidagilar:

1. Albert Mehrabian. Mehrabian paralingvistik vositalarning muloqotdagi ahamiyatini o'rganib, "7-38-55" qonunini ishlab chiqdi. Bu qonunga ko'ra, insonlar berilgan ma'lumotlarni qabul qilishda:

7% so'zlar,

38% ovoz tonlari va

55% noverbal elementlarga (masalan, mimika, qo'l harakatlari) asoslanadi.

Bu nazariya paralingvistik vositalarning nutq ma'nosini qanday boyitishini ko'rsatadi.¹²²

2. Paul Ekman. Ekman nonverbal kommunikatsiya va his-tuyg'ularni o'rganish bo'yicha kashfiyotlari bilan tanilgan. U ovozning ohang va tembrining his-tuyg'ularni qanday ifodalashi va tushunilishiga ta'sirini tadqiq qilgan. Ekman paralingvistik vositalar orqali muloqotda yuz ifodalari bilan birgalikda emotsional kontekstni tushunish mumkinligini ta'kidlaydi.¹²³

3. Edward T. Hall. Hall muloqot va madaniyat o'rtasidagi bog'liqlikni o'rganib, paralingvistik vositalarning madaniyatga bog'liqligi hususidagi qarashlarni va taxminlarini ilgari surgan. U madaniyatlar o'rtasidagi farqlar paralingvistik elementlarning ishlatilishi va talqinini qanday o'zgartirishini tushuntirishga urungan.¹²⁴

¹²² Mehrabian, A. Silent Messages: Implicit Communication of Emotions and Attitudes. Belmont, CA: Wadsworth, 1971.

¹²³ Ekman, P. Emotions Revealed: Recognizing Faces and Feelings to Improve Communication and Emotional Life. — New York: Times Books, 2003. — P. 304.

¹²⁴ Холл, Э. Т. Скрытое измерение. — Москва: Прогресс, 1976. — С. 208.

4. George Herbert Mead. Mead ijtimoiy psixologiya va muloqot nazariyasi sohasida tadqiqotlar olib borgan. U paralingvistik vositalarning ijtimoiy munosabatlar va rollarni qanday belgilashi hususida mulohaza yuritib, ular yordamida shaxslar o'rtasidagi o'zaro ta'sirlarni va kommunikatsiya jarayonidagi noaniqliklarni bartaraf etish mumkinligi haqida xulosalarga kelgan.¹²⁵

Paralingvistik vositalarning muloqotdagi ahamiyatini, ularning ifodalovchi kuchi va kontekstual jihatlari hususida tadqiqotlar davom etmoqda. Bu vositalar kommunikatsiya jarayonida noaniqliklarni bartaraf etish, his-tuyg'ularni aniqlash va ijtimoiy munosabatlarni rivojlantirishda muhim bo'lib, mazkur izlanishimizda mavzuga aloqali quyidagi xulosalar qilindi:

1. Muloqotda muhim ahamiyat kasb etadi: paralingvistik vositalar shaxslararo muloqotda og'zaki xabarlarini to'ldiradi va ularning hissiy hamda pragmatik mazmunini kuchaytiradi. Ushbu vositalar kayfiyat, munosabat va kontekstni yetkazib beradi, ularni so'z bilan ifodalash qiyin.

2. Madaniy kontekst bilan bog'liqlik: paralingvistik vositalar madaniy, milliy va etnik xususiyatlar bilan chambarchas bog'liq. Ular xalqning tarixiy an'analari, urf-odatlar va dunyoqarashini aks ettiradi, bu xususiyat ularni har bir madaniyat uchun o'ziga xos qiladi.

3. Muloqotda funktsionallik kasb etadi: ular muloqotni boshqarish, hissiyotlarni namoyish etish, ijtimoiy maqom yaratish va og'zaki xabar mazmunini kuchaytirish yoki zaiflashtirish kabi bir qancha funksiyalarni bajaradilar. Ularning pragmatik funksiyasini tushunish xabarlarini aniqroq talqin qilishga yordam beradi.

4. Nutq jarayonida pragmatik xususiyati juda muhim: ular nafaqat ma'noga, balki muloqotning muvaffaqiyatiga ta'sir qiluvchi pragmatik yuklamaga ham ega. Masalan, intonatsiya yoki imo-ishora aytilgan gapning ma'nosini o'zgartirishi yoki uning ahamiyatini ta'kidlashi, kuchaytirishi, inkor etishi mumkin.

5. Universallik va o'zgaruvchanlik xususiyatiga ega: ko'plab paralingvistik vositalar universallikka ega bo'lsa-da, ularning qabul qilinishi va qo'llanilishi madaniyat, kontekst va gapiruvchining ijtimoiy maqomiga qarab farqlanadi. Bu ularni talqin qilishda madaniy farqlarni inobatga olish zarurligini ta'kidlaydi.

6. Amaliy qo'llanilishi: pragmatik xususiyatini o'rganish xalqaro muloqotni o'rgatishda, tarjimashunoslikda va sun'iy intellekt texnologiyalarini ishlab chiqish kabi axborot texnologiyalari sohasida (masalan, ovoqli yordamchilar va hissiyotlarni aniqlash tizimlari) katta ahamiyatga ega.

Paralingvistik vositalarni o'rganishda erishilgan yutuqlarga qaramay, ba'zi jihatlar, masalan, ijtimoiy tarmoqlarning paralingvistik vositalarga ta'siri yoki ularning multimodal muloqot sharoitida qabul qilinishi hali yetarlicha o'rganilmagan. Bu sohada qo'shimcha tadqiqotlar olib borish istiqbollari mavjud.

Paralingvistik vositalar muloqotning ajralmas qismi bo'lib, ularning pragmatik ahamiyati muhimdir. Ularning funktsionalligi va madaniy xususiyatlarini o'rganish shaxslararo muloqot jarayonlarini chuqurroq tushunishga va muloqot samaradorligini oshirishga yordam beradi.

Foydalanilgan adabiyotlar:

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2. O'zbekiston Respublikasining 23.09.2020 yildagi 637-sonli "Ta'lim to'g'risida"gi Qonuni. www.lex.uz.

¹²⁵ Мид Д. Г., Разум Я и общество. С точки зрения социального бихевиоризм. – Москва: АСТ, 2009. – С. 384.

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MUTARRIZIYNING “RISALATUN FIN-NAHV” ASARIDA TIL O‘QITISH USULLARI



<https://doi.org/10.5281/zenodo.14875439>

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Annotatsiya. Xorazmlik mashhur olim Abul Fath Mutarriziyning bizgacha yetib kelgan va juda qimmatli asarlari orasida “Kitabul-Mishbah fin-Nahv” hamda ulamolar va tilshunolar orasida katta hurmatga sazovor bo‘lgan “al-Mug‘rib fi Tartibil-Mu‘rib” nomli asarlari mavjud. Maqolada uning asarlari orasida deyarli o‘rganilmagan “*Risalatun fin-Nahv*” asari va undagi til o‘qitish usullari, hozirgi kunda xorijiy tilni o‘rgatuvchi mutaxassislar va o‘rganuvchi yoshlar uchun foydali taraflari va uslublari xususida so‘z boradi.

Аннотация. Среди ценных трудов известного хорезмского ученого Абу-ль-Фатха Мутарризия, которые дошли до нас, находятся такие произведения, как «*Китаб аль-Мисбах фи-н-Нахв*» и «*Аль-Мугриб фи-Тартиб аль-Му‘риб*», которые пользуются большим уважением среди ученых и лингвистов. В статье рассматривается его малоизученное произведение «*Рисалатун фи-н-Нахв*» и методы обучения языку, представленные в нём, а также полезные аспекты и подходы, которые могут быть актуальны для современных специалистов по преподаванию иностранных языков и молодых изучающих.

Annotation. Among the valuable works of the renowned Khorezm scholar Abul Fath al-Mutarrizi that have reached us are “*Kitab al-Mishbah fi’n-Nahw*” and “*Al-Mu‘rib fi Tartib al-Mu‘rib*”, which are highly esteemed among scholars and linguists. The article discusses his lesser-studied work, “*Risalatun fi’n-Nahw*”, and its methods of teaching language, highlighting aspects and techniques that can be beneficial for modern specialists teaching foreign languages and young learners.

Tayanch so‘zlar: *Mutarriziy, “Risalatun fin-Nahv”, til o‘qitish usullari, sarf, nahv.*

Ключевые слова: *Мутарризий, «Рисалатун фи-н-Нахв», методы обучения языку, морфология, синтаксис.*

Keywords: *Mutarrizi, “Risalatun fi’n-Nahw”, language teaching methods, morphology, syntax.*

Til odamni boshqa jonzotlardan ajratadigan, dunyadagi o‘rnini belgilovchi insoniy bir hodisadir. Til millatlarning shakllanishida eng samarali, o‘tmishni kelajakka bog‘laydigan eng kuchli madaniy bog‘, so‘zga asoslangan barcha san‘atlarning xom ashyosi va shu bilan birga mahsuli hamda inson sivilizatsiyasining eng muhim vositasidir. Bundan tashqari, Til – bir jamiyatning kelishuv va muloqot vositasi sifatida ishlatiladigan so‘zlar va qoidalar to‘plamidir. Bu esa o‘sha tilni gapiruvchi jamiyatning haqiqati, ruhiy, aqliy, tabiiy, ijtimoiy va tarixiy madaniyatini belgilovchi jihatlari bilan aks ettiruvchi tizimdir.

Islom olamida va mamlakatimizda arab tilini o‘qitish va o‘rganishining uzun tarixiy o‘tmishi bor. Zero, til o‘qitish usullari, o‘tkazilgan til ta’riflariga ko‘ra belgilanadi. Ushbu maqolada Abul Fath Mutarriziy Xorazmiyning “Risalatun fin- Nahv” asarida o‘rganilgan til o‘qitish usullarini, avvalambor, bugungi kunda keng qo‘llanilayotgan, asrlar davomida amalga

oshirilgan til o'qitishning rivojlanishi, tizimlashtirilgan amaliyotlari bilan asarda ishlatilgan o'xshash yoki farqli usul va yondashuvlarni ko'rsatishga harakat qilinadi.

Arabcha o'qitishining o'rnini belgilash uchun til o'qitish bilan bog'liq o'tmishni ko'zdan kechirish va mavzu bilan bog'liq asosiy tushunchalarni bilish zarur. Zero, bu tushunchalar til, tilshunoslik va amaliy tilshunoslikning asoslarini tashkil etadi. Til o'qitish usullari esa til uchun qilingan turli ta'riflarga tayangan holda o'qitishni rejalashtirishdir.

Asosiy til yoki chet tili ishlatilishida tug'ma va insonga xos bo'lgan til qobiliyati, o'z-o'zidan paydo bo'lgan xatti-harakatlar bo'lib, hayvonlarga qo'llanilgandek oddiy shartlashuv va takrorlash bilan laboratoriyalarda o'rganilmaydi. Tilni ishlatish qobiliyati, odamni boshqa mavjudotlardan ajratadigan eng muhim xususiyatdir.

Til qobiliyati Mutarriziy asarlarida qo'llaganidek, o'quvchining darajasiga mos va san'at qiymati yuqori bo'lgan she'r va matnlarni ko'p marta yodlanishi bilan rivojlanadi. Shunday qilib, o'quvchining adabiy bilimlari, so'z boyligi rivojlanishi bilan birga, his-tuyg'ulari va fikrlari ham rivojlanadi. Arabcha jumlaning ifoda tuzilishiga va ohanga moslashadi. Til qobiliyati rivojlanishi bilan o'quvchining grammatik qoidalarini tushunishi ham osonlashadi [3: 79].

Asosiy til, ikkinchi til va chet tili atama sifatida mutlaqo boshqacha narsalarni ifodalaydi. Asosiy til insonning tabiiy muhitida o'rgangan birinchi tilidir. Ikkinchi til deyarli bir xil sharoitlarda, lekin asosiy til darajasiga yaqin o'rganiladigan til. O'sha paytda chet tili insonning tabiiy muhitidan tashqarida, maqsadli va o'qitish orqali o'rganiladigan til bo'lib, tilga ruh keltiradigan milliy mantiq bilan bog'liq bo'lgan grammatikalar bilan o'rganiladi. Chet tilini yaxshi bilish, bir jihatdan o'sha tilni gapiruvchi millatning fikrlari bilan o'ylashni anglatadi.

Ikkinchi bir til o'rganish istagining ortida besh xil sabab mavjud. Bular umumiy madaniyatni oshirish istagi, ikkinchi tilni vosita sifatida ishlatish, ikkinchi tilning ona til sifatida ishlatiladigan jamiyat bilan birlashish maqsadi, ona til va ikkinchi tilni teng darajada ishlatadigan jamiyatga qo'shilish fikri, ona tilining yonida nufuzli ikkinchi tilning mavjudligiga ehtiyoj kabi talablar asosida yuzaga kelishi mumkin. Til o'qitish, avvaldan belgilangan bir maqsad uchun shaxsga ona tilidan tashqari har qanday tilni ishlatishda yetarlilikni ta'minlash faoliyatlarining barchasidir. Ushbu o'qitishni eng maqbul shaklda amalga oshira olish uchun zarur bo'lgan jihatlardan biri usul, maqsadga olib boruvchi eng qisqa yo'l. Usulning asoslanishi esa yondashuvdir. Bu ta'rifga ko'ra, yondashuv tilning o'qitish va o'rganish bilan bog'liq bo'lgan bir qator nazariyalardir va bu usulning doirasini belgilaydi. Til o'qitishda usul – bir tilni tartibli shaklda taqdim etish uchun, qismlarni bir-biri bilan zid kelmaydigan tarzda va ma'lum bir yondashuvga asoslangan umumiy dastur rejasidir [6:33].

Arab tilshunoslari, birinchi hijriy asrdan boshlab, arab tilini o'qitishning eng samarali yo'lini topish uchun ko'p vaqt davomida mehnat qilishdi. Hijriy II asrning ikkinchi yarmidan keyin til o'qitishi tobora ilmiy poydevorga joylashtirilib, har bir tilshunos o'rganish-o'qitish jarayonlariga turli jihatlar qo'shishga harakat qildi, qisqa vaqt ichida ko'proq o'rganiladigan va o'qitiladigan asarlar yaratishga harakat qildi. Bugungi kunda til o'qitish, ruhshunoslik, tilshunoslik va ta'lim fanlari sohalarida yuz berayotgan rivojlanishlardan ta'sirlanib, an'anaviy tizimdan ko'ra, yozma matnlarga asoslangan [5: 128].

Mutarrizining o'quvchilarga arab tilini o'qitish maqsadida "Risalatun fin-Nahv"ni yozishi, tilshunos sifatida o'quvchida o'rganish tajribasini boyitish, yozadigan asari orqali bilimini kengaytirish, tasavvurlarini harakatga keltirish, insoniy tuyg'ularga nisbatan sezgirlik uyg'otish, fikr yuritishiga yordam berish, sabr-toqat va tushuncha tuyg'usini rivojlantirish, ijtimoiy hodisalarga nisbatan sezgirlikni oshirish va o'zidagi potentsialni anglatish maqsadiga qaratilgan. Zero, asaridagi usul va yondashuvlar, o'qituvchi sifatida o'ziga yangi mas'uliyatlar yuklagan

bo'lsa, endi an'anaviy tuzilishdan to'liq uzoqlashib, o'quvchilarning tilni o'rganishini asosiy o'rinda tutuvchi va unga bu ta'lim jarayonida daraja oshiruvchi yondashuvlarni qabul qilgan.

O'tgan asrlarda til ta'limi ko'p jihatdan foyda ko'rmay, ko'proq o'qituvchining o'quvchilarga ko'p miqdorda so'z va quruq iboralarni yodlatish orqali matn o'qitish shaklida amalga oshirilardi. Bu yerda dars dasturi, usul va maqsadning belgilangan alohida prinsip yo'q edi. O'quvchining muvaffaqiyati ko'proq so'z, tuzilmalar va qoidalarini bilish bilan o'lchanardi. Ushbu usul qo'llanilishi, o'quvchining yashayotgan muhitida ishlatiladigan nomlar va fe'llarning yodlanishini maqsad qilib olgan bir uslubda yozilganligi sababli, Mutarrizining ushbu asari alohida e'tiborga loyiq [4: 136].

“Risalatun fin-Nahv” asarida til o'qitish usullari

Oldindan rejalashtirish: Ushbu prinsip aslida o'qitiladigan mavzuni o'qituvchi tomonidan oldindan hayotda sinovdan o'tkazishdir. Til qayerda, qachon va qanday maqsadda o'qitilishi oldindan belgilanib, mos usul aniqlanishi kerak. Qo'llaniladigan usul, maqsadga eng qisqa va eng oson yo'l bilan o'quvchiga yetkazish va o'quvchining qiziqishini oshirib, darsga ishtirok etishini ta'minlash kerak. Bu rejalashtirish Mutarriziyda birinchi bosqichda matnlarni yodlatish maqsadida ko'rinadi. Muallif, “Risalatun fin-Nahv”ni yozishdan oldin yetarlicha o'ylab, asarining kirish qismida ushbu prinsipni taqdim etuvchi ifodalarni ishlatgan va tartibga solish va tasniflashni amalga oshirgan.

To'rt ko'nikmani rivojlantirish: Ushbu asosiy prinsipda tilning to'rt asosiy ko'nikmasi – tinglash, gapirish, o'qish va yozish funksiyalarini birgalikda o'qitish zarur. Mutarriziy, boshlang'ich ta'limini yakunlash orqali, o'quvchilar uchun o'qish, yozish va tinglash maqsadining katta qismini bir vaqtning o'zida amalga oshirgan.

Butundan bo'laklarga o'tish: Psixologiya ilmiga ko'ra, inson avval butunni, keyin bo'lakni tushunadi. O'qitiladigan mavzular ma'lum bir tartibda joylashtirilishi kerak. Til o'qitishda avval oddiy jumla qoidalaridan boshlab, keyin murakkab va birlashgan jumla qoidalarini o'qitishga harakat qilinishi lozim. Avval material ob'ektlar, keyin ma'naviy narsalar o'qitilishi kerak. Bilinadigan bir jumla qoidasi bilan bilinmaydigan so'zlarni, bilinadigan so'zlar bilan bilinmaydigan jumla qoidalarini o'rganish asosiy tamoyil bo'lishi kerak. Ushbu usulga to'g'ri kelmasa-da, Mutarriziyning asarida umumiy ravishda bunday tartib o'rnatilganligini aytish mumkin [4: 137].

Bir vaqtning o'zida faqat bitta mavzu va tuzilma taqdim etish: Til o'qitishda har darsda bitta mavzu berilishi va ushbu mavzu yaxshilab tushunilmaguncha boshqa mavzuga o'tmaslik lozim. Boshlanishda asosiy ma'lumotlar va tushunchalar batafsil muhokama qilinmasdan o'qitilishi kerak. Mutarriziy “Risalatun fin-Nahv”da ushbu usulga qat'iy rioya qilgan, ko'tarilgan mavzularni “Fasllar” va ba'zan “Bo'lim” ostida muhokama qilib, mavzu bilan bog'liq bo'lmagan ma'lumotlarni berishdan saqlangan.

O'rganilgan tilni kundalik hayotga moslashtirish: Misollar kundalik hayotdan tanlab olinishi va o'quvchilarga ulardan foydalanish imkoniyati berilishi kerak. Asarda Mutarriziy tomonidan ko'rilgan so'zlarning deyarli barchasi, o'quvchilarning hayotida foydalanadigan turdagi so'zlar bo'lishiga e'tibor qilingan.

O'quvchilarning faol ishtirokini ta'minlash: O'quvchilar shaxsiy ishlari uchun yo'naltirilishi va ularga o'z-o'zini o'rganish odatini rivojlantirish kerak. O'quvchi bilan o'rganiladigan mavzu o'rtasida psixologik bog'lanish o'rnatilishi lozim. O'quvchilarni tilni ishlatishga rag'batlantirish kerak. O'quvchini qo'llab-quvvatlash va qadrlash, muvaffaqiyat ishonchini ta'minlash zarur. Mutarriziy, til ta'limining uzoq jarayonligini bilganligi sababli, o'quvchilarga ushbu jarayonning birinchi bosqichi uchun yozgan asarini o'qitishdan boshgan, shuning uchun bunday ehtiyojni qondirgan. O'quvchilar xotirasida mavjud bo'lgan so'zlar va

arabcha matnlar bilan "Risalatun fin-Nahv"da muhokama qilingan mavzularni o'rgatish uslubning ahamiyatini oshiradi.

Shaxsiy farqlarni hisobga olish: O'quvchilarning o'rganish qobiliyati va o'rganish tezligi bir-biridan farq qiladi. Ba'zi o'quvchilar eshitganini yaxshiroq tushunadi, ba'zilar esa ko'rganini yaxshiroq tushunadi. Shuningdek, jins va yosh farqlari ham o'rganishga ta'sir qiladi. O'qitish ishlariga xilma-xillik kiritish va sinf ichida boy o'rganish muhitini yaratish kerak-ki, har bir o'quvchi undan foydalana olsun. Shuning uchun, o'qituvchi yaxshi kuzatuvchi bo'lishi va o'quvchilarni tanishi zarur. "Risalatun fin-Nahv"da ko'plab joylarda so'z, ibora va she'rlar o'quvchining e'tiboriga havola qilingan. Shunday qilib, asar monotonlikdan qutqarilib, ko'proq jozibador holga keltirilgan [4: 138].

To'g'ri talaffuzni o'rgatish: So'z va jumla talaffuzida mahrajlar (tovush chiqadigan nutq a'zosi), urg'u va ovoz tonlari boshida yaxshi o'rgatilishi kerak. Aks holda, noto'g'ri talaffuzlarda ma'no buzilishi yuzaga kelishi mumkin. Masalan, arab tilida صَيْفٌ/سَيْفٌ (qilich/yoz) [1: 36] so'zlari talaffuz jihatidan bir-biriga yaqin, lekin ma'nolari to'liq bir-biridan farq qiladi. Muallif ta'limning dastlabki bosqichda o'quvchilarga nutq a'zolarini tuzilishi va ulardan qaysi harflarni ifodalash kerakligini so'zlar va matnlar orqali yodlatgan, shunday qilib, ularning talaffuz muammosini hal qilgan.

Xorijiy tilni o'qitish ikkita asosiy tushunchaga asoslanadi. Birinchisi, til bir tizimdir. Bu tizim esa bir qator qoidalaridan iboratdir. Qoidalarni o'rgangan kishi tilni ishlatishi mumkin. Ikkinchisi, har bir ma'noning bir tarkibi bor. Inson bu tarkiblar orqali tilni ishlatib muloqotni ta'minlashi mumkin. Ana shu ikkita asosiy prinsipga tayangan holda tayyorlangan dastur bilan uzoq vaqt davomida xorijiy til o'qitilishi amalga oshirilgan.

Mutarriziyning asarida qo'llanilgan til o'rganish usullarining asosiy xususiyatlari quyidagicha keltirilishi mumkin:

1. Xorijiy tilni o'rganishda tilshunoslik qoidalaridan foydalaniladi. So'z tuzilishi (sarf) va jumla tuzilishi (nahv) qoidalari ustida to'xtalib o'tiladi. Mutarriziy til o'rganishga kirish sifatida yozgan "Risalatun fin-Nahv"da sarf va nahv mavzularini alohida boblarda ifodalagan. Til qoidalarini tushunish va yodlash asosiy maqsad bo'lishiga qaramasdan, murakkab va qiyin grammatik qoidalariga ham to'xtalib o'tiladi. Fe'l o'zgarishlari bilan qoidalar yuklangan kalit jumlar va ushbu jumalarning tahlillari chuqur o'rganiladi. Asarda to'liq aniqlik kiritolmasa ham, bu usul orqali til o'rganishda ona til va chet tili birga ishlatiladi. Har xil darajadagi matnlar arab tilidan ona tilga, ona tildan arab tiliga o'girilishi orqali taqqoslash yo'li bilan tarjima texnikasi rivojlantirishga harakat qilinadi. Lug'at yordamida matnlar ma'nosi tushuniladi. Tarjimadagi to'g'rilik va aniqlik eng ko'p qadirlanadigan ikki xususiyatdir. Ushbu usul so'z boyligini kengaytirishga katta ahamiyat beradi va kamdan-kam ishlatiladigan so'zlar ham yodlanadi. So'zlar o'quvchilarga lug'aviy ma'nolari bilan taqdim etiladi.

Grammatik qoidalar o'qitishda induktiv usuli qo'llanilgan. Bu usul grammatikani o'qitishda *eng samarali va keng qo'llaniladigan usullardan biridir*. Bunda jumlar asosan tilshunoslik qoidalarini o'rganish uchun tuzilgan alohida jumlar bo'lib, matndan uzilib berilgan. "Risalatun fin-Nahv"da bu avval so'z, so'ngra jumla ichidagi ishlatilish shakli ko'rsatilgan ma'lumotlar sifatida ifodalanadi. Tarjima usuli ko'proq aqliy faoliyatni talab qilganligi sababli, intellektual qobiliyatlarni rivojlantirish xususiyatiga ega. Hozirda bu usul yoshi kattalar uchun mos bo'lishi bilan birga, yangi avlodning ehtiyojlariga javob bera olmagan uchun ma'qul va amaliy deb hisoblanmaydi. Ushbu usul yordamida chet tilini o'qish va yozish qobiliyatini egallagan o'quvchi talaffuz, tinglaganini tushunish va kundalik tilni gapirishda yetarli malakaga ega bo'lmaydi. Darslar o'tkazilayotganda o'qituvchidan ko'proq til haqida ma'lumot berilmoqda. Til o'rganish jarayoni o'qituvchi, o'quvchi va kitob o'rtasida bo'lgani

uchun o'quvchilarga zerikish va charchoqni keltirib chiqaradi va darslarni monoton holiga keltiradi. Ushbu usulda kitoblar, o'quvchilarning grammatik, so'z va til talaffuzi haqida tizimli ma'lumot olishi uchun bir muhit sifatida qabul qilinadi. Ushbu usulning diqqat markazi o'qituvchining o'rganilayotgan tilning grammatikasini eng samarali tarzda taqdim etishidir [4: 140].

Asar, arab tili grammatikasi haqida muxtasar manba bo'lib, yangi qoidalar va so'zlarni ishlatish nuqtai nazaridan va ba'zi olimlar tomonidan adabiy tanqid asari sifatida qabul qilinadigan, jumalarni o'lchaydigan va baholaydigan Sibeveyhiyning yozgan "al-Kitob"iga o'xshamaydi.

Mutarriziy arab tilidagi qoidalarini izohlaganida har bir qoida uchun mos misollarni berishga harakat qilgan, mavzuni isbotlashga intilgan. Quyidagi misol uning ob'ektivligini ko'rsatish uchun keltirilgan:

غلامي ، ولا رجل في الدار ، ويا زيد ، وخمسة عشر ، من الأسماء
[1:18] قل الحق ، ومررت بغلامي الحسن ، وجاءني علما القاضي ، وصالحو القوم

Bu misol orqali zamirlar (olmoshlar)ning tushuntirilishi va ularning qo'llanilishi ko'rsatilgan. Misollar orqali mavzuni tushuntirish va ob'ektiv izohlar berishga e'tibor qaratilgan.

O'rta asrlardan hozirgi kungacha keng tarqalgan va ishlatilgan tarjima usuli an'anaviy usul bo'lib, dastlab g'arbda lotin tilini, sharqda esa arab tilini o'qitishda qo'llanilgan, so'ngra boshqa tillarni o'rganishda ham tatbiq etilgan. Madrasalarda diniy va ilmiy matnlarni o'qitishda ushbu usul qo'llanilgan. Angliyada XIX asrning birinchi yarmida keng tarqalgan. Usmoniylarda esa tarjima usuli o'zgaras bir amaliyot sifatida so'nggi davrlargacha davom etgan.

Bugungi kunda xorijiy til o'qitishda turli usullar sinovdan o'tkazilmoqda. Masalan, Jamol Jalolov "Chet til o'qitish metodikasi" nomli darsligida 40 ga yaqin usulni o'rganib chiqdi, bu usullarning ba'zilari bugungi kunda keng qo'llanilsa, ba'zilari esa sinovdan o'tkazilgandan so'ng muvaffaqiyatsizlikka uchragani uchun tark etilgan [7: 75-331].

Mutarriziy o'qituvchi sifatida arab tilini juda samarali uslublardan foydalangan. Buni amalga oshirishda esa o'quvchining tushunishi va fikrlashini alohida e'tiborga olgan. U bu qiymatlarni belgilashda, asarining tilni o'rganish uchun birinchi qadam ekanligini, bu bosqichda bilishi zarur bo'lgan qoidaning batafsil ma'lumotiga o'tmasdan asosiy jumla tuzilishi ekanligini inobatga olgan.

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KOREYS TILI LEKSIKASINING TARIXIY BOSQICHLARI: QADIMGI DAVR KOREYS TILINING KELIB CHIQISHI VA LEKSIKASI



<https://doi.org/10.5281/zenodo.14875449>

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Annotatsiya. Mazkur maqolada koreys tilining tarixi koreys alifbosining ixtiro qilinishi, ommaviy savodsizlik muammolari, ijtimoiy tabaqalanishning tilga ta'siri, koreys tilining kelib chiqishi to'g'risidagi nazariyalar, komparativistik qarashlar, genetik munosabatlarning kashf etilishi, genetik munosabatlarni tasdiqlovchi dalillar, qiyosiy tadqiqot yozishmalarini o'rganish bo'yicha amalga oshirilgan mashaqqatli ishlar boshqa kashfiyotlar zanjiri reaksiyasini keltirib chiqarishi, Oltoy gipotezasi va koreys va yapon tillari o'zaro bog'liqligi haqidagi gipotezalar kabi masalalar atroflicha yoritib berilgan.

Аннотация. В данной статье подробно освещены такие вопросы, как история корейского языка включает изобретение корейского алфавита, проблемы массовой неграмотности, влияние социального расслоения на язык, теории о происхождении корейского языка, компаративистские взгляды, открытие генетических связей, доказательства генетических связей, напряженную работу, проводимую по изучению сравнительных научных соответствий, приводящих к цепной реакции других открытий, алтайская гипотеза и гипотеза о родстве корейского и японского языков.

Abstract. This article describes issues in detail such as the history of the Korean language includes the invention of the Korean alphabet, the problems of mass illiteracy, the impact of social stratification on the language, theories about the origin of the Korean language, comparativist views, the discovery of genetic relationships, the evidence of genetic relationships, the hard work carried out on the study of comparative research correspondences that lead to a chain reaction of other discoveries, the Altai hypothesis and the relationship between the Korean and Japanese languages.

Tayanch so'zlar: *Koreys tili, komparativistlar, genetik munosabatlar, Oltoy gipotezasi, qiyosiy tadqiqot yozishmalari, konverb.*

Ключевые слова: *корейский язык, компаративисты, генетические связи, алтайская гипотеза, сравнительно-исследовательская переписка, деепричастие.*

Keywords: *Korean language, comparativists, genetic relationships, Altai hypothesis, comparative research correspondence, converb.*

Koreys tilining tarixi koreys alifbosining ixtiro qilinishi bilan boshlanadi. 1446-yildan boshlab koreys alifbosi tilning leksik, fonologik va morfologik tuzilishi haqida aniq va batafsil ma'lumotlar manbai bo'lib kelgan. Buning sababi shundaki, aynan mana shu davrga qadar mazkur til haqida ma'lumot beruvchi manbalar boshqa tillar yozuvlarida ifodalangan, xususan, xitoy alifbosidan foydalangan holda, koreys tili to'g'risidagi jamiki ma'lumotlarni ifodalashga harakat qilishgan. Biroq, afsuski, bu ikki tilning fonetikasi o'rtasidagi tafovutlar yetkazilishi maqsad qilingan tushunchani ifodalash jarayonida ko'plab o'zgarishlarga yuz tutgan, bu esa, o'z-o'zidan mazkur til to'g'risidagi tasavvurlarning aslidagidan farqli tarzda anglashilishiga olib keladi.

O'sha yili, sulola yilnomalarida uning yaratilishi haqida e'lon qilinganidan taxminan uch yil o'tgach, qirol Sejong yangi yozuvni tanishtiruvchi va uning qo'llanilishini tushuntiruvchi qo'llanmani nashr etdi va shu vaqtdan boshlab koreys tili tilshunoslarning kelajak avlodlari uchun tizimli ravishda foydalanish mumkin bo'lgan tilga aylandi. Mana shu jarayonni nafaqat koreys tili tarixida, balki butun Koreya davlati tarixidagi tub burilish desak mubolag'a bo'lmaydi. Shu o'rinda mazkur alifboning, yozuvning yaratilishi uchun zaruratning shakllanishi hamda dolzarb bir masalaga aylanish jarayoni haqida to'xtalib o'tmoqchimiz. Tarixdan ma'lumki, alifbo yaratilguniga qadar bo'lgan davrda, Koreya davlatining aholisi savod , ta'lim olishi uchun, shuningdek, davlat ishlari, har qanday hujjatbozlik ishlarida xitoy yozuvidan foydalanilgan. Xitoy yozuvi – hozirgi kunga qadar o'zlashtirilishi jihatidan eng murakkab bo'lgan yozuvlardan biridir. O'sha davrdagi aholi uchun ham mazkur alifboni, yozuvni o'zlashtirish, uni erkin qo'llay oladigan darajadagi yaxshi mutaxassis bo'lish mushkul masala edi. Buning sababi faqatgina yozuvning, alifboning murakkabligiga emas, balki jamiyatning iqtisodiy ahvoli ham edi. Ta'lim olish, albatta, mablag' talab qiladigan alifboning xususiyatlaridan kelib chiqadigan bo'lsa, ancha uzoq davom etadigan jarayon sanalardi. Aynan shu davrdagi mamlakatning iqtisodiy ahvoli, aniqroq qilib aytadigan bo'lsak, aholining aksariyat qismini tashkil etuvchi oddiy qatlam vakillarining moddiy ahvoli bu qadar uzoq davom etadigan hamda yaxshigina mablag' talab etadigan jarayonga tayyor emas edi. Xuddi shu sababdan ham, oddiy aholi vakillari farzandlariga ta'lim olishlari uchun imkoniyat yaratishni emas, balki kelajakda ularni iqtisodiy jihatdan ta'minlashi mumkin bo'lgan biror hunar o'rgatishni yohud kundalik moddiy ehtiyojlarini qondirish uchun yordamchi sifatida foydalanishni afzal ko'rar edilar. Zotan, vaziyatning o'zi ularni shunga majbur qilardi. O'qish va yozishni o'rganib, savod chiqarish, dunyoviy bilimlarni egallab, davlat xizmatlarida ishlay oladigan mutaxassis bo'lish esa faqatgina zodagonlarning farzandlarigagina nasib etardi. Ular esa aholining juda kamqismini tashkil etardilar. Ushbu sanab o'tilgan holatlar o'z-o'zidan aholining yoppasiga savodsizlashishiga olib keldi. Jamiyat uchun, millat uchun va davlat uchun bu vaziyat muqarrar tanazzulning debochasi edi. Buni chuqur anglagan qirol Sejong mazkur muammoni bartaraf etish maqsadida oddiy aholi vakillari uchun ham o'zlashtirilishi oson, ko'p vaqt va mablag' talab qilmaydigan, eng muhimi esa, koreys tilidagi so'zlar, tovushlarni o'zida aniq ifodalay oladigan alifboni kashf etdi hamda zudlik bilan butun mamlakat bo'ylab joriy qildi. Bu esa aholining yoppasiga savodli bo'lishi yo'lidagi eng katta qadam edi.

Koreys tilining aniq va ravshan yozma manbalari besh yarim asrdan bir oz ko'proq vaqtga borib taqaladi. Bu vaqt ko'p me'yorlarga ko'ra qadimiydek tuyulishi mumkin, ammo Sharqiy Osiyo tarixining vaqt miqyosida unchalik uzoq emas.

Xitoy yozuvi miloddan avvalgi XVII asrda boshlangan deb taxmin qilinadi va bu, albatta, miloddan avvalgi XIV asrga kelib to'liq rivojlangan yozuv tizimi edi. Demak, koreys alifbosi ixtiro qilinishidan qariyb ikki ming yil avval tarixlar va adabiyotlar yaratilgan. Koreya yarim orolida ham mahalliy ulamolar xitoy tilida yozganlar – bu miloddan avvalgi 108-yilda Xan qo'mondonlari kirib kelishi bilan tavsiflanadi. Boshqacha qilib aytadigan bo'lsak, koreyslar alifbo davri boshlanishidan taxminan ming yil oldin savodli bo'lgan hamda tarix va adabiyot yaratganlar.

Koreys tili qayerdan kelgan? Uning kelib chiqishi haqidagi savollar tilshunoslar uchun katta qiziqish uyg'otadi, ammo bu masala mazkur savolni o'zlarining etnik kelib chiqishi haqidagi kengroq savollar bilan aralashtirib yuborishga moyil bo'lgan koreys oddiy jamoatchiligining e'tiborini ham o'ziga tortdi. Lingvistik nomenklatura chalkashliklarni kuchaytirdi. Soddalashtirilgan tarzda taqdim etilgan tilshunoslik nazariyalari murakkab

etnografik va arxeologik masalalarga soya soladi, chunki arxeologik dalillardan farqli o'laroq, lingvistik dalillarni yerdan qazib bo'lmaydi.

Komparativistlar orasida yaxshi ma'lum bo'lganidek (lekin ko'pincha ularning kengroq faraz bilan shug'ullanadiganlari uchun emas), o'xshashliklar tasodifiy yoki qarz olishning barcha imkoniyatlarini yo'q qiladigan bir-biriga bog'langan va tizimli to'plamlarda sodir bo'lishi kerak. Koreys tili bo'yicha kuchli qiyosiy tadqiqotlar juda uzoq vaqtdan beri davom etmoqda. Tilni oltoy tili bilan bog'lash harakatlari XX asr boshidan boshlab olib borilmoqda. 1879-yilda Aston tomonidan bildirilgan bir qancha fikrlar, farazlarga tayangan holda, aynan shu davrdan boshlab koreys tilining kelib chiqish tarixi yaponcha bilan ham uzoq ekanligi ta'kidlanmoqda. Koreys tilidagi muloqot qoidalari, ularning yuzaga kelishi, tartibga solinishi hamda aniq me'yorlarning yuzaga kelish jarayonlari turli formulalarda taklif qilingan. Shunga qaramay, mazkur farazlarning hech biri aniq xulosa qilish uchun, shu yo'nalishda izlanish olib borayotgan tadqiqotchilarni ishontirish uchun zarur bo'lgan darajada emas edi. Agar shunday natijaga erishilganda, u taqqoslanayotgan tillarning o'zaro munosabatlari va tarixdan oldingi tuzilmalari haqidagi, ehtimol, ilgari hech qanday shubha bo'lmagan kashfiyotlarning zanjirli reaksiyasini keltirib chiqargan bo'lar edi. Va eng muhimi, tadqiqotchilar har doim esda tutishlari kerakki, genetik munosabatlarni tasdiqlovchi har qanday dalil butunlay lingvistik xususiyatga ega bo'lishi kerak. Hatto, aytaylik, etnik migratsiyaning tarixiy yozuvlari topilgan bo'lsa ham yoki arxeologik qazishmalar avvalgi madaniyatlar o'rtasidagi bog'liqlikni isbotlagan bo'lsa ham, ularning hech biri lingvistik dalillarga hissa qo'shmaydi. Bunday omillar ba'zan lingvistik tadqiqotlar qaysi yo'nalishda borishini ko'rsatishi mumkin, ammo ular hech qachon ushbu tadqiqotning o'rnini bosa olmaydi. Ushbu talabda metodologiya qat'iydir¹²⁶.

Ko'pincha e'tibordan chetda qoladigan yana bir masala bor. Aksariyat mutaxassislar va, albatta, oddiy jamoatchilik, genetik munosabatlarning kashf etilishini tarixiy tilshunoslikning muqaddas g'oyasi deb bilishadi. Ammo, aslida, bunday kashfiyotni qidiruvning oxiri deb hisoblamaslik kerak. Aksincha, bu haqiqatan ham bu boradagi izlanishlarning boshlanishi. Chunki qiyosiy tadqiqot yozishmalarning muhim massasini hosil qilganda, yozishmalarni o'rganish bo'yicha amalga oshirilgan mashaqqatli ishlar yuqorida aytib o'tilganidek, boshqa kashfiyotlar zanjiri reaksiyasini keltirib chiqaradi. Shu tariqa har bir tilning tarixi yozma ma'lumotlardan ma'lum bo'lganidan ko'ra ancha tez miqdor va sifat jihatidan kengayadi. Qiyosiy tilshunosning maqsadi genetik munosabatlarni kashf qilish emas, balki bilimlarni kengaytirish bo'lishi kerak.

Mutaxassislar hozirda koreys tili haqidagi ikkita genetik farazni jiddiy qabul qilmoqdalar: Oltoy gipotezasi va koreys va yapon tillari o'zaro bog'liqligi haqidagi gipoteza. Hali aniq tasdiqlanmagan bo'lsa-da, tarixiy jihatdan boshqalariga qaraganda ancha ishonchliroq asoslanganligi tufayli bu ikki faraz ustida izlanishlar haligacha davom etmoqda. Shu ikki farazning birinchisi hisoblanuvchi Oltoy gipotezasi, umuman olib qaraganda, koreys va yapon tillarini katta Oltoy oilasiga kiritish orqali ikkala farazni birlashtiradi¹²⁷. Yillar davomida koreys tili boshqa tillar va til oilalari, jumladan hind-yevropa tillari bilan taqqoslanadi.

Biroq, bu urinishlarning aksariyati havaskorlik va yuzaki o'xshashliklarga asoslangan¹²⁸. Ya'ni, mazkur taqqoslashlarga hamda ular orasida o'zaro aloqadorlik qidirishga aniq asoslar mavjud emas.

¹²⁶ Ki Moon Lee, S. Robert Ramsey. A History of the Korean Language. – London: Cambridge university press, 2011. – P. 87.

¹²⁷ Ki Moon Lee, S. Robert Ramsey. A History of the Korean Language. – London: Cambridge university press, 2011. – P. 89.

¹²⁸ Boshqa tomondan, koreys tilining turli mavzularida izlanish olib borgan mustaqil olim Morgan Clippinger 1984-yilda Hindistonning janubida topilgan koreys va dravid tillari oilasi o'rtasidagi genetik bog'liqlik to'g'risida argument taqdim etdi. Maqola mutaxassislarni bu fikrga ikkinchi marta qarashga majbur qildi. O'sha paytda ko'pchilik buni unchalik yaqin bo'lmagan taqqoslash deb o'ylaganiga qaramay, Klippingerning mazkur metodologiyani qo'llashi va uning soha bo'yicha professional

Oltoy tillari oilasiga Osiyoning shimolida, Anadolu va Volga bo'yidan to shimoli-sharqiy Sibirning shimoliy qirg'og'igacha so'zlashuvchi tillar kiradi. U uchta shoxchadan iborat: turkiy, mo'g'ul va tungus. Ushbu uch filialning har biri o'ziga xos tarzda mustahkam oila hisoblanadi. Har biriga tegishli bo'lgan ichki qoidalar hanuzgacha bahslarga sabab bo'luvchi masaladir. Biroq, uchta shoxchani kattaroq oila sifatida bir-biriga bog'laydigan umumiy Oltoy gipotezasi nisbatan munozarali bo'lib qolmoqda. Uning to'g'riligiga shubha qilgan olimlar, Oltoy tillarining barchasi umumiy manbadan kelib chiqmagan, balki uzoq davom etgan madaniy aloqalar tufayli keng miqyosdagi so'z olinishlari sababidan bir-biriga yaqindan o'xshash deb hisoblashadi. Tarixga nazar tashlaydigan bo'lsak, bunday xulosaga keluvchi mutaxassislarning fikrlarini inkor etish xato bo'lib tuyuladi. Sababi shundaki, aynan mana shu o'lkalarning aholisi avvalo iqtisodiy jihatdan, buning natijasida esa tabiiy ravishda madaniy jihatdan ham doimiy aloqada bo'lganlar. Mazkur aloqalar esa tilning lug'aviy tarkibiga ta'sir etmay qolgan bo'lishiga ishonish qiyin, chunki ikki mamlakat o'rtasidagi har qanday aloqa, xoh u iqtisodiy bo'lsin, xoh u siyosiy bo'lsin va yoki madaniy bo'lsin, shu mamlakatlarning til xususiyatiga ta'sir etmay qolmaydi. Shu jihatlardan kelib chiqqan holda, "Oltoy" so'zining ma'nosi mutaxassislar o'rtasida doimiy munozara mavzusi bo'lib kelgan.

Oltoy guruhiga mansub bo'lgan tillar fonologiya, morfologiya va sintaksisning o'ziga xos belgilariga ega. Unli tovushlar uyg'unligi, so'zlarning yakunida fe'l turadigan tartibi va agglyutinatsiya bu xususiyatlardan eng asosiylari hisoblanadi. Ularni komparativistlar juda erta payqashgan. Ammo yillar davomida tadqiqotchilar oltoy tillarini qo'shni tillar va til oilalaridan ajratib turuvchi boshqa qator strukturaviy xususiyatlarni ham keltirib o'tadilar. Bu xususiyatlar, aytaylik, hind-evropa yoki xitoy tilida topilmaydi. Bundan tashqari, o'sha asosiy farqlovchi xususiyatlardan biri, "konverb" deb ataladigan narsaning mavjudligi sanaladi¹²⁹.

Xulosa qilib aytish mumkinki, koreys tili murakkab vaziyatlarga boy tarixga ega va bu tarixni tahlil etish ularda ro'y bergan o'zgarishlarga asoslangan holda davrlarga ajratiladi. Ular ilk, o'rta, yangi hamda zamonaviy koreys tili bosqichlaridir. Koreys tili leksikasi har bir davr mobaynida o'ziga xos tarzda o'zgarishlarga uchrab bordi. Hozirgi shaklga kelguniga qadar koreys tili leksikasi boshqa tillarning ta'siri doirasida juda ko'p marta yangilanishlarga yuz tutdi, xususan, Koreyani mustamlaka qilgan mamlakatlar tili, ular orqali boshqa davlatlar tillarining ta'siri natijasida tushunchalarni nomlash borasida katta o'zgarishlar yuz berganini ko'rish mumkin. Koreys tilining kelib chiqishi borasida Oltoy va genetik gipotezalar kabi ikkita asosiy farazlar ilgari suriladi hamda ikkala farazning ham tasdiqlovchi va inkor etuvchi jihatlari mavjud bo'lib, qaysi birining eng to'g'ri ekanligi borasida aniq to'xtamga kelinmagan.

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2. Kim Mun Uk., Ismailov A., Kim Chun Sig., Mirtalipova G. D. Koreys tili grammatikasi. Toshkent: TDSH, 2014.

bilimi haqida ma'lumot berildi. O'rta koreyscha shakllar va dravid tilidan tanlangan so'zlardan (shu jumladan, rekonstruksiyalardan) foydalangan holda, Klippinger o'z fikriga ko'ra, 408 juft leksik birliklarni taqdim etdi va ulardan 60 ta fonologik moslashuvni taxmin qildi. O'xshashliklar hayratlanarli edi. Darhaqiqat, o'xshashliklar shunchalik hayratlanarli ediki, 1905-yilda Gomer B. Xulbert ham xuddi shunday fikrni ilgari surgan edi, garchi unga qaraganda batafsil bo'lmagan va kamroq dalillar bilan bo'lsa-da. Undan tashqari, Klippingerning tadqiqotidan bir necha yil oldin, 1980-yilda Ono Susumu zamonaviy dravid tillaridan biri Tamil tili ham yapon, ham koreys tillarida leksik qatlamning manbai ekanligini aytib, Yaponiyada shov-shuvga sabab bo'lgan edi. 1980-yillarda qiziqish ortganidan so'ng, bu g'oyadan voz kechilganga o'xshaydi. Shunga qaramay, Klippingerning tadqiqoti hech bo'lmaganda qiyosiy usuldan qanday ma'nolarni olish mumkinligi va uni qo'llash bo'yicha ko'rsatma sifatida qayta ko'rib chiqishga loyiq, degan xulosaga kelish qiyin.

¹²⁹ Ki Moon Lee, S. Robert Ramsey. A History of the Korean Language. – London: Cambridge university press, 2011. – P. 95.

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BOLALAR NUTQIDA KONNOTATIV HOSILALAR VA OBRAZLI TASVIRNING VOQELANISHI



<https://doi.org/10.5281/zenodo.14875464>

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Annotatsiya. Bolalar nutqida konnotativ hosilalar va obrazli tasvirlar keng tarqalgan va o'ziga xos xususiyatlarga ega. Bolalarning nutqi ko'pincha tasavvurlar, his-tuyg'ular, tasvirlar va metaforalar bilan boyitilgan bo'ladi. Konnotativ hosilalar va obrazli tasvirlar bolalar nutqining mantiqiy va estetik jihatlarini yoritadi.

Annotation. In children's speech, connotative derivatives and figurative Images are common and have their own characteristics. Children's speech is often enriched with ideas, emotions, images, and metaphors. Connotative derivatives and figurative images illuminate the logical and aesthetic aspects of children's speech.

Аннотация. В детской речи коннотативные производные и образные Образы распространены и имеют свои особенности. Детская речь часто обогащается идеями, эмоциями, образами и метафорами. Коннотативные производные и образные образы освещают логические и эстетические аспекты детской речи.

Tayanch so'zlar: *konnotativ hosilalar, obrazli tasvir, kognitiv qobiliyat, majoziy til, muloqot konteksti.*

Ключевые слова: *коннотативные производные, образная образность, когнитивные способности, образный язык и контекст общения.*

Keywords: *connotative derivatives, figurative imagery, cognitive abilities, figurative language, and the context of communication.*

Konnotativ hosilalar — bu so'zlarning asosiy, to'g'ridan-to'g'ri ma'nosidan tashqari, ular bilan bog'liq qo'shimcha ma'nolar, hissiyotlar, tasavvurlarni anglatadi. Bolalar nutqida bu hosilalar ko'pincha o'ziga xos va hissiy izohlar bilan bog'liq bo'lishi mumkin. Masalan, “quvnoq”, “sovuq”, “yengil” kabi so'zlar bir vaqtning o'zida muayyan tasavvur yoki his-tuyg'ularni ifodalaydi.

Obrazli tasvir – bolalar nutqida juda ko'p uchraydi va bu ularga atrofdagi dunyoni tasavvur qilishda yordam beradi. Bolalar obrazli tasvirlar orqali o'z fikrlarini ifodalaydi, his-tuyg'ularini ko'rsatadi va kundalik hayotdagi hodisalarni boshqacha shaklda tushunishga harakat qiladi. Obrazli tasvir o'z ichiga tabiiy nutq jarayonidagi metafora, metonimiya va o'xshatish kabi birliklarni o'z ichiga oladi.

Obrazli tasvir va konnotativ ma'no bolalar nutqida qanday ishlatiladi? Bolalar nutqi va uning obrazli tasvirlari odatda o'zaro bog'liq va ko'pincha o'z his-tuyg'ularini anglatadi. Bolalar so'zlar orqali nafaqat obyektiv dunyoni tasvirlashadi, balki o'z hislari va tasavvurlarini ham izhor etadilar. G'arb mamlakatlaridan Amerika, Buyuk Britaniya, Avstraliya, Kanada mamlakatlari olimlari bolalar nutqida konnotativ ma'no hamda obrazli tasvirni tadqiq etganlar.

Amerikalik tilshunos George Lakof odamlar hayotiga murakkab tushunchalarni tushuntirish uchun foydalanadigan [kontseptual metaforalarga](#) sezilarli ta'sir ko'rsatishi haqidagi

g'oyasi hamda konseptual metaforalar nazariyasi bilan tilshunoslik sohasida mashhur bo'lgan. Lakoffning fikriga ko'ra, fikrning rivojlanishi yaxshiroq metaforalarni ishlab chiqish jarayonidir¹³⁰. Bolalar nutqi shakllanish jarayonida metaforalar ularning fikrini aniq va to'g'ri ifodalashda yordam berishini yuqoridagi fikr isbotida ko'rishimiz mumkin. Lakoffning nazariyasini uning so'zlari bilan aytganda: "Biz o'ylaydigan va harakat qiladigan oddiy kontseptual tizimimiz tubdan metaforik xususiyatga ega". Lakoffning fikricha, metaforik bo'lmagan fikr faqat sof jismoniy voqealik haqida gapirganda mumkin bo'ladi; mavhumlik darajasi qanchalik katta bo'lsa, uni ifodalash uchun metafora qatlamlari shunchalik ko'p bo'ladi¹³¹.

Kognitiv qobiliyatlarni egallash, muloqotda kommunikativ ifodalilik va muloqot maqsadini anglash - bolalar tilni o'zlashtirishdagi asosiy rol o'ynashini Falkum, Mathev, Tomasello va Zufferey kabi tilshunoslar o'rganishgan¹³². Vilber va Sperber olib borgan izlanishlarga ko'ra majoziy tildan foydalanishning so'zlovchi uchun mo'ljallangan ma'nosiga tushunish uchun tinglovchi muloqot kontekstida qo'llaniladigan ishoralar, muloqotga doir bilimlar va talaffuz holatidan kelib chiqadigan bog'liqlikka tayanishi kerak, tinglovchida ularni qayta ishlash va tushunishga yordam beradi, - deya¹³³ takidlaydilar. Muloqot kontekstidagi ishoralar, bilim va talaffuz til ifodalayotgan madaniyat asosida bolada go'daklik davridanoq atrof bilan o'zaro munosabatga kirishish natijasida shakllanib boradi. Ishoralar, tana harakati, so'zlarni o'zaro birikma sifatida ishlatish hamda talaffuzning ajralmas qismi bo'lgan urg'u va ohanggacha lingvomadaniy o'ziga xoslikni ifodalaydi. Masalan, italiyalik tadqiqotchilar Levorato va Cacciari 7 yoshgacha bo'lgan bolalarda til orqali ma'lumot almashish sodda ekanligini va bolalar "lingvistik ma'lumotni bo'laklarga bo'lib ulashishni, kontekstni tushunmasalar ham, tilda tom ma'noda to'g'ridan to'g'ri ma'lumot almashishini"¹³⁴ aniqlagan. Bolalarda metaforani tushunishni rivojlantirish dastlabki izlanishlarda "so'zma-so'z bosqich" deb nomlanadi¹³⁵. Metaforani tushunish va uni bolalar nutqda qo'llashi Billov R.M va Gardner H qarashlariga ko'ra erta yoshdan shakllanadi hamda tilshunos. Bu gipotezaga ko'ra bolalar nutqida metaforani qo'llash 3 davrga bo'linadi: birinchi bosqich – maktabgacha davr ya'ni ijodiy lingvistik xulq - atvor bosqichi, ikkinchi bosqich – boshlang'ich maktab davrlarida "so'zma-so'z" bosqich deb nomlanib bu davrdan boshlab bolalarda obrazli metaforik ifodalash pasaya boradi, uchinchi bosqich – o'smirlik davri, bu oxirgi davr hisoblanadi¹³⁶. Ingliz tadqiqotchisi Vinner o'z izlanishlarida maktab yoshdagi bolalar nutqida metaforanlarni tushunishda qiyinchiliklarga duch kelishini aniqlaydi¹³⁷. Keyinchalik bu gipotezaga boshqa ingliz tilshunos olimlari o'z fikrini bildirib, bu gipoteza muvaffaqiyatsizlikka uchraydi. Majoziy til ya'ni obrazli ifodalash bolalarda

¹³⁰ Manba: https://en.wikipedia.org/wiki/George_Lakoff 08/08/2024.

¹³¹ Manba: https://en.wikipedia.org/wiki/George_Lakoff 08/08/2024.

¹³² Ingrid Lossius Falkum, Franziska Köder, The acquisition of figurative meanings/Journal of Pragmatics, Volume 164. – 2020. – P. 18-24, ISSN 0378-2166, <https://doi.org/10.1016/j.pragma.2020.04.007>. (<https://www.sciencedirect.com/science/article/pii/S0378216620300849>)

¹³³ Ingrid Lossius Falkum, Franziska Köder, The acquisition of figurative meanings/Journal of Pragmatics, Volume 164. – 2020. – P. 18-24, ISSN 0378-2166, <https://doi.org/10.1016/j.pragma.2020.04.007>. Manba:(<https://www.sciencedirect.com/science/article/pii/S0378216620300849>)

¹³⁴ Levorato, M. C., & Cacciari, C. (2002). The creation of new figurative expressions: psycholinguistic evidence in Italian children, adolescents and adults. *Journal of Child Language*, 29, 127-150. doi:10.1017/S0305000901004950

¹³⁵ Vosniadou, S. (1987). Children and metaphors. *Child Development*, 58(3), 870-885. doi:10.2307/1130223

¹³⁶ Billov, R. M. (1981). Observing spontaneous metaphor in children. *Journal of Experimental Child Psychology*, 31, 430-455. doi:10.1016/0022-0965(81)90028-X

Gardner, H., Kircher, M., Winner, E., & Perkins, D. (1975). Children's metaphoric productions and preferences. *Journal of Child Language*, 2(1), 125-141. doi:10.1017/S0305000900000921

¹³⁷ Winner, E. (1988/1997). *The Point of Words: Children's Understanding of Metaphor and Irony*. Cambridge, MA: Harvard University Press.

murakkab jarayon bo'lgan tushunish va muloqot jarayonida obrazli ifodalashdan to'g'ri foydalanishni talab qiladi.

Ko'chimlarning eng ko'p nutqda qo'llanadigan turlaridan biri bu kinoya hisoblanadi. Kinoya bu bir so'zlar yoki gaplarni teskari mazmunda ishlatilishiga nisbatan aytiladi. Ingliz bolalari nutqida esa kinoyaning quyidagi ko'rinishlari uchrashi mumkin: "Thanks for your help!" (kutilgan ammo yordam berilmagan holatda raxmat aytish)¹³⁸, Oh, that's GREAT! (Baland ohangda bajarilgan noto'g'ri ishga "Ooo qoyil! Yoki Zo'r! deya teskari ma'noda izoh berish), You're so graceful!¹³⁹ (beso'naqay, tartibsiz, qo'pol ko'rinishga nisbatan tasvirlash unga teskari mazmunda). Ba'zi olib borilgan tadqiqotlar hatto 3 va 4 yoshli bolalarda kinoyani tushunishning dastlabki belgilari allaqachon mavjud bo'lishi mumkinligini ko'rsatdi¹⁴⁰. Biroq, kinoyani tushunishda bolalarning perspektivi (individual tushunish va anglash qobiliyati) tushunishga xalaqit beradigan yoki osonlashtiradigan omillar yaxshi anglanmagan¹⁴¹. Keltirilgan tadqiqotlarga ko'ra obrazli tasvirni bolalar nutqi tarkibida tadqiq etish bugungi kunning diqqat markazida bo'lgan hamda, tilshunos olimlar e'tiborini tortgan sohaligicha qolmoqda.

Xulosa qilib aytish mumkinki, obrazli tasvir bu nutqni amalga oshirish jarayonida fikr ifodasini obrazli birliklar ya'ni metafora, metonimiya, o'xshatish hamda evefemistik, disfemistik kabilar yordamida ifodalashdir. Ushbu birliklar so'z yoki so'z birikmalari yordamida ko'chma mazmunni ifodalaydi. Bolalar nutqida esa kattalar nutqidan farqli jihatda takrorlanmas holda bolalarcha kreativlik asosida nutqda qo'llanadi. Bu birliklar bola muloqotida yaratilishi kattalarni hayratlantirishi ham mumkin. Ko'chma ma'nodagi so'zlardan foydalanishimizning sabablaridan biri o'zimiz o'sib ulg'aygan madaniyatimizdir. Ko'pgina iboralar va matallar ijtimoiy muhitimiz va tariximizdan kelib chiqadi va biz atrofimizdagi odamlar bilan bog'lanish uchun majoziy tildan foydalanamiz. Kundalik tildan foydalanish majoziy til(obrazli tasvirlashni nutqda qo'llanishi)ni tanib olish va undan foydalanishni o'rganish bolalar uchun muhim nutqiy savodxonlik qobiliyatidir. Majoziy tilni tushunish bolalarning muloqot qobiliyatlarini yaxshilashga yordam beradi. Konnotativ hosilalar va obrazli tasvirlar bolalarning dunyoqarashini, tasavvurlarini va nutqiy ifodalarini rivojlantirishda muhim rol o'ynaydi. Bu jihatlar bolalar nutqini nafaqat kommunikativ, balki estetik va ijodiy nuqtai nazardan ham boyitadi.

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XITOIY TILIDA TAQLID SO‘ZLARINING FONETIK XUSUSIYATLARI



<https://doi.org/10.5281/zenodo.14875531>

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Annotatsiya. Ushbu maqola Xitoy tilida taqlid so‘zlarning fonetik xususiyatlarini o‘rganishga bag‘ishlangan. Taqlid so‘zlar – tabiiy tovushlar yoki atrof-muhitdan eshitilgan ovozlarni til tizimiga kiritilgan so‘zlardir. Maqolada, avvalo, taqlid so‘zlarining fonetik tuzilishi, ularning til tizimiga kiritilishidagi fonetik transformatsiyalar va so‘zning talaffuzidagi o‘zgarishlar batafsil tahlil qilingan. Xitoy tilining tonal tizimi, assimilyatsiya, elizionsiya, vokal o‘zgarishlari kabi fonologik jarayonlar taqlid so‘zlarning fonetik xususiyatlarini shakllantirishi va ularning ma’no aniqligini oshirishdagi rolini yoritishga alohida e’tibor qaratilgan.

Maqolada Xitoy tilidagi ba’zi taqlid so‘zlar misollar keltirilgan holda ularning fonetik va fonologik o‘zgarishlari ko‘rsatilgan. Shuningdek, taqlid so‘zlarning morfologik va sintaktik strukturalariga bo‘lgan ta’siri, ular orasidagi fonetik aloqalar va tildagi fonologik o‘zgarishlarni o‘zaro bog‘laydigan mexanizmlar tahlil qilinadi.

Taqlid so‘zlar Xitoy tilining fonetik tizimida katta o‘rin egallaydi va ularning fonologik o‘zgarishlari tilning rivojlanish jarayonini yanada chuqurroq tushunishga yordam beradi. Maqola tilshunoslikda taqlid so‘zlarning fonetik xususiyatlari va ularning fonologik jarayonlar bilan aloqasini o‘rganishning muhimligini ta’kidlaydi.

Аннотация. Данная статья посвящена изучению фонетических особенностей звукоподражательных слов в китайском языке. Звукоподражательные слова – это лексические единицы, отражающие природные звуки или шумы окружающей среды, адаптированные в языковую систему. В статье проводится детальный анализ фонетической структуры звукоподражательных слов, фонетических трансформаций, происходящих при их включении в языковую систему, а также изменений в их произношении.

Особое внимание уделяется роли фонологических процессов, таких как тональная система китайского языка, ассимиляция, элизия и вокальные изменения, в формировании фонетических характеристик звукоподражательных слов и повышении их семантической точности.

В статье приводятся примеры некоторых звукоподражательных слов китайского языка с демонстрацией их фонетических и фонологических изменений. Кроме того, рассматривается влияние звукоподражательных слов на морфологические и синтаксические структуры, их фонетические связи и механизмы, связывающие их с фонологическими изменениями в языке.

Звукоподражательные слова занимают значительное место в фонетической системе китайского языка, а их фонологические трансформации способствуют более глубокому пониманию процессов эволюции языка. В статье подчеркивается важность изучения фонетических особенностей звукоподражательных слов и их связи с фонологическими процессами в лингвистике.

Annotation. This article is dedicated to the study of the phonetic characteristics of onomatopoeic words in the Chinese language. Onomatopoeic words are lexical units that represent natural sounds or environmental noises integrated into the linguistic system. The article

provides a detailed analysis of the phonetic structure of onomatopoeic words, the phonetic transformations they undergo when incorporated into the language system, and the changes in their pronunciation.

Special attention is given to the role of phonological processes such as the Chinese tonal system, assimilation, elision, and vowel changes in shaping the phonetic features of onomatopoeic words and enhancing their semantic precision.

The article presents examples of certain onomatopoeic words in the Chinese language, illustrating their phonetic and phonological changes. Additionally, it examines the impact of onomatopoeic words on morphological and syntactic structures, their phonetic relationships, and the mechanisms that connect them with phonological changes in the language.

Onomatopoeic words play a significant role in the phonetic system of the Chinese language, and their phonological transformations contribute to a deeper understanding of language evolution. The article emphasizes the importance of studying the phonetic characteristics of onomatopoeic words and their relationship with phonological processes in linguistics.

Tayanch soʻzlar: *fonetik xususiyatlar, fonologik oʻzgarishlar, tonal tizim, assimilyatsiya, elizionsiya, vokal oʻzgarishlari, tovush transformatsiyalari*

Ключевые слова: *фонетические особенности, фонологические изменения, тональная система, ассимиляция, элизия, вокальные изменения, звуковые трансформации.*

Keywords: *phonetic characteristics, phonological changes, tonal system, assimilation, elision, vowel changes, sound transformations.*

Taqlid soʻzlar, odatda, tabiiy tovushlardan yoki atrof-muhitdan olingan tovushlarning til tizimiga kiritilishi orqali shakllanadigan soʻzlardir. Xitoy tilida bu turdagi soʻzlar nafaqat fonetik jihatdan, balki semantik va sintaktik jihatdan ham alohida oʻrin tutadi. Taqlid soʻzlar koʻpincha tasvirlangan tovushlarni yoki harakatlarni aks ettirish orqali soʻzning maʼnosini kengaytiradi yoki aniqlashtiradi.

Xitoy tilida taqlid soʻzlar oʻrganilishi, tilshunoslikda katta ahamiyatga ega, chunki ular fonetik, morfologik va semantik oʻzgarishlar orqali tilning rivojlanish jarayonlarini koʻrsatadi. Taqlid soʻzlar nafaqat xalqaro tilshunoslikda, balki Xitoyning oʻzida ham lingvistik tadqiqotlarning markazida turadi. Xitoy tilining tonal tizimi va fonematik tuzilishi taqlid soʻzlarning rivojlanishida katta rol oʻynaydi.

Taqlid soʻzlar fonetik jihatdan bevosita atrof-muhitda eshitiladigan tovushlarga asoslangan boʻlib, ular til tizimiga qoʻshilishda fonetik transformatsiyalarga uchraydi. Bunday soʻzlarning fonetik xususiyatlari, ularning toʻgʻridan-toʻgʻri maʼnosini aks ettirish bilan birga, til tizimining izchilligini taʼminlaydi.

Taqlid soʻzlarning fonetik xususiyatlari asosan tovushlarning aniq tasvirlanishi, takrorlanishi va tovushlarga qarab oʻzgarishi bilan bogʻliq. Xitoy tilida, masalan, “sharq” (zvuklar bilan bogʻliq), “yelpigʻish” (hayvon tovushi) yoki “sichqon” kabi soʻzlar tovushlar orqali tasvirlanadi. Tovushlarning aks ettirilishi fonetik va morfologik oʻzgarishlarni keltirib chiqaradi, bu esa oʻz navbatida soʻzning fonetik strukturasi va tovush tizimiga oʻzgarishlar kiritadi.

Xitoy tilidagi tovush tizimi bir nechta fonemal birlikdan iborat boʻlib, unda tonallik va intonatsiyaning muhim oʻrni mavjud. Taqlid soʻzlar, odatda, tonal tizimga mos ravishda talaffuz qilinadi. Xitoy tilining tonal xususiyatlari, yaʼni soʻzlar orasidagi farqlarni yaratishda yordam beradi, shuning uchun taqlid soʻzlar ham oʻz fonetik tuzilishida tonallikni aks ettirishi mumkin.

Taqlid soʻzlar tonal tizim bilan birga fonetik jihatdan koʻplab oʻzgarishlarga uchraydi. Misol uchun, baʼzi taqlid soʻzlar birinchi tonalda boshlanib, keyin boshqa tonalda oʻzgarishi mumkin. Bu holat taqlid soʻzlarning talaffuzini, ularning oʻzaro bogʻlanishini va tilda qanday ishlatilishini taʼsir qiladi. Xitoy tilidagi taqlid soʻzlar tonal tizimning diqqatga sazovor xususiyatlarini oʻzida mujassamlashtiradi.

Assimilyatsiya – bu fonemalarning bir-biriga yaqinlashishi va ularning talaffuzining bir-biriga oʻxshashlashish jarayonidir. Xitoy tilida taqlid soʻzlarining fonologik strukturasi assimilyatsiya koʻp uchraydi. Buning sabablaridan biri shundaki, taqlid soʻzlar koʻpincha bir nechta tovush birikmalarini oʻz ichiga oladi va ular bir-biriga moslashish yoki oʻzgarishlar kiritish orqali talaffuz qilinadi.

Masalan, **“báo”** (qichqirgan ovoz) va **“bù”** (baqirish) kabi taqlid soʻzlar fonetik oʻzgarishlarga uchraydi. Bu soʻzlarda birinchi unli tovush va undosh tovushlar bir-biriga yaqinlashadi, natijada soʻzning talaffuzi oʻzgaradi, ammo asosiy semantik maʼno saqlanadi. Assimilyatsiya jarayonida soʻzlar orasida undoshlarning yoki unli tovushlarning oʻzgarishi, koʻpincha soʻzning boshlangʻich fonetik strukturasi bilan bogʻliq boʻladi.

Elizionsiya – bu soʻzda baʼzi tovushlarning yoʻqolishi jarayonidir. Xitoy tilidagi baʼzi taqlid soʻzlar fonetik oʻzgarishlarga uchraganida, baʼzi tovushlar talaffuzda yoʻqolishi mumkin. Bu jarayon soʻzning talaffuzini osonlashtirish yoki ritmi saqlash uchun yuzaga keladi.

Masalan, **“xū”** (yelpirash) yoki **“hu”** (quvnoq tovush) kabi soʻzlar baʼzan yengillik kiritish maqsadida tovushlarni yoʻqotadi. Xitoy tilidagi baʼzi taqlid soʻzlar ichida, ayniqsa, undosh tovushlar omonatsiz birlashtiriladi, bu esa ularning talaffuzini yengillashtiradi va osonroq qilishga yordam beradi.

Vokal oʻzgarishlari taqlid soʻzlarda tez-tez uchraydi, chunki baʼzi tovushlar tovushlarning rezonansini yoki uzunligini oʻzgartirib, maʼno aniqligini oshiradi. Vokal oʻzgarishlari baʼzan bir soʻzdan boshqasiga oʻtishda ham yuz beradi. Xitoy tilida taqlid soʻzlaridagi vokal oʻzgarishlar asosan tonal oʻzgarishlar bilan birga keladi, chunki Xitoy tili tonal til boʻlib, soʻzlarning maʼnosi tonal farqlar orqali belgilanishi mumkin.

Masalan, **“mā”** (onam) va **“má”** (gʻoʻr) kabi soʻzlarning talaffuzi oʻzgaradi. Bu fonetik transformatsiya orqali soʻzlar bir-biridan farqlanadi, ammo bu oʻzgarishlar koʻpincha semantik jihatdan ham maʼnoni aniqroq qilishga yordam beradi. Bunday vokal oʻzgarishlar taqlid soʻzlarida talaffuzni yaxshilash va oʻzgartirishga imkon beradi.

Taqlid soʻzlaridagi baʼzi fonetik oʻzgarishlar yangi fonemal birikmalarining shakllanishini taʼminlaydi. Bunday oʻzgarishlar asosan koʻp soʻz birikmalarida yoki soʻzning qismlarida tovushlarning oʻzgarishi natijasida yuz beradi.

Misol uchun, baʼzi taqlid soʻzlaridagi undosh va vokal birikmalarining oʻzgarishi yangi fonemal birikmalarni yaratadi. Masalan, **“bà”** (baqirish) va **“pū”** (yengillik) kabi taqlid soʻzlarida vokal va undosh tovushlarning birikmasi fonetik jihatdan oʻzgaradi, va bu oʻzgarishlar ularning fonetik yodda saqlanishini osonlashtiradi.

Taqlid soʻzlar, odatda, atrof-muhitdagi tovushlarni aks ettiradi, shu bilan birga ular fonetik oʻzgarishlarga uchraydi va yangi fonetik strukturalar shakllanadi. Bu oʻzgarishlar tabiatdagi yoki inson faoliyatidagi tovushlarni aks ettirishda yordam beradi. Baʼzi taqlid soʻzlar, ayniqsa, hayvonlar tovushlarini aks ettirganida, ular fonetik jihatdan oʻzgarishlarga duch keladi va talaffuzni aks ettiradigan yangi fonemal tuzilmalarni yaratadi.

Masalan, **“māo”** (mushuk) yoki **“gǒu”** (it) kabi taqlid soʻzlar hayvonlarning tovushlarini aks ettirish jarayonida fonetik oʻzgarishlarga duch keladi. Tovushlar oʻzaro moslashadi va tilga qarab, turli fonemal birikmalarni keltirib chiqaradi.

Xitoy tilida taqlid so'zlarining fonologik o'zgarishlari ko'pincha intonatsiya va aksent orqali ham namoyon bo'ladi. Taqlid so'zlarining talaffuzida tonallik va aksent tizimi o'zgarishlarni keltirib chiqaradi. Bu o'zgarishlar fonetik struktura va so'zning ma'nosi o'rtasidagi bog'liqlikni mustahkamlashga yordam beradi.

Xitoy tilining tonal tizimi taqlid so'zlarda ba'zan yangi fonetik o'zgarishlarga olib keladi. Misol uchun, ba'zi taqlid so'zlar, ayniqsa hayvon tovushlarini aks ettirganida, ma'lum tonaldagi o'zgarishlarni talab qiladi. Boshqa bir misol sifatida, intonatsiya va aksentning o'zgarishi so'zning ma'nosini aniqlashtirishga xizmat qiladi.

Xitoy tilidagi taqlid so'zlar, odatda, tabiatdagi tovushlarni va harakatlarni aks ettiradi. Masalan, "gua" (g'urillash) yoki "miao" (miyovlash) kabi so'zlar hayvonlar yoki tabiiy hodisalar orqali kelgan tovushlarni ifodalaydi. Bu so'zlar fonetik xususiyatlarining aynan tabiiy tovushlar bilan bog'liqligini ko'rsatadi.

Xitoy tilidagi ba'zi taqlid so'zlarning fonetik tahlili shuni ko'rsatadiki, ular tez-tez assimilyatsiya va vokal o'zgarishlariga uchraydi. Boshqa bir misol sifatida, "zha" (zarba) va "hu" (uygulama) kabi so'zlar fonetik o'zgarishlarga uchraydi va ularning ma'no kontekstiga qarab farqlanadi. Bu taqlid so'zlarning fonetik xususiyatlari tilning rivojlanishiga qanday ta'sir ko'rsatishini namoyon etadi.

Taqlid so'zlar, morfologik jihatdan o'zgarib, fonetik o'zgarishlarni keltirib chiqaradi. Xitoy tilidagi taqlid so'zlar morfologik jihatdan ba'zi o'zgarishlarni o'z ichiga oladi. Misol uchun, ba'zi taqlid so'zlar ikki yoki undan ortiq fonetik birikmadan tashkil topgan bo'lishi mumkin, ularning o'zgarishi esa yangi fonetik variantlarni yaratadi.

Fonetik transformatsiyalar taqlid so'zlarining morfologik strukturasini o'zgartiradi. Masalan, "guo" (qulash) va "bi" (tortish) kabi so'zlar fonetik o'zgarishlarga uchraydi va ma'no va talaffuzni yanada boyitadi. Bu jarayon morfologik va fonetik o'zgarishlarning birgalikda tilda qanday rivojlanishini ko'rsatadi.

Xitoy tilidagi taqlid so'zlar, fonetik jihatdan ko'plab o'zgarishlarga uchragan va til tizimining turli aspektlarini aks ettirgan so'zlardir. Ular tonal tizim va fonetik transformatsiyalar orqali tilni boyitadi va rivojlantiradi. Taqlid so'zlar, shuningdek, semantik va sintaktik o'zgarishlarni o'z ichiga oladi, bu esa tilning yanada nozik va boy shakllanishini ta'minlaydi.

Xitoy tilidagi taqlid so'zlarning fonetik xususiyatlarini o'rganish nafaqat fonetik, balki lingvistik jarayonlarni yaxshiroq tushunishga yordam beradi. Bu so'zlarning rivojlanishi va o'zgarishi tilshunoslar uchun tilning asosiy strukturalarini o'rganish uchun qimmatli ma'lumot manbai bo'ladi.

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ARABCHA SIYOSIY ABBREVIATURALARNI QO'LLASH MUAMMOSI



<https://doi.org/10.5281/zenodo.14875545>

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Annotatsiya. Qisqartma so'zlar tildagi eng muhim va keng tarqalgan bo'lib, ularni qo'llash qulay va oson hisoblanadi. Abbreviaturalarni qo'llashdan asosiy maqsad, nutqda ixchamlikka erishish. Bugungi kunda dunyo hamjamiyatida qisqartma so'zlardan keng foydalaniladi. Arab tili ham bundan mustasno emas. Arab tilida ham abbreviaturalardan keng foydalaniladi, ayniqsa siyosiy sohada ko'p qo'llaniladi. Ushbu maqolada arabcha siyosiy qisqartmalar tahlilga tortilgan. Arab tilida abbreviaturalarning yasalish xususiyatlari, ularni sinxron tarjimadagi o'rni va tarjima qilish masalalari maqolada muhokama etilgan.

Аннотация. Аббревиатуры являются наиболее важными и распространенными в языке, и они считаются удобными и простыми в использовании. Основная цель использования аббревиатур — достижение краткости в речи. Сегодня аббревиатуры широко используются в мировом сообществе. Арабский язык не является исключением. Аббревиатуры также широко используются в арабском языке, особенно в политической сфере. В данной статье анализируются арабские политические аббревиатуры. В статье рассматриваются особенности образования аббревиатур в арабском языке, их роль в синхронном переводе и вопросы перевода.

Annotation. Abbreviations are the most important and widespread in the language, and they are considered convenient and easy to use. The main purpose of using abbreviations is to achieve brevity in speech. Today, abbreviations are widely used in the world community. The Arabic language is no exception. Abbreviations are also widely used in the Arabic language, especially in the political sphere. This article analyzes Arabic political abbreviations. The article discusses the features of the formation of abbreviations in Arabic, their role in simultaneous translation and translation issues.

Tayanch so'zlar: *abbreviatura, akkronim, qisqartma so'zlar, siyosiy leksika, qisqartma, partiyalar qisqartmasi, axborot agentliklaridagi qisqartmalar, arabcha abbreviatura.*

Ключевые слова: *аббревиатура, акроним, аббревиатуры, политическая лексика, сокращение, партийная аббревиатура, сокращения в информационных агентствах, арабская аббревиатура.*

Keywords: *abbreviation, acronym, abbreviations, political lexicon, abbreviation, party abbreviation, abbreviations in news agencies, Arabic abbreviation.*

O'zbekiston Milliy Ensiklopediyasida "abbreviatura" hamda "qisqartma so'zlar" ga quyidagicha ta'rif berilgan.

Abbreviatura – (italyancha Abbreviature – qisqartma lot. abbrevio – qisqartiraman) – lingvistikada: so'z birikmalarini qisqartirib hosil qilingan so'zlar: a) birikma tarkibidagi so'zlar birinchi harflari alifbo tartibida o'qiladi yoki oddiy so'z – harflar anglatgan tovushlar kabi talaffuz etiladi. Mas, BMT (be-me-te) – Birlashgan Millatlar Tashkiloti, MDH (Mustaqil Davlatlar Hamdo'stligi); b) murakkab qisqartma so'zlar: so'z birikmalari tarkibidagi so'zlar

birinchi harflaridan tashqari, ular ma'lum qismlari (morfemalari) olinib yasaladi. Masalan, O'zR (O'zbekiston Respublikasi), yurfak (yuridik fakultet)¹⁴².

Qisqartma so'zlar – barqaror so'z birikmalari komponentlarining bosh harflarini yoki ma'lum qismlarini olib qo'shish bilan hosil qilingan so'zlar. Masalan: IIV – Ichki ishlar vazirligi.

Qisqartma so'zining kelib chiqishini o'rganadigan bo'lsak, u dastlab yunoncha “akros” va “onima” so'zlaridan olingan bo'lib, mos ravishda “maslahat” va “ism” degan ma'noni anglatadi. “Qisqartma” so'zi 1943-yilda yaratilgan deb hisoblansada, biroq dastlabki asrlar davomida bu hodisaning mavjud bo'lganligini yahudiy tilidan topilgan bir nechta misollar ta'kidlaydi. Masalan, MILH (Mi Iolh Lnv Hshmilh) “biz uchun osmonga kim ko'tariladi” va SPQR (Senatus populusque Romanus) “Senat va Rim xalqi” kabi Rim misollari qisqartmalarning qadimdan mavjud bo'lganligini isbotlaydi. Xristian Injilida keltirilgan yana bir mashhur va eski qisqartma INRI (Iesus Nazarenus Rex Iudaeorum) “Yahudiylarning shohi Nazaretlik Iso”. Bundan tashqari XVII asrda ingliz tilidagi qo'mita beshta a'zoning ismlarini anglatadigan “cabal” (kabal) qisqartma so'zi (Klifford, Arlington, Bukingem, Ashli va Loderdeyl) ham mavjud bo'lgan¹⁴³.

Qisqartmalar faqat ingliz va boshqa Yevropa tillarida qo'llanilmaydi; ular arab tilida ham ishlatiladi. Arab tilida qisqartmalarni muhokama qilgan birinchi tadqiqotchilardan biri Al-Samarriy (1987); u arabcha so'z yasash jarayonining bir turini muhokama qiladi, bu ma'lum bir iboraning alohida so'zlarini qisqartirish yoki aralashtirishni o'z ichiga oladi. Al-Samarriy bu jarayonni نحت (naht) “qisqartma” deb ataydi, bunda so'zlar to'plamining bosh harflari yangi so'z yaratish uchun ishlatiladi. Yana bir tadqiqotchi Abu Salim (1997) arab tilidagi qisqartmalarni ikki guruhga ajratadi: birinchisi arab ma'lumotlariga asoslangan qisqartmalar, masalan : رما (roma) – رابطة المرأة الأردن (robita al-mara l-urduuniyya), ingliz tilida “Jordanian Women Association”, o'zbekcha tarjimasi: Iordaniya ayollar assotsiatsiyasi; Ikkinchi guruh esa inglizcha so'zlar asosida tuzilgan qisqartmalardan iborat. Bunga misol sifatida inglizcha SABIC (Saudi Basic Industries Company) qisqartmasining arabcha versiyasi bo'lgan سابع (saabik)ni keltirish mumkin. Inglizcha qisqartmalar arab tilida ishlatilganda ba'zi fonologik o'zgarishlar yuz beradi, masalan, ليزر (liizar) “Laser” (Light Amplification by Stimulated Emission of Radiation), رادار (ra:da:r) “radar” (Radio Detecting and Ranging), بيسك (biissik) “BASIC (Beginners All-purpose Symbolic Instruction Code).

Arab tilida **axborot agentliklari** nomlari qisqartiriladi. Masalan:

MENA (Yaqin Sharq axborot agentligi) – وكالة أنباء الشرق الأوسط (أ س أ)

Assosheyted Press – (أ.ب) أسوشيتد برس

SANA (Suriya Arab axborot agentligi) – سانا

KUNA (Quvayt axborot agdntligi) – كونا

Iroq axborot agentligi – وكالة أنباء العراق (و أ ع)

Saudiya axborot agentligi – وكالة الأنباء السعودية (و أ س)

Tunis axborot agentligi – وكالة الأنباء التونسية (و أ ت). [3, 5]

هكا (haka) abbreviaturasi – arab qisqartmalariga fransuz tili ta'sirini ko'rsatadi. Bu qisqartma 2002 yilda Marokashda tashkil etilgan audiovizual aloqaning yuqori auditoriyasiga ishora qiladi.

Aslida to'liq shakli الإسماعي و البصري الهيئة العليا للاتصال (Audio va vizual aloqa bo'yicha Oliy komissiya) bo'lib, lekin qisqartmasiga so'zlarning bosh harflari olinmasdan, balki fransuz tilidagi abbreviaturasi HACA (Haute Auorite de la Communication Audiovisuelle) qabul qilingan. Qizig'i shundaki, marokashliklar qisqartmaning o'zini (HACA) shunday qabul qilib uni arab tiliga olib kirishgan. Siyosiy partiyalar va tashkilotlar kontekstida ishlatiladigan birinchi tasdiqlangan shaffof

¹⁴² Ўзбекистон миллий энциклопедияси. 1 жилд. – Тошкент, 2005. – Б. 16.

¹⁴³ Abdel Rahman Mitib Altakhaine. The Linguistic Features of Acronyms in Arabic, 2017. – P. 2.

qisqartma bu – أمل (amal). Uning yoyilgan shakli المقاومة اللبنانية (Livan qarshilik guruhi). Bu arabcha qisqartma أمل shaklda kelganida “ishonch”, “umid” degan ma’nolarni bildiradi. Aynan sinxron tarjima jarayonida أمل abbreviaturasini siyosiy kontekstdan anglash va to’g’ri tarjima qilish muhim ahamiyat kasb etadi. Qisqartma arabcha so’zlar asosida tuzilgan. Bu qisqartma 1978-yilda birinchi marta tasdiqlangan va qo’llanila boshlangan. Qisqartmaning maxsus turi sifatida ko’rib chiqilishi mumkin bo’lgan فتح (fatih) qisqartmasi 1968 yildan beri qo’llanilmoqda. Bu 1959-yilda Yosir Arofat rahbarligida professional falastinliklar tomonidan tashkil etilgan harakatning nomidir. Uning yoyilmasi – حركة التحرير الفلسطينية (Falastin ozodlik harakati). Qizig’i shundaki, qisqartma bosh harflar yig’indisi butun iboraning oxirgi so’zidan emas, balki teskari tartibda tuzilgan. Odatda, transliteratsiya qilingan qisqartmalar chapdan o’ngga bir yo’nalishda shakllanadi. Shuning uchun yuqoridagi misol ham حنف (hatif) “o’lim, halokat” bo’lishi kerak edi. Biroq arab tilidagi semantik cheklovlar tufayli harflar tartibi teskari tuzilgan. Ya’ni, Falastinni ozod qilishni maqsad qilgan bunday tashkilotning qisqartmasi uchun salbiy ma’nolarni ishlatib bo’lmaydi. Shuning uchun uning o’rniga so’zma-so’z “ozodlik, g’alaba” degan ma’noni anglatuvchi فتح (fatih) qisqartmasi ishlatiladi. Bir necha yil o’tgach, yana bir keng tarqalgan qisqartma paydo bo’ldi, ya’ni حماس (hamaas), so’zma-so’z “ishtiyoq” degan ma’noni anglatadi.

حركة المقاومة الإسلامية – حماس – (Islomiy qarshilik harakati – Hamaas)

Harakat 1987-yil 14-dekabrda tashkil etilgan bo’lsa, ommaviy axborot vositalarida birinchi marta qisqartma mustaqil ravishda 1988-yil 25-noyabrda qo’llangan. Misol: حركة حماس الارهابية. تحرق مجسم عليه صورة الرئيس السيسي في غزة¹⁴⁴.

Tarjimasi: Hamas terrorchi harakati G’azoda prezident Sisining haykalini yoqib yubordi.

So’zma-so’z “toj” degan ma’noni anglatuvchi تاج (taaj) qisqartmasi esa 2012 yilda Jazoirda tashkil etilgan siyosiy partiyaga ishora qiladi. Bu partiyaning to’liq nomi – تجمع أمل الجزائر تاج – (Tajammu amalil Jazaair), tarjimasi esa “Jazoir umid jamiyati partiyasi”. Misol:

تحدثت رئيسة حزب تجمع أمل الجزائر (تاج) ووزيرة البيئة والطاقة المتجددة السابقة فاطمة الزهراء زرواطي عن موقف الحزب من الحراك الشعبي¹⁴⁵.

Tarjimasi: Jazoir umid jamoasi (Toj) partiyasi rahbari va sobiq Atrof-muhit va energiyani qayta tiklash vaziri Fotima Zahro Zaruati partiyaning xalq manfaatlarini bo’yicha pozitsiyasi haqida gapirdi.

Xulosa qilsak, qisqartmalarning ma’nosi arab tilida salbiy bo’lishi mumkin emas, masalan, فتح (faith) “ozod qilish” va حنف (hatif) “o’lim”. Arab tilida qisqartmalar odatda حماس (hamaas) “ishtiyoq”, حق (haqq) “to’g’ri”, وعد (vai’d) “va’da” va حشد (hashid) “yig’ish” kabi ijobiy ma’noga ega ekanligi kuzatiladi¹⁴⁶.

Tarjima jarayonida bu qisqartmalar davlat rahbarlari nutqida ko’p qo’llaniladi. Arab tilida qisqartmalar yasash shakli o’zbek tilidagidan farq qilishini hisobga olgan holda har bir tarjimondan arab siyosiy abbreviaturalarini tarjima qilishda ehtiyotkorlik talab qilinadi. Chunki bu qisqartmalar ko’p hollarda tashkilotlar va partiyalarning nomini anglatib kelmoqda.

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4. <https://youtu.be/XpYm7Mm9nrs>.
5. <https://youtu.be/ZcSjjWKiHJE>

¹⁴⁴ <https://youtu.be/XpYm7Mm9nrs>

¹⁴⁵ <https://youtu.be/ZcSjjWKiHJE>

¹⁴⁶ Fateeva I.G., Shokirova Z.N. Arab matbuot tili ustida ishlash (uslubiy qo’llanma). – T.: ToshDSHI, 2004.

MAHMUDXO'JA BEHBUDIYNING "AMALIYOTI ISLOM" ASARIDA QO'LLANGAN ARABCHA DINIY TERMINLAR TAHLILI



<https://doi.org/10.5281/zenodo.14875568>

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Annotatsiya. Mazkur maqolada Mahmudxo'ja Behbudiyning hayoti va ijodini o'rganish ahamiyati hamda yangi usul maktablari uchun tuzgan muxtasar darsliklari ayniqsa, "Amaliyoti islom", "Tarixi islom" darsligi haqida batafsil so'z yuritildi. Bu asarning Abu Rayhon Beruniy nomidagi Sharqshunoslik qo'lyozmalar institutida saqlanayotgan toshbosma nusxasi asos qilib olinib manbashunoslik jihatdan o'rganib chiqildi. Shuningdek, "Amaliyoti islom" asarida qo'llanilgan arabiy diniy atamalar mavzuviy guruhlariga ajratib tahlil etildi. Mavzuviy guruhlariga ajratishda aynan muallif o'zi keltirgan tematik ketma-ketlik asos qilib olindi. Misol tariqasida olingan atamalar darslikni toshbosma nusxasidan tabdil asosida keltirildi va sahifalari ko'rsatildi.

Аннотация. В данной статье подробно рассматривается важность изучения жизни и творчества Махмудходжа Бехбуди, а также кратких учебников, составленных им для новометодных школ, в частности учебников «Амалиёти Ислам» и «Тарихи Ислам». Источниковое исследование проводилось на основе литографической копии этого произведения, хранящейся в Институте восточных рукописей имени Абу Райхана Беруни. Также были проанализированы арабские религиозные термины, используемые в работе «Практика ислама», путем разделения их на тематические группы. Разделение на тематические группы осуществлялось на основе тематической последовательности, представленной самим автором. Термины, использованные в качестве примеров, взяты из литографической копии учебника, указаны страницы.

Annotation. In this article, the importance of studying the life and works of Mahmudhoja Behbudi, as well as the concise textbooks he compiled for the new method schools, especially the "Amaliyoti islam" (Practical Islam) and "Tarixi islam" (History of Islam) textbooks, were discussed in detail. The lithographic copy of this work kept at the Institute of Oriental Studies named after Abu Rayhan Beruni was studied from the point of view of source studies. Also, the Arabic religious terms used in the work "Practice of Islam" were divided into thematic groups and analyzed. The thematic sequence provided by the author was used as the basis for dividing into thematic groups. As an example, the terms taken are given based on the translation from the lithographic copy of the textbook and the pages are shown.

Tayanch so'zlar: Behbudi, 150 yillik yubiley, darsliklar, arabizmlar, tematik guruh, toshbosma, o'zlashma.

Ключевые слова: Бехбудий, 150-летие, учебники, арабизмы, тематическая группа, литография, ассимиляция

Key words: Behbudi, 150th anniversary, textbooks, arabisms, thematic group, lithography, appropriation.

Yurtimizda mustaqillik yillari ko'plab mutafakkirlar qatori o'z zamonining ijtimoiy-siyosiy muhitiga bevosita ta'sir ko'rsatgan peshqadam arbob, yangi usul maktabi targ'ibotchisi, o'zbek drama san'atini boshlab bergan birinchi dramaturg, jurnalist, noshir va muharrir Mahmudxo'ja

Behbudiy faoliyati ham keng ko'lamda o'rganila boshlandi. O'zbek milliy tilining shakllanishi va rivojida o'zbek tilining 20-40-yillar davri alohida o'rin tutadi. Chunki o'zbek milliy tili, uning asosini tashkil etuvchi yangi o'zbek adabiy tili qanday asoslarga tayangan holda rivojlanmog'i kerak, deyilgan masalada o'sha davrda xilma-xil qarashlar va harakatlar oldinga surilgan edi. Shu sababdan ham, yurtimiz rahbari Sh.Mirziyoyev 2020-yilning 24-yanvarida Oliy Majlisga Murojaatnomasida bu borada alohida to'xtalib, shunday dedi: "Biz jadidchilik harakati, ma'rifatparvar bobolarimiz merosini chuqur o'rganishimiz kerak. Bu ma'naviy xazinani qancha ko'p o'rgansak, bugungi kunda ham bizni tashvishga solayotgan juda ko'p savollarga to'g'ri javob topamiz. Bu bebaho boylikni qancha faol targ'ib etsak, xalqimiz, ayniqsa, yoshlarimiz bugungi tinch va erkin hayotning qadrini anglab etadi"¹⁴⁷.

O'zbekiston Respublikasi Prezidentining 2024-yil 27-dekabrdagi "Turkiston jadidlik harakatining asoschisi, atoqli adib va jamoat arbobi, noshir va pedagog Mahmudxo'ja Behbudiy tavalludining 150 yilligini keng nishonlash to'g'risida"¹⁴⁸ gi PQ-462-sonli qarori qabul qilindi.

Shu munosabat bilan ushbu maqolada xalqimiz tarixida o'zining ma'rifatga ta'limga chorlovchi ko'plab fikr-g'oyalari bilan chuqur iz qoldirgan va asarlari hozirgi davrimiz uchun ham dolzarb bo'lib turgan bobokalonimiz Mahmudxo'ja Behbudiyning kam o'rganilgan darsliklaridan biri "Amaliyoti islom" asarini o'rganishga kirishildi.

Mahmudxo'ja Behbudiy tomonidan yozilgan darsliklar: 1. "Risolayi jug'rofiyayi umroniy" (1905); 2. "Risolayi jug'rofiyai Rusiy", (1905); 3. "Risolayi asbobi savod alifboi maktabi islomiya", (1906); 4. "Madxali jug'rofiyai umroniy", (1907); 5. "Muxtasari jug'rofiyai Rusiy", (1907); 6. "Muntaxabi ba xabarihoi umumiy", (1907); 7. "Tafakkur ul-atfol" (hikoyat va axloq risolasi), (1908); 8. "Kitobat ul-atfol", (1908); 9. "Amaliyoti islom", (1908).

Ushbu maqolani obyekti bo'lgan "Amaliyoti islom" darsligi toshbosma nusxasi Abu Rayhon Beruniy nomidagi Sharqshunoslik qo'lyozmalar institutida 13866 inventar raqami ostida saqlanmoqda. U lotin yoki krill alifbosiga asoslangan o'zbek alifbosiga tabdil etib chiqarilmagan. Kitob 36 sahifadan iborat. Asarning oxirgi qismida bunday ma'lumot keladi: "*Turkiy til. Qilmiy xatda. Savol javob 36 sahifalikdur*"¹⁴⁹.

Mahmudxo'ja Behbudiyning ushbu darsligi o'zi yashagan davr sharoiti va talablari nuqtayi nazaridan kelib chiqib muxtasar uslubdan tushunarli tarzda yozilgan. Bundan maqsad o'quvchilarni eng muhim bilimlar bilan tezroq savodli qilish bo'lgan. Darslikni oxirida muallif quyidagicha mundarija ham keltirilgan:

Mundarijati: imon, islom, din va shariat, mazhab va millat, tohorat, nomoz, ro'za, zakot. Haj va ularni farz, vojib, sunnat, mustahab, makruh,, mubohlarini mufassil suratda bayoni va azkori solatni ta'lim etar[2:36]."

10. "Kitobi muntahabi jug'rofiyai umumiy va namunai jug'rofiya", (1908).

11. "Tarixi islom", (1909). Ushbu darslik turkiy til hamda sarbiy – arab alifbosiga asoslangan o'zbek xatida yozilgan. Hozirda uning toshbosma nusxasi Abu Rayhon Beruniy nomidagi Sharqshunoslik qo'lyozmalar institutida 7274 inventar raqami ostida saqlanmoqda. Biroq, haligacha qayta lotin yoki krill alifbosiga asoslangan o'zbek alifbosiga tabdil etilib zamonaviy nashr etilmagan. Bu asar ham o'sha davr islom dini tarqagan yurtlar urfi kabi hamd va na't bilan boshlanib duo bilan yakunlangan. Kitob 36 sahifadan tashkil topib o'z ichiga qadimgi arab xalqi va hududidan tortib ummaviylar davrigacha bo'lgan muxtasar tarixni olgan.

¹⁴⁷ Xalq so'zi 19-nashr 25.01.2020. – B. 4.

¹⁴⁸ <https://lex.uz/docs/-7287373>

¹⁴⁹ Mahmudxo'ja Behbudiy. Amaliyoti islom. – Samarqand, 1908. – B. 36.

Asarning boshida muallif bunday kirish so'zi qiladi: "...zamoni hozirning bi jumla biladi islomiyasi, ya'ni Misr, Arabiston, Istanbul, Hind, Kavkaz va Qozondagi barcha muntazam maktablarida tarixi islom o'qutmak ko'pdan beri joriydir"¹⁵⁰.

12. "Tatbiqoti diniya va fanniya", (1908).

13. "Alifboi maktabi islomiya" (forscha), (1908)[5:281].

Mahmudxo'ja Behbudiy "Amaliyoti islom" qo'llanilgan arabcha diniy terminlarni quyidagi mavzuviy guruhlariga tasnif qilish mumkin: 1. Aqidaviy tushunchani anglatuvchi atamalar; 2. Nomozga oid fiqhiy atamalar; 3. Zakotga oid fiqhiy atamalar; 4. Haj va umra ziyoratiga oid fiqhiy atamalar; 5. Ro'zaga oid fiqhiy atamalar; 6. Boshqa shariat qonun-qoidalariga oid atamalar.

1. Aqidaviy tushunchani anglatuvchi atamalar: *imon, islom, amal, qiyomat, azob, din, jannat, jahannam, oxirat, dunyo, shariat, qozi, islom, duo, mo'min, fosiq, kofir, rosul, nabiy* kabilar. Quyidagi asardan olingan misollar asosida ayrim arabcha so'zlar ma'nolariga tavsif berib o'tamiz. Masalan:

2. Savol: *Harom ishni qilganga ne chora bordur*

Javob: *Xudoyi taolo kechmasa jahannam azobiga loyiqdur*

Ushbu misolda berilgan *Jahannam* so'zi o'limdan keyingi hayotda osiy bandalar uchun hozirlab qo'yilgan joyga nisbatan qo'llanadigan diniy termindir. Do'zahning sinonimi va jannatning antonimi sifatida ishlatiladi. Ko'chma ma'noda esa, "Chidab bo'lmaydigan sharoit, azob, og'ir muhit"¹⁵¹ga nisbatan qo'llanadi.

"*Din*" (arab. دين – mulk, hukm, hisob, jazo, tadbir, bo'ysunish, itoat qilish, ibodat, parhez, yo'l tutish, odat qilish, e'tiqod qilish va b.)¹⁵².

2. Nomozga oid fiqhiy atamalar: *solat, imom, muazzin, xatib, masjid, rukn, qiyom, ruku, takbiri tahrira, sajda, qa'da, tashahhud, sahv, vudu, amin va boshqalar*. Masalan:

1. *Peterburg, Maskov dorilfununlariga yuborib, dokturlik, zakunchilik, injenerlik, sudyalik, ilmi san'at, ilmi iqtisod, ilmi hikmat, muallimlik va boshqa ilmlarni o'qutmoq lozimdir*.

1. Imomg'a iqtido qilgan kishi qiyomg'a "*subhanakalohumma...*"dan boshqa nimarsa o'qumasdan sukutg'a turmoq¹⁵³.

Ushbu misolda berilgan *imom* so'zi arabcha so'z bo'lib, bu tilda «boshliq, rahbar, peshvo, namozda insonlarning olinda turuvchi»¹⁵⁴ shunidek, halifa, qo'shin boshlig'i, ma'nosini anglatadi. Ammo o'zbek tilida bu so'z diniy termin sifatida kirib kelgan bo'lib jamoat nomozni nomozxonlar oldida turib ado etib beruvchi kishini anglatadi. Mahmudxo'ja Behbudiy ham bu terminni shu ma'nosida qo'llagan. Shuningdek kishining darajasini ko'rsatish uchun unga sifat qilib keltirgan. Masalan: Imomi A'zam Abu Hanifa hazratlari¹⁵⁵.

Muallifning o'zining nomiga qo'shib yoziadigan *xatib* so'zi arab tilida «notiq, voiz, va'xzon»ni anglatadi. O'zbek tili izohli lug'atida quyidagicha ta'riflanadi: "XATIB [خطيب – notiq, voiz, va'xzon; unashtirilgan, kuyov) din. Masjidda juma va hayit namozi paytida xutba o'qiydigan, va'z aytadigan domla, imom; voiz. Baroq qoshlari qop-qora xatib minbarga chikib, va'xzonlik qilayotgan ekan. M.Osim, Karvon yo'llarida"¹⁵⁶. Bu so'z ham o'zbek tilida sof diniy tushunchani anglatadi.

¹⁵⁰ Mahmudxo'ja Behbudiy. Tarixi islom. – Samarqand, 1909. – B. 2.

¹⁵¹ <https://uz.wiktionary.org/wiki/jahannam>

¹⁵² Ўзбек тилининг изоҳли лугати (I жилд). – Тошкент: Ўзбекистон миллий энциклопедияси, 2006. – Б. 68.

¹⁵³ Mahmudxo'ja Behbudiy. Amaliyoti islamiya. – Samarqand, 1908. – B. 25.

¹⁵⁴ Ўзбек тилининг изоҳли лугати (I жилд). – Тошкент: Ўзбекистон миллий энциклопедияси, 2006. – Б. 203.

¹⁵⁵ Mahmudxo'ja Behbudiy. Amaliyoti islamiya. – Samarqand, 1908. – B. 36.

¹⁵⁶ Ўзбек тилининг изоҳли лугати (I жилд). – Тошкент: Ўзбекистон миллий энциклопедияси, 2006. – Б. 389.

Darslikda kelgan “*sura fohihadan so’ngra xofiy*” “*أمين Amin*” *dema*”¹⁵⁷ jumlasida qo’llangan *omin* so’zi quyidagi ma’noni anglatadi: “*Omin* (arab. *أمين*, somiycha) – islom, yahudiy va xristian dinlarida dindorlar o’rtasida “qabul etsin”, “ijobat bo’lsin” ma’nosida ishlatiladigan so’z”¹⁵⁸.

3. Zakotga oid fiqhiy atamalar: *zakot, nisob, sana, faqir, mol*.

Masalan:

1. Zakot *bermoq* – *boy kishilar har xil molini qirqdan birini din va millat ishig’a ayirib kambag’allarig’a va va xudo yo’lig’a ya’ni din va millat ishig’a bermogdur*¹⁵⁹.

4. Ro’zaga oid fiqhiy atamalar: *sovm, ramazon, oqil, bolig’, niyyat, g’urub, iftor, musofir, safar*.

5. Haj va umra ziyoratiga oid fiqhiy atamalar: *ka’batulloh, tavof qilmoq, iyd, arofat, “labbayka”, ehrom, Makka umr.*

Yuqoridagi misollardagi *ilm, axloq, jaholat kabi* so’zlar arabchadan olingan bo’lib hozirda bizda ta’lim sohasiga oid atamalar sifatida qo’llanadi.

6. Boshqa shariat qonun-qoidalariga oid atamalar: *mustahab, sunnat, vojib, farz (kifoya, ayn), makruh, harom, botil, mukallaf, shariat, millat va b.*

Ushbu misolda arabcha *tavofga* so’ziga o’zbekcha *qilmoq* fe’lini qo’shish bilan o’zbekcha yasalma hosil qilingan. Bundan tashqari *savob bo’lmoq, fohiha qilmoq, tanavvul aylar, farz qilmoq, ziyoda qilmoq, nasihat qilmoq, amr bermog, izzat qilmoq kabi qo’shma fe’llarning barchasida birinchi ism qismi arabcha bo’lib unga fe’l qo’shish orqali qo’shma fe’llar hosil qilingan*.

Xulosa qilib aytilsa, XX asr o’zbek adabiyoti va san’atida, ijtimoiy-siyosiy jarayonlarida faol ishtirok etgan, millat ma’rifati va hurligi yo’lida kurashgan Mahmudxo’ja Behbudiyning sarmashaqqat faoliyati tarixda mangu o’rin egalladi, avlodlar uchun ibrat maktabi bo’ldi. Hozirda uning me’rosi keng ommoga taqtim etilmoqda.

Adib o’z zamonida faol qo’llangan arabiy o’zlashmalardan ko’plab foydalangan. Arabizmlardan o’zbek tilida keng foydalanishi bevosida din umumiyligi va o’sha paytdagi ilmfan, madaniyat taroqqiyoti bilan bevosita bog’liqdir. Umuman olganda bunday so’zlar o’zbek tiligi quyidagi shaklda o’zlashtirildi: 1. Hech qanday o’zgarishlarsiz, qanday bo’lsa shunday. 2. Arabcha so’zga o’zbekcha so’z qo’shib qo’shma so’zlar tarzida. 3. Arabcha so’zga so’z yasovchi qo’shimcha qo’shish orqali. 4. Ba’zi fonetik o’zgarishlarga uchragan holatda kirib kelish.

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¹⁵⁷ Mahmudxo’ja Behbudiy. Amaliyoti islamiya. – Samarqand, 1908. – B. 26.

¹⁵⁸ Ўзбек тилининг изоҳли луғати (I жилд). – Тошкент: Ўзбекистон миллий энциклопедияси, 2006. – Б. 665.

¹⁵⁹ Mahmudxo’ja Behbudiy. Amaliyoti islamiya. – Samarqand, 1908. – B. 35.

INGLIZ VA O'ZBEK MAQOLLARINING LINGVOKULTUROLOGIK EVOLYUTSIYASI



<https://doi.org/10.5281/zenodo.14875600>

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Annotatsiya. Ushbu maqolada ingliz va o'zbek tillaridagi maqollarning lingvokulturologik evolyutsiyasi taqqoslanadi. Maqolada ingliz va o'zbek xalq adabiyotida mavjud bo'lgan maqollarning tarixiy rivojlanishi, tilshunoslik va madaniyat nuqtai nazaridan ta'siri o'rganiladi. Maqollar nafaqat tilning evolyutsiyasi, balki jamiyatlarning ijtimoiy, iqtisodiy va madaniy sharoitlaridagi o'zgarishlarga qanday moslashganligini ko'rsatadi.

Аннотация. В этой статье сравнивается лингвокультурная эволюция пословиц в английском и узбекском языках. В статье исследуется историческое развитие пословиц в английском и узбекском фольклоре, анализируется влияние языка и культуры на эти формы. Пословицы не только отражают лингвистическую эволюцию, но и адаптируются к изменениям в социальных, экономических и культурных условиях обществ, в которых они внедрены.

Annotation. This article compares the linguacultural evolution of proverbs in English and Uzbek languages. The article explores the historical development of proverbs within English and Uzbek folklore, analyzing the impact of language and culture on these forms. Proverbs not only reflect linguistic evolution but also adapt to changes in the social, economic, and cultural conditions of the societies in which they are embedded.

Tayanch so'zlar: *maqollar, madaniyat, donolik, an'ana, Islom ta'siri, ijtimoiy meyorlar, Sovet davri, milliylik, axloqiy saboqlar*

Ключевые слова: *пословицы, культура, мудрость, традиция, исламское влияние, социальные нормы, советский период, национальная идентичность, моральные уроки*

Keywords: *proverbs, culture, wisdom, tradition, Islamic influence, social norms, Soviet period, national Identity, moral lessons*

Kirish. Maqollar ingliz va o'zbek madaniyatlarining og'zaki nutq durdonalari bo'lib, avloddan-avlodga o'tib kelgan donolik, qadriyatlar va ijtimoiy meyorlarni o'z ichiga oladi. Bu turdagi an'anaviy adabiyot shakllari asrlar davomida rivojlanib, til va jamiyatning o'zgaruvchi dinamikalariga moslashgan. Maqollar ko'pincha qisqa, mazmunli iboralar bo'lib, amaliy yoki falsafiy saboqlarni taqdim etadi. Ushbu maqola ingliz va o'zbek maqollarining qanday evolyutsiyaga uchraganini va til, madaniyat hamda tarixiy kontekstlardagi kengroq o'zgarishlarni qanday aks ettirishini o'rganadi. Ingliz va o'zbek madaniyatlaridagi maqollarni tahlil qilish orqali ularning yuzaga kelish nuqtalarini va muhim tarixiy o'zgarishlarga qanday moslashganini tushunishga harakat qiladi.

Adabiyotlar tahlili: Maqollar evolyutsiyasi ularning madaniyat, donolik va axloqiy qadriyatlarni avloddan avlodga yetkazib berishda muhim rolini ta'kidlaydi. Z. A. Abidov (1998) va M. J. Smith (2004) kabi olimlar maqollarni jamiyatdagi o'zgarishlar kontekstida tahlil qilganlar, ayniqsa Sovet va post-Sovet davrlarining o'zbek maqollariga ta'sirini o'rganishgan, López (2004) esa ingliz maqollarining kapitalizm, individualizm va sanoat inqilobi bilan qanday

o'zgarganini tadqiq etgan.. Maqollarning evolyutsiyasini tushunish uchun, Whorf va Sapir (1956) tomonidan taqdim etilgan lingvistik nisbiylik nazariyasi juda foydalidir, chunki bu nazariya tilning tafakkur va dunyoqarashni qanday shakllantirishini tushunishga yordam beradi.

Tadqiqot metodologiyasi. Ushbu maqola ingliz va o'zbek maqollarning evolyutsiyasini tahlil qilish uchun qiyosiy-tarixiy yondashuvni qo'llaydi. Maqollar tarixiy asarlardan, og'zaki nutq misollaridan va adabiy to'plamlardan tanlangan bo'lib, ularni an'anaviy va zamonaviy manbalardan olishindi. Maqolada nafaqat O'rta asrlar balki zamonaviy davrdan olingan maqollar ham kiritilgan. Maqola maqollar evolyutsiyasini asosiy tarixiy davrlar bo'yicha ajratdi. Ingliz tili uchun bu O'rta asrlar, Uyg'onish davri va Sanoat inqilobi davrlarini, o'zbek tili uchun esa ko'chmanchi davr, Islom ta'siridagi davr, Sovet davri va Mustaqillikdan keyingi davrni qamrab oladi. Maqola ingliz va o'zbek maqollaridagi mavzularni, lingvistik xususiyatlar va madaniy ta'sirlarni solishtiradi. Maqolaning maqsadi – har ikki madaniyatdagi maqollarini shakllantirgan umumiy mavzular, lingvistik tuzilmalar va madaniy o'zgarishlarni o'rganish. Har bir maqol o'zining aniq tarixiy va madaniy kontekstida tahlil qilinadi. Masalan, o'zbek maqollaridagi Islom dinining kirib kelishi ta'siri bo'lsa, ingliz maqollarida kapitalizm va sanoatlashtirishning ta'siri kuzatiladi.

Tahlillar va natijalar. Ingliz maqollari asrlar davomida jamiyatning ijtimoiy va iqtisodiy o'zgarishlarini aks ettirib, sezilarli ravishda rivojlangan. O'rta asrlar Angliyasining feodal tizimidan, sanoat inqilobi davridagi kapitalistik jamiyatga o'tish bilan ingliz maqollari individualizm va pragmatizmning o'sishini aks ettirgan. O'rta asr maqollari tarixiy kontekstda boy bo'lib, o'sha davrdagi diniy, ijtimoiy va iqtisodiy sharoitlardan shakllangan. Masalan, *“A bird in the hand is worth two in the bush”* feodal jamiyatda ehtiyotkorlik va pragmatizمنى qadrlashni ifodalaydi, chunki hayotni saqlash uchun ehtiyotkorlik bilan resurslarni boshqarish zarur edi. *“Hunger is the best sauce”* maqoli, O'rta asr dehqonining tajribasini tasvirlab, odamlarning oddiy taomlarga ham qanday qadrini oshirganini ko'rsatadi.¹⁶⁰

Sanoat inqilobi davrida vaqt, samaradorlik, ishlab chiqarish va materializmning ahamiyati oshdi, shuningdek, shaharsozlikning va ishning o'zgaruvchan tabiati yangi maqollarni shakllantirdi. *“Time is money”* maqoli sanoat inqilobining to'g'ridan-to'g'ri natijasi sifatida paydo bo'ldi va kapitalistik iqtisodiyotda samaradorlikni va vaqtni tejashni ta'kidlaydi. *“Grass is always greener on the other side”* maqoli, shaharga yaxshiroq hayot izlab kelgan, ammo yangi muammolarni duch kelgan ko'plab odamlarning ranjishini aks ettiradi.¹⁶¹

Zamonaviy maqollar ijtimoiy, texnologik va iqtisodiy o'zgarishlarga javoban rivojlanib, ayniqsa XX-XXI-asrlarda tezkor o'sishni ko'rsatadi. *“Actions speak louder than words”* maqoli zamonaviy jamiyatlarda ko'proq o'rganilgan, ayniqsa kapitalizm va o'z-o'zini ta'minlashga e'tibor qaratilgan davrda. Bu maqol ingliz jamiyatlaridagi amalga, ya'ni so'zlardan ko'ra, insonning harakatlari va ishlarining ahamiyatiga urg'u beradi.¹⁶²

O'zbek maqollari esa chuqur tarixiy va madaniy o'zgarishlarni aks ettiradi, ayniqsa ko'chmanchi o'zbek jamiyatidan, Islom ta'siridan, Sovet tuzumi davridagi o'zgarishlardan va mustaqillik davridan o'tgan davrlarda. O'zbek ko'chmanchi maqollari asosan chidam, og'ir sharoitlarda omon qolish, mehmondo'stlik va jamiyatning ahamiyatiga e'tibor qaratadi. Masalan,

¹⁶⁰ Smith, M. J. (2004). The Evolution of English Proverbs: A Historical Overview. Cambridge University Press.

¹⁶¹ Smith, M. J. (2004). The Evolution of English Proverbs: A Historical Overview. Cambridge University Press.

¹⁶² Matkarimova, B. K. (2021). Pragmatic study of the concept of subject in the semantic structure. ISJ Theoretical & Applied Science, 01(93), 85-87.

“*Ko'ngil keng bo'lsa, mashaqqat kichik bo'ladi*” maqoli ko'chmanchi jamoalarning qiyin sharoitlar va uzoq muddatli ko'chishlarga qanday chidamli bo'lishlari kerakligini ifodalaydi.¹⁶³

Islom kelishi bilan ko'plab o'zbek maqollari Islom ta'limotlarini aks ettirgan. Masalan, “*Sabr bilan xor guliston bo'lar, sho'r zamin bog' bilan bo'ston bo'lar*” maqoli, Qur'oni Karimdagi Olloh taolo sabr qiluvchilar bilan birgadir oyati karimasiga hamohangdir. Shuningdek, “*Sabr qilsang, go'radan holva bitar, besabrlar o'z oyog'idan yitar*” maqolini ham o'sha davrda sabr insonlar orasida yuksak qadrlanganligidan dalolat beradi.¹⁶⁴

Sovet davri o'zbek maqollariga katta ta'sir ko'rsatdi, bu davrda ularning mavzulari ko'proq kollektivizm, taraqqiyot va davlatga sodiqlik kabi sotsialistik qadriyatlarga moslashdi. “*Elga xizmat- oliy himmat*” maqoli Sovet davrida bo'lgan insonlarning yurtga sadoqati qay darajada kuchli ekanligini yaqqol ifodalaydi.

Mustaqillikdan keyingi davrda o'zbek maqollari esa milliylik, Islom dini, iqtisodiy o'z-o'zini ta'minlash, vatanparvarlik va ijtimoiy o'zgarishlar bilan bog'liq murakkab o'zaro ta'sirlarni aks ettiradi. “*Vatanni sotgan er bo'lmas*” maqoli, o'z vataniga sodiqlik va uni sevishtirish ahamiyatini ta'kidlaydi.

Xulosa. Ingliz va o'zbek tillaridagi maqollarning lingvokulturologik evolyutsiyasi, til, madaniyat va jamiyat O'rtasidagi dinamik munosabatlarni ochib beradi. Ushbu an'anaviy adabiyot shakllari o'z madaniyatlarini aks ettirgan holda doimiy ravishda o'zgarib, jamiyatlarining ijtimoiy-siyosiy va tarixiy o'zgarishlariga moslashgan. Ingliz va o'zbek maqollarini solishtirish orqali, geografik va madaniy chegaralardan qat'iy nazar, umumiy mavzularni – donolik, adolat, axloqiy yaxlitlik va shaxsning jamiyat bilan munosabatini ko'rish mumkin.

O'zbek maqollarida Islom ta'siri, axloqiy va etik qadriyatlarning shakllanishida muhim rol o'ynagan, ko'plab maqollar Islom ta'limotlariga asoslangan saboqlarni o'z ichiga oladi, masalan, sabr-toqat, kamtarlik va xayriya.

Ingliz maqollari esa G'arb jamiyatidagi ijtimoiy va iqtisodiy rivojlanishlarga mos ravishda rivojlanib, individualizm va kapitalizmning o'sishini aks ettiradi.

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FRAZEOLIGIK BIRLIKLAR VA ULARNING RIVOJLANISH BOSQICHLARI



<https://doi.org/10.5281/zenodo.14875634>

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Annotatsiya: Ushbu maqolada frazeologik birliklarning mohiyati, shakllanishi va rivojlanish bosqichlari tahlil qilinadi. Frazeologizmlarning til tizimidagi o'rni, ularning semantik va struktur xususiyatlari, tarixiy taraqqiyoti hamda zamonaviy tilda qo'llanilish xususiyatlari o'rganiladi. Shuningdek, frazeologik birliklarning xalqning madaniyati va ma'naviy merosi bilan bog'liqligi, ularning milliy va universal jihatlari ham tadqiq qilinadi. Maqolada frazeologik birliklarning tarjima masalalari ham ko'rib chiqilib, ularning til va madaniyat o'rtasidagi uzviy bog'liqlikdagi ahamiyati yoritilgan.

Аннотация: В статье анализируются сущность, формирование и этапы развития фразеологических единиц. Изучается роль фразеологизмов в системе языка, их семантические и структурные особенности, историческое развитие, особенности их использования в современном языке. Также изучается связь фразеологических единиц с культурой и духовным наследием народа, их национальные и общечеловеческие аспекты. В статье также рассматриваются вопросы перевода фразеологических единиц, подчеркивается их значение в неразрывной связи языка и культуры.

Annotation: This article analyzes the essence, formation and stages of development of phraseological units. The role of phraseologisms in the language system, their semantic and structural features, historical development, and features of their use in the modern language are studied. Also, the connection of phraseological units with the culture and spiritual heritage of the people, their national and universal aspects are also studied. The article also examines translation issues of phraseological units, and highlights their importance in the integral connection between language and culture.

Tayanch so'zlar: *frazeologik birliklar, rivojlanish bosqichlari, semantika, struktur xususiyatlar, madaniy meros, milliy xususiyat, tarjima muammolari, tilshunoslik, til va madaniyat.*

Ключевые слова: *фразеологические единицы, этапы развития, семантика, структурные особенности, культурное наследие, национальный характер, проблемы перевода, лингвистика, язык и культура.*

Keywords: *phraseological units, stages of development, semantics, structural features, cultural heritage, national character, translation problems, linguistics, language and culture.*

Frazeologiya tilshunoslikning alohida bir bo'limi bo'lib, unda ko'chma ma'noga asoslangan turg'un birikmalar, iboralar o'rganiladi. "Frazeologiya" termini grekcha "pharsis" fraza, ifoda "logos" ta'limot degan ma'nolarni anglatib, uning tadqiqot doirasiga faqat ko'chma ma'noga asoslangan turg'un birikmalar kiritiladi¹⁶⁵.

¹⁶⁵ Кунин А.В. Курс фразеологии современного английского языка. Дубна: Феникс, 2005. – С. 7.

Frazeologik birlik yoki frazema, kelib chiqish jihatidan juda qadimiy bo'lsada, frazeologiya (iborashunoslik) fani tarixi bir necha yuz yilni o'z ichiga oladi. Rus tilshunosligida frazeologik birliklar bilan tadqiqotchilar XVIII asrdan boshlab shug'ullanib kelishmoqda. XX asrning 60-80-yillariga kelib frazeologiya chet el tilshunosligida bo'lganidek, o'zbek tilshunosligida ham tez sur'atlar bilan o'sib bordi¹⁶⁶.

Frazeologiya ilk marotaba tilshunoslikning alohida mustaqil bo'limi sifatida rus tilshunosi Polivanov tomonidan tahlil qilingan bo'lib u frazeologiyani leksikologiya yoki stilistikaning tarkibiy qismi emas, balki mustaqil tilshunoslik bo'limi ekanligini quyidagicha asoslab bergan edi: "Leksikologiya so'zlarning leksik ma'nolarini, morfologiya so'zlarning grammatik ma'nolarini, sintaksis esa so'z birikmalarining grammatik ma'nolarini o'rganadi. Ammo alohida olingan, ko'chma ma'noli so'z birikmalarining, individual ma'nolarini o'rganadigan tilshunoslikning bo'limiga ehtiyoj sezilmoqda". U tilshunoslikda frazeologiya ham, fonetika yoki morfologiya kabi muhim ahamiyat kasb etuvchi bo'lim ekanligini ta'kidlab o'tgan tilshunoslardan biridir¹⁶⁷. E.D.Polivanovdan so'ng ushbu masalaga murojaat etgan olim B.A.Larin bo'ldi. B.A.Larin, frazeologiya tadqiqot obyekti sifatida hali o'zining «yashirin rivojlanish» darajasida ekanligi va bu borada jiddiy izlanishlar olib borilmagani, shuningdek, uni leksikografiya, stilistika va sintaksis materiallaridan ajratgan holda o'rganish talab etilayotganini aytadi. Shuningdek, frazeologiyaning tilshunoslikning bir bo'limi sifatida shakllanishda yana bir rus tilshunosi V.V. Vinogradovning izlanishlari ham yetakchi rol o'ynadi¹⁶⁸.

Shunday qilib frazeologiyaning alohida fan sifatida rivojlanishi juda ko'p bosqichlarni bosib o'tgan. Xususan, frazeologiyaning rivojlanish tarixini xronologik jihatdan uch davrga bo'lish mumkin.

Birinchi davr XVIII asrning o'rtalaridan XX asrning 30-yillarigacha bo'lgan davrni o'z ichiga oladi. Bu davr frazeologik tadqiqotlarning yo'lga qo'yilishi M.N. Lomonosov, A.A.Potebnya, F.F. Fortunatov, A.A. Shaxmatovlarning ilmiy faoliyati bilan bog'liq. Qayd etish o'rinliki, birinchi davrda frazeologiya leksikografiya, ya'ni amaliy lug'atshunoslik obyekti bo'lib xizmat qilgan. Bu davrda ko'proq lug'atlarda qayd ettirish, ularning ma'nolarining etimologiyasini izohlash, talqin etishga alohida e'tibor qaratilgan edi.

Ikkinchi davr E.D. Polivanov, V.V.Vinogradov, S.I.Abakumov, G.K. Damilov, A.I Yefimov, A.Y. Rojanskiy kabi tilshunoslar ilmiy faoliyati bilan bog'liq holda rivojlandi va XX asrning 30-50-yillarini o'z ichiga oladi. Bu davrni frazeologiya mustaqil lingvistik soha sifatida shakllanish davri deb ham aytish mumkin.

Uchinchi davr XX asrning 60-yillaridan boshlab hozirgi kungacha davom etadi. Bu davr frazeologik tadqiqotlarda turli metodlarni qo'llanilishi frazeologiya sohasining tez sur'atlar bilan rivojlanishi va ko'plab frazeologiya mutaxassislarini yetishib chiqishi bilan xarakterlanadi¹⁶⁹.

Frazeologiya – o'ta murakkab hodisa va uni o'rganish o'ziga xos uslubni taqozo etadi, shuningdek, boshqa bir qator leksikologiya, grammatika, stilistika, fonetika, tarix, mantiq va mamlakatshunoslik kabi fanlar ma'lumotlariga murojaat qilgan holda o'rganishni talab etadi.

Frazeologiyaning ba'zi muammolari bo'yicha mutaxassislarning fikrlari turlicha. Binobarin, frazeologiya sohasida ilmiy ish olib boruvchi tilshunoslarning oldida turgan vazifalardan biri mavjud fikrlarni umumlashtirib, ularni birlashtirib yagona to'g'ri fikrni izlab

¹⁶⁶ Rahmatullayev Sh. O'zbek frazeologiyasining ba'zi masalalari. – Toshkent, 1966. – B. 9.

¹⁶⁷ Поливанов. Е.Д. Введение в языкознание для востоковедных вузов. VI. – Ленинград, 1928. – С. 60.

¹⁶⁸ Ларин Б.А. Очерки по фразеологии // Очерки по лексикологии, фразеологии и стилистике: Уч. зап. /ЛГУ. – Ленинград, 1956. – № 198. – С. 401.

¹⁶⁹ Йулдошев Б. Ўзбек фразеологияси ва фразеографиясининг шаклланиши ҳамда тараққиёти. – Самарқанд: СамДУ, 2007. – Б. 18.

topishdan iboratdir. Arab lingvistikasida ham frazeologiya nazariyasiga oid ilmiy ishlar salmog'i ko'p emas. Mavjud tadqiqotlarda ham frazeologizmlarni ajratishning ilmiy isbotlangan mezonlari, frazeologik birikma va so'z nisbati, frazeologizmlarning tuzilishi, ularning variantlilik, tarkiblanishi va umuman frazeologizmlarni o'rganish uslubi kabi fundamental masalalarga yetarli o'rin berilmagan.

Hozirgi kunda frazeologiya leksikologiyani bir bo'limi darajasidan o'zining tadqiqot obyekti va uslubiga ega bo'lgan tilshunoslikning mustaqil fanlaridan biriga aylandi. Frazeologizmlarning eng muhim muammosi frazeologizmlarni nutqda hosil qilinadigan (ya'ni avvaldan tayyor bo'lmagan) so'z birikmalaridan farqlab, ajratib olish va shu asosda frazeologizmlarning belgilarini aniqlashdir¹⁷⁰.

Frazeologik birliklarning o'ziga xos xususiyatlari quyidagilardan iborat:

1. Frazeologik birliklar va so'zlar tuzilish jihatdan ham semantik jihatdan ham alohida-alohida birliklar hisoblanadi.

2. Frazeologizmlar bir butun holda, yoki qisman ko'chma ma'noga asoslangan, so'z birikmasi yoki gap shaklidagi birliklar hisoblanadi. Turg'unlik, struktur-semantik jihatdan yaxlitlik ular uchun xos jihatlardir. So'zlar esa ular kabi so'zlardan emas morfemalardan tashkil topgan bo'ladi. So'zlar lug'aviy ma'nosida ham, ko'chma ma'noda ham qo'llanila oladi. So'zlarda frazeologik birliklar uchun xos bo'lmagan prefikssatsiya va affikssatsiya hodisalari kuzatiladi. Tildagi barcha so'zlar bir biri bilan paradigmatic munosabatga kirisha oladi, ammo frazeologik birliklarda bunday xususiyat mavjud emas.

3. So'zlar va frazeologizmlar tilning turli sathiga xos birliklardir, frazeologizmlar - frazeologik sath birliklari bo'lsa, so'z leksik sath birligidir.

4. Tilning turli sathlariga oidlik frazeologik birliklarni nafaqat farqlaydi, balki ularning aloqadorligini ham ko'rsatib beradi. Masalan ularning har ikkalasida ham bir xil sintaktik funktsiya bajarish kuzatiladi. Shuningdek ularning har ikkalasida ham ko'p ma'nolilik va omonimiya, antonimiya sinonimiya kabi ma'no munosabatlari kuzatiladi.

Frazeologiyani o'rganishning umumiy tizimini ishlab chiqishda soha mutaxassisi (frazeolog) umumiy tilshunoslik tajribasidan foydalanadi.

Shunday qilib, frazeologiyani alohida fan sifatida tan olinishi bir necha bosqichlarni bosib o'tgan bo'lsada, hozirda frazeologiya o'zining ichki tuzilishi-yu, tadqiqot masalalariga ega bo'lgan alohida tilshunoslik bo'limi sifatida shakllanib bo'ldi. Undagi ko'plab muammolar hali o'z yechimini kutayotgan bo'lsada, hozirgi zamon tilshunosligida frazeologik masalalar birin-ketin yoritilmoqda.

¹⁷⁰ Tursunov U. va boshqalar. Hozirgi o'zbek adabiy tili. – Toshkent, 1992. – B. 55.

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ПЛЮСЫ И МИНУСЫ РУССКОГО ТРАНСКРИБИРОВАНИЯ КИТАЙСКИХ ИЕРОГЛИФОВ, ОПЫТ УЗБЕКСКИХ СИНОЛОГОВ



<https://doi.org/10.5281/zenodo.14875648>

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Аннотация. Статья посвящена анализу использования русской транскрипции в китайском языке. Были рассмотрены положительные и отрицательные стороны система Палладия, а также её история возникновения, распространение, применение и звучание. Изучена причина «не актуальности» системы Палладия в целом и приведено сравнение почему же в Узбекистане не отдают предпочтение русской транскрипции. Сделан вывод о том, что система Палладия занимает важное место в соединении двух культур и является уникальной.

Annotatsiya. Maqola Xitoy tilida rus transkripsiyasidan foydalanishni tahlil qilishga bag'ishlangan. Palladiy tizimining ijobiy va salbiy tomonlari, shuningdek uning paydo bo'lish tarixi, tarqalishi, qo'llanilishi va ovozi ko'rib chiqildi. Palladiy tizimining umuman "ahamiyatsizligi" sababi o'rganildi va taqqoslash keltirildi nima uchun O'zbekistonda rus transkripsiyasini afzal ko'rishmaydi. Palladiy tizimi ikki madaniyatni birlashtirishda muhim o'rin tutadi va noyobdir degan xulosaga keldi.

Annotation. The article is devoted to the analysis of the use of Russian transcription in Chinese. The positive and negative aspects of the Palladium system were considered, as well as its history of occurrence, distribution, application and sound. The reason for the "non-relevance" of the Palladium system as a whole is studied and a comparison is made of why Russian transcription is not preferred in Uzbekistan. It is concluded that the Palladium system occupies an important place in the connection of two cultures and is unique.

Ключевые слова: *система Палладия (палладица), транскрипция, русская кириллица, пиньин, путунхуа, узбекская латиница.*

Tayanch so'zlar: *palladiy tizimi (palladica), transkripsiya, rus kirill alifbosi, pinyin, putunxua, o'zbek lotin.*

Keywords: *Palladium system (palladic), transcription, Russian Cyrillic, pinyin, putonghua, Uzbek Latin.*

Многие студенты факультета китайской филологии в процессе изучения языка сталкиваются с таким термином как «система Палладия», которая в начале может быть понята как сложная «теорема», но в этой статье мы постараемся разобраться и понять в чём заключается важность её применения в изучении китайского языка, как одного из самых сложных языков мира, а также проследить плюсы и минусы ее употребления.

«Система Палладия» или «Палладица» - общепринятая система. «Палладица» разговорное название традиционной практической транскрипции, благодаря которой можно записать на русском языке любое китайское слово. Используется при переводе официальных и юридических документов, бизнес-писем, справок, виз и художественных произведений, указывается в китайско-русских словарях. Очень часто «палладица»

используется при написании китайских имён собственных: 惠州 Хуэйчжоу, 习近平 Си Цзиньпин¹⁷¹.

Первая система китайско-русской транскрипции была разработана известным китаеведом архимандритом Иакинфом (Бичуриным) в первой грамматике китайского языка в 1839 году. Архимандрит Иакинф был востоковедом и путешественником, первый русский китаевед, считается основоположником русской китаистики.

Позже система китайско-русской транскрипции была немного изменена архимандритом Палладием (Петр Кафаров), который был служителем русской православной церкви в Пекине. Именно Палладий начал создавать китайско-русский словарь, популяризовавший кириллическую транскрипционную систему китайского языка. Эта транскрипционная система с небольшими изменениями используется и в наше время. Палладиевская система по сей день является общепринятой и фактически единственной системой которой пользуются китайско-русские переводчики.

В 2017 году благодаря Институту восточных рукописей Российской академии наук была издана книга «Словари кяхтинского пиджина»¹⁷², в которых зафиксированы и описаны подробно исторические записи, отчёты, научные описания, словари имеющие записи китайских слов кириллицей. Один из примеров диалога в пограничной торговле: Хо, пухо ю? – Пухо мэю! (Хорошее, плохое есть? – Плохого нет!) – и его китайский прототип: 好不好有? - 不好没有! Нao bu hao you? Bu hao mei you! Следует заметить, что в последствии звучаний, кардинально менялись простые слова из-за фонетического звучания русского и китайского. Исследования показали, что именно китайцы чаще использовали такую форму общения с русскими торговцами, моряками и т.д. Одна из записей русского путешественника на территории Китая в XVIII–XIX вв., повествующая о специфическом произношении говоривших по-русски китайцев. Он подмечает что многие слова говорятся мягко и не до конца, что первоначально осложняло понимание речи «так, например, вместо: двадцать пять монет, они говорят: туа-зе-ти пиати мониза и пр.» Так же из записей следуют примеры названий животных на китайский лад: зэлибецзы – жеребец, гони – конь, гэбулэ – кобыла, вакэ-волк. Это показывает как сильно искажался первоначальный звуковой облик слова и как активно специфика родного языка влияет на звучание иностранных слов.

С развитием технологий появилось большое количество сайтов, электронных словарей, книг, приложений, которые облегчают изучение китайского. Для того что бы найти необходимое слово достаточно написать пиньинь¹⁷³. В нынешнее время палладица не распространена, но используется у переводчиков и педагогов. Пиньин более лёгок в использовании и ближе передаёт звучание слов. А как же палладица?

Как мы знаем, система палладия не может передавать точный звуковой состав языка, приводящий к трансформации слова. Прочитав выше, мы узнали что палладица была придумана для распространения православной веры на территории Китая, но так же поступили и португальские священники. Для того чтобы распространить христианство среди населения и проводить мессы они начали записывать китайские слова на латинице.

¹⁷¹ <https://ekd.me/2019/11/palladij-velikij-i-uzhasnyj-pochemu-nuzhno-znat-kitajsko-russkuyu-transkripciyu/>

¹⁷² Пиджин — упрощённый язык, который развивается как средство общения между двумя или более этническими группами, говорящими на неродственных и/или взаимно непонятных языках, но вынужденных более или менее регулярно контактировать друг с другом в силу тех или иных объективных потребностей.

¹⁷³ Пиньинь - это система написания китайских имен и слов латинским алфавитом на основе их произношения.

Как мы понимаем, в середине XIX века при изучении нового языка знающие грамоту священники, торговцы, путешественники для записи «чужого» слова использовали свой язык. К тому же, при составлении первых словарей востоковеды столкнулись с одной проблемой. Многие китайцы и так говорившие не внятно по-русски не были обучены письму. Следовательно, система палладия в то время стало мостом для понимания и более лучшего изучения двух разных этнических культур. Не считая то, что на данный момент смотря на палладицу можно обнаружить множество недочётов, но именно она проложила первый путь в понимание русскоязычном населении китайского путунхуа¹⁷⁴.

Для того, чтобы правильно транскрибировать слово на палладицу лучше использовать пиньин или таблицу Палладия. Большая часть начальных согласных звуков-инициали, звучат на русском одинаково: p/п, b/б, d/д, t/т, f/ф, g/г, k/к, h/х, l/л, m/м, n/н. Инициаль¹⁷⁵ w в слове *wu* записывается как у или как в. Буква r совпадает с русской ж. В финалях¹⁷⁶ (на конце слогов) n звучит как н, а *ng* как нь. Слоги *j* и *z* — это всегда *цз*, но *ji* и *zi* — *цзи* и *цзы*. Согласные *q* и *c*, всегда *ц* на русском, но если за ними будут разные гласные, то транскрипция меняется *qi/ци* и *ci/цы*. Чаще представляют затруднения при транскрипции финали, это *iu* — ю, *ia* — я, *ui/ü* — юй. Гласная *e* — это твердое э (*ben/бэнь*, *le/лэ*), а *ie* — это мягкое е (*die/де*, *jie/цзе*).

Слог *hui* транскрибируется в русском как хуэй, что позволяет избежать неблагозвучия. В топонимах данный слог, как правило, записывается как *хой* (напр., Аньхой, Хойчан). Слоги *feng*, *teng*, *fen*, *ten* чаще встречаются в двойном написании *мэн* — *мын*, *мэнь* — *мынь*, *фэн* — *фын*, *фэнь* — *фынь*, *пэн* — *пын*. В 50х годах прошлого столетия было принято решение использования буквы э при транскрипциях такого рода слов.

На данный момент существует много электронных китайско-русских словарей опирающиеся на таблицу Палладия, которые сразу переводят иероглифы на кириллицу.

Конечно, китайские слова записанные русскими буквами на палладице не может передать точного звучания слова, но т.к. в русском языке нет большинства китайских звуков означает, что русскими буквами невозможно передать точное звучание слов. Можно предположить что в 19 веке это были наиболее близкие звуки, соответствовавшие местному наречию. И современная палладица не дошла до нас в первоизданном виде благодаря орфографическому изменению.

Палладица так же как и пиньин может передавать только слоги путунхуа. С помощью них записать шанхайский, кантонский или южно- миньский диалекты не получится. Для этого нужно использовать отдельные практические транскрипции!

Но не все китайские слова, даже при транскрипции через пиньинь, записывают на русском в соответствии с «палладицей». Названия Пекин и Нанкин попали в русский язык давно, поэтому по традиции записываются именно так, а не Бэйцзин (Běijīng) и Наньцзин (Nánjīng). Китайская провинция 陕西 (Shǎnxī) пишется на русском как Шэньси, потому что ее нужно отличать от 山西 (Shānxī) Шаньси. Корень женьшень (人參 rénshēn жэньшэнь) уже закрепился в словарях с написанием через е.

Как мы поняли выше, палладица не может передать большую часть китайских звуков, многие буквы при транскрибировании кардинально меняются, но в палладице всё же есть свои преимущества.

¹⁷⁴ Путунхуа — официальный язык в Китайской Народной Республике.

¹⁷⁵ Инициаль — термин, связанный с китайской языковедческой традицией и обозначающий начальный согласный звук слога или начальную консонантную группу слога в слоговых языках.

¹⁷⁶ Финаль (韵母, yùnmǔ) — окончание слога. Состоит из различных сочетаний звуков, начинающихся с гласного.

Палладица использует только буквы русского алфавита. Иногда, для разделения слова используют апостроф, чтобы слово можно было прочесть не как один. Например: 簋 suǎn — ритуальный бамбуковый сосуд «суань», и 苏安新村 (sū'ān xīncūn) Су'аньсиньцунь (район в Сучжоу, провинция Цзянсу). Система удобна для тех, кто вообще не знает китайский. Китайские имена, записанные русскими буквами, читать непривычно, но возможно. По палладице можно восстановить написание на пиньине.

Одна из таких ситуаций, когда при переводе документа географические пункты, города пишутся различными иероглифами, но на первый взгляд звучат одинаково. Например: населенный пункт Джендчжоу 郑州 Zhèngzhōu — административный центр провинции Хэнань или городок 真州 Zhēnzhōu, часть города Ичжэн в провинции Цзянсу. При покупке билета или отправке товара не зная транскрипции слова вы можете просто улететь в совсем другое место.

В начале 21го века многие русские китаисты, которые пользовались палладицей поняли что её стоит поменять, но к сожалению многие так и не смогли усовершенствовать систему. Дело в том, что филологи поняли, что никакая форма записи китайской фонетики русскими (или латинскими) буквами не будет точной, потому что во множестве языков нет китайских звуков.

Многие европейские синологи замечали, что некоторые русскоязычные студенты, познакомившись с палладицей начинают говорить по-китайски с «палладийным» акцентом. Многим переводчикам тоже не всё нравится в палладице, но «канон» никто менять не собирается.

Многие переводчики использующие палладицу понимают, что система не совершенна, но это всё же система, а не хаотичный набор букв. Так же переводчики, занимающиеся переводом с китайского на русский и английский замечают, что при переводе английских имён собственных, не имеющих единой системы транскрипций, возникают затруднения. Например, в одной из переводов книг «Шерлока Холмса» его помощника зовут доктор Уотсон, в других Ватсон.

На сегодняшний день синологи Узбекистана отдают предпочтение пиньину. До 1940 года Узбекская ССР пользовалась латинским алфавитом, но в 1939 году был утверждён узбекский алфавит, основанный на кириллице и уже в последующих годах в школах писали на узбекской кириллице. После приобретения независимости в Узбекистане в 1993 году был принят закон «О введении узбекского алфавита, основанного на латинской графике». Опираясь на старый латинский алфавит, новый был усовершенствован и изменён.

В 1957 году в ТашГУ была открыта кафедра китайского языка и первые учебные материалы, написанные русскими авторами, имели русскую классическую транскрипцию.

В 2017 году в журнале ТГУВ «Шарқ машъали» («Маяк Востока») профессор китайской филологии ТГУВ Каримов А.А. выпустил статью «Хитойча исмий сўзларни ўзбек кирил ва лотин ёзувида транскрипция қилиш масалалари.» («Теоретические вопросы транскрибирования китайских имён собственных на узбекской кириллице и латинице»), в которой сравнил написание китайских слов на узбекской кириллице и латинице. В узбекском алфавите есть такие буквы как k и q, h и x, g и g', o и o', которые читаются не как в английском. В статье приводятся примеры: 汉 han- хан, а не han т.к. в узбекском языке есть 2х h мягкая и x твёрдая, то в транскрипции будет писаться твёрдая x (хан); 壮 zhuang будет писаться как djuang (джуанг); 侗族 tongzu-tung т.к. в узбекском языке буква o произносится без касания нёба (тунг); 苗 miao-myao в слове буквы ia произносятся как ya (мяо); 东乡族 dongxing будет писаться как dongsiang ; 土家族 tujiazu-tuzya j переходит в z

(тудзядзу); 人 ren-jen буква r будет читаться как j(ж); 羌族 qiangzu-tsiang буква q не имеет аналога в узбекском языке, поэтому будет записываться как ts (цианг); 裕固族 yuguzu будет писаться как yuqu (юйгу); 彝族 yizu как izu (йидзу); 水族 shuizu как shuy (шуэй) и т.д. На примере наименований народностей нам показывают, что на узбекском латинском алфавите можно без затруднений записать транскрипцию, позволяющие более точно произносить китайские слова. Причина в том, что в узбекском алфавите есть такие звуки, которые лучше передаются латиницей и т.к. пиньин более точно передаёт китайские звуки, то запись китайских слов на узбекском латинском облегчает его изучение в Узбекистане.

Система Палладия – система русского транскрибирования, позволяющая людям изучающим китайский язык более лучше углубиться в звуковые величины китайского языка. Система, которая была создана для распространения русской церкви, позже стала мостом для понимания народа иной культуры. Первые записи на кириллице наглядно показывают как менялась специфика говорения как русского, так и китайского языка.

Да, система Палладия не совершенна, но не заменима. В течении долгого времени многие пытались переделать или создать «новую» палладицу, но всё же стоит научиться правильно использовать ныне существующую систему. В ней есть свои правила и теории, которым нужно следовать, это поможет более точно переводить, читать и произносить китайские слова. Эта система стала толчком не только для развития русского китаеведения, а также послужила первоначальной ступенью для развития китаеведения в странах Средней Азии, в особенности в Узбекистане.

Эта система не подходит всем, но в некоторых случаях работает лучше, чем другие варианты транскрибирования. Система Палладия проста и в тоже время уникальна. Хоть в ней и есть некоторые недочёты, но она стала основоположницей к новому пути развития китайского языка.

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ALLOMA UBAYDULLOH IBN MAS'UDNING BALOG'AT ILMIGA QO'SHGAN HISSASI



<https://doi.org/10.5281/zenodo.14875666>

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Annotatsiya. Mazkur maqolada Buxorolik alloma Sadrush-shari'a Ubaydulloh ibn Mas'ud ilmiy merosi va uning arab tili balog'at ilmi rivojiga qo'shgan hissassi tahlil qilinadi. Jumladan, allomaning ustozlari, u tarbiya topgan ijtimoiy muhit, yozgan asarlari turli manbalar asosida o'rganib chiqiladi.

Аннотация. В данной статье анализируется научное наследие бухарского ученого Садруш-шариа Убайдуллаха ибн Масуда и его вклад в развитие науки красноречия (балагат) арабского языка. В частности, на основе различных источников изучаются учителя ученого, социальная среда, в которой он формировался, а также его произведения.

Annotation. This article analyzes the scientific legacy of the Bukharan scholar Sadrush-sharia Ubaydullah ibn Mas'ud and his contribution to the development of Arabic rhetoric. Specifically, the scholar's teachers, the social environment in which he was educated, and his written works are examined based on various sources.

Tayanch so'zlar: *balog'at, Ibn Mas'ud, fiqh, ilmiy meros, arab tili, Al-Vishoh, sadrush-sharia.*

Ключевые слова: *балагат, Ибн Масуд, фикх, научное наследие, арабский язык, Аль-Вушух, садруш-шариа.*

Key words: *rhetoric, Ibn Mas'ud, fiqh, scientific heritage, Arabic language, Al-Vishoh, sadrush-sharia.*

Buxorolik alloma Sadrush-shari'a Ubaydulloh ibn Mas'ud Mahbubiyar sulolasining buyuk vakilidir. Allomaning to'liq ismi Ubaydulloh ibn Mas'ud Sadrush sharia asg'or ibn Mas'ud ibn Tojush-sharia Mahmud ibn Jamoliddin Ubaydulloh Mahbubiy Buxoriydir. Katta Sadrush sharia, Tojush sharia va kichik Sadrush sharia kabi unvonlarning sohibi Ubaydulloh ibn Mas'ud (vaf.747/1346) va uning bobolari islom olamida nom qozongan allomalardan bo'lgan. Madrasalarda ulardan qolgan ilmiy meros hozirgacha talabalarga fiqh ilmidan darslik sifatida o'qitiladi.

«Sodrush shariy'a al-Asg'ar» «kichik Sodrush shariy'a» deganidir. U kishining katta bobosining laqabi ham Sodrush shariy'a bo'lganligi nasablaridan ko'rinib turibdi. Shuning uchun, katta bobo «Sodrush shariy'a al-Akbar» – «Katta Sodrush shariy'a», nabira esa «Sodrush shariy'a al-Asg'ar» – «Kichik Sodrush shariy'a» deb atalgan. Ba'zi manbalarda ikkovlarini «Sodrush shariy'a birinchi» va «Sodrush shariy'a ikkinchi» deb ham farqlaganlar¹⁷⁷.

Ammo Sodrush shariy'a laqabi asosan Ubaydulloh ibn Mas'ud al-Buxoriy (r.a.)ga nisbatan ishlatilgan. Imom Sodrush shariy'a Ubaydulloh ibn Mas'ud al-Buxoriy (r.a.) Buxoro shahrida, ilmu ma'rifat bulog'i bo'lgan, o'z bag'rida yetuk faqih ulamolarni tarbiya etgan oilada tavallud topdi.

¹⁷⁷ ص 186 عبد الحي اللكنوي. الفوائد البهية في تراجم الحنفية. - بيروت -

Bobolari imom Tojush shariy'a Mahmud ibn Sodrush shariy'aning tarbiyasi natijasida mashhur alloma bo'lib yetishdi. O'sha davrda Buxoroda hukm surgan tahlkali vaziyat Sodrush shari'a oilasini Xuroson tomonga, ya'ni Kirmon shahriga ko'chib kelishga majbur qildi. Ubaydulloh ibn Mas'ud u yerda bobosi qo'lida ta'lim va tahsilni davom ettiradi. Manbalardagi ma'lumotlarga ko'ra bobolari Kirmon shahrida vafot etgan. Keyinchalik u zot Kirmonni tashlab, o'sha davrda Xurosonning yirik markazlaridan biri bo'lmish Hirot shahriga keladi va ilmiy faoliyatini shu yerda davom ettiradi. U kishinig qalbi doimo ona vatan Buxoroga qaytish ilinjida bo'lgan.

Ubaydulloh ibn Mas'ud rohmatallohi alayhining nasabi ulug' sahobiy Uboda ibn Somit (r.a.)ga borib taqaladi. U kishiga "Ubodiy" nisbasining berilishi ham shu sababdandir. "Mahbubiy" nisbasi ham bobolaridan biriga borib taqaladi.

U zotning ustozlari silsilasi quyidagicha:

1. Shayxul imom muftiy Imomzoda
2. Imomiddin Zaranjariy.
3. Bakr ibn Muhammad Zaranjariy.
4. Imom Saraxsiy.
5. Imom Halvoniy.
6. Abu Ali Nasafiy.
7. Abu Bakr Muhammad ibn Fazl.
8. Abdulloh ibn Abu Hafs Sag'ir.
9. Abu Hafs Kabir.
10. Imom Muhammad.
11. Imom Abu Hanifa r.a.¹⁷⁸

Allomaning ta'lim berishdagi o'ziga xos uslubi shunday bo'lganki, toliblar masalaning tub mohiyatini anglab yetishi uchun o'ta daqiqlik bilan ilgari hech kim payqamagan nozik nuqtasigacha tushuntirgan. U zotning fanga hassosligi tasnif etgan risola va sharhlarida ham yaqqol namoyon bo'ladi.

Allomaning "Sharhul Viqoya" va uning qisqartirilgan shakldagi "Nuqoya" kitobi, "Tanqihul usul" va unga yozilgan "Tavzih" nomli sharhi katta e'tibor qozongan va ilmiy ahamiyat kasb etgan.

Ubaydulloh ibn Mas'ud mo'g'ullar Movarounnahrni bosib olib, talon-taroj va xarob qilgan davrda yashab ijod qilgan. 1219 yilda Chingizxon Buxoroni zabt etib, xarobaga aylantiradi. Ibn Battuta bu voqea haqida bunday yozadi: "Buxoro – muhaddislar imomi Abu Abdulloh Muhammad ibn Ismoil Buxoriyning vatani. Bu shahar Chingiz vayron qilgan Jayhun (Amudaryo) ortidagi yurtlarning poytaxti edi. U yerdagi masjid, madrasa va bozorlarning aksariyati vayronaga aylandi. Aholisi esa nochor ahvolda qoldi..."¹⁷⁹.

Fiqh ilmida yuksak maqomdagi asarlar ta'lif etgan Sadrush sharialar silsilasini Buxoroning allomalari qatorida zikr etish mumkin. Zamonasining mashhur huquqshunos olimi Sadrush sharia – Ahmad ibn Jamoliddin Ubaydulloh Mahbubiy Buxoriy bo'lib, u XIII asrda yashab ijod etgan va muhim fiqhiy asarlar, jumladan, "Hidoya"ga yozilgan sharhlardan birining muallifi sifatida tanilgan. Uning o'g'li Tojush sharia unvoni bilan shuhrat qozongan Mahmud ibn Sadrush sharia ham otasi singari islom huquqi bo'yicha hanafiy mazhabida unutilmas ilmiy asarlar qoldirgan. Tojush sharia nabirasi (Sadrush sharia soniy, ya'ni ikkinchi yoki kichik Sadrush sharia)ni islom huquqshunosligi ilmida yetuk qilib tarbiyalaydi. Fiqhiy ilmni uning

¹⁷⁸ ص 185 عبد الحي اللكنوي. الفوائد البهية في تراجم الحنفية. بيروت -

¹⁷⁹ Ibn Battuta. Sayohatnoma. – T.: Sharq, 2012. – B. 246.

qalbiga singdirish maqsadida Burhonuddin Marg'inoniyning shoh asari – "Hidoya"ning eng asosiy masalalarini qisqa jumalarda tartiblaydi (boshqa bir manbada "ijodiy shaklda jamlab" deyilgan) va uni "Viqoyatur rivoya fi masoilil Hidoya" ("Hidoya masalalarida rivoyatlarni saqlash") deb ataydi.

Asar "Hidoya"ning eng yaxshi va qulay qisqartmasi sifatida e'tibor qozonib, asrlar davomida o'qilib, sharhlanib kelgan va uni izohlash uchun ko'plab xoshiyalar yozilgan.

Kichik yoki ikkinchi Sadrush sharia unvoni bilan mashhur Ubaydulloh ibn Mas'ud bu oilaning faxri va hanafiylar fiqhining so'nmas yulduzidir. U bobosi Tojush sharianing tarbiyasida kamol topib, Sharq hikmati (falsafasi), kalom ilmi va tabiatga doir fanlarni o'zlashtirib, fiqh ilmida buyuk alloma sifatida taniladi va hanafiy mazhabining atoqli va sermahsul olimlaridan biri bo'lib yetishadi. Ajdodlaridan qolgan ilmiy asarlarni jamlab, nafis yodgorliklarni to'plash bilan shug'ullanadi va bobosi yozgan "Viqoyatur rivoya"ni arab tilida sharhlab, qayta tavzih etib, "Sharhul viqoya" kitobini yozadi. Bu asar hozirgacha madrasalarda darslik sifatida o'qitib kelinayotgan muallifning boshqa bir kitobi "Muxtasarul viqoya" ning eng to'liq va ishonchli sharhi hisoblanadi.

Ubaydulloh ibn Mas'udning fikri teran va so'zi o'tkir bo'lgani bois har qanday olim ham u bilan ilmiy bahs va munozara olib borishga jur'at qila olmagan. U har bir masalaga shar'iy dalillar va raddiyalarni kerakli o'rinlarda daqiq tarzda yetkazib bera olgan. Toshko'prilizodadan hikoya qilinadi: "Alloma Qutbiddin Roziy Sadrush sharia bilan ilmiy munozara qilmoq istagida shogirdlaridan biri mavlono Muborakshohni u kishining huzuriga yuboradi. Sadrush sharia u vaqtda Hirotida edi. Muborakshoh allomani Ibn Sinoning "Ishorot" kitobidan talabalarga dars o'tib turgan holida uchratadi. Muborakshoh dars jarayonida Sadrush sharianing kitob musannifi Ibn Sino va uning shorihi Muhammad Tusiya ergashmay, kuchli va yorqin dalillar bilan raddiya berayotganini ko'rib aqli shoshadi va ustoz Qutbiddin Roziyga bunday maktub yo'llaydi: "Bu kishi "norun vaqqodun", ya'ni "yondiruvchi olov"dir. U kishi bilan munozara qilishingiz sizga malomat olib kelishi mumkin. Alloma o'z fikri va ijthodi ila ish ko'rar ekan..."¹⁸⁰. Shu bilan alloma Roziy shogirdining e'tirofini qabul etib, maqsadidan qaytadi.

Abdulhay Laknaviy "Favoid" asarida: "Sadrush sharia tasnif etgan kitoblarning barchasi ulamolar nazdida maqbul, fuqaholar nazdida e'tiborga sazovor", deb e'tirof etgan¹⁸¹.

Ubaydulloh ibn Mas'ud qalamiga mansub mo'tabar asarlar:

1. "Tanqihul usul". Hanafiylik usuli fiqhiga oid bo'lib, ahli ilm orasida "Tanqih" nomi bilan mashhur.

2. "Tavzih alat Tanqih". "Tanqih"ning matniga yozilgan sharh bo'lib, musannif unda boshqa usul kitoblarida uchramaydigan daqiq masalalarni yoritgan.

3. "Muqaddamatul arba". Bu ham "Tavzih" masalasini o'z ichiga oladi va unda usulda mushkul sanalgan masalalar bayon etiladi.

4. "Sharhul viqoya". Hanafiy mazhabi fiqhining mufassal manbalaridan biri.

5. "Muxtasarul viqoya". Boshqa bir nomi "Niqoya" bo'lgan.

6. "Shurut val mahozir".

7. "Ta'dilul ulum".

8. "Sharhul fusulil xomsiyin".

9. "Vihosh fil maoni val bayon".

10. "Arba'un hadis".

¹⁸⁰ Ibn Battuta. Sayohatnoma. – T.: Sharq, 2012. – B. 279.

¹⁸¹ عبد الحي اللكنوي. الفوائد البهية في تراجم الحنفية. - بيروت - ص 187

U ta'rif etgan asarlar hanafiy mazhabida yozilgan boshqa yirik manbalardan tubdan farq qiladi. Ya'ni, musannifning asar ta'rif etishda o'ziga xos yo'nalishi mavjud. Uning asarlarida bildirilgan tanqidiy fikrlar asosli va ishonarli tarzda, o'quvchi fahmiga tez yetib boradigan uslublar bilan bayon qilingan. Shuning uchun ham Buxoro madrasalarida Sadrush sharianing asarlari asosiy darslik sifatida qunt bilan o'qitilgan. Hozir ham yurtimizdagi madrasalarning ta'lim dasturi fiqh fani bo'yicha allomaning "Muxtasarul viqoya" asari asosida shakllantirilgan.

Aytib o'tish joizki, Imom Buxoriy xalqaro ilmiy-tadqiqot markazining manbalar xazinasi fondida movarounnahrlik allomalarning qalamiga mansub ko'plab asarlarning qo'lyozma va toshbosma nusxalari saqlanmoqda. Jumladan, Ubaydulloh ibn Mas'ud qalamiga mansub bir nechta asar mavjud bo'lib, "Sharhul viqoya"ning arab va fors tilidagi qo'lyozma nusxalari fondning MR 2 (Arab-fors), MR 53 (Arab), MR 225 (Arab), MR 110 (Arab), MR 9 (Arab) raqami ostida saqlanmoqda.

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2-SHO'BA. XORIJIY TILLARNI O'QITISHDA ZAMONAVIY YONDASHUVLAR

ARAB TILI DARSLARIDA "KEYS-O'QITISH" INNOVATSION METODIDAN FOYDALANISH



<https://doi.org/10.5281/zenodo.14875690>

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Annotatsiya. Maqolada arab tili fanlariga oid keyslar tuzish va o'quv jarayonlarida "Keys" metodidan foydalanishning o'ziga xos xususiyatlari tahlil etilgan.

Аннотация. В статье анализируются особенности применения метода «Кейс» в процессе обучения арабского языка

Annotation. The article analyzes the application of the case method in the teaching of Arabic sciences.

Tayanch so'zlar: *interfaol metodlar, keys, muammoli vaziyat, vaziyat tahlili, keys bosqichlari, o'qituvchining yechimi.*

Ключевые слова: *интерактивные методы, кейс, проблемная ситуация, анализ ситуации, этапы кейса, решение преподавателя.*

Keywords: *interactive methods, case, problem situation, analysis of problem, case phases, teacher's decision.*

Mamlakatimizda ta'lim tiziminig barcha bosqichlarida chet tillarini uzluksiz o'rganishni tashkil qilish borasida keng qamrovli islohatlar amalga oshirilmoqda. Tillarni o'rganish bugungi kunning muhim talabidir.

Sharq tillarini o'qitishda zamonaviy pedagogik va axborot-kommunikatsiya texnologiyalaridan foydalangan holda ilg'or uslublarni joriy etish, sharq tillarida erkin so'zlasha oladigan mutaxassislarni tayyorlash tizimini tubdan takomillashtirish hamda buning negpida, ularning jahon sivilizatsiyasi yutuqlari hamda dunyo axborot resurslaridan foydalanishlari, xalqaro hamkorlik va muloqatni rivojlantirishlari uchun shart-sharoit va imkoniyatlar yaratish bilan bog'liq keng ko'lamli vazifalar belgilangan.

Buning uchun avvalo, uzluksiz ta'lim tizimining barcha shaklida ta'lim muassasalarida ta'lim jarayoni sifatini ta'minlovchi ilg'or ilmiy-metodik jihatdan asoslangan uslublarni amalda qo'llash lozim. Fan, texnika va ilg'or texnologiya yutuqlaridan foydalangan holda yosh avlodga ta'lim va tarbiya berishning maqsad, mazmun, uslub va vositalarini ilmiy jihatdan ta'minlash pedagogika fanining dolzarb muammolaridan biri hisoblanadi. Kadrlar tayyorlash sohasidagi davlat siyosati uzluksiz ta'lim tizimi orqali shaxsning har tomonlama barkamol bo'lib yetishishini ko'zda tutadi.

Hozirgi kunda ta'lim jarayonida interfaol uslublardan foydalanib ta'limning samaradorligini oshirishga bo'lgan qiziqish, e'tibor kundan -kunga kuchayib bormoqda. Zamonaviy texnologiyalar qo'llanilgan mashg'ulotlar talabalar egallayotgan bilimlarni o'zlari qidirib topishlariga, mustaqil o'rganib tahlil qilishlariga, hatto xulosalarni ham o'zlari keltirib chiqarishlariga qaratilgan. O'qituvchi bu jarayonda shaxs va jamoaning shakllanishi, rivojlanishi,

bilim olishi va tarbiyalanishiga sharoit yaratadi, shu bilan bir qatorda boshqaruvchilik, yo'natiruvchilik vazifasini bajaradi. Bunday o'quv jaaryonida talaba yoki o'quvchi asosiy figuraga aylanadi.

Hozirgi davrda sodir bo'layotgan innovatsion jarayonlarda ta'lim tizimi oldidagi muammolarni hal etish uchun yangi axborotni o'zlashtirish va o'zlashtirilgan bilimlarni o'zlar tomonidan baholashga qodir, zarur qarorlar qabul qiluvchi, mustaqil va erkin fikrlaydigan shaxslar kerak. Shuning uchun ham, ta'lim muassasalarining o'quv-tarbiyaviy jarayonida zamonaviy o'qitish uslublari – interfaol metodlar, innovatsion texnologiyalarning o'rni va ahamiyati beqiyos. Pedagogik texnologiya va ularning ta'limda qo'llanilishiga oid bilimlar va tajriba - talaba yoki o'quvchilarni bilimli va yetuk malakaga ega bo'lishlarini ta'minlaydi.

Innovatsion texnologiyalar pedagogik jarayon bo'lib, o'qituvchi va talaba faoliyatiga yangilik, o'zgarishlar kiritadi hamda uni amalga oshirishda asosan interfaol uslublardan foydalaniladi. Bunday uslublardan biri "keys-o'qitish" uslubi bo'lib, u bilish va kommunikativ faoliyatni tashkil etishning maxsus shakldi bo'lib, unda ta'lim oluvchilar bilish jarayoniga jalb qilingan bo'ladilar, ular biladigan va o'ylayotgan narsalarni tushunish va fikrlash imkoniyatiga ega bo'ladilar. "Keys-o'qitish" uslubining o'ziga xosligi shundaki, u faqat pedagog va talaba(yoki o'quvchi)larning birgalikda faoliyat ko'rsatishi orqali amalga oshiriladi.

"Keys-o'qitish" aniq vaziyat, hodisaga asoslangan o'qitish uslubi hisoblanadi. Aniqroq aytsak, "Keys-o'qitish" – keys (hikoya, voqea)da bayon qilingan va ta'lim oluvchilarni muammoni ifodalash hamda uning maqsadga muvofiq tarzda yechimi variantlarini izlashga yo'naltirilgan aniq real yoki sun'iy ravishda yaratilgan vaziyatning muammoli tahlil etilishiga asoslangan ta'lim uslubidir"¹⁸².

"Keys-o'qitish" – ta'lim, axborotlar, kommunikatsiya va boshqaruvning qo'yilgan ta'lim maqsadini amalga oshirish va keysda bayon qilingan amaliy muammoli vaziyatni hal qilish jarayonida tahmin qilinadigan o'quv natijalariga kafolatli yetishish vositasi tarzida ta'minlaydigan, bir tartibga keltirilgan, optimal usullar va vositalar majmuasidan iborat bo'lgan ta'lim texnologiyasidir.

Texnologiyaning asosiy elementlari: ta'lim, boshqarish, muammoni hal qilish, axborotlarni to'plash, ularni o'rganish, ilmiy tahlil, shuningdek, o'qituvchi va talaba o'rtasidagi ta'limiy aloqaning shakl, metod, vositalari hamda o'quv natijalari sanaladi.

Ushbu uslubning imkoniyati: talabalarda predmetni o'zlashtirishga bo'lgan qiziqishni, amaliy ko'nikmalarni, vaziyatni tahlil qilish va to'g'ri qaror qabul qilishga nisbatan ijodiy yondashish malakalarini rivojlantiradi; turli muammoli vaziyatlar va ularni hal qilish asosida bilimlarni faol o'zlashtirishlari uchun imkoniyat yaratadi.

Ta'limiy xarakterdagi keyslar uch turli bo'ladi:

1. Talaba faoliyatini tahlil qilish va baholash imkoniyatini beruvchi keyslar.
2. Muammoning yechimi va qarorlarni tahlil qilishga yo'naltirilgan keyslar.
3. Qaror yoki yaxlit muammoni ifodalovchi keyslar.

"Keys-o'qitish" uslubini qo'llab dars olib borgan o'qituvchidan muammoli, ta'sirli voqealar aks etgan hikoya matni, uchta A3 bichimdagi qog'oz va markerlar talab etiladi. Talabalarni ikki yoki uch guruhga bo'lish kerak bo'ladi. O'qituvchi tomonidan tanlangan hikoya keyslarning muvaffaqiyatini ta'minlaydi. Yuqori kurs talabalari bilan "Keys-o'qitish" uslubidan dars o'tilganda odatda 200-250 belgidan iborat bo'lgan matn beriladi. Matn talabalarning bilish darajasidan kelib chiqib ona tilida yoki arab tilida berilishi mumkin. Agar talabalarda sinxron

¹⁸² Ишмухамедов Р., Абдуқодиров А., Пардаев А. Таълимда инновацион технологиялар. – Тошкент: Истеъдод, 2008. – Б. 114.

tarjima qilish ko'nikmasi mavjud bo'lsa, matnni ona tilida berish ta'lim samaradorligini oshiradi. Chunki talaba keysning yechimini topishdan avval uni arab tiliga tarjima qiladi.

Jumladan arab tili darslarida Najib Mahfuz, Mahmud Taymur, Yusuf Idris, Zakariya Tamer, Jubran Xalil Jubran kabi arab yozuvchilarining hikoyalar to'plamidan joy olgan matnlardan keys sifatida foydalanish mumkin. O'zbek adiblarinnig kichik hajmdagi hikoyalaridan foydalanish ham juda samarali bo'ladi. Masalan, Said Ahmad, Abdulla Qahhor, O'tkir Hoshimovning hikoyalari keys uchun tanlanishi mumkin bo'lgan ideal variantlar hisoblanadi.

"Keys-o'qitish" uslubi uch bosqichdan iborat bo'lib, birinchi bosqichda tinglovchilar keys bilan tanishtiriladi, muammolar aniqlanadi, axborot tahlili umumiy vaqtning 30%ini qamrab oladi. Ikkinchi bosqich – guruhda ishlash, muammolar hamda ularning dolzarbligi bo'yicha ketma-ketligini aniqlash, muqobil yechim yo'llarini ishlab chiqish, har bir yechimning afzal va zaif jihatlarini belgilash, muqobil yechimlarni baholash – bularning barchasi uchun umumiy vaqtning 50% sarflanadi. Uchinchi bosqich umumiy vaqtning 20% ni tashkil etib, unda guruh a'zolarining hisobotlari tinglandi va taqdimotlari namoyish etiladi. Ikkinchi bosqich davomida o'quvchilar o'z fikrlarini A3 o'lchamdagi qog'ozga jadval asosida, avval 1-ustunga "Muammo" ni, so'ngra 2-ustunga "Muammoning kelib chiqish sabablari"ni, undan keyingi 3-ustunga "Muallif tomonidan taklif etilgan yechim"ni va eng oxirgi ustunga "Guruh yechimi"ni yozib boradilar.

Eng munozarali va jonli jarayon so'nggi uchinchi bosqichda namoyon bo'ladi. Bunda o'qituvchi talabalar tomonidan taqdim etilgan muammoli vaziyatning yechim variantlarini jamoaviy tarzda muhokama qiladi, taqdimotlarni umumlashtiradi, guruh ishini baholaydi va albatta xulosa chiqaradi. Bordiyu talabalar muammoning yechimini to'liq topa olmagan bo'lsalar yo'naltiruvchi savollar bilan yechimini toptirishga harakat qiladi.

Keys talabalarga turli ko'rinishda taqdim etilishi mumkin: video-keys (qisqa video-lavha), audio-keys (matnning audio shakli), elektron keys (matnning elektron shakli namoyish etiladi), bosma ko'rinishda (har bir talabaga alohida varaqda beriladi). Keysning qaysi shaklda berilishi o'qituvchining mahorati va auditoriya jihozlariga bog'liq bo'ladi.

"Keys-o'qitish" uslubi yordamida talabalarda quyidagi ko'nikma va malakalar hosil bo'ladi:

1. Tahliliy ko'nikma (malaka)lar.
2. Amaliy ko'nikma (malaka)lar.
3. Ijodiy ko'nikma (malaka)lar.
4. Muloqot ko'nikma (malaka)lar.
5. Ijtimoiy ko'nikma (malaka)lar.
6. O'z-o'zini tahlil ko'nikma (malaka)lari.

"Keys-o'qitish" uslubi talabalarinnig lingvistik bilimlarini oshirishga, turli vaziyatlarda to'g'ri qaror qabul qilishga o'rgatsa, keys sifatida tanlangan matnlar yoki hikoyalar talabalarining o'zbek yoki arab adabiyoti namunalari bilan tanishtirib, adabiyotshunoslikdagi bilimlarining hamda tarjima qilish mahoratining oshishiga ham xizmat qiladi.

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ALISHER NAVOIY MEROSINI YOSHLARGA O'RGATISHDA RAQAMLI TEXNOLOGIYALARNING O'RNI



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

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Annotatsiya. Ushbu maqolada Alisher Navoiy merosini yosh avlodga yetkazishda raqamli texnologiyalarning roli tahlil qilinadi. Navoiy ijodiy merosini interaktiv ilovalar, elektron kutubxonalar, multimedia resurslari va sun'iy intellekt texnologiyalari orqali o'rgatish imkoniyatlari ko'rib chiqiladi. Shuningdek, raqamli texnologiyalar yordamida yoshlarning adabiy-badiiy bilimlarini oshirish va ularda qiziqish uyg'otishning samarali usullari yoritiladi. Maqolada Navoiy asarlarini virtual platformalar, mobil dasturlar va onlayn ta'lim tizimlari orqali o'rganishning afzalliklari muhokama qilinadi.

Аннотация. В статье анализируется роль цифровых технологий в донесении наследия Алишера Навои до молодого поколения. Будут рассмотрены возможности преподавания творческого наследия Навои посредством интерактивных приложений, электронных библиотек, мультимедийных ресурсов, технологий искусственного интеллекта. Также будут рассмотрены эффективные способы повышения литературных и художественных знаний молодежи и пробуждения у нее интереса к искусству с помощью цифровых технологий. В статье рассматриваются преимущества изучения произведений Навои посредством виртуальных платформ, мобильных приложений и систем онлайн-обучения.

Annotation. The article analyzes the role of digital technologies in conveying the heritage of Alisher Navoi to the younger generation. The possibilities of teaching the creative heritage of Navoi through interactive applications, electronic libraries, multimedia resources, and artificial intelligence technologies will be considered. Effective ways to improve the literary and artistic knowledge of young people and awaken their interest in art through digital technologies will also be considered. The article discusses the advantages of studying Navoi's works through virtual platforms, mobile applications, and online learning systems.

Tayanch so'zlar: *Alisher Navoiy, raqamli texnologiyalar, ta'lim, elektron kutubxona, interaktiv ilovalar, sun'iy intellekt, onlayn ta'lim, yoshlar, adabiy meros, multimedia resurslari.*

Ключевые слова: *Алишер Навои, цифровые технологии, образование, электронная библиотека, интерактивные приложения, искусственный интеллект, онлайн-образование, молодежь, литературное наследие, мультимедийные ресурсы.*

Keywords: *Alisher Navoi, digital technologies, education, electronic library, interactive applications, artificial intelligence, online education, youth, literary heritage, multimedia resources.*

Hozirga kelib, dunyo navoiyshunosligining uchinchi mingyillik bo'sag'asidagi yangi davri boshlandi. Mumtoz merosni talaba-yoshlarga o'rgatishda oliy ta'lim tizimi qaysi yo'ldan ketishi to'g'risida bir qator savollar turibdi. Xususan, ta'lim tizimi mumtoz manbalarni o'rgatishda hozirgi an'anaviy tizimni rivojlantirilgan bosqichiga o'tadimi yoki raqamli ta'lim tizimiga

o'tadimi? Savollar ko'p. Ana shu so'roq va jumboqlar bugungi sharqshunos - navoiyshunoslar oldida turibdi.

Bizningcha, yangi davr navoiyshunosligi Alisher Navoiy merosini yoshlarga o'qitishda quyidagi masalalarga ham alohida e'tibor qaratishi kerak bo'ladi:

1. Ta'lim tizimi rivojlangan dunyoning qator davlatlarida muayyan yozma meros bilan bog'liq kurs bo'yicha darslar Google Classroom platformasidan foydalangan holda amalga oshirilmoqda. Odatda, keng omma "Google" tizimini asosan qidiruv va elektron tarjimon sifatida taniydi. Biroq ushbu tizimning yozma yodgorliklarni o'rgatish borasida foydali imkoniyatlari nihoyatda keng.

"Google" tizimi ta'limdagi masofa tushunchasini yo'qqa chiqaradi. Sababi uning dasturlari dunyoning qay chekkasida bo'lmasin talaba va pedagogni bir vaqtda ishlash imkoniyatini yaratadi. Bu uchun "gmail"dan elektron pochta ochishning o'zi kifoya qiladi. "Google classroom", "Google doc", "Google disk" dasturlari bunda yordamga keladi.

"Google classroom"- dasturi sinfxona vazifasini bajaradi. Bunda pedagog talabalarni ro'yxatini tayyorlash, vazifa berish, vazifa bajarilishi muddatini belgilash, baholash, fanga oid qo'shimcha ma'lumot berish, turli xil mavzuga doir bahslar uyushtirish va talabalar fikrini bilishga erishishi mumkin.

"Google doc"- dasturi talabalarni maqola, kurs ishi, bitiruv-malakaviy ishi, tadqiqot ishi, ilmiy loyiha tayyorlashda ko'mak beradi. Ushbu dasturning imkoniyati shundaki, bir paytning o'zida ham talaba, ham pedagog tahrir qilish, qo'shimchalar kiritish imkoniyatiga ega bo'ladi. Masalan, talaba qo'lyozmani o'qib transkripsiya qilish jarayonida bu dastur katta qulaylik yaratadi.

"Google disk"- dasturi ma'lumot saqlash uchun xizmat qiladi. Dastur hajmdagi ma'lumotni saqlash imkoniyatiga ega. Bu dastur barchaga birdek qulay. Foydalanuvchilar qo'lyozma yoki toshbosmalarning nusxasini saqlash imkoniyatini bzaga keltiradi. Kutubxonada ishlab turib kerakli ma'lumotlar "Google disk"da saqlanadi va zarurat tug'ilganda istalgan yerdan internet vositasida yuklab olish mumkin buladi.

2. Hazrat Navoiy merosini o'rgatishda interaktiv usullar ham muhim. Bunday usullar talabalarga motivatsiya berishda katta samara beradi. Interaktiv o'yinlar yaratish platformalari: Quizlet, LearningApps, Playfactile, Classtools.net. Mazkur platformalarda turli shakldagi test, boshqotirma, flashkarta, QR-o'yin, so'rovnoma, diagramma, idrok xaritalari, kartochkalar yordamida rang-barang va mazmunli didaktik o'yinlarni yaratish imkoni mavjud. Bu kabi interaktiv o'yinlarni qo'llash jarayonida talabalar savollarga javob berishda yakka yoki guruh bo'lib ishlaydilar. Bu o'z o'rnida ularning hamjihatlikda ishlash, tanqidiy fikrlash, muammolarga yechim topish ko'nikmalarini rivojlantirib, fanning nazariy va amaliy masalalari borasidagi bilimlarini mustahkamlashga yordam beradi.

3. Global internet tarmog'ida Navoiyga bag'ishlangan alohida yangi davr o'zbek navoiyshunosligi portalini ochish. Bu portalda Navoiy asarlariga bag'ishlangan ilmiy ishlar va maqolalarning to'liq elektron variantlarini joylashtirib borish. Bunda o'quvchilar bilan bog'lanish uchun chat ham ochib qo'yish kerak. Tokayki, kitobxonga Navoiy asarlaridan tushunmagan har bir bayt bo'yicha o'z so'rog'ini yo'llash va unga javob olish imkoniyati bo'lsin. Shuningdek, portalda navoiyshunoslikning turli masalalari tahliliga qaratilgan bir nechta blogerlar faoliyati ham yo'lga qo'ymoq kerak. Hatto, bu yerda Navoiyning o'lmas baytlari asosida tayyorlangan, raqamli dunyo yoshlarning ijtimoiy tarmoqlardagi sevimli trendi yoshlarni biror maqsadga yo'llovchi, biror bir ishga chog'lantiruvchi suratli matn (demotivator)lar ham o'rin olgan bo'lsin. Yoshlar bir-birlari bilan virtual olamda muloqot qilganda, matnli xabarlarini yo'llaganda yoki ijtimoiy tarmoq foydalanuvchilari o'z sahifasida mavqei (status)ni ko'rsatganda

ana shu suratli matn (demotivator)lardan foydalansin. Bu borada, ayniqsa, Turkiyada Mavlono Jaloliddin Rumi asarlari bo'yicha yaratilgan demotivatorlar tajribasini o'rganish qo'l keladi. Bu bilan ham Navoiy g'oyalarini yoshlarga bir qadam yaqinlashtirgan bo'lamiz. Bundan tashqari yangi davr o'zbek navoiyshunosligi portalining turli ijtimoiy tarmoq va messenjerlarda ham kanallari ishga tushirilsa, yoshlarning o'z qurollaridan Navoiy asarlarini o'rgatish yo'lida foydalanilgan bo'lar edi. Ushbu yo'nalishdagi urinishlarning yaxshi ko'rinishi kuni kecha Navoiyning tug'ilgan kuniga atab turli kanallarda blogerlarimizning alloma merosi va qarashlari bilan bog'liq bergan qiziqarli ma'lumotlari, asarlaridan o'rnaklar tom ma'noda yoshlarni bir qadam hazrat Navoiyga yaqinlashtirdi.

4. Alisher Navoiyning har bir misrasi, bayti, bandi mingyilliklar qa'ridan o'tilib chiqqan hikmatlar bilan yo'g'rilgan. Ushbu misralar o'z zamonida qanchalik xizmat qilgan bo'lsa, bugun ham zamondoshlarimiz, ayniqsa, yoshlar uchun shunchalik ahamiyatli. Navoiy barcha zamonlar va barcha makonlar mutafakkiri sifatida uning XXI asr tugunlari yechimiga qaratilgan g'oyalari targ'ibotini kuchaytirishni ham e'tiborga olish lozim. Buning uchun shoirning bag'rikenglik, mehr-oqibat, ogohlik, elsevarlik, xalqlar do'stligi singari g'oyalari singdirilgan baytlari aks etgan mafkuraviy bannerlar, tabrik bitig (otkritka)lar, pochta markalari, esdalik sovg'a (suvenir)lari ishlab chiqilmog'i kerak. Bir misol, sharq mamlakatlarida ajdodlar merosini yoyishga qaratilgan yaxshi, ulgu olsa arziqli targ'ibot usullari bor. Chunonchi, Xitoy oshxonalarida yemak uchun tayyorlanadigan stollarning usti oynavand qilib yasalgan bo'ladi. Ana shu oynaning osti kitob javoniga mengzab chizilgan bo'ladi. Unda xitoyliklarning mingyilliklardan kelayotgan hikimatli so'zlari, katta ijodkorlarining o'lmas satrlari eski xitoycha iroglif bilan san'at darajasida, husnixatda bitib qo'yilgan bo'ladi. Har bir xo'randa yemak buyurtma qilgandan so'ng taom keltirgunga qadar ketadigan vaqtda istasa-istamasa, ko'zi eski bitiglarga tushadi va hech bo'lmaganda bir so'zni eslab qoladi. Yana bir misol, kun chiqar - Yaponiyada esa kundalik ko'p ishlatiladigan jihozlariga ruchka, piyola, kiyim-kechak, yelpig'ich, bosh kiyimlarga ham qadimgi bitiglaridan o'rnaklar yozilgan bo'ladi. Bu ham jamiyatni o'z ildizlariga bog'lashning yaxshi bir vositasi. Tasavvur qiling, *"Naf'ing agar xalqqa beshakdurur. Bilki, bu naf" o'zungga ko'prakdurur*"; *"Ilmni kim vositayi joh etar, O'ziniyu xalqni gumroh etar"*; *"O'z vujudingga tafakkur aylagil, Har ne istarsen, o'zungdin istagil"*; *"Xaloyiqqa ko'rma qilib benavo, O'zingga ravo ko'rmaganni ravo"*; *"Odami ersang demagil odami, Onikim yo'q xalq g'amidin g'ami"*; *"Yuz jafo qilsa manga bir qatla faryod aylamam, Elga qilsa bir jafo, yuz qatla faryod aylaram"*; *"Xush durur bog'u koinot guli, Barchadin yaxshiroq hayot guli"*; *"Yigitlikda yig' ilmning maxzani, Qarilik chog'i sarf qilg'il ani"* singari hazratning mangu baytlari tushirilgan kundalik turmushda ishlatiladigan buyumlar inglizcha tarjimalari bilan yondosh ishlab chiqilsa, qanday yaxshi ish bo'lar edi! Tadbirkorlarimiz o'ylab ko'rsa yomon bo'lmasdi. Bu singari g'oyalarni ham jamiyatga tadbiiq etish yangi davr navoiyshunosligining yelkasidagi vazifalardan biridir.

5. Yoshlarni ozod ruhli, erkin fikrli, adolatli, xolis, sabr qanoatli qilib kamolga yetkazishdek tabarruk vazifani Navoiy asarlari o'zbekona so'zning kuchi, quvvati, tarovati va sehru latofati vositasida bajardi va bundan keyin ham bajaradi. Shuning uchun, Navoiy asarlarining tili, uslubi, balog'ati masalasi ham yangi davr o'zbek navoiyshunosligi izlanishi kerak bo'lgan yo'nalishlar qatoridadir. Navoiy asarlari yangi mezon-dagi lyeksikografik tadqiqotlarga muhtoj. Navoiy ijodida asrlar davomida xalqning nutq amaliyotida sinovdan o'tgan va so'zlashuvda muqim o'rnashgan minglab sof o'zbekona leksik birliklar borki, ularning bugungi o'zbek tili muloqot amaliyotida qo'llash va izohli lug'atlarga kiritishni vaqti keldi. Ayniqsa, hozirgi yoshlar tilining sehru latofati, tarovati, shirasi bir qadar kamaygan kezlarda bu masala o'ta muhim sanaladi.

Umuman, Yangi davr yosh navoiyshunoslar avlodini tarbiyalash kechiktirib bo'lmaydigan vazifalardan biridir. Oliy o'quv yurtlarida Navoiy ijodi chuqur o'rgatilmog'i, o'quv rejalarida navoiyshunoslik, ulug' mutafakkir yozma merosi bilan bog'liq darslar kompleksi o'rin olmog'i kerak. Shuningdek, soha vakillarining jamiyatdagi mavqei (imidj)ni ko'tarishni ham e'tiborga olish kerak bo'ladi. Bugunning yoshlari pragmatik avlod sifatida, ko'proq, iqtisodiy tomonga e'tibor qaratmoqda. Agar soha vakillarining ijtimoiy-iqtisodiy mavqei oshirilsa, iqtidorli o'g'il-qizlarni sohaga qiziqishi o'yg'onadi hamda kelajakda navoiyshunoslarning yangi avlodni yetishtirish masalasi osonlashadi.

НЕЙРОПЕДАГОГИКА КАК НАУКА: КОНЦЕПЦИИ, ЗАДАЧИ И ПЕРСПЕКТИВЫ



<https://doi.org/10.5281/zenodo.14876978>

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Аннотация. Нейропедагогика – это междисциплинарное направление, объединяющее достижения нейронаук, психологии и педагогики с целью оптимизации образовательного процесса. Данная наука основана на изучении когнитивных функций мозга, таких как нейропластичность, внимание, память и мотивация, что позволяет адаптировать методы обучения к индивидуальным особенностям обучающихся. Основными задачами нейропедагогики являются разработка адаптивных стратегий обучения, применение мультимодальных подходов и внедрение инновационных методик, направленных на развитие когнитивных способностей учащихся. В статье рассматриваются ключевые концепции нейропедагогики, включая роль эмоций в обучении и когнитивные стратегии, а также перспективы её развития в образовательной среде. Внедрение нейропедагогических подходов способствует повышению качества образования и развитию когнитивного потенциала обучающихся.

Annotatsiya. Neyropedagogika – bu ta'lim jarayonini optimallashtirish maqsadida nevrologiya, psixologiya va pedagogika yutuqlarini birlashtirgan fanlararo yo'nalish. Ushbu fan neyroplastiklik, e'tibor, xotira va motivatsiya kabi miyaning kognitiv funksiyalarini o'rganishga asoslangan bo'lib, bu o'qitish usullarini o'quvchilarning individual xususiyatlariga moslashtirishga imkon beradi. Neyropedagogikaning asosiy vazifalari adaptiv ta'lim strategiyalarini ishlab chiqish, multimodal yondashuvlarni qo'llash va o'quvchilarning kognitiv qobiliyatlarini rivojlantirishga qaratilgan innovatsion usullarni joriy etishdir. Maqolada neyropedagogikaning asosiy tushunchalari, jumladan, hissiyotlarning o'rganishdagi roli va kognitiv strategiyalar hamda uning ta'lim muhitida rivojlanish istiqbollari ko'rib chiqiladi. Neyropedagogik yondashuvlarni joriy etish ta'lim sifatini oshirishga va o'quvchilarning bilim salohiyatini rivojlantirishga yordam beradi.

Annotation. Neuropedagogy is an interdisciplinary field that combines the achievements of neuroscience, psychology and pedagogy in order to optimize the educational process. This science is based on the study of cognitive functions of the brain, such as neuroplasticity, attention, memory and motivation, which makes it possible to adapt teaching methods to the individual characteristics of students. The main objectives of neuropedagogy are the development of adaptive learning strategies, the application of multimodal approaches and the introduction of innovative techniques aimed at developing students' cognitive abilities. The article discusses the key concepts of neuropedagogy, including the role of emotions in learning and cognitive strategies, as well as the prospects for its development in an educational environment. The introduction of neuropedagogical approaches contributes to improving the quality of education and developing the cognitive potential of students.

Ключевые слова: *нейропедагогика, когнитивные процессы, обучение, нейропластичность, образовательные технологии, адаптивное обучение.*

Tayanch soʻzlar: *neuropedagogika, kognitiv jarayonlar, oʻrganish, neyroplastiklik, taʼlim texnologiyasi, moslashuvchan oʻrganish.*

Keywords: *neuropedagogy, cognitive processes, learning, neuroplasticity, educational technologies, adaptive learning.*

Современная система образования нуждается в интеграции новейших научных данных о функционировании мозга с целью повышения эффективности педагогического процесса. Нейропедагогика представляет собой междисциплинарную область научного знания, изучающую влияние нейронных механизмов на процессы восприятия, обработки и запоминания информации, что позволяет обоснованно разрабатывать адаптивные стратегии обучения на основе нейрофизиологических данных.

Современная нейропедагогика основывается на фундаментальных научных принципах, раскрывающих механизмы функционирования мозга в процессе обучения. Среди ключевых концепций, лежащих в основе данной дисциплины, выделяются нейропластичность, индивидуализация обучения и эмоциональная регуляция, которые формируют основу для разработки и внедрения адаптивных образовательных стратегий (см. диагр.1.).



Нейропластичность



**Индивидуализация
обучения**



**Эмоциональная
регуляция**

Диаграмма 1. Основные концепции нейропедагогики

Диаграмма 1. Основные концепции нейропедагогики визуализирует ключевые принципы, лежащие в основе данного научного направления, и их взаимосвязь. Эти концепции взаимодополняют друг друга, обеспечивая целостный подход к процессу обучения, основанный на нейробиологических механизмах.

Нейропластичность – фундаментальный принцип, определяющий способность мозга адаптироваться под воздействием обучения и окружающей среды. Она обеспечивает формирование новых нейронных связей и укрепление уже существующих, что делает обучение эффективным на протяжении всей жизни. Современные педагогические технологии используют принципы нейропластичности для адаптации образовательных стратегий, направленных на поэтапное развитие когнитивных способностей учащихся.

Индивидуализация обучения – отражает необходимость персонализированного подхода к обучению, который учитывает нейрофизиологические и когнитивные

особенности каждого учащегося. Такой подход способствует выявлению оптимальных стратегий усвоения знаний, улучшению учебных результатов и повышению мотивации. Индивидуализация особенно важна в условиях инклюзивного образования и при работе с учащимися, имеющими различные стили обучения и темпы усвоения информации.

Эмоциональная регуляция – представляет собой важный фактор, влияющий на качество учебного процесса. Эмоции играют ключевую роль в мотивации, внимании и формировании долговременной памяти. Позитивное эмоциональное состояние учащихся способствует активизации процессов запоминания и снижению уровня стресса, что повышает эффективность обучения. Педагогам рекомендуется использовать стратегии, направленные на создание комфортной образовательной среды и формирование навыков эмоциональной саморегуляции.

Таким образом, сочетание данных концепций позволяет создать научно обоснованную образовательную среду, способствующую когнитивному и личностному развитию учащихся, а также адаптации образовательных программ к их индивидуальным потребностям.

Нейропедагогика, как междисциплинарная область, направлена на повышение эффективности образовательного процесса за счёт использования научных данных о функционировании мозга, как мы упомянули выше. Основные задачи данной дисциплины связаны с внедрением в педагогическую практику знаний о когнитивных процессах, что позволяет разрабатывать адаптивные и персонализированные подходы к обучению.

Основные задачи нейропедагогики:

1) Оптимизация образовательного процесса за счёт использования данных нейронаук:

- Достижение максимального соответствия образовательных методик особенностям работы мозга;
- Учет принципов нейропластичности и нейронной адаптации при проектировании учебных программ;
- Снижение когнитивной нагрузки и предотвращение «информационного перенасыщения» за счёт применения методов, соответствующих возможностям рабочей памяти;
- Разработка индивидуализированных образовательных траекторий, основанных на нейропсихологических данных учащихся (уровень внимания, память, скорость обработки информации).

2) Развитие когнитивных способностей учащихся с помощью целенаправленных стратегий обучения:

- Применение техник, направленных на развитие памяти, внимания, логического и критического мышления;
- Внедрение методов, стимулирующих нейронные связи через регулярное повторение и практику в разных контекстах (интервальное повторение, проблемно-ориентированное обучение);
- Создание учебных заданий, направленных на развитие метапознания (способности осознавать и управлять собственным процессом обучения);
- Использование различных каналов восприятия (аудиальные, визуальные, кинестетические) для углубления обработки информации и её закрепления в долговременной памяти.

3) Внедрение инновационных педагогических практик в образовательную среду:

- Интеграция мультимодального подхода к обучению, который включает аудиовизуальные и интерактивные технологии для стимуляции разных участков мозга;
- Создание эмоционально-комфортной образовательной среды, способствующей снижению тревожности и повышению мотивации учащихся;
- Использование биологической обратной связи (например, отслеживание уровня стресса и концентрации внимания с помощью носимых устройств) для коррекции учебных стратегий;
- Адаптация учебных материалов на основе данных нейродиагностики, позволяющая подстроить темп обучения и сложность задач под индивидуальные особенности учащихся.

Таблица 1. Основные задачи нейропедагогики и их практическое применение

Задача	Методы реализации
Оптимизация образовательного процесса	Индивидуальные учебные программы, когнитивные тренировки
Развитие когнитивных способностей	Мнемотехники, упражнения на концентрацию и внимание
Внедрение инновационных практик	Геймификация, мультимодальное обучение

Таким образом, задачи нейропедагогики направлены на создание учебной среды, способствующей оптимальному использованию потенциала мозга, улучшению когнитивных навыков и повышению общей эффективности образовательного процесса.

Современные тенденции развития образовательных технологий требуют внедрения инновационных подходов, основанных на научных данных о работе мозга. Будущее нейропедагогики связано с интеграцией передовых достижений в области нейронаук и образовательных технологий, что позволит адаптировать учебный процесс к индивидуальным особенностям каждого учащегося. Ключевые перспективные направления развития нейропедагогики включают биометрический мониторинг учебного процесса, инклюзивное образование и мультисенсорные технологии, которые могут значительно повысить эффективность образовательной среды.

Одним из перспективных направлений является биометрический мониторинг, предполагающий использование нейротехнологий для оценки уровня концентрации, когнитивной нагрузки и общего состояния учащихся в процессе обучения. Современные устройства, такие как носимые датчики и нейроинтерфейсы, позволяют в реальном времени анализировать физиологические показатели, включая частоту сердечных сокращений, уровень мозговой активности (ЭЭГ) и кожно-гальваническую реакцию.

Основные преимущества биометрического мониторинга:

- Возможность своевременной корректировки учебного процесса в зависимости от уровня утомляемости и внимания учащихся.
- Персонализация обучения путем подбора оптимальной интенсивности и продолжительности занятий.
- Повышение эффективности образовательных программ за счет объективного контроля когнитивных нагрузок.

Использование носимых устройств для мониторинга уровня вовлеченности и продуктивности учащихся. Применение программного обеспечения для анализа полученных данных и адаптации учебного плана в соответствии с когнитивными

возможностями учащегося. Интеграция нейробиологических показателей в систему формативного оценивания.

Развитие инклюзивного образования является одним из ключевых направлений нейропедагогики. Благодаря современным методам нейродиагностики, таким как функциональная магнитно-резонансная томография (фМРТ) и электроэнцефалография (ЭЭГ), стало возможным выявление индивидуальных особенностей когнитивного развития учащихся с особыми образовательными потребностями.

Основные преимущества нейропедагогического подхода в инклюзивном образовании:

➤ Разработка индивидуальных образовательных маршрутов для детей с особыми образовательными потребностями.

➤ Учет специфических когнитивных особенностей (например, нарушение концентрации, дислексия, аутизм) при проектировании учебных программ.

➤ Создание адаптивных учебных сред, которые учитывают сенсорные и когнитивные предпочтения учащихся.

Еще одним перспективным направлением является внедрение мультисенсорных технологий, которые сочетают различные каналы восприятия – зрительный, слуховой и тактильный, обеспечивая более полное и глубокое усвоение учебного материала. Такой подход основан на данных нейронауки, подтверждающих, что использование нескольких сенсорных каналов способствует усилению когнитивной обработки и долговременному запоминанию информации.

Основные преимущества мультисенсорных технологий:

➤ Повышение вовлеченности учащихся за счет разнообразия стимулов и интерактивных элементов.

➤ Усиление межполушарных связей за счет активации различных сенсорных областей мозга.

➤ Повышение учебной мотивации за счет использования современных интерактивных инструментов.

Создание аудиовизуальных учебных материалов, адаптированных к различным стилям восприятия информации.

Таблица 2. Технологии, способствующие развитию нейропедагогики

Технология	Применение
Биометрический мониторинг	Контроль уровня концентрации учащихся
Мультисенсорные технологии	Создание иммерсивных учебных сред
Геймификация	Повышение мотивации и вовлечённости в учебный процесс

Таким образом, развитие нейропедагогики связано с внедрением передовых технологий и инновационных подходов к обучению, основанных на научных данных о функционировании мозга. Биометрический мониторинг позволяет объективно оценивать уровень вовлеченности учащихся и корректировать учебные процессы в режиме реального времени. Инклюзивное образование на основе нейродиагностики обеспечивает персонализированный подход к обучению детей с особыми образовательными потребностями, способствуя созданию доступной образовательной среды. Внедрение

мультисенсорных технологий способствует более глубокому и качественному усвоению учебного материала за счет активации различных сенсорных каналов восприятия.

Применение нейропедагогических подходов в образовательной практике открывает широкие перспективы для повышения качества образования, персонализации учебных процессов и формирования устойчивой мотивации учащихся. В дальнейшем нейропедагогика будет продолжать развиваться, предлагая новые решения для эффективного и научно обоснованного обучения, способствующего раскрытию когнитивного потенциала каждого обучающегося.

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DEVELOPING A FRAMEWORK AS A TACTICAL APPROACH TO BOOST CREATIVITY IN WRITING INSTRUCTION



<https://doi.org/10.5281/zenodo.14877162>

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Abstract. The Fourth Industrial Revolution (4IR) emphasizes the advancement of human capital in educational environments. This creates a need for educators who can introduce innovative mindsets to English Language instruction, as highlighted in the National Education Blueprint (NEP) and the Integrated Curriculum for Secondary Schools (KSSM), aligning with the 21st Century Teaching and Learning framework. Despite an array of pedagogical resources and methodologies available for teaching writing creatively, some educators still lack the creative competencies and expertise to adopt, incorporate, and implement instructional strategies that enhance students' engagement and writing proficiency.

Keywords: qualitative study, strategic solution, writing skills, 21st century teaching, creative teaching strategies, ESL, learning, module development.

A preliminary qualitative study was conducted with four ESL educators in secondary schools in Selangor to support the analysis phase of the actual module development initiative. The primary aim of this study was to explore the obstacles teachers encounter in teaching writing innovatively. Data gathered through semi-structured interviews and observations led to a strategic resolution for cultivating creative pedagogies suited to the present academic landscape.

This study concludes that a module should be conceptualized and constructed, encompassing a repertoire of creative teaching strategies applicable across multiple proficiency levels. It also suggests that students will be empowered to take ownership of their writing skills as a result. Furthermore, a standardized set of benchmarks should be established by educational authorities to assess creative instruction, serving as a guideline for teachers.

In fulfilling the demand of preparing top-notch human capital in the 4th Industrial Revolution, it is imperative that a language teacher integrates the six global competencies of 21st century education in the classroom which includes creativity other than character, citizenship, collaboration, communication, and critical thinking.¹⁸³

Based Curriculum as well as Secondary School Integrated Curriculum in line with the 21st-century teaching and learning philosophy. Similarly, the Common European Framework for Reference (CEFR), which consists of the creativity assessment scales for writing, is an international teaching and learning framework and assessment tool adopted currently in Malaysia, to measure the competency and proficiency of creativity in writing. Given its emphasis in the national curriculum, there is an urgent need for teachers, facilitators, and educators to harness and increase creativity among Malaysian learners, starting from a young age through creative teaching and learning in ESL classes to prepare the country for 4IR (Mohd, Nur, Tuan, & Hazrati, 2018). Yet, when common practice in ESL classrooms across the country is reviewed, there

¹⁸³ Fullan, M., Quinn, J., & McEachen, J. (2018). New pedagogies for deep learning. Leading transformation in schools, districts and systems. Thousand Oaks, US: SAGE Publications Inc.

seems to be troubling discrepancy. Students' achievement in terms of scores and results are given more emphasis, which is rigidly governed by the curriculum (Annuar, 1998).

Teaching is not seen as a cultivation of creativity, but merely as a transfer of knowledge, owing to the Malaysian or Asian culture whereby everything the teacher says is mandatory. Going against such an authority becomes an offence and is considered morally unethical (Lau, Hui, & Ng, 2004). By right, having the access and exposure to the latest learning gadgets and platforms, students should always be improving and be motivated to learn writing. Unfortunately, the bitter reality is that students do not have the interest and/or are unwilling to learn writing in spite of having technology at their fingertips. This could be due to the insufficient creativity on how to make effective use of learning materials that can benefit them. Although many programs have been initiated by the Ministry of Education to polish the English Language achievement in Malaysia, writing skills are still one of the on-going, difficult, and notable concerns in Malaysian ESL classrooms¹⁸⁴ Writing skills do not depend solely on attitude and talent, but also on the teachers' creativity in teaching strategies and use of materials in the ESL classroom¹⁸⁵ Lack of knowledge and skills to adopt, integrate, and apply new pedagogical approaches would hinder students from writing efficiently because the writing techniques necessitate specific strategies to produce a comprehensive and quality content to achieve the requirement of the writing assessment rubrics¹⁸⁶

According to Maley and Peachy a vast pool of sources in various forms is available for teachers to teach creatively. This instills creative thinking skills and intelligence while further facilitating creativity in language teaching and learning. These creative activities are powerful enough to foster creative behavior among learners especially when the tasks are student-centric and employ communicative approaches. Creativity in language teaching mainly concerns the individual, prior to the teaching and learning process and the end-result¹⁸⁷. Hence, creativity is derived from a creative individual first, in this case, the teacher, who then influences the thinking and decision-making processes, subsequently contributing to the end product generated. Creativity does not blossom spontaneously in an individual or an ESL classroom, but this does not mean that it is not an innate ability. Creativity can be enhanced and taught, although it is complex and requires cognitive abilities to complete a task.¹⁸⁸

According to Bohm everyone is born creative, and if nourished well, creativity could flourish. The root starts from home before progressing in schools, where learning becomes flexible, unique, and creative. Setting a benchmark for creativity is challenging. Within the Malaysian setting, creativity is highly in demand for an individual to grow in all aspects holistically and able to serve the nation to support the educational revolution (Halim, 2009). This preliminary study was carried out to identify teachers' hardships in the teaching of writing creativity and to propose a strategic solution to fill the gap in creative teaching strategies, as well as to fulfill the newest demand in the teaching of writing. Therefore, to address the needs analysis phase of a module development and a strategic solution, a writing module would be introduced; it will consist of a variety of strategies for teaching creative writing skills. The module will focus on strategies that teach writing creatively to improve students' grade in Section B: Continuous Writing, which allocates the highest marks i.e. 50 out of 85 marks, for the

¹⁸⁴ Ilyana, J., Paramasivam, S., Husain, S., & Bakar, R. A. (2015). The consistency between writing self-efficacy and writing performance. *Journal of Language* <https://doi.org/10.17507/jltr.0603.09>. Teaching and Research, 6(3)

¹⁸⁵ Supyan, Maarof, & D'cruz, 2001

¹⁸⁶ Seman, Yusoff, & Embong, 2017

¹⁸⁷ Fisher, 2004

¹⁸⁸ Fawcett, 2002

SPM or Sijil Pelajaran Malaysia (National Examination) English Paper 1, 1119/1. Thus, this paper precedes the needs analysis phase of developing the Creative Teaching of Writing Module, by addressing the preliminary research questions (i), the challenges faced by teachers to teach writing creatively, and (ii) the teachers' need for a module.

Kutner, Olson, Warner, and Hertzog¹⁸⁹ state that there is no definitive way to determine the minimum sample for qualitative research as it is influenced and driven by many factors. In most qualitative studies, purposeful sampling is employed because it allows researchers to gather rich information and gain insights related to the research questions. As such, the primary source of data for the present study is a semi structured interview conducted with 4 ESL participants who were Form Four teachers from two semi-urban schools in Selangor. With 15 to 22 years of service, these teachers had taught lower and upper secondary school students at both urban and rural schools and they held positions that included overseeing the English Language Panel, coordinating PT3 and SPM examinations, grading SPM papers, becoming CEFR master trainers and SISC coaches, judging co-academic events, as well as handling Language competitions at the state level. Considering the module for the future project is tailored for the upper secondary school students, the selection of the teacher informants was appropriate. Thematic analysis was conducted based on Miles and Huberman (1994). The interview protocol was divided into 2 sub-sections: (a) Challenges Faced in Teaching Writing Creatively and (b) the assistance needed in teaching writing creatively. In brief, when conducting teaching and learning, teachers who possess sufficient knowledge and skills in teaching ESL writing skills creatively, will employ and utilize all the possible materials and resources, methods and techniques, and approaches in teaching strategies, as well as tailor-made styles to suit the various levels of students. Teachers' knowledge is identified as by the acquisition of skills that assist teaching and learning practices. Teachers are deemed knowledgeable if they are well-versed in information, concepts, theories, models, and frameworks that will be the foregrounds of the teaching and learning objectives. Meanwhile, skills are the abilities of putting the knowledge in practical mode, such as creatively creating a learning condition, and dedicatedly improving the language skills of diverse students. Moreover, teachers should promote various and integrated teaching procedures that are appropriate to the content and objectives, as well as continuously supervise students' performance.

The teachers are characterized qualified as they are particular about their lessons and students' homework, stern in rectifying mistakes and corrections, and focused on scores and accurate performance. Nevertheless, nowadays, a creative teacher is a role model who leaves an imprint though creative lessons, thus, inspiring students to be interested and motivated to learn English or even become someone like them in the future. Unfortunately, when probed on the reasons for teachers' becoming less enthusiastic with this investment, three main themes were identified. The identified themes that contribute to this phenomenon are (i) teachers' skills and knowledge in being creative, (ii) student's language proficiency and (iii) inadequate guidance and facilities for teaching creatively. They agreed that being creative all the time in an ESL class, especially during writing lessons, leaves great impacts on students' interest and end-results, but causes two major setbacks. The two sub-themes that emerged were the lack of impact from creative teaching of writing and the lack of creativity in teaching strategies. The blending of strategies has to be powerful to leave an imprint in students' learning satisfaction, so that they can finally learn something new or correctly and are able to use it appropriately in their writing. Teaching for creativity should be followed by the assessment for students' creative output.

¹⁸⁹ Arkün, S., & Akkoyunlu, B. (2008). A study on the development process of a multimedia learning environment according to the ADDIE model and students' opinions of the multimedia learning environment. *Interactive Educational Multimedia*, 17, 1 19.

Teachers who teach creatively usually possess a wealth of foundation in the English Language and are able to derive lessons based on their knowledge and imagination, which provide sense or meaning at the end of the lesson (Jones, 2012). These teachers can quickly produce engaging activities from minimal materials or without any material at all.

Lack of Creativity in Teaching Strategies According to the participants, some teachers are less likely to step out of their common teaching strategies or be willing to learn new things by adopting, integrating, and applying creative teaching strategies to enhance and boost students' interest and achievement in writing. They mentioned that there is a lack of self-initiative pursuit among the younger teachers, probably because they are still in the initial stages of catching up with the reality in the practical methods of teaching, since most items are taught differently from how they are practiced in an actual setting. Their main concern and responsibility are to maintain discipline and ensure that students are well guided, especially in a standard, large classroom of 40 students with various capabilities¹⁹⁰.

This is because creative learning materials and resources create an interesting environment that can boost students' interest in learning; thus, it is vital for teachers to emphasize the integration of various materials to enhance learning. 21st century teachers are suggested to be more updated with the latest occurrences and available technologies to be applied in creative teaching. For example, augmented reality can teach vocabulary; virtual reality can teach descriptive words and share information on places that students cannot access; Skype messaging can allow the exchange of ideas and information on content point development; whereas the use of various printed materials and actual physical movements can provide clearer examples to enhance understanding. Hence, this study proposes that these teachers may learn to be creative slowly and steadily through assisted printed materials e.g. modules, and may gain more exposure through workshops. Meanwhile, teachers who have been in the service for a long time seem to display apprehension toward technological growth, due to being unfamiliar with available gadgets that continue to be updated rapidly.

Hence, these teachers find it convenient to teach using their own personal styles and believe that certain traditional methods are culture oriented, inherited from the Asian teaching ethos. However, when the ministry highlights creativity in all policies and encourages it in the teaching pedagogy of all school levels, teachers may need to adjust accordingly by transforming their teaching strategies to be in line with the 21st century teaching and learning philosophy.

Strategic Solution: Module Development

Creativity needs to be inserted into teaching and learning sessions to produce a productive and creative result (2018). Conventional teaching would limit the discovery of a teacher's creative potentials and a student's creativity in participation and interaction during writing class; this affects the process approach learning of writing, a notion also supported by Thulasi, Ismail, and Salam (2015). This notion is also in line with Seman et al. (2017) where skills and knowledge to incorporate materials, methods, strategies, techniques, resources, and approaches, by teachers using collaborative and communicative approaches, are essential in producing a quality writing that meets the requirement of the exam descriptors. Perhaps a writing module could be the solution for teachers to rely on for creative activities. Despite suggestions of creative lessons, teachers will have the flexibility to adapt, modify, and implement suitable ideas based on students' levels, age, teaching and learning objectives, and writing skills covered for the day. In fact, this will allow teachers to come up with ideas efficiently and effectively, with a material on one hand, and a mobile phone in on the other (Nordin, Hamzah, Yunus, & Embi,

¹⁹⁰ Maskit, 2013; Rosas & West, 2009

2010). Hence, teachers are at the center stage to expand students' writing skills through creative pedagogical skills and knowledge (Jeffrey and Craft 2004) in teaching of writing. The knowledge produced through this module can increase teachers' knowledge and skills in creative teaching, through using integrated materials, methods, strategies, and resources. It simultaneously enhances students' writing skills through creativity, which may then boost their overall motivation towards writing. According to Richey, Klein, and Nelson (2004) the strength of the design and research for module development can be used to solve problems in a specific context. Module development, based on design and research, enables the development of a module that is efficient in solving the current problems faced by upper secondary school teachers and students. When knowledge and skills are improved, teaching becomes more meaningful.

In conclusion, creativity depends on the individual's initiative to blend skills and knowledge to generate creative pedagogies in the teaching of writing. With regard to the proposed evaluation for creative teaching, teachers' creativity in the teaching of writing should be given urgent emphasis to meet the constantly changing teaching situations. A modified SKMP 2.0 teacher's teaching and learning evaluation criteria on creativity is vital, while suggestions in the form of writing modules can aid teachers' teaching and lesson planning for daily teaching practices that emphasize creative activities. This implies that the teaching of creative writing would carve a path for excellence, not only to generate creative teaching strategies to tackle essay writing, but also to improve students' interest and motivation by considering writing as a doable task. Thus, the activities and strategies proposed in the module would ease the burden of teachers in teaching writing. The module can be used as a compact and comprehensive tool for the teaching of writing, as its systematic and organized instructions may help teachers to convey knowledge and skills effectively and efficiently. The activities can be altered for teaching other skills like reading, speaking, and listening as well. Moreover, the development of this module would not only update teachers' knowledge and skills in teaching, but also assist them in completing the syllabus peacefully without neglecting the KSSM objectives that emphasize future creative skills. The content and titles planned in the module are hoped to help teachers plan and execute a detailed and quick process of teaching writing. This module would inspire and encourage other teachers from different fields to teach creatively using various sources.

Development involves building solutions with strategies, objectives, and goals of the identified areas to fulfil the missing knowledge and skills, along with resources (Jean, 2006). Meanwhile, the 'ADDIE' instructional design used in this study defines development as a process of producing instructional materials, tools, and supports based on design. The module is created based on the needs phase of an evaluation phase (Arkün & Akkoyunlu, 2008). This study adopts the characteristics of the ADDIE model, where the development of the module is a detailed plan prepared with components from the teaching and learning environment. Funding: This research was funded by the grant from the Faculty of Education, Universiti Kebangsaan Malaysia, Bangi, Selangor (GG-2018-001 and GG-2019-009). Competing Interests: The authors declare that they have no competing interests. Acknowledgement: All authors contributed equally to the conception and design of the study.

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EFFECTIVE METHODS OF TEACHING SPEAKING IN MULTILEVEL CLASSROOMS



<https://doi.org/10.5281/zenodo.14877236>

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Annotation. This article addresses the challenges and effective strategies for teaching speaking skills in multilevel language classrooms, where students exhibit varying proficiency levels. The article highlights key obstacles, including the diversity in student abilities, motivation issues and difficulties in assessment. To overcome these challenges, the article explores several pedagogical approaches, such as differentiated instruction, collaborative learning, task-based teaching, and technology integration. Methods like tiered assignments, peer teaching and role-playing are presented as ways to engage students and promote language development. Additionally, scaffolding techniques and continuous assessment, including peer and self-reflection are emphasized to ensure consistent progress. The article concludes that fostering an inclusive and engaging environment through diverse teaching strategies can significantly enhance speaking skills in multilevel classrooms, helping all students succeed in their language learning journey.

Аннотация. В этой статье рассматриваются проблемы и эффективные стратегии обучения навыкам говорения в многоуровневых языковых классах, где учащиеся демонстрируют разные уровни владения языком. В статье выделены ключевые препятствия, в том числе разнообразие способностей учащихся, проблемы мотивации и трудности в оценивании. Чтобы преодолеть эти проблемы, в статье исследуются несколько педагогических подходов, таких как дифференцированное обучение, совместное обучение, обучение на основе задач и интеграция технологий. Такие методы, как многоуровневые задания, взаимное обучение и ролевые игры, представлены как способы вовлечения учащихся и содействия развитию языка. Кроме того, для обеспечения последовательного прогресса особое внимание уделяется методам поддержки и постоянной оценке, включая коллегиальный анализ и саморефлексию. В статье делается вывод, что создание инклюзивной и привлекательной среды с помощью разнообразных стратегий обучения может значительно улучшить навыки разговорной речи в многоуровневых классах, помогая всем учащимся добиться успеха в изучении языка.

Annotatsiya. Ushbu maqolada talabalar turli malaka darajalarini namoyish etadigan ko'p bosqichli til sinflarida nutq ko'nikmalarini o'rgatish uchun qiyinchiliklar va samarali strategiyalarni ko'rib chiqadi. Maqolada asosiy to'siqlar, jumladan, talabalarning qobiliyatlari xilma-xilligi, motivatsiya muammolari va baholashdagi qiyinchiliklar ko'rsatilgan. Ushbu qiyinchiliklarni bartaraf etish uchun maqolada tabaqalashtirilgan ta'lim, hamkorlikda o'qitish, vazifalarga asoslangan o'qitish va texnologiya integratsiyasi kabi bir nechta pedagogik yondashuvlar o'rganiladi. Bosqichli topshiriqlar, tengdoshlar bilan o'qitish va rolli o'yinlar kabi usullar talabalarni jalb qilish va til rivojlanishini rag'batlantirish usullari sifatida taqdim etiladi. Bundan tashqari, izchil taraqqiyotni ta'minlash uchun iskala texnikasi va doimiy baholash, shu jumladan tengdoshlar va o'z-o'zini aks ettirish ta'kidlanadi. Maqolaning xulosasiga ko'ra, turli xil o'qitish strategiyalari orqali inklyuziv va qiziqarli muhitni yaratish ko'p bosqichli sinflarda

nutq ko'nikmalarini sezilarli darajada oshirishi va barcha talabalarga til o'rganish sayohatlarida muvaffaqiyat qozonishiga yordam beradi.

Key words: *multilevel classroom, proficiency, tiered assignments, flexible grouping, peer teaching, self-Reflection.*

Ключевые слова: *многоуровневый класс, компетентность, многоуровневые задания, гибкая группировка, взаимное обучение, саморефлексия.*

Tayanch so'zlar: *ko'p bosqichli sinf, malaka, bosqichli topshiriqlar, moslashuvchan guruhlash, tengdosh o'rgatish, o'z-o'zini aks ettirish.*

Teaching language in multilevel classrooms presents a unique set of challenges for educators, particularly when focusing on speaking skills. These classrooms often consist of students with a wide range of language proficiency, from beginners to advanced learners, making it difficult to implement one-size-fits-all teaching methods. Traditional language teaching strategies, while effective for homogeneous groups, often fail to fully engage and meet the needs of students in such diverse settings. As a result, there is a pressing need for innovative and adaptable pedagogical approaches that can address these varying levels and promote active participation and language development.

Among the four core language skills – listening, speaking, reading and writing – speaking holds a distinct position as it directly influences students' ability to communicate and engage socially. Effective speaking instruction fosters confidence and fluency, crucial for real-world communication. However, in a multilevel classroom, catering to students with different speaking abilities becomes a challenging task. Lower-level students may feel overwhelmed by more advanced peers, while higher-level students may struggle to stay engaged if lessons do not provide sufficient challenge. To navigate this, educators must adopt strategies that are not only inclusive but also engaging for all students, regardless of their proficiency level.

This article explores several proven methods for teaching speaking skills in multilevel classrooms, emphasizing inclusivity, engagement and language development. It focuses on differentiated instruction, collaborative learning, task-based teaching, and the integration of technology – each designed to meet the diverse needs of students. Additionally, the article highlights the importance of scaffolding techniques and formative assessment to provide ongoing support and feedback. By examining these methods, this article aims to offer practical insights into how teachers can enhance speaking skills in multilevel language learning environments.

Multilevel classrooms, where students possess varying language proficiency levels, require innovative pedagogical approaches to ensure effective learning. In language education, speaking skills are crucial for communication and social interaction. However, traditional methods often fail to engage all learners effectively. This article explores various methods for teaching speaking in multilevel classrooms, emphasizing inclusivity and student engagement.

Challenges of Multilevel Classrooms. In multilevel settings, teachers face challenges such as:

1. Varying Proficiency Levels: Students may range from beginners to advanced speakers, making it difficult to cater to all needs simultaneously.
2. Student Motivation: Diverse levels can lead to disengagement, particularly for lower-proficiency students who may feel overwhelmed.
3. Assessment Difficulties: Evaluating speaking skills fairly across different levels can complicate progress tracking.

Effective Teaching Methods. There are different types of Effective Methods of Teaching speaking in English. And we have focused on the following types:

1. Differentiated Instruction

Differentiated instruction involves tailoring teaching strategies to meet the diverse needs of learners. This approach can be implemented through:

Tiered Assignments: Assign speaking tasks with varying complexity. For instance, beginners might practice introducing themselves, while advanced students engage in debates or presentations.

Flexible Grouping: Organize students into groups based on their proficiency for specific activities, allowing for targeted practice and peer support.

2. Collaborative Learning

Collaboration encourages interaction among students, fostering language development. Strategies include:

→ **Peer Teaching:** Pair advanced students with beginners, allowing them to model effective speaking practices.

→ **Small Group Discussions:** Create mixed-level groups to facilitate conversation. Students can share ideas and provide feedback in a supportive environment.

3. Task-Based Language Teaching

This approach emphasizes the use of authentic tasks to enhance speaking skills. Examples include:

→ **Role-Playing:** Students can act out scenarios relevant to their lives, encouraging spontaneous language use and contextual learning.

→ **Project-Based Learning:** Assign group projects that require students to collaborate and present their findings, catering to various levels through differentiated roles.

4. Technology Integration

Utilizing technology can enhance engagement and provide additional speaking practice. Strategies include:

Language Learning Apps: Tools like Duolingo or Babbel offer speaking exercises tailored to individual proficiency levels.

Recording and Playback: Encourage students to record their speaking practice. This allows them to self-assess and receive feedback from peers or teachers.

5. Scaffolding Techniques

Scaffolding provides temporary support to students as they develop their speaking skills. Techniques include:

→ **Sentence Frames:** Provide structures that students can use to formulate their responses, helping lower-proficiency students build confidence.

→ **Modeling:** Demonstrate speaking tasks before assigning them, allowing students to observe and imitate.

→ **Assessment and Feedback.** Effective assessment in multilevel classrooms should be formative and ongoing. Techniques include:

→ **Peer Assessment:** Encourage students to evaluate each other's speaking abilities using clear criteria, fostering a sense of ownership in their learning.

→ **Self-Reflection:** Implement self-assessment tools where students reflect on their speaking progress, identifying strengths and areas for improvement.

So, teaching speaking in multilevel classrooms requires a multifaceted approach that embraces diversity and fosters an inclusive learning environment. By implementing differentiated instruction, collaborative learning, task-based methods, technology integration and scaffolding techniques, educators can effectively enhance speaking skills for all students.

Continuous assessment and feedback further support students' growth, helping them navigate their language learning journeys.

In conclusion, teaching speaking skills in multilevel classrooms requires a thoughtful and flexible approach that recognizes the diverse proficiency levels of students. The challenges presented by such classrooms – ranging from varying language abilities to issues of student motivation and assessment – demand innovative strategies that foster both inclusivity and engagement. By utilizing differentiated instruction, educators can cater to the distinct needs of learners, offering tasks of varying complexity that challenge students at their appropriate level. Collaborative learning further enhances this by creating opportunities for peer support, which not only promotes language development but also strengthens student engagement. Task-based language teaching, including role-playing and project-based learning, adds authenticity to speaking tasks, encouraging students to use language in real-life contexts.

Moreover, technology integration provides additional tools for practice, offering individualized speaking exercises and opportunities for self-reflection through recordings. Scaffolding techniques, such as sentence frames and modeling, help lower-proficiency students build confidence and gradually improve their speaking abilities. These strategies, when combined, create a rich, dynamic learning environment that caters to the diverse needs of all students, fostering a sense of accomplishment and motivation.

Assessment, too, plays a crucial role in this process. By employing ongoing, formative assessments, teachers can continuously monitor student progress, providing timely feedback that guides improvement. Peer and self-assessment techniques encourage students to take ownership of their learning, further reinforcing their speaking skills.

Ultimately, the key to successful speaking instruction in multilevel classrooms lies in embracing diversity and adapting teaching methods to ensure that all students have the opportunity to thrive. With the right combination of strategies, continuous assessment, and student-centered practices, educators can create an inclusive, supportive classroom where every learner is empowered to develop their speaking skills and succeed in their language learning journey.

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فَاعِلِيَّةُ اسْتَرَاتِيْجِيَّةٍ مَا وَرَاءَ الْمَعْرِفَةِ فِي تَحْسِيْنِ مَهَارَاتِ الْفَهْمِ الْقَرَائِي لدى النَّاظِقِيْنَ وَالنَّاظِقَاتِ بغيرِ الْعَرَبِيَّةِ



<https://doi.org/10.5281/zenodo.14877265>

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ملخص البحث: هدفت الدراسة إلى تقصي أثر استخدام بعض استراتيجيات ما وراء المعرفة في تحسين مهارات الفهم القرائي بكافة مستوياته لدى متعلمي ومتلمات اللغة العربية لغير الناطقين بها في مرحلة الدبلوم بقسم اللغة والثقافة في معهد اللغويات العربية بجامعة الملك سعود. ولتحقيق هذا الهدف استخدمت الباحثة المنهج شبه التجريبي، و أعدت قائمة بمستويات الفهم التطبيقي، وتصميم برنامج تعليمي، للتدريب على استخدام بعض الاستراتيجيات، وتم تطبيق الاختبار القبلي والبعدي. وقد تكونت عينة الدراسة من (22) طالباً وطالبة في المستويين الثالث والرابع، تم تقسيمهم إلى مجموعتين بالطريقة القصدية حسب تكافؤهم اللغوي، بلغ عدد المجموعتين الضابطة (11) و عدد المجموعتين التجريبية (11) طالباً وطالبة من متعلمي ومتلمات اللغة العربية الناطقين بغيرها. وقد أظهرت نتائج الدراسة إلى وجود فروق ذات دلالة إحصائية عند مستوى الإحصائية ($\alpha = 0.05$) في تحسين الاستيعاب القرائي يعزى لصالح المجموعة التجريبية. وفي الختام أوصت الدراسة بتوظيف استراتيجيات ما وراء المعرفة عند تدريس القراءة الموسعة في فصول تعليم اللغة العربية للناطقين بغيرها.

Annotation. The study aimed at teaching and training strategies on metacognitive strategies in improving reading comprehension skills at all levels of non-Arabic speaking male and female students at the diploma stage in the Language Department at the Institute of Arabic Linguistics at the University of Saud. To achieve this goal, the initial model was presented, where the study sample consisted of (22) male and female students in the third and fourth levels, and they were divided into two groups according to their linguistic equivalence. other speakers. The results of the study in the study of statistical statistics at the statistical level ($\alpha = 0.05$) in improving reading comprehension are attributed to the experimental group. The study recommends employing metacognition in teaching reading in reading in extended reading in classes for teaching Arabic to non-native speakers.

الكلمات المفتاحية: مهارة القراءة- ما وراء المعرفة - استراتيجيات ما وراء المعرفة - مهارات الفهم القرائي.

Keywords: reading skill, metacognition, metacognition strategies, reading comprehension skills

بدأ تنفيذ تجربة البحث في يوم الأربعاء الموافق: 13 /10/2021م، بمعهد اللغويات العربية في جامعة الملك سعود وانتهت في يوم الأحد الموافق 12 /12/2021م، تمت خلال ثلاث خطوات إجرائية وهي:
أولاً: تم تطبيق الاختبار القبلي على الطالبات والطلاب في المستوى الثالث والرابع في يوم الأربعاء، الموافق: 13/10/2021م؛ بهدف الوقوف على مستواهم في مهارات الفهم القرائي وتحديد المجموعتين الضابطة والتجريبية مراعيًا بذلك تكافؤ تلك المجموعتين في مستويات الفهم القرائي.

الجدول (1) النتائج الإحصائية لأداء أفراد الدراسة على اختبار مهارات الاستيعابي القبلي.

المجموعة	المتوسط الحسابي	الانحراف المعياري	درجة الحرية	قيمة ت	الدالة الإحصائية (p-value)
التجريبية للمستوى	12.2	1.77	3	0.16151457	0.43849481
الضابطة للمستوى	12	31.7	3		
التجريبية للمستوى الرابع	10.86	3.632656119	7	0.254513905	0.401703851
الضابطة للمستوى	10.4	3.063766745	7		

يتبين من الجدول (1) عدم وجود فروق في درجات الطلبة والطالبات بالاختبار القبلي بين المتوسط الحسابي والانحراف المعياري في المجموعتين؛ حيث أسفرت النتائج إلى أن المتوسط الحسابي لمجموع درجات المستوى الثالث لأفراد المجموعة الضابطة هو (12) بينما أفراد المجموعة التجريبية كان المتوسط الحسابي هو (12.2)، وهي مفارقة بسيطة بنسبة (0.2) فقط، وتساوى كذلك معدل الانحراف المعياري بين المجموعتين الضابطة والتجريبية حيث بلغ في المجموعة الضابطة (1.73) والمجموعة التجريبية (1.77) مع وجود مفارقة بسيطة بنسبة (0.04)، لا تؤثر على تكافؤ أفراد المجموعتين في مهارات الفهم القرائي.

ويتبين من الجدول (1) أنه لا يوجد فروق بين متوسط درجات الطلبة والطالبات في المجموعتين التجريبية والضابطة بالمستوى الرابع؛ حيث أشارت النتائج إلى أن المتوسط الحسابي في المجموعة الضابطة هو (10.4) بينما المجموعة التجريبية كان المتوسط الحسابي هو (10.86)، وهي مفارقة بسيطة بنسبة (0.46) فقط، وتساوى كذلك معدل الانحراف المعياري بين المجموعتين الضابطة والتجريبية حيث بلغ في الضابطة (3.06) والمجموعة التجريبية (3.63) مع وجود مفارقة بسيطة بنسبة (0.56)، لا تؤثر على تكافؤ المجموعتين في مهارات الفهم القرائي. ويبين كذلك الجدول (1) أنه لا وجود لقيمة (ت) والدالة الإحصائية، وهذا يعني أننا لا نستطيع رفض الفرضية الصفرية في الاختبار القبلي.

ثانياً: وبعد ذلك تم إقامة البرنامج التعليمي المقترح من قبل الباحثة على المجموعات التجريبية للاستراتيجيات المقترحة:

بدأ تنفيذ البرنامج في يوم الخميس الموافق: 2021/10/21م حتى يوم الخميس الموافق 2021/12/8م. قامت الباحثة شخصياً بتدريب المجموعات التدريبية من الطلبة والطالبات - كل على حدة - على استخدام استراتيجية (K.W.L) قبل وأثناء وبعد قراءة النصوص القرائية من مقرر القراءة الموسعة لكلا المستويين الثالث والرابع، أما المجموعة الضابطة فيتم تدريسها بالطريقة المعتادة من قبل معلمة الصف في المحاضرات الدراسية للمقرر ذاته والتي

تسعى المعلمة خلالها مناقشة الطالبة حول مفهوم الفكرة العامة للنص المكلف بقراءته قبل المحاضرة الدراسية والتجاوب مع بعض التدريبات المطروحة المساعدة على تقييم الفهم القرائي. بينما تمت عملية تنفيذ الدروس للمجموعة التجريبية من خلال برامج تعليمية تطرح عليهم قبل المحاضرات الرسمية للدروس القرائية، بهدف تدريب عينة الدراسة على تنفيذ استراتيجيات المقترحة عند قراءة النصوص القرائية من خلال استمارة تقوم على خطة منظمة لإجراءات الاستراتيجيتين تمكن المتعلم والمتعلم من مراقبة فهمهم ومعالجة الصعوبات التي تواجههم والتحكم بضبط وتنظيم خبراتهم السابقة وربطها بالمعلومات الجديدة. مدعومة تلك الاستمارة بورقة للتقييم الذاتي يقيم فيها المتعلم والمتعلمة من تحققهم المعرفي بعد القراءة، مع تدريبات تساهم على تنشيط مهاراتهم الذهنية وطرح آرائهم الشخصية والتوجهات التي عرّفها الاختبار البعدي على الطلبة والطالبات بالمستويين الثالث والرابع، وذلك في يوم الخميس الموافق 9 / 12 / 2021م؛ بهدف تحليل التباين المصاحب للمتوسطات الحسابية لأداء أفراد الدراسة على اختبار مهارات الفهم القرائي البعدي حسب متغير الاستراتيجية المقترحة في الدراسة مع تحديد الفروق ذات الدلالة الإحصائية الظاهرية البعدية بين المجموعتين التجريبية والضابطة.

جدول (2) المتوسطات الحسابية والانحرافات المعيارية لأداء أفراد الدراسة في التطبيقين القبلي والبعدي

المستوى	استراتيجية التدريس	الاختبار القبلي		الاختبار البعدي	
		المتوسط الحسابي	الانحراف المعياري	المتوسط الحسابي	الانحراف المعياري
المستوى الثالث	المجموعة التجريبية	12.2	1.77	14.75	2.6299556
	المجموعة الضابطة	12	31.7	11.25	1.7078251
المستوى الرابع	المجموعة التجريبية	10.86	3.632656119	13.57142857	2.572750983
	المجموعة الضابطة	10.4	3.063766745	10.14285714	3.236694375

يتبين من الجدول (2) تباين واضح بين المتوسطات الحسابية لأداء أفراد الدراسة في الاختبار البعدي على مهارات الفهم القرائي وفقاً لمتغير الدراسة: استراتيجيات التدريس المقترحة، حيث كان المتوسط الحسابي البعدي لأفراد المجموعة التجريبية للذين درسوا وفق استراتيجية ما وراء المعرفة أعلى من أداء أفراد المجموعة الضابطة للذين درسوا وفق الطريقة الاعتيادية. فقد أشارت النتائج أن المتوسط القبلي لأداء أفراد الدراسة للمجموعة التجريبية في المستوى الثالث هو: (12.2) مقابل أدائهم بالاختبار البعدي الذي بلغ (14.75)، بينما كان متوسط أداء أفراد الدراسة القبلي للمجموعة الضابطة (12) مقابل أدائهم بالاختبار البعدي الذي انخفض إلى (11.25)، كما بينت ذلك مؤشرات التباين للمجموعتين في الانحرافات المعيارية عن المتوسط الحسابي.

وبالنظر أيضا للجدول (2) لمستوى رابع فقد أشارت النتائج أن المتوسط القبلي لأداء أفراد الدراسة للمجموعة التجريبية في المستوى الرابع هو: (10.86) بينما ارتفع أدائهم بالاختبار البعدي حيث بلغ (13.57)، و كان متوسط أداء أفراد الدراسة القبلي للمجموعة الضابطة (10.4) مقابل أدائهم بالاختبار البعدي الذي انخفض إلى (10.1). وقد بينت ذلك مؤشرات التباعد للمجموعتين في الانحرافات المعيارية عن المتوسط الحسابي، والجدول (3) أدناه يبين مقدار الفرق بين درجات أفراد مجموعتي الدراسة بالتطبيقات القبلي والبعدي.

الجدول (3) الفروق بين نتائج الطلاب في التطبيقين القبلي والبعدي.

الفرق بين نتائج المستوى الثالث في التطبيقين القبلي والبعدي	الفرق بين نتائج المستوى الرابع في التطبيقين القبلي والبعدي
5.6	5
2.6	5.8
-0.2	3.2
2.2	0.2
	1
	0.2
	3.6
-1	-0.8
0.2	2.4
2.4	0
-4.6	-4.4
	-2.2
	-1
	4.2
متوسط التجريبية: ٢.٥٥	التجريبية: ٢.٧١
الضابطة: -٠.٧٥	الضابطة: -٠.٢٦

يظهر الجدول (٣) مقدار نتائج الفروق بين نتائج درجات الطلاب في الاختبارين القبلي والبعدي؛ حيث إنَّ التباين في بين أداء المجموعتين في الاختبارين القبلي والبعدي ظهر بصورة إيجابية لصالح المجموعات التجريبية فيما انعكس سلبيًا على المجموعتين الضابطة.

الجدول (4) النتائج الإحصائية لأداء أفراد الدراسة على اختبار مهارات الفهم البعدي.

المستوى	المجموعة	المتوسط الحسابي	الانحراف المعياري	درجة الحرية	قيمة ت	الدالة الإحصائية (p-value)

المستوى الثالث	المجموعة التجريبية	14.75	3	2.2322748	0.0379739
	المجموعة الضابطة	11.25	3	1.7078251	2.6299556
المستوى الرابع	المجموعة التجريبية	13.57142857	7	2.193939487	0.025309485
	المجموعة الضابطة	10.14285714	7	3.236694375	2.6299556

يبين الجدول (4) وجود فروق في المتوسط الحسابي لنتائج الاختبار البعدي للمستوى الثالث بين المجموعتين التجريبية والضابطة بفارق (٣.٥) حيث انخفض المتوسط الحسابي لدى المجموعة الضابطة فكان (11.25) بينما ارتفع المتوسط الحسابي لدى المجموعة التجريبية فبلغ (14.75). مع وجود فروق في المتوسط الحسابي للمستوى الرابع بنسبة (٣.٤٣) انخفض فيه المتوسط البعدي للضابطة عند درجة (10.14) بينما ارتفع المتوسط البعدي للتجريبية فبلغ (13.57). وأشارت النتائج إلى انحراف البيانات بين المجموعتين التجريبية والضابطة بفارق (0.92) للمستوى الثالث، و ب (0.66) للمستوى الرابع.

وبالنظر إلى نتائج التباين المبينة في الجدول (4) يتبين ما يأتي:

وجود فروق ذي دلالة إحصائية عند مستوى الدلالة الإحصائية $\alpha = 0.05$ () بين المتوسطين الحسابيين لأداء أفراد الدراسة على اختبار مهارات الفهم القرائي البعدي فيما يعزى لمتغير استراتيجيات ما رواء المعرفة المقترحة للمستويين الثالث والرابع، حيث كانت قيمة الدلالة الإحصائية (0.0379739) لأفراد عينة المستوى الثالث. و (0.025309485) لأفراد عينة المستوى الرابع، و بذلك يتم رفض الفرضية الصفرية وقبول الفرضية البديلة التي تنص على أنه " يوجد فروق ذات دلالة إحصائية عند مستوى الدلالة الإحصائية ($\alpha = 0.05$) بين المتوسطين الحسابيين لأداء أفراد الدراسة على اختبار مهارات الفهم القرائي البعدي يعزى لمتغير استراتيجيات التدريس المقترحة".

ثانياً: مناقشة النتائج وتفسيرها

كان الهدف من هذه الدراسة هو التوصل للنتائج المرادة حول قياس فاعلية استخدام بعض استراتيجيات ما وراء المعرفة في تحسين الفهم القرائي على طلاب وطالبات الدبلوم بقسم اللغة والثقافة في معهد اللغويات العربية لتعليم اللغة العربية وللتجريبية، كما كان لا بد من التجاوب مع الأسئلة التي تفرعت منه لمعرفة قياس أثر فاعلية استخدام استراتيجيات ما وراء المعرفة بكافة أبعادها و التي سعت الباحثة خلالها لتوظيف عدد من أدوات الدراسة مع مداومة البحث والتقصي في الدراسات السابقة والتجربة الميدانية وتقويم عينة الدراسة و المختصين ، حتى تتمكن الباحثة من التوصل إلى نتائج ذات دلالة إحصائية بين متوسط درجات الطلاب والطالبات في القياس القبلي بين المجموعتين التجريبية والضابطة؟ لا يوجد فروق ذات دلالة إحصائية بين متوسط درجات الطلاب و الطالبات في القياس القبلي بين المجموعتين التجريبية والضابطة وكذلك تساوت مستويات الانحراف المعياري بين المجموعتين ، و لا وجود لقيمة (ت) والدلالة

الإحصائية مما يؤكد على تكافؤ المجموعتين في مهارات الفهم القرائي، كما سبق توضيحها مفصلاً في التحليل الإحصائي السابق بالخطوات التنفيذية للإجراءات الميدانية.

ثانياً: الإجابة عن السؤال الثاني من أسئلة الدراسة والذي ينص على: ما مهارات الفهم القرائي الإبداعي والناقد

المناسبة لطالبات وطلاب الدبلوم في معهد اللغويات العربية بجامعة الملك سعود؟
نظراً لأهمية تحديد المهارات خاصة بالفهم القرائي والإبداعي المساهمة في زيادة رفع الاستيعاب القرائي كما أشار ذلك عدد من الدراسات السابقة (الغامدي، 2009) و (الأحمدي، 2012م) و (صومان وعبد الحق ، 2016) و بموجبها تم إعداد قائمة للمستويات العليا من الفهم القرائي خاصة بالمستوى الإبداعي والناقد و قياس صدقها وثباتها من قبل المختصين وأعضاء هيئة التدريس في معاهد اللغويات، كوالذين قد تم عرضها في أبحاثهم السابقة استخدام استراتيجية (K.W.L) على مهارة الاستيعاب القرائي لدى الناطقين بغير العربية؟

تم عمل استبانة تقييمية لمعرفة أثر استخدام استراتيجيات ما وراء المعرفة على عينة الدراسة للمجموعتين التجريبيتين بالمستوى الثالث والرابع؛ حيث أسفرت النتائج بأن الاستراتيجية المقترحة مكنتهم من تحديد معلوماتهم السابقة وتحديد ماذا يحتاجون معرفته أيضاً قبل القراءة وهذا مما ولد الدافعية لديهم والرغبة في القراءة بإدراك وتمعن أكبر حتى بلغوا الفهم العام للنص القرائي، وقد أقر 91% من عينة الدراسة فاعلية استخدام استراتيجية (K.W.L) بينما ذهب 9% بأنها أسلوباً مساهماً في زيادة الدافعية والترغيب للقراءة فقط دون مساهمتها في زيادة الوعي والإدراك الذهني. أما من حيث تحديد المعلومات الجديدة التي تم اكتسابها أثناء مرحلة القراءة فهي تعد نتاجاً حقيقياً للفهم القرائي كما أكد ذلك 91% من عينة الدراسة وأثبت ذلك الأداء الفعلي باستمارات التحقق المعرفي المصاحبة لنصوصهم القرائية فقد تفاعل الطالبات والطلاب في تنفيذ استراتيجية (K.W.L) ومن خلالها تمكنوا من استنباط الأفكار العامة حول النص القرائي وكذلك استنباط أفكار وصور جديدة متعلقة بانطباع القارئ عن فحوى النص وربطها بصور متعلقة بحياته أو باستشهادات قرآنية وأحاديث نبوية، وهذا ناجم من تحققهم على مستويات متقدمة من الفهم القرائي. ومما يؤكد على فاعلية هذه الاستراتيجية في الدراسات السابقة ما ذكرته (الأحمدي، 2012، ص146) في نتائج دراستها التي أثبتت فاعلية استخدام استراتيجية (K.W.L) بأنها ساعدت الطالبات على استثمار عمليات التفكير بتخطيط منظم حيث ساهمت في وفرة أفكارهن من خلال جمع المعلومات و كذلك دربتهم على مهارة التخطيط من خلال تنظيم خبراتها و معرفة ماذا تريد تعلمه وهذا ما يزيد دافعيتهما للبحث عن الجديد حول ما تريد تعلمه، وقلل الشعور لدى الطالبات بالحيرة والارتباك وعدم التوقف في التجاوب مع أفكار النص العميقة في الفهم وهذا عائد لحسن التخطيط في تنظيم العمليات المعرفية المحققة لبلوغ الهدف بأقصر وقت. وهذا أيضاً ما أثبتاه الباحثان (سيتي ونائل، 2016، ص99) في نتائج دراستهما على الطلاب الماليزيين الناطقين بغير العربية وأثر الاستراتيجية عليهم حيث ذكروا بأنها ساهمت على بناء المعرفة لدى المتعلمين وتنشيط المعرفة السابقة لديهم مع إثارة اهتمامهم حول الموضوع في المرحلة الأولى، وعملت على تنظيم المعلومات والأفكار وتوليد الجديد في المرحلة الثانية، و

مهارة الاستيعاب القرائي لدى الناطقين بغير العربية؟
أخيراً في المرحلة الثالثة بعد التعلم ساعدتهم هذه الاستراتيجية على ربط خبراتهم السابقة بالمعلومات الجديدة التي اكتسبوها من تدريب المجموعات التجريبية على استخدام مهارات العصف الذهني كطريقة تعليمية في حل الصعوبات اللغوية بعد القراءة، وهذه نتائج تدل على أثر فاعلية الاستراتيجية في تكامل الفهم لدى المتعلم مع التحكم لعملية تعلمه بواسطتها. التي تواجههم أثناء قراءتهم للنص القرائي وذلك بالتوصل إلى أفكار وطرق جديدة معينة على تجاوز العقبات في الفهم القرائي سواء كان فهماً حرفياً أم تفسيريّاً أم تطبيقياً؛ حيث ذكرت مجموعة من الطالبات أنهن واجهن صعوبات في الوصول لمضامين بعض الأفكار العميقة بالنص القرائي مما دفعهن لاعتماد بعض الأساليب المساندة في زيادة الوعي الإدراكي لديهن من خلال استخدام أسلوب التكرار لعملية القراءة أكثر من مره للنص، وربط الأحداث والمعلومات السابقة في النص بالأحداث والمعلومات الجديدة مع تسخير خبراتهم لفك الرموز والشفرات الغامضة، كذلك أكد الطلاب أن حل الأسئلة والتدريبات التابعة للنص والمناقشة ساهمت في توصيل بعض المعاني غير المباشرة في النص واستنباط أفكار جديدة متعلقة

بمعنى النص مع الإدلاء بأرائهم النقدية حول النص؛ حيث أسفرت نتائج الاستبانة التقييمية على عينة الدراسة التي أثبتت أن هذه الاستراتيجية ساهمت في حل الصعوبات والمشاكل بنسبة 91% لديهم من صعوبات الفهم القرائي التي يلقونها أثناء ممارستهم للمهارة القرائية في فصول تعليم اللغة العربية كلغة ثانية. ومما يؤكد على فاعلية هذه الاستراتيجية في الدراسات السابقة ما ذكرته (الأحمدي، 2012، ص146) في نتائج دراستها التي أثبتت فاعلية استخدام استراتيجية العصف الذهني في تعاون الطالبات على جمع المعلومات ومناقشتهم حول الموضوع مما ساهم ذلك في الاستفادة من بعضهم البعض وتجاوز المشكلات الاستيعابية وأضفى للجو نشاطاً متجدداً في تلاقح الأفكار الجديدة المساهمة في إثراء العملية القرائية بشكل أفضل. كما أسفرت النتائج إلى أن استخدام استمارة تحقق الفهم القرائي ساهمت في تطوير الآراء والأفكار الذاتية حول النص وأكد ذلك 93% من عينة الدراسة الذين أشادوا بأنها مكنتهم من مهارة التخييص للنصوص القرائية في سطور محدودة دونت معارفهم وخبراتهم و رسمت أفكار جديدة خاصة بأراء القارئ و انطباعاته مرتبطة بما تعلمه خلال قراءته

محقة بذلك بلوغهم مستويات الفهم القرائي الحرفي والتفسيري والتطبيقي على: هل يوجد فروق ذات دلالة إحصائية بين متوسط درجات طالبات المستوى الثالث بين المجموعتين التجريبية والضابطة في الدرجة الكلية لاختبار الفهم القرائي بالتطبيق

البعدي؟ توصلت نتائج الدراسة إلى وجود فروق دالة إحصائية عند مستوى الدلالة الإحصائية $\alpha = 0.05$ () بين متوسط درجات الطالبات في المجموعتين (الضابطة والتجريبية) بعد تطبيق الاختبار القرائي البعدي للفهم القرائي لصالح المجموعة التجريبية، وهذا يدل على فاعلية استراتيجية التدريس المقترحة في تحسين الفهم والاستيعاب القرائي لدى المتعلمين. حيث بلغت قيمة "ت" (2.2322748) وبدلالة إحصائية (0.0379739)، فهذه الفروق جاءت إيجاباً لصالح المجموعة التجريبية. كما يلاحظ أن المتوسط الحسابي المعدل للمجموعة التجريبية بلغ (14.75)، وبلغ المتوسط الحسابي المعدل للمجموعة الضابطة (11.25). وهذا يدل على أن الفروق كانت لصالح المجموعة التجريبية، مما يؤكد وجود فاعلية استراتيجية ما وراء المعرفة المقترحة في تحسين الفهم القرائي لدى الطالبات الناطقات بغير العربية.

سادساً: الإجابة عن السؤال السادس والذي ينص على: هل يوجد فروق ذات دلالة إحصائية بين متوسط درجات

طالبات المستوى الرابع بين المجموعتين التجريبية والضابطة في الدرجة الكلية لاختبار الفهم القرائي بالتطبيق البعدي؟ توصلت نتائج الدراسة إلى وجود فروق دالة إحصائية عند مستوى الدلالة الإحصائية $\alpha = 0.05$ ()

بين متوسط درجات أفراد المجموعتين (الضابطة والتجريبية) في تطبيق الاختبار القرائي البعدي للفهم القرائي لصالح المجموعة التجريبية، وهذا يدل على فاعلية استراتيجية التدريس المقترحة في تحسين الفهم والاستيعاب القرائي لدى المتعلمين. حيث بلغت قيمة "ت" (2.193939487) وبدلالة إحصائية (0.025309485)، فهذه الفروق جاءت إيجاباً لصالح المجموعة التجريبية. كما يلاحظ أن المتوسط الحسابي المعدل للمجموعة التجريبية بلغ (13.57142857) وبلغ المتوسط الحسابي المعدل للمجموعة الضابطة (10.14285714). وهذا يدل على أن الفرق كان لصالح المجموعة التجريبية، مما يؤكد وجود فاعلية استراتيجية ما وراء المعرفة المقترحة في تحسين الفهم القرائي لدى الطلبة والطالبات. وتم إيضاح ذلك في الجدول (4) بالتحليل الإحصائي. ويتضح من النتائج السابقة رفض فرضيتي الصفرية وقبول الفرضية البديلة أي ثبت وجود فروق ذات دلالة إحصائية عند مستوى دلالة $\alpha = 0.05$ بين متوسطي أداء متعلمي ومتعلمات اللغة العربية الناطقين بغيرها في المجموعتين التجريبية والضابطة لكلا المستويين الثالث والرابع.

وهذه النتيجة تدل أن أفراد المجموعة التجريبية قد نالوا تحسناً وارتفاعاً في معدلات الاستيعاب و الفهم القرائي بفعل الاستراتيجيتين المقترحة وتتفق هذه النتيجة مع نتائج دراسة (د. ربابعة ، 2019، ص 285) التي أثبتت أن الاستراتيجيات المعرفية وما وراء المعرفة ساهمت في تحسين مستوى الاستيعاب القرائي وزيادة التحصيل الإملائي لدى متعلمي اللغة

العربية الناطقين بغيرها ، كذلك نتائج دراسة (سيتي ونيل ، 2016 ، ص98) التي أكدت أن استراتيجيات ما وراء المعرفة قادرة على رفع مستويات الاستيعاب القرائي لدى الطلبة المالميزيين الناطقين بغير العربية وساهمت في استقلال الطلبة أثناء عملية تعلمهم واعتمادهم على أنفسهم في اكتساب معارفهم والتفاعل معها بشكل مباشر من خلال أنشطة التعلم والقراءة الواعية. وكثير من الدراسات التي أكدت ذلك و أثبتت فاعلية استراتيجيات ما وراء المعرفة في تحسين ورفع مهارات الفهم القرائي لدى المتعلمين، وقد تمّ عرض بعض منها مسبقاً في الدراسات السابقة. ويعزو نجاح هذه الاستراتيجية لعدة أسباب تلخصها الباحثة في نقاط هي:

- أنه تم اختيار استراتيجيات خاصة بمتعلمي اللغة العربية الناطقين بغيرها بعناية تخدم الاستيعاب القرائي وتحقق أهدافه التعليمية وتناسب ظروف الطالب الباحث المدرب على تنفيذها للمتعلمين والمتعلمات.
- و تم اختيار استراتيجيات تتناسب مع طبيعة الدرس اللغوي في مقرر القراءة الموسعة تتفق مع أهدافه في تحسين مهارات المتعلمين الإبداعية والنقدية بكفاءة لغوية تساهم في تحقيق تعلمهم الذاتي.
- كما تعزو الباحثة نجاح الاستراتيجية لمواكبتها وسائل التطور المعرفي والتقني ووسائل الاتصال والتواصل في عملية التدريس بمختلف ظروفه سواء كانت تعليمًا مباشرًا في الصف أو عن بعد.
- كما يعزى لها مساهمتها في تحقق الفاعلية لموضوعات الدروس القرائية بحيث تمكن المتعلمين من مناقشة الموضوعات وتوليد الأسئلة وحل الصعوبات وهذا بدوره يولد التعلم النشط المساعد على نمو الجوانب المعرفية وما وراء المعرفة لهم.
- ويعزى للاستراتيجية المقترحة من مراقبة وتقييم الطالب لذاته و معرفة مواطن الصعوبات والإخفاق لديه في الفهم القرائي مما يدفعه لعلاجها وتصحيح عثراته ويتقدم بذلك مستواه المعرفي والتحصيلي.
- وعي أفراد الدراسة لاستخدام أساليب تطور من أدائهم اللغوي وتحقق فهم القرائي والتجاوب معها كان أحد الأسباب الدافعة لتحقيق فاعلية استراتيجيات ما وراء المعرفة في رفع مستوى فهمهم القرائي.
- وتحددت الدراسة بصعوبات واجهت الباحثة خلال تنفيذ الدراسة الحالية أهمها:
- قلة عدد عينة أفراد الدراسة في المستويات العليا، وذلك لقلة عدد الدارسات في معهد اللغويات العربية بجامعة الملك سعود على الرغم من أن الدراسة تم تنفيذها بشكل أساسي على الطالبات إلا أن الحاجة الملحة دعت لزيادة عدد أفراد العينة بالطلبة وتنفيذ الدراسة باستخدام التعلم الإلكتروني. الاستراتيجيات في القاعات والفصول الدراسية وهذا ما دفع الباحثة - لم تتوفر ساعات إضافية للتدريب على الاستراتيجيات في القاعات والفصول الدراسية وهذا ما دفع الباحثة لاختيار استراتيجيات خاصة بالمتعلم يتدرب عليها خارج القاعة الدراسية.
- محدودية الزمن المخصص لتنفيذ الاستراتيجية نظرًا لظروف الباحثة والدراسة.
- الحاجة لتدريب المعلمات على الاستراتيجيات في حال تطبيقها على الطالبات وهذا يحتاج لتنظيم وتخطيط زمني مسبق. وهذا مما دفع الباحثة لتطبيق الاستراتيجيات، وتدريبها للطلبة والطالبات شخصيًا.

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PSYCHOLOGICAL ASPECTS OF TEACHING ENGLISH OF MEDICAL INSTITUTES



<https://doi.org/10.5281/zenodo.14877542>

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Annotation. This review aims to explore alternative teaching and learning methods that can enhance medical curricula, addressing the limitations of traditional lecture-based approaches. Medical education often relies heavily on lectures, which, while informative, may not fully engage students or foster critical thinking, practical skills, or deep understanding. To address this gap, innovative teaching methods are crucial for preparing medical students to meet the evolving challenges of the healthcare field.

Аннотация. Целью данного обзора является изучение альтернативных методов преподавания и обучения, которые могут улучшить медицинские учебные программы, устраняя ограничения традиционных подходов, основанных на лекциях. Медицинское образование часто во многом зависит от лекций, которые, хотя и информативны, не могут полностью заинтересовать студентов или способствовать критическому мышлению, практическим навыкам или глубокому пониманию. Чтобы восполнить этот пробел, решающее значение имеют инновационные методы обучения для подготовки студентов-медиков к решению растущих задач в области здравоохранения.

Annotatsiya. Ushbu sharh an'anaviy ma'ruzaga asoslangan yondashuvlarning cheklovlarini hisobga olgan holda tibbiy o'quv dasturlarini yaxshilashi mumkin bo'lgan muqobil o'qitish va o'qitish usullarini o'rganishga qaratilgan. Tibbiy ta'lim ko'pincha ma'ruzalarga tayanadi, ular ma'lumotli bo'lsa-da, talabalarni to'liq jalb qilmasligi yoki tanqidiy fikrlash, amaliy ko'nikmalar yoki chuqur tushunishni rivojlantirmasligi mumkin. Ushbu bo'shliqni bartaraf etish uchun innovatsion o'qitish usullari tibbiyot talabalarini sog'liqni saqlash sohasidagi rivojlanayotgan muammolarga javob berishga tayyorlash uchun juda muhimdir.

Keywords: *receptive and reproductive type, procedural and substantive aspect, letters, e-mails and other messages, cover letters, references and job applications, essays, stories, x features, reviews of books and films.*

Ключевые слова: *рецептивный и репродуктивный тип, процессуальный и содержательный аспект, письма, электронные письма и другие сообщения, сопроводительные письма, рекомендации и заявления о приеме на работу, эссе, рассказы, рецензии на книги и фильмы.*

Tayanch so'zlar: *retseptiv va reproduktiv turi, protsessual va mazmunli tomoni, xatlar, elektron pochta va boshqa xabarlar, muqobil xatlar, ma'lumotnomalar va ishga arizalar, insholar, hikoyalar, x xususiyatlari, kitoblar va filmlar sharhlari.*

We identified four different types of contemporary teaching methods through our literature search. These modern teaching and learning methods are well tested and widely used in different parts of the world for specific learning objectives. We reviewed them carefully to analyze their

perceived and proven effectiveness, as well as implementation and implementation challenges. Similarly, we have also provided recommendations to overcome these limitations/challenges.

Modern teaching and learning methods:

1. Case Based Learning (CBL)

CBL is a teaching and learning practice that uses clinical cases to assist traditional lectures. CBL promotes active learning and has recently been used to compensate for lack of motivation in didactic lectures. Students are given an opportunity to examine real cases in which the patient's medical history, signs, symptoms along with clinical and laboratory data are provided. Through teamwork and peer interaction, students evaluate the case by planning investigations and appropriate management. The motto is to equip students with the necessary abilities required for critical analysis.

CBL links theory with practice by promoting inquiry-based learning methods. Students are placed in groups and exposed to clinical cases to simulate real-life situations. These groups of students then work as a team to discuss and analyze the case to identify differential diagnoses, management strategies, and future plans. CBL covers a wide range of topics with clear learning objectives and enhances clinical knowledge, teamwork, clinical skills, and practical behavior.

1.1. Limitations: Although CBL can be effective in facilitating group discussions, proper measures need to be taken to organize the groups. Students and teachers require additional time to prepare for each lesson. This directly impacts students' schedules and exam preparation. Additionally, the attitude, personality, and character of some faculty members result in process dominance with little time for students to independently study the case, which hinders experiential learning.

1.2. Recommendations: Teachers need to be properly trained to effectively use and appreciate CBL. This teaching method is more effective when conducted in small groups with interested learners and cases that closely relate to clinical scenarios. Additionally, MCQ-based assessments can be used to test and monitor students' understanding and thinking process to ensure that students are using this teaching strategy effectively.

2. Evidence-Based Medicine (EBM)

EBM provides students with the necessary tools to study, understand, and evaluate medical literature. EBM follows five steps: a) translating ambiguous information into an answerable question, b) searching for the best available evidence, c) critically understanding the evidence for internal validity, d) applying the results to practice, and e) evaluating effectiveness. It advocates long-term learning and disciplined thinking to carefully and intelligently apply current medical evidence to decisions regarding patient care.

Although EBM has been compared to the difference between experimental and personal equilibrium, early implementation of EBM in medical schools has been shown to be effective in changing the thinking process of medical graduates. Students are better equipped with analytical and decision-making abilities, which positively influences the development of competence. Implementing EBM into the regular medical curriculum improves students' research knowledge, personal application, perspectives, and future use of the methods learned. Compared with the integration of EBM into traditional medical programs, modern methods of studying medicine demonstrate a holistic approach that promotes innovation and spontaneity. It also enhances the ability to think logically and critically, and is better suited to understand the background of a disease and subsequent management.

2.1. Limitations: Despite its indispensable role in modern education, the inclusion of EBM in the medical curriculum must be properly directed to achieve its goals. It should be viewed precisely through the filter of personal learning and experience, since reflective learning is the

best predictor of optimal outcome. Lack of knowledge and experience in research is one of the challenges. Students need to be familiar with computers and receive proper training on how to conduct effective research using online databases. Likewise, statistical understanding can be complex at times, which limits its implementation.

3. Simulation-Based Training (SBL)

A simulation is an artificial illustration of the real world to achieve learning motives through experiential learning. The basic principle of simulation-based learning is to use simulation aids to mimic real-life clinical scenarios. Although medical simulation is fairly new, simulation has long been used in other high-risk professions such as aviation. Medical simulation allows for the re-establishment of clinical skills through intended practice rather than an apprenticeship style. It can help as a substitute for real patients and clinical scenarios. The barriers that surround confined clinical settings encourage the use of SBL in pre-clinical training. One of the most important benefits is the absolute freedom for trainees to make and repeat mistakes without causing harm to the patient.

Virtual reality can also be used in SBL to improve training standards and confidence in patient care. It is best thought of as a concept for advanced technology to facilitate human-machine interaction and effectively bridge the gap between realistic and theoretical learning by engaging the learner in pseudo-realistic environments. It varies greatly in terms of the level of sophistication, authenticity, and synergy of the end user with the virtual background. Understanding the use of haptic feedback may create a sense of resistance while using the instruments in a simulated environment. Similar technology principles are used in training resident physicians in laparoscopic and endoscopic instruments.

3.1 Limitations: Although SBL can simulate real-life clinical scenarios, it may be the first practical experience for students and requires coordination, patience, cooperation, and effective guidance. SBL equipment such as mannequins, software, and facilities may be expensive and need adequate maintenance. Session preparation and organization may be time-consuming and require sufficient equipment for equal opportunities for students. Faculty should also be adequately trained in the use of any equipment.

3.2 Recommendations: The introduction of simulation training along with traditional didactic lectures has shown a reduction in errors and an increase in the efficiency of medical procedures. Therefore, it is advisable to use simulation technology in teaching complex medical procedures to improve patient care outcomes. Simulation-based learning should be introduced early in the basic sciences to provide more hands-on, pseudo-clinical experience. Student enthusiasm can be enhanced by smaller group sizes coupled with minimal instructional guidance, allowing students to tackle assigned tasks independently to increase participation and discussion with peers.

4. Social media and video lectures (e-learning)

Social media is a public networking space where end users establish online communities for effective discussion. These online communities are helpful to circulate information, thoughts, and various other contents. There are many social media platforms like Twitter, Facebook, YouTube, and online blogs. Social media has become an elemental part of modern medical societies, hospitals, and advocacy groups. The obligation for an advancing education is more important than ever before, thereby incorporation of social media in the modern educational system is a must. Social media platforms can assist subsidiary traditional knowledge and enhance distant learning. Students and learners of all stratus commonly check the internet for details about diseases, therapies, and associated physiology. Furthermore, many organizations have realized that supporting live-tweeting or blogging of medical conferences as well as

dispensing opportunities for wide propagation of content can far outdistance the in-person attendance.

Computer technologies have shown greater impact on medical education, most recently through the electronic distribution of videos. The extensive usage of the vast educational resources available through the internet has significant medical importance. These online resources can be used for practical learning of clinical procedures, demonstrations of anatomical dissections as well as asynchronous learning through online lectures. Resources encompass a wide range of subject material ranging from personal homemade videos to specialized content provided by various health care organizations and clinicians for professional education.

4.1. Limitations: Despite the fact these platforms can supplement and enhance learning, it is important to realize they cannot replace fundamental education and experience. Students are not able to gain the same direct and live contact with teachers with a structured time and location for learning, substantiation of the knowledge as well as interpersonal skills that can only be learned through in-class learning. Also, the information on the platform is not regulated and can easily be misleading.

Modern methods of studying medicine are compulsory in medical education. Integrating modern teaching methods into medical education addresses differences in learning style preferences that can affect students' performance in various aspects of basic medical sciences (Inra et al., 2017). These methods such as CBL, EBM and PBL motivate learning by actively engaging students and linking theory with real life situations. They enhance competence, logical thinking and better clinical judgment. For example, PAL helps students express their thoughts and share their knowledge to develop understanding. Observational learning provides immediate feedback and improves the efficiency of medical procedures, which are almost always the daily routine of doctors. Modern teaching methods also provide freedom to explore knowledge and provide opportunities for reflection in a controlled environment. In simulation studies, student mistakes may be acceptable as they are not harmful to the patient and the mistakes serve as reinforcement to avoid future medical errors. Similarly, the Internet is an effective tool for providing facts about disease processes, treatment methods and management. Social media encourages online collaboration and information related to specific content is easily shared among students in specific subgroups. YouTube videos from trusted sources have proven to be a wealth of valuable information for medical students, especially on how to conduct various clinical examinations.

Conclusion:

The integration of these alternative teaching methods can enhance student engagement, promote active learning, and foster the development of critical clinical skills. Medical curricula need to adapt to the evolving educational landscape by incorporating these innovative techniques. The move away from traditional lectures to more interactive, student-centered approaches can better prepare medical students for the complexities of modern healthcare and promote lifelong learning in their professional careers. Learning is an ongoing process and it is important to recognize that students have different learning styles. Some of these modern learning methods in medical education include CBL, EBM, PBL, SBL, e-learning, PAL, observational learning, flipped classroom model and team-based learning. These alternative, student-centered learning and teaching methods expand student thinking through new and creative approaches to constructive knowledge acquisition and enhance professional expertise through the development of skills, competence, and leadership in the medical field. Therefore, medical education must be

flexible enough to effectively and appropriately accommodate and incorporate multidisciplinary learning models at the right time and context, starting from the pre-clinical years.

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ARAB TILINI O'QITISHDA LUG'AT DIKTANTLARDAN FOYDALANISHNING SAMARADORLIGI



<https://doi.org/10.5281/zenodo.14877554>

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Annotatsiya. Maqola xorijiy tillar ta'limi, xususan, arab tilini talabalarga o'qitishda lug'at diktantlardan foydalanaishning ahamiyatini yoritishga bag'ishlangan. Maqola muallifi O'zbekistonda arab tiliga bo'lgan qiziqish har qachongidan-da ortib borayotganini, arab tilini o'qitish metodlari tizimida boshqa xorijiy tillarga nisbatan yangi va samarali usullar, ta'lim vositalarida tanqislik borligini e'tirof etadi.

Maqolada, shuningdek, arab tili ta'limi uchun murakkabliklar keltirib chiqaruvchi arab tilining orfografik, leksik, semantik xususiyatlarini e'tiborga olgan holda boshlovchi talabalar uchun arab tili mashg'ulotlarida lug'at diktantlar yozdirish eng ko'p samara beradigan usullardan biri ekani tajriba natijalariga ko'ra tahlil qilinadi.

Аннотация. Статья посвящена освещению важности использования словарных диктантов при обучении учащихся иностранным языкам, в частности арабскому. Автор статьи признает, что в Узбекистане быстро растет интерес к арабскому языку, а в системе методик преподавания арабского языка по сравнению с другими иностранными языками наблюдается дефицит новых эффективных методов и учебных средств.

В статье также анализируются результаты экспериментов, показывающие, что написание словарных диктантов на уроках арабского языка для начинающих является одним из наиболее эффективных методов, учитывающих орфографические, лексические, семантические особенности арабского языка, которые создают трудности при обучении арабскому языку.

Annotation. The article is devoted to highlighting the importance of using dictionary dictations in teaching foreign languages, in particular, Arabic to students. The author of the article recognizes that interest in the Arabic language is growing rapidly in Uzbekistan, and that there is a shortage of new and effective methods and educational tools in the system of Arabic language teaching methods compared to other foreign languages.

The article also analyzes the results of experiments to show that writing dictionary dictations in Arabic lessons for beginners is one of the most effective methods, taking into account the orthographic, lexical, semantic features of the Arabic language, which create difficulties for Arabic language teaching.

Tayanch so'zlar: arab tili, ta'lim, lingvistik xususiyatlar, orfografik, leksik birliklar, lug'at diktant, so'z zahirasi.

Ключевые слова: арабский язык, образование, лингвистические особенности, орфография, лексические единицы, словарный диктант, словарный запас.

Keywords: arabic language, education, linguistic features, orthographic, lexical units, dictionary dictation, vocabulary.

Xorijiy tillarni o'qitish jarayoni bugungi kun talabalari va shiddat bilan yangilanayotgan axborot texnologiyalari ta'siri ostida har doimgidan-da oshiqroq mehnat talab qilmoqda.

Aytish joizki, respublikamizda oxirgi yillarda arab tilini o'rganishga bo'lgan qiziqish tobora ortib bormoqda, biroq arab tilini o'qitish va o'rgatish uchun boshqa xorijiy tillar ta'limida mavjud ko'p va turli usullarga nisbatan sohada yetishmovchilik, resurslar kamligi ham namoyon bo'lmoqda, bu esa o'z navbatida arab tili ustozlari yelkasiga yana ham ko'proq mas'uliyat yuklaydi.

O'rganilayotgan tilda muloqot ko'nikmalari va mahoratini shakllantirish bevosita til o'qitish jarayoni uchun to'g'ri uslubiy vositalarni tanlash bilan bog'liqdir. Bu jarayonda talabalarda xorijiy tilni mukammal o'zlashtirish, ulardagi ixtisoslik va umumiy leksik, lug'at boyligini oshirish eng muhim omillardan biri hisoblanadi.

Jamiyatning zamonaviy taraqqiyot bosqichida va globallashtirish tezlashayotgan bir paytda mutaxassislarning xorijiy tillarni yuksak darajada egallashi nafaqat uning shaxsiy fazilatlarini ko'rsatkichi, balki shaxsiyatning umummadaniy rivojlanganligi belgisi hamdir.

Afsus bilan e'tirof etish lozimki, arab tilini o'rganuvchi talabalarda ularning leksik - grammatik kompetensiyalari, shuningdek og'zaki nutq orqali muloqot ko'nikmalari, yozma savodxonlik va mavzu yuzasidan to'g'ri tanlangan lug'at borasidagi mahoratlari u darajada ham quvonarli ahvolda emas.

Tilshunos olim N.Abiyeva fikricha, talabalarining leksik- grammatik kompetensiyasi ta'lim jarayonida kerakli darajada to'la shakllanmaydi, bunga sabab, professor-o'qituvchilarning lug'at bilan ishlash ko'nikmasini shakllantirishga u qadar katta ahamiyat qaratmaganlaridir. Holbuki, lug'at bilan ishlash talabalar lug'at zahirasiining dinamik ravishda muntazam boyib borishiga xizmat qiladi va oxir-oqibat so'zlarning faol ishlatilishiga yo'l ochadi.

Bizningcha ham, faollashtirilmagan lug'at zahirasi - undan nutq faoliyatida amaliy foydalanilmasa, passiv holatga o'tadi va vaqt o'tishi bilan xotiradan mutlaqo o'chib ketadi.

Xo'sh, bu holat ro'y bermasligi uchun nima qilish darkor? Mashg'ulotlar jarayonida aynan qanday o'quv vositalari, usullari xorijiy til o'rganayotgan talabaning ko'proq yangi leksik birliklarni o'rganishi va ularni faol xotirada saqlab, amaliyotda unumli qo'llashiga yordam beradi?

Ma'lumki, xorijiy tillarni o'qitishning klassik usullariga, asosan, 4 mahorat bilan ishlash kiradi: tinglab tushunish, o'qib tushunish, so'zlashish va yozish. Biroq talabada bu mahoratlarni shakllantirish va yaxshilash uchun, eng avvalo, ularda bu darajadagi mashg'ulotlarni hazm qila olishlari lozim bo'ladi, yoki bevosita bu usullar qo'llanilishi uchun talabalarda muayyan darajada lug'at zahirasi, yangi so'zlarni diskursda to'g'ri qo'llay olish ko'nikmasi ham mavjud bo'lishi zarur.

Arab tilini boshlovchi talabalarga mashg'ulotlar jarayonida lug'at diktantlar yozdirish samarali usul hisoblanadi. Ayniqsa, arab tilidagi ba'zi harflarning turli talaffuzdagi ekvivalentlari mavjudligi, qolaversa, arab alifbosidagi harflarning ikki va to'rt ko'rinishli harflarga ajratilishi, arab tilidagi hamza belgisining alohida imlo qoidalariga ega ekani talabalarda lug'at diktantlar yozish ko'nikmasini yuqori darajada shakllantirish orqali arab tilidagi nafaqat muloqot ko'nikmasi, balki yozma savodxonlikning ham samarali rivojlanishida muhim omil bo'lib xizmat qiladi.

Fikrimizning dalili sifatida quyidagi jadvalda 1-kurs talabalarining 1-semestr boshidan 2 oy o'tgach, olingan lug'at diktantlari natijalarini keltiramiz:

Topshiriq (so'z yoki so'z birikmasi tarjimasi)	Topshiriq natijasi
suv	مَاء
yo'l	طَرِيقٌ
umid	عَمَلٌ
meva	فَاكِهَةٌ
o'qildi	قُرِئَ
kunlar o'tadi	أَيُّ يَمُرُّ
stul ustida	أَلِي طَوَّلَتْنِ
odatga ko'ra	فِيَادَاتِنِ
u(mz) kirdi	دَحَلَ إِلَى الْفَرَفَتِ
bu hodisalar	هَوَلَا هَوَادَثُونِ
arab davlatlari	عَرَبِي دَوْلَاتٌ
doska	لَوْهْنِ ابْيَدِ
quyosh nurlari	شَمْسُ نُورُونِ
talaba qizning sumkasi	حَقِيْبَتِنِ اَطْلَبَةِ
universitetga bordik	ضَحِينِ إِلَى الْجَامِعِيَّتِ

Arab alifbosi harflarining to'g'ri yozilishi va to'g'ri talaffuz qilinishi bo'yicha o'tilgan darslar davomidagi lug'at diktantlarda talaba tomonidan arab so'zlarini yozishda, ko'rinib turganidek, ko'plab xatolarga yo'l qo'yilgan. 15 ta so'z va so'z birikmalaridan iborat lug'at diktantda:

so'zida cho'ziq unidan keyin kelgan so'z oxiridagi hamzaga kursi tanlashda xatoga yo'l qo'yilgan;

so'zida esa, cho'ziq ي unlisi yozilmagan va tanvin damma harakati harflar bilan yozilgan;

so'zida esa ا harfi o'rniga ع harfi o'zidan keyingi undoshga ulanmay yozilgan va talab qilingan so'z o'rniga ma'nosi o'zgargan so'z paydo bo'lgan;

so'zida o harfi o'rniga ح harfi noto'g'ri tanlangan va tanvin damma harflar bilan yozilgan;

so'zida hamza uchun noto'g'ri kursi tanlangan;

birikmasida grammatik va orfografik xato ko'zga tashlanadi;

birikmasida talaba "stul" so'zi o'rniga "stol" so'zini yozgan, ع "على" predlogi ع harfi o'rniga fathalangan hamza bilan yozilgan;

birikmasi uchun "في" predlogi noto'g'ri tanlangan, aniqlik artiklisiz, ع harfi o'rniga fathalangan hamza bilan yozilgan;

gap birikmasida "دخل" so'zida qattiq x - ح o'rniga yumshoq h - ح "الغرفة" so'zida غ harfi o'rniga ف harfi, ة (ta marbuta) o'rniga ت (ta mamduda) yozilgan, hamda دخل fe'lidin keyin vositasiz to'ldiruvchi kelishi qoidasiga zid predlog qo'llanilgan;

birikmasida arab tilida moslashgan aniqlovchi va aniqlanmish moslashuvi qoidasi to'g'ri qo'llanilmagan, so'zining to'g'ri siniq ko'plik shakli hamda هَوَلَاء so'zi ham noto'g'ri yozilgan;

so'zidagi ع harfi ر harfiga ulanmay yozilgan, so'zi bilan moslashgan aniqlovchi qoidasiga ko'ra grammatik to'g'ri birikma hosil qilinmagan;

birikmasida ham لوح so'zidagi ح harfi , أبيض so'zidagi ض harfi to'g'ri yozilmagan;

izofa birikmasida ham grammatik, ham orfografik xatolarga yo'l qo'yilgan;

الطالبة izofa birikmasida yumshoq h ح - o'rnida qattiq x خ , hamda tanvin damma harakati harflar bilan ; الطالبة so'zida ل harfi va so'z tarkibidagi cho'ziq a- ا unlisi tushirib qoldirilgan;

ذهينا gapida ذهينا so'zidagi ذ o'rnida ض , o'rnida ح harflari, I shaxs ko'plik son qo'shimchasi o'rniga III shaxs muannas ko'plik son qo'shimchasi xato yozilgan, الجامعة so'zida ع dan keyin bir ي harfi orttirilgan va ة (ta marbuta) o'rniga ت (ta mamduda) xato yozilgan.

Bu lug'at diktantda talabalardan yodlashga berilgan so'z va jummalarni faqat o'zbek tilidan arab tiliga o'girish topshirig'i ogohlantirilmasdan talab qilingan edi. Natija esa talabalar tomonidan yozilgan so'z va so'z birikmalarida nafaqat qo'pol orfografik, balki xuddi shunday grammatik xatolarga ham ko'p yo'l qo'yilganini ko'rsatdi.

Shu o'rinda alohida ta'kidlash lozimki, garchand har bir arab tili darsida talabalarga muayyan miqdordagi lug'at yodlash topshirig'i berib borilsayu, ammo ularni talabadan kunlikda yozma lug'at shaklida qayta so'rab borilmasa, natija yuqoridagidek qolaveradi.

Shu sababli, biz o'quv jarayonini tashkil qilish asnosida lug'at diktantlarni har bir mashg'ulot tarkibida qo'llash yaxshi natija berishiga; lu'gat duktant yozdirish talabalarga bir paytning o'zida ham yangi ma'noli leksik birlikni yodlatish, uni orfografik to'g'ri yozish va to'g'ri talaffuzni ajrata olish mahoratlarini shakllantirishga mo'lgallangan xorijiy til ta'limidagi universal usullardan biri ekaniga guvoh bo'ldik..

Talabalarga ma'lum lug'atni yodlash topshirig'i berilgach, ulardan yozma diktant va juftlik bo'lib og'zaki savol - javob shaklida so'ralishlari haqida xabar yetkazilgachgina, talaba topshiriqni to'la - to'kis bajarishga harakat qiladi.

Lug'at diktanlar yozish bo'yicha har dars olib borilgan harakatlar natijasida I kurs talabalari arab grammatikasi qoidalar bilan chuqurroq tanisha boshlashgach, orfografik xatolar soni oktabr oyidan yanvar oyigacha 15 tadan 10 tagacha, grammatik xatolar soni esa 15 tadan 9 tagacha miqdorda kamayishi kuzatildi.

Bu ma'lumotlar avval yodlangan so'zlarni mustahkamlash va yodlangan so'zlarni to'g'ri grammatik shakllarda faollashtirish vositasi sifatida lug'at diktantlardan muntazam va reja asosida foydalanish yuqori natijalarga olib borishini yana bir bor isbotladi.

Shubha yo'qki, bu bilan biz arab tili darslarida boshqa xil ta'lim usullarining ahamiyatini pasaytirish niyatidan yiroqmiz. Ammo har qanday xorijiy tilni o'rgatish mashg'ulotini tashkil qilish asosida tilning belgilar va simvollar tizimi ekanini; bu belgi va simvollar so'zlarni tashkil qilishini; so'zlardan esa o'z navbatida, so'z birikmalari va gaplar tuzilishini e'tiborga olish lozimliginigina ta'kidlamoqchimiz. Mukammal orfografik, leksik va semantik mustahkam shakllantirilmagan lug'at zahirasi ega bo'lmaslik, istalgan xorijiy tilni mukammal o'rganish maqsadiga ziddir. Shu sababli, xorijiy tillar ta'limida, xususan, alifbosida o'ziga xos nozik xususiyatlarga hamda juda ulkan lug'at zahirasi ega arab tili ta'limida lug'at diktantlardan foydalanish usuli bo'yicha shunday xulosalarga keldik:

1. Amaliy xorijiy sharq tili darslarida lug'at yodlash, mavjud lug'at zahirasi boyitish, ularni to'g'ri grammatik strukturalarda qo'llashga qaratilgan vazifa va topshiriqlarga alohida e'tibor qaratilishi lozim.

2. Talabalarda shakllangan lug'at zahirasi passiv holatda qolib ketishiga yo'l qo'ymaslik zarur: ularni doimiy faollashtirish, lug'at diktantlarda nafaqat avvaldan yodlangan leksik birliklar va muayyan grammatik konstruksiyalarni, balki ayni so'zlarni yangi va murakkab grammatik qoidalar asosida qo'llashni ham talab qilish - talabalarda yodlangan so'zlarni til bilishning har qanday darajasida qo'llay olish ko'nikmasini mustahkamlaydi.

3. Arab tili ham yozilishi, ham talaffuzi o'zgarishlarga uchraydigan, grammatik qoidalarga boy qiyin tillar toifasiga kiradi. Ayniqsa, arab tilida qisqa unilarning harakatlar bilan

ifodalanishi, arab matnlarining harakatlarsiz yozilishi kabi murakkabliklarni faqatgina yozilishi va talaffuzini, anglatgan ma'nolarini to'g'ri yodlash mahoratlarini shakllantirish yordamidagina bartaraf etish mumkin.

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O'ZBEK TILINING XORIJIY TILLAR BILAN TAQQOSLANISHIDA O'QITISH METODIKASI VA INNOVATSION YONDASHUVLAR



<https://doi.org/10.5281/zenodo.14877564>

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Annotatsiya. Ushbu maqolada o'zbek tilining xorijiy tillar bilan taqqoslanishida o'qitish metodikasi va innovatsion yondashuvlarini tahlil qilib o'tdik. Til o'rganish jarayonida samaradorlikni oshirish maqsadida zamonaviy pedagogik texnologiyalar, interfaol metodlar hamda lingvistik taqqoslash usullarini tadqiq qildik. Shuningdek, xorijiy tillarni o'qitish jarayonida o'zbek tilining o'rni va ahamiyati, tarjima, leksik va grammatik o'xshashlik va farqli jihatlarini ko'rib chiqdik.

Аннотация. В данной статье мы проанализировали методику преподавания и инновационные подходы узбекского языка в сравнении с иностранными языками. Мы исследовали современные педагогические технологии, интерактивные методы и методы лингвистического сравнения с целью повышения эффективности процесса изучения языка. Также мы рассмотрели роль и значение узбекского языка в процессе обучения иностранным языкам, перевод, лексические и грамматические сходства и различия.

Annotation. In this article, we analyzed the teaching methods and innovative approaches of the Uzbek language in comparison with foreign languages. We explored modern pedagogical technologies, interactive methods and methods of linguistic comparison in order to improve the efficiency of the language learning process. We also considered the role and importance of the Uzbek language in the process of teaching foreign languages, translation, lexical and grammatical similarities and differences.

Tayanch so'zlar: o'zbek tili, xorijiy tillar, o'qitish metodikasi, innovatsion yondashuv, pedagogik texnologiyalar, interfaol metodlar, lingvistik taqqoslash, tarjima, leksik va grammatik tahlil.

Ключевые слова: узбекский язык, иностранные языки, методика преподавания, инновационный подход, педагогические технологии, интерактивные методы, лингвистическое сравнение, перевод, лексико-грамматический анализ.

Keywords: uzbek language, foreign languages, teaching methods, innovative approach, pedagogical technologies, interactive methods, linguistic comparison, translation, lexical and grammatical analysis.

Globalizatsiya jarayonida til o'rganish va o'qitish masalalari dolzarb ahamiyat kasb etmoqda. Xususan, o'zbek tilining xorijiy tillar bilan taqqoslanishi tilshunoslik va ta'lim sohasida yangi metodik yondashuvlarni talab qiladi. O'zbek tilining lingvistik xususiyatlarini ingliz, rus, arab, turk kabi boshqa tillar bilan solishtirish orqali samarali o'qitish usullarini ishlab chiqish mumkin.

Zamonaviy ta'lim jarayonida innovatsion texnologiyalar, interfaol usullar va kommunikativ metodlar til o'qitishda muhim rol o'ynaydi. Shu sababli, xorijiy tillarni o'rganishda o'zbek tilining o'rni, leksik va grammatik o'xshashliklar hamda farqlarni tahlil qilish o'quvchilarning lingvistik qobiliyatlarini rivojlantirishga yordam beradi.

O'zbek tili turkiy tillar oilasiga mansub bo'lib, morfologik va sintaktik xususiyatlari jihatidan ko'plab tillar bilan qiyoslanishi mumkin. Xorijiy tillarni o'rganishda o'zbek tilining grammatik va leksik jihatdan taqqoslanishi o'quvchilarning til o'rganish jarayonini osonlashtiradi. Masalan, turk tili bilan grammatik yaqinlik, rus va ingliz tillari bilan so'z yasaliishi va sintaktik tuzilishlardagi farqlar ta'lim jarayonida qo'llaniladigan metodikalarga ta'sir qiladi.

Til o'qitish metodikalari zamonaviy didaktik tamoyillarga asoslanadi. An'anaviy va innovatsion metodlarning uyg'unligi samarali ta'lim jarayonini yaratishga yordam beradi. O'zbek tilini xorijiy tillar bilan taqqoslab o'rgatishda quyidagi metodlar qo'llaniladi:

1. Grammatika-taqqoslama metodi – o'zbek tilining grammatik tuzilishini boshqa tillar bilan solishtirish orqali o'quvchilarga tushuntirish.

2. Kommunikativ yondashuv – tilni faqat nazariy emas, balki muloqot orqali o'rganish.

3. Interfaol usullar – rolli o'yinlar, munozaralar, loyiha usullari orqali til o'rganish jarayonini faollashtirish.

4. Lingvokulturologik yondashuv – o'zbek va xorijiy tillar madaniyatining o'zaro bog'liqligini tushuntirish.

Bugungi kunda til o'qitishda raqamli texnologiyalarning qo'llanilishi muhim ahamiyat kasb etmoqda. O'quv jarayonini samarali tashkil etish uchun quyidagi innovatsion yondashuvlardan foydalanish mumkin:

1. Onlayn platformalar – Duolingo, Quizlet, Memrise kabi dasturlar orqali interfaol til o'rganish.

2. Sun'iy intellekt asosida o'qitish – chat-botlar, virtual o'qituvchilar yordamida individual ta'lim olish.

3. Mobil ilovalar – zamonaviy mobil dasturlar orqali grammatika va lug'at boyligini oshirish.

4. Virtual va kengaytirilgan reallik – til o'rganish jarayonini vizuallashtirish va amaliy mashg'ulotlar orqali takomillashtirish.

O'zbek va xorijiy tillar orasidagi o'xshashliklar va farqlar o'quv jarayonida o'qitish uslubiyatini aniqlashda muhim omildir:

1. Leksik jihatdan – turkiy tillar bilan ko'plab o'xshash so'zlar mavjud bo'lsa, ingliz va rus tillaridan kirib kelgan so'zlar ta'siri sezilarli.

2. Grammatik jihatdan – o'zbek tilida so'z tartibi erkin bo'lsa, ingliz tilida qat'iy tartib mavjud.

3. Fonetik jihatdan – o'zbek tilining tovush tizimi rus va ingliz tillaridan farq qiladi, bu esa talaffuzga e'tibor berishni talab qiladi.

O'zbek tilini ona tili sifatida bilgan o'quvchilar uchun xorijiy tillarni o'rganishda qiyosiy metodlar juda foydali. Masalan, o'zbek va ingliz tillaridagi vaqtlar tizimini solishtirish o'quvchilarga grammatikani oson tushunishga yordam beradi. Shuningdek, tarjima metodi orqali til o'rganish ham samarali usullardan biri hisoblanadi.

O'zbek tilining xorijiy tillar bilan taqqoslanishi til o'qitish metodikasini yanada samarali qilish imkonini beradi. Innovatsion texnologiyalar, interfaol yondashuvlar va zamonaviy didaktik usullar til o'rganish jarayonini yanada qiziqarli va samarali qiladi.

O'zbek tilining xorijiy tillar bilan taqqoslanishi til o'qitish jarayonini yanada samarali va mazmunli qilish imkonini beradi. O'zbek tilining lingvistik xususiyatlarini, grammatik va leksik o'xshashlik va farqlarni tahlil qilish, xorijiy tillarga nisbatan o'quvchilarning tushunish darajasini oshiradi. Innovatsion pedagogik yondashuvlar, raqamli texnologiyalar va interfaol metodlar til o'qitishni zamonaviy talablar asosida qayta tiklashga yordam beradi. Ta'limda kommunikativ

yondashuvlar, mashqlar orqali amaliy ko'nikmalarni shakllantirish va tilni faol o'rganishga bo'lgan motivatsiyani oshirishga alohida e'tibor qaratish zarur.

Shuningdek, o'zbek tilining o'quvchilarga xorijiy tillarni o'rganishda yordam beradigan metodologik vosita sifatida qo'llanilishi samarali bo'ladi. O'quvchilarning ona tili va xorijiy til orasidagi aloqalarni anglashlari ularning til o'rganishga bo'lgan qiziqishlarini oshiradi va tilni chuqurroq o'rganishga imkon beradi. Shu o'rinda tadqiqotimiz natijasi o'laroq quyidagi takliflarni berishimiz mumkin:

1. O'zbek va xorijiy tillar orasidagi o'xshashlik va farqlarni hisobga olgan holda, o'quvchilarga maqsadli til o'rganish strategiyalarini ishlab chiqish zarur. Grammatik va leksik o'xshashliklar asosida ta'lim metodlari samarali bo'lishi mumkin.

2. Mobil ilovalar, onlayn platformalar, virtual va kengaytirilgan reallik kabi texnologiyalarni til o'qitishda qo'llash o'quvchilarning interfaol ishtirokini ta'minlab, o'rganish jarayonini qiziqarli va samarali qiladi.

3. Xorijiy tillarni o'rgatishda o'zbek tilini qo'llash orqali tilni o'rganishning sifatini oshirish mumkin. Tarjima usuli o'quvchilarga tilni chuqurroq tushunish va kundalik muloqotda qo'llash imkoniyatini yaratadi.

4. O'zbek va xorijiy tillar o'rtasidagi madaniy va lingvistik aloqalarni ko'rsatish, o'quvchilarga tillarning jamiyatdagi roli haqida kengroq tushuncha beradi.

5. O'qituvchilarni zamonaviy o'qitish metodikalariga moslashtirish, yangi texnologiyalarni o'rganish va ularni amaliyotga joriy etish maqsadga muvofiq bo'ladi.

6. O'zbek tilini o'qitishda xorijiy tillar bo'yicha mavjud ilg'or metodlarni o'rganish va ularni mahalliy ta'lim tizimiga moslashtirish zarur. Xalqaro tajriba yordamida o'quvchilarga samarali o'qitish usullari taklif etilishi mumkin.

Shu tarzda, o'zbek tilining xorijiy tillar bilan taqqoslanishida yangi metodik yondashuvlar, innovatsion texnologiyalar va didaktik vositalar o'qitish samaradorligini oshirishga xizmat qiladi. O'quvchilarning tilga bo'lgan qiziqishini oshirib, ular uchun samarali ta'lim muhitini yaratish mumkin.

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CHET TILLARINI O'QITISHNING AN'ANAVIY METODLARI TAHLILI



<https://doi.org/10.5281/zenodo.14877582>

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Annotatsiya. Ushbu maqolada, chet tillarini o'qitish metodikasida til va so'zning ahamiyati, shuningdek, grammatik va tarjima metodi, tabiiy metod, to'g'ridan-to'g'ri o'rganish metodi, audio-lingvistik metod, ongli-qiyosiy metod va kommunikativ metodlarda talabalarni chet tillarida o'qitish asoslari tahlil qilindi.

Аннотация. В данной статье рассматривается значение языка и слова в методике обучения иностранным языкам, а также анализируются основы обучения иностранным языкам, грамматические и переводческие методы, естественные методы, методы прямого обучения, аудиолингвистические методы, сознательно-сравнительные методы и коммуникативные методы.

Annotation. In this article, the importance of language and words in the methodology of teaching foreign languages, as well as the grammar and translation method, the natural method, the direct learning method, the audio-linguistic method, the conscious-comparative method and the communicative method, were analyzed.

Tayanch so'zlar: *chet tili, o'qitish, metod til, so'z, grammatik va tarjima metodi, tabiiy metod, to'g'ridan-to'g'ri o'rganish metodi, audio-lingvistik metod, ongli-qiyosiy metod va kommunikativ metod.*

Ключевые слова: *иностраннѣй язык, обучение, метод, язык, лексика, грамматика и метод перевода, естественный метод, метод прямого обучения, аудиолингвистический метод, сознательно-сравнительный метод и коммуникативный метод.*

Foreign words: *foreign language, teaching, method language, vocabulary, grammar and translation method, natural method, direct learning method, audio-linguistic method, conscious-comparative method and communicative method.*

Kirish:Tadqiqot dolzabligi. Zamonaviy jamiyatda mutaxassislar kasbiy tayyorgarligida ajralmas qismi bo'lgan chet tillarini o'rganish rivojlanmoqda, turli xil profillar va ularning tillarini o'qitish sifati asosan kasbiy o'sish masalalarini muvaffaqiyatli hal qilishni va xorijiy sheriklar bilan aloqalarni kengaytirish imkoniyatini yaratadi. Shuning uchun chet tilini ma'lum darajada maktabda ta'lim olish va keyinchalik oliy ta'lim va aspiranturada hamda mustaqil ravishda o'rganishni ta'qazo etadi. Albatta, ta'lim olishda ko'p jihatdan chet tili o'qituvchisining ish metodologiyasiga bog'liq. Shu nuqtai nazardan ushbu mavzuni tadbiq etish dolzarbdir.

Tadqiqot mavzusiga tegishli materillarni o'rganganlik darajasi. Chet tilini o'qitish metodologiyasini o'qitishda uni idrok etishdagi o'ziga xos xususiyatlari, fikrlash va uning til bilan aloqasi, ongli va ongsiz (ixtiyoriy va majburiy e'tibor, xabardorlik va taqlid) ta'sovvur etish, ko'nikmalarini shakllantirish qobiliyatlari hamda o'quv faoliyatidagi motivatsiyasi bilan bog'liqligi: L. S. Vygoskiy, S. L. Rubinshteyn, A. N. Leontiev, tadqiqotlariga asoslangan. Bundan tashqari metodologiyani rivojlantirishda, V. A. Artemov, B. A. Belyaev va boshqa

olimlar katta hissa qo'shgan. Tadqiqot davomi yuqorida ko'rsatib o'tilgan psixolog olimlar ishlaridan foydalaniladi.

Tadqiqot maqsadi. Chet tillarini o'qitish metodikasida til va so'zning ahamiyati, shuningdek, chet tillarini an'anaviy metodlarni qo'llash asosida o'qitish tahlil qilinadi.

Ushbu maqsadga erishish uchun quyidagi **vaziflarni** hal etish lozim:

-chet tillarini o'qitish metodikasida til va so'zning ahamiyatini o'rganish;

-chet tillarini o'qitish, grammatik va tarjima metodi, tabiiy metod, to'g'ridan-to'g'ri o'rganish metodi, audio-lingvistik metod, ongli-qiyosiy metod va kommunikativ metodlarda talabalarni o'qitish asoslari tahlil qilish.

Tadqiqot usullari. Adabiyotlarni o'rganish, umumlashtirish, taqqoslash, tahlil qilish va tasniflash.

Asosiy qismi: Chet tillarini o'qitishda metodika, belgilangan maqsadga erishish yo'li hisoblanadi. Metod - chet tillarni o'qitishning fundamental yo'nalishi va muayyan maqsadlar, mazmunlar hamda tamoyillar bilan tavsiflanadi.

O'qitish metodda til, u yoki bu vaqea va xodisalarni tushunish, gapirish, shuningdek o'qish va yozishda o'ta ahamiyatlidir. So'z orqali har qanday yo'nalishdagi o'quv tizimini olib borayotgan muallif(lar) o'z tushunchasini aks ettiradi. So'z bir yo'lni ko'rsatadigan tartibli o'zaro bog'liq bo'lgan o'qituvchi va talabalarning o'zaro tizim doirasidagi faoliyati, o'qitishning o'zaro ta'sirini ta'minlaydigan texnologik operatsiyalarni o'rganish va tarkibiy qism sifatida kiritilgan ta'lim texnologiyasini qanday o'qitish muammosi bilan bevosita bog'liqdir [4].

Zamonaviy leksik va grammatik metodologiyasi, to'rtta asosiy til ko'nikmalari- gapirish va tinglash, o'qish va yozishdan iboratdir. Shuning uchun talabalar ekspozitsiyalar va inshootlar yozish matnlarni tahlil qilishga katta e'tibor berish lozim. Bundan tashqari, chet tilini o'rganayotgan talaba tilning tuzilishi va mantiq'i, uni o'z ona tili bilan bog'lay olish, ularning o'xshashliklari va farqlari nima ekanligini o'rganishi kerak. Bularning barchasi aynan o'qituvchi tomonidan tanlangan metodikaga bog'liq. Shu naqta nazardan chet tilini o'qitishda ayrim an'anaviy usullarining qo'llanilish metodikasi ko'rib chiqamiz [1].

Grammatik va tarjima metod. Ushbu metodda til grammatika va lug'at sifatida namayon bo'ladi. Bu metodda, birinchi navbatda guruh qaysi grammatik sxemalarda o'qishni xohlashini o'qituvchi rejalashtiradi. Keyin ushbu mavzular uchun matnlar tanlanadi, ulardan alohida jumlar ajratib ko'rsatiladi va oxir- oqibat hammasi tarjima bilan tugallanadi. Tarjima chet tilidan ona tiliga, keyin esa aksincha, unda ma'noga deyarli ahamiyat berilmaydi, unda qanday aytilishi muhim. G.Ollendorff kabi tilshunoslar fikricha darslik matnlarda bo'lishi kerak deb hisoblaydi, ularning mazmuni esa ahmiyatsiz, chunki tilni o'rganishda grammatikani o'rganish muhim, matn emas deb ta'kidlaydi. Bu metoddagi asosiy kamchilik, albatta, an'anaviy usulda yaratilganligi, ya'ni tilshunoslik rivojlanishida ideal shartlar yaratilmaganligi, chunki o'rganish jarayonida talaba o'zini ifoda eta olmaydi, faqat ba'zi qoidalar orqali oddiygina so'zlarni birlashtirishni o'rganadi. Biroq, ba'zi kamchiliklariga qaramay, bu an'anaviy metod bir qator afzalliklarga ega: bunda grammatika juda yuqori darajada; metod yuqori darajadagi odamlar uchun yaxshi rivojlangan mantiqiy fikrlash, uni idrok etish tabiiydir. Til aniq grammatik formulalar to'plami sifatida o'rganishga imkon beradi

Tabiiy metod. Tabiiy metodning mohiyati shundan iboratki, undagi chet tilini o'qitish texnologiyasi asosida talab tabiiy ravishda o'z ona tilini o'rganganidek o'zlashtiradi. Tabiiy metod bilan o'rganishning asosiy maqsadi – talabalarni oddiy so'zlar (bola tilida) chet tilida gapirishga o'rgatadi. Ushbu metodning eng ko'zga ko'ringan vakillari M. Berlitz, F. Guen, M. Valter va boshq, ular orasida eng mashhuri M. Berlitz bo'lib, uning o'quv qo'llanmalari YEVIROPA va AQSh dagi maktab bolalarni o'qitishda keng foydalanilmoqda.

To'g'ridan-to'g'ri o'rganish metodi. Bu chet tillarni o'qitish metodikasini psixologlar va tilshunoslar (V. Fietor, O. Jespersen), shuningdek metodistlar (Sh. Shvayser, G. Vendt, YE. Simoneau va boshqalar.) tomonidan tabiiy metodi nigizida shaklantirgan. Metod vakillari talabalar tilni amaliy bilishni o'rgatishdagi dastlabki bosqichini - tanlashda materiallar mavzuni va grammatikasi asosan tartibga solingan og'zaki shaklda bo'lishi, leksikani faqat zamonaviy me'yorga mos keladigan narsalarni o'rganish taklif qiladi [5].

To'g'ridan-to'g'ri o'rganish metodi va tabiiy metoddan quyidagicha farq qiladi:

- a) yangi materiallarni to'g'ridan-to'g'ri o'rganish metodi uchun maxsus ishlab chiqilgan reja muvofiq (aksincha tabiiy usulga);
- b) to'g'ridan-to'g'ri o'rganish metodi yordamida o'rganilayotgan materialni tuzatish uchun ayrim qoidalar mavjud (tabiiy usulda bunday qoidalar mavjud emas);
- c) o'qish va yozishdan oqilona foydalanish, bu yangi materiallarga muvofiqlashtirish. (tabiiy usulda mavjud emas)

Audio-lingvistik metodi. Bu metodga, Ch.Friza, R.Lado asos solgan bo'lib o'rganish bixevioristik yondashuvga va tarkibiy tuzilishga asoslangan tilshunoslik yo'nalishidir. Metodning mohiyati shundaki, o'rgatishda "xatti-harakatlar" sifatida til talqin qilinadi. C. Fries va R.Ladolar yakuniy maqsad qanday bo'lishidan qat'iy nazar tilni og'zaki muloqot vositasi sifatida ko'rib chiqishni asosi ekanligini ta'kidlaydi. C. Friz va R. Lado asarlarida muhim o'rin til tovush – nutq ravonligi, intonasiya, ritm va boshqa xolatlarida beriladi. Audio-lingvistik metod bir qator kamchiliklarga ega, ularning asosiylari: tinglovchilar passivligi, o'qituvchi tomonidan tashabbuskorlik yetishmasligi va boshqalar.

Ongli-qiyosiy metod. Ongli ravishda qiyosiy metod hozirda turli mamlakatlarda qo'llaniladi, ammo bu bizning mamlakatimizda eng keng tarqalgan. Ushbu metodni yaratishda akademik L. V. Shcherba muhim rol o'ynaydi. Unda quyidagilarni ajratish mumkin:

- a) til va nutq bir jarayon sifatida tushunish;
- b) til qayta ishlangan lingvistik tajriba sifatida, gapirish va tushunish jarayonidagi imkoniyatlarini aniqlash;
- v) til (til material) ishlanmagan lingvistik sifatida uning asosi til (nutq).

Lingvistik tajriba yoki lingvistik material gapirish va tushunishda bir xil harakatlidir, lekin u xotiralarda shaklanadi.

Chet tilini amaliy o'quv maqsadida qiyosiy metod talabalar o'qishi va tushunish qobiliyatini quloq orqali matn va og'zaki nutq, shuningdek, ularga gapirish va yozishni o'rgatishni ta'kidlaydilar. Metod quyidagi prinsiplarga asoslanadi:

- tilni o'zlashtirish davridagi hodisalar va ulardan foydalanish metodlar;
- til tarkibi lingvistik shakl bilan bog'lash;
- tilshunoslikni qiyosiy o'rganish;
- nutq faoliyatidagi barcha turlari bir vaqtda rivojlantirish;
- faol va passiv til materiallarini farqlash;
- salbiy til materiallaridan foydalanish.

Oxirgi prinsipga sharh sifatida shuni ta'kidlash kerakki salbiy til materialini bajarish orqali har qanday mashqlar, ona tilidan chet tiliga tarjimalar (ayniqsa yozma) matnning mazmuni asosida tarjima qilish ayniqsa foydali bo'lishi mumkin.

Chet tilini o'rganishning kommunikativ metodi. Chet tillarini o'qitishdagi kommunikativ metod bugungi kunda dunyodagi eng ko'p foylaniladigan metodlardan birdir. Britaniyada 60-70-yillarda qo'llanila boshlagan. To'g'ri ushbu metodda ishlab chiqilgan o'qitish texnologiyalari aksariyati ilgari ham o'qitish jarayolarida foydalanilgan. Uning asosi, haqiqiy hayotiy vaziyatlarga taqlid qilish, talabalarni faol "gapirishga" undash asosida o'qitishdan iborat.

Shu bilan birga, mavzularda qo'yilgan masalalar dolzarb bo'lishi, qo'yiladigan muammolar kundalik hayot bilan bog'liq bo'lishi juda muhimdir [2,4].

Kommunikativ metod, darslarni tashkil etish kurs tinglovchilarining o'zlariga bog'liqlarining javoblari, xarakatlari va boshqalar. Muloqot mazmunli bo'lishi uchun, aynan mavzularga bo'linishi, muloqat dars vaqtining ko'p qismini olishi, garchi o'qish va yozish ham alohida o'rin tutishi lozim. O'qituvchi, ko'pincha muloqatni tinglaydi va dars jarayonini boshqaradi.

Yuqorida ko'rib o'tilgan metodlarni o'qitish vositasi sifatida qo'llanilishi tahliliga ko'ra quyidagilarni **xulosa** qilishimiz mumkin.

Chet tillarini o'qitishda metodikasida til va so'zning ahamiyati, o'ta muhimdir. Til va so'z orqali ongli ravishda muloqat qilish, voqea va xodisalar fikr orqali tushuntirish, gaplashish vositasidir. Bu tirik tabiatda faqat insonga berilgan ne'matdir.

Tadqiqotda, grammatik va tarjima metodi, tabiiy metod, to'g'ridan-to'g'ri o'rganish metodi, audio-lingvistik metod, ongli-qiyosiy metod va kommunikativ metodlarda talabalarni chet tillarida o'qitish asoslari tahlil qilindi.

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PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN THE STUDENTS OF “TEMURBEKS SCHOOL” IN TEACHING ENGLISH



<https://doi.org/10.5281/zenodo.14877587>

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Annotatsiya. Ushbu maqola “Temurbeklar maktabi”da ingliz tilini o‘qitishda talabalarning kommunikativ kompetensiyasini rivojlantirishning pedagogic sharoitlarini o‘rganishga bag‘ishlangan. Asosiy e’tibor talabalarda kommunikativ kompetensiyani rivojlantirishga yordam beruvchi omillarga qaratilgan.

Аннотация. Статья посвящена изучению педагогических условий развития коммуникативной компетентности студентов при обучении английскому языку в «Школе Темурбеков». Основное внимание уделяется факторам, способствующим развитию коммуникативной компетентности студентов.

Annotation. This article is dedicated to the study of pedagogical conditions for the development of students’ communicative competence in teaching English at the “Temurbeks’ school”. The main attention is paid to the factors that contribute to the development of communicative competence in students.

Tayanch so‘zlar: ingliz tilini o‘qitish, kommunikativ kompetensiya, talaba, o‘qituvchi.

Ключевые слова: преподавание английского языка, коммуникативная компетентность, студент, преподаватель.

Keywords: *teaching English, communicative competence, student, teacher.*

Successful formation of communicative competence of students of Temurbek school depends on many factors, first of all, favorable pedagogical and psychological conditions in the educational process.

Among favorable pedagogical conditions, the following conditions should be distinguished:

- taking into account the age characteristics of students;
- favorable social conditions, successful socialization;
- teacher’s pedagogical skills;
- selection of convenient speech mechanisms by the teacher;
- encourage students to learn English, encourage learning;
- introduction of methods of increasing the educational and cognitive activity of students;
- simulation of real communication situations during the educational process;
- provide educational materials, including the teaching system.
- information necessary for the comprehensive formation of communicative competence;
- development of the student’s cognitive activity, favorable conditions, and communicative behavior of interlocutors.

Based on the general concept of the theory of activity in pedagogical psychology, he developed several theoretical concepts that form the basis of the system of cognitive actions necessary for acquiring knowledge. The first concept developed by psychologists (S.L. Rubinstein, Yu.A. Samarin, D.N. Bogoyavlensky) is based on the associative-reflex theory of

I.M. Sechenov and I.P. Pavlova. According to the theory, a person gathers experience and information about the world around him through perceiving and moving systems of associations (connections). In education and upbringing, various associations form a system that determines a person's level of knowledge and attitude toward the world around him¹⁹¹. Yu.A. Samarin developed a detailed system of associations. He defines four stages of the formation of the system of associations in students during the educational process¹⁹²:

- local associations;
- partially systematic or limited systematic;
- within the system or the entity;
- inter-system or inter-subject.

The main rules of this concept are used in the creation of supporting notes and schemes, with the help of which the student can absorb a large amount of educational information in a short time. In fact, information is transmitted through various channels of perception, auditory, visual, and kinesthetic, and contributes to long-term memorization.

The formation of communicative competence is directly related to the didactic condition, such as the student's activity and the development of his cognitive activity. P.Ya. Galperin, N.F. Talyzina do not consider perception as the basis of their concept, but activity (external – practical or internal – intellectual) that should be adequate to the knowledge and skills used¹⁹³. According to the researchers, any influence on their mental activity will be ineffective if they are inactive; that is, any educational program can be mastered only through the student's activity. Scientists identified the following stages of the student's academic activity:

- orientation to educational material;
- external material activity;
- loud tongue movement;
- a linguistic act about yourself;
- mental action.

These conceptual ideas manifest in creating a unique system of organizing educational and cognitive activities. In this process, students actively assimilate new information, which leads to achievement. The results of experimental research on thinking, including creative thinking, were reflected in the study of scientists D.N. Bogoyavlensky, S.F. Zhuikov, and others. Their works reveal the psychological mechanisms of mastering the mother tongue and ways to successfully develop students' cognitive and creative abilities. Thus, D.N. Bogoyavlensky emphasizes that it is possible to create conditions for successful cognitive activity in the case of specific tasks – problems that students face when teaching their mother tongue [6]. This idea was developed in the works of S.F. Zhuikov and his students. According to S.F. Zhuikov, such conditions help open schoolchildren's creative abilities in mastering grammar when a problem-based approach to language learning is implemented¹⁹⁴.

A lot depends on the teacher's activity, that is, on activating the educational activities of students, revealing their creative potential, and encouraging them. Thus, we define the teacher's professional pedagogical activity as an essential didactic condition for forming students'

¹⁹¹ Богоявленский Д. Н. Психология учения русскому языку // Русский язык в школе. 1977. -№ 5.– С. 79.

¹⁹² Самарин Ю.Я. Опыт экспериментально-психологического изучения особенностей нервной системы у детей // Известия академии педагогических наук. 1954. -№ 52. – С. 81-141.

¹⁹³ Гальперин П.Я. К исследованию интеллектуального развития ребенка. II Возрастная и педагогическая психология: Тексты / Сост. и комплект. Шуаре Марта А. – М.: Изд-во МГУ, 1992. – С. 96-109.

¹⁹⁴ Жуйков С.Ф. Психологические основы повышения эффективности обучения младших школьников родному языку. - М.: Педагогика, 1979. – 184 с.

communicative competence. Interaction with students should be such that the teacher can organize and control the student's activity as the object of his educational and cognitive activity. In psychology, such processes are called reflexive. Reflexive processes accompany interpersonal interaction and allow the creation of an idea about the motives and intentions of the participants and the specific characteristics of their perception of the communicative situation, according to Yu. Kulyutkin, reflexive processes are shown by one person (teacher) as a process of reflecting the "image of the inner world" of another person (student). The activity of a teacher includes not only the reproduction of the student's inner world but also its active, purposeful change for education and upbringing. If the student's activity carries out these changes, we can conclude that the teacher's task is to create conditions that stimulate this activity. In modern science, two functions of pedagogical guidance of students' activities are distinguished. First, the teacher builds the content of the subject of this activity (chooses the content and teaching methods). Secondly, the teacher, in addition to the teaching subject content, also predicts the forms of joint activity with students. It also ensures the formation of effective relationships and the development of the student's social and psychological qualities. The implementation of these leadership functions is based on the general idea of developing students' activity and independence in acquiring knowledge.

The structural approach includes analyzing the psychological components of pedagogical activity: motive, goal, pedagogical actions, and pedagogical skills and abilities.

According to the functional approach, the functions performed by the teacher in the professional pedagogical activity are considered. The main functional elements of the teacher's activity include organizational, communicative, gnostic, planning and constructive.

A distinctive feature of the reflexive approach is considering pedagogical activity as a joint activity that occurs by communication laws. The teacher and the student are subjects of communication, in which the teacher has the role of organizer and leader. Therefore, pedagogical activity is the teacher's activity, and its content is aimed at guiding the activities of students in the educational process, developing the main areas of their personality.

The variety of individual characteristics of students participating in pedagogical interaction and the non-standard nature of pedagogical situations within the interaction framework determine the creative nature of pedagogical activity.

It is appropriate to distinguish reflective and non-reflective leadership characteristics of the "Temurbek School" students. Reflexive leadership is based on the idea that the student is the central person of the educational process, its leading participant. The teacher's task is to facilitate students' development process, create conditions for them and contribute in every way to achieve full self-expression.

The psychological and pedagogical literature analysis devoted to studying the age characteristics of the students of the "Temurbek School" shows that the specific characteristics of their development are determined by changes in the social situation of the student's personality development. "Temurbek School" students are about to enter the world of adults' independent lives. They are faced with choosing their life path and the need to determine their destiny. They need to find their place in their future independent life.

Several internal factors influence the creation of favorable didactic conditions for forming communicative competence. Among them:

- motivational field;
- internal position of the person;
- Development and formation of the sense of "Me" and individual identity.

Particular attention is paid to the development of the motivational sphere of the person, the definition and formation of the worldview, and its impact on cognitive activity, self-knowledge, and moral awareness. The “internal position” of the person and the dynamics of the “Me” are also given primary importance. “Internal position” is how the child relates to the objective position he currently occupies in life and what place he wants to occupy in the world based on his capabilities, previous experience, previously developed aspirations, and needs. This internal position determines his attitude toward reality, the people around him and himself.

Personality formation occurs in socialization, that is, communication with others. In the process of communication, under the influence of others, not only human culture, the development of arbitrary mental processes; more global components of a person’s mental life are formed: self-esteem, self-awareness, a sense of his identity, self-impersonating other people, etc. The development of “Me” in “Temurbek School” students is essential. If a person does not have time to adapt to new situations, there is a threat of mental imbalance.

It is necessary to activate another pedagogical condition of the students of “Temurbek School” and pay attention to independence in many ways. The thinking of the students of “Temurbek School” is becoming increasingly independent, active and creative. The mental development of the students of “Temurbek School” is not in gathering skills and changing individual qualities of intellect but in forming an individual style of mental activity.

The following didactic condition necessary for the formation of communicative competence of the students of “Temurbek School” is the teacher’s development of convenient speech mechanisms. L.S. Vygotsky put forward his ideas about the functional variety of speech. According to him, each function corresponds to specific linguistic tools: functional changes in speech lead to changes in its structure, i.e., its form. “To convey the content of any letter or message to another person, there is no other way than to classify this message into a certain class, a certain group of events, and this, of course, requires generalization”¹⁹⁵.

We will try to consider the essence of these principles:

- approaching consciousness as an activity that has a specific structure (motives, goals, methods, and means) and, in its formation, passes from external activity to its internal form;
- understanding the individuality in the development of the child’s personality, which has passed through the subject’s personal experience;
- understanding mental functions as activities that allow the subject to control his behavior.

A.A. Leontyev contrasts such concepts as “internal speech,” “internal pronunciation,” and “internal programming” in the article “Processes of grammatical creation of internal speech and expression”. The last term refers to the unconscious construction of a particular scheme, based on which speech is later formed, that is, the planning of speech acts. The definition of this concept allowed A.A. Leontyev to implement the theoretical concepts of voluntary activity mechanisms developed by psychologists and physiologists, including A.N. Leontyev and E. Galanter. K.P. Anokhin, N.A. Bernstein, D. Lepleler, K. Pribram. While studying their works, A. Leontyev considers speech as a speech act within the framework of a holistic activity expressed by such signs as motivation, purposefulness, tripartite structure (planning, implementation, and comparison), and hierarchy. In other words, the speech act as a motivated and purposeful act consists of the following elements:

¹⁹⁵ Вygотский Л.С. Избранные психологические исследования. Мышление и речь. Проблемы психологического развития ребенка / под ред. А.А. Леонтьева и А. Р. Лурия. – М.: АПН РСФСР, 1956. – С. 300-312.

- programming;
- implementation of the program;
- compare the first and the second.

Such an interpretation of the speech act provides an opportunity to distinguish the meaningful (due to the task of the movement) and operative (determined by the conditions of the movement) parts of the structure of the speech act. The semantic part of the speech act (like others) is programmed.

The above points show that it is appropriate to consider the pedagogical and psychological conditions of the students of “Temurbek School” when learning English. It is especially important to consider their age and individual characteristics in the effective organization of the teaching process. It is necessary to consider the age and psychological characteristics of the student in educational activities.

THE IMPORTANCE OF BODY LANGUAGE IN TEACHING ENGLISH



<https://doi.org/10.5281/zenodo.14877598>

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Abstract: Body language, as a vital aspect of nonverbal communication, plays an indispensable role in the process of teaching and learning English. This article explores the multifaceted importance of body language in the English classroom, focusing on its impact on teacher-student interaction, comprehension, and cultural understanding. By effectively utilizing gestures, facial expressions, posture, and other paralinguistic tools, teachers can foster an engaging and supportive learning environment. The article highlights practical strategies for integrating body language into English instruction, emphasizing its role in clarifying meaning, reducing anxiety, and promoting active participation.

Annotatsiya: Noverbal muloqot og'zaki bo'lmagan muloqotning muhim jihati sifatida ingliz tilini o'qitish va o'rganish jarayonida beqiyos rol o'ynaydi. Ushbu maqolada tana tilining ingliz tili darslaridagi ko'p qirrali ahamiyati, uning o'qituvchi va o'quvchi o'rtasidagi muloqot, tushunish hamda madaniy anglash jarayonlariga ta'siri tahlil etiladi. O'qituvchilar imo-ishoralar, mimika, holat va boshqa paralingvistik vositalarni samarali qo'llash orqali qiziqarli va qo'llab-quvvatlovchi o'quv muhitini yaratishlari mumkin. Maqolada tana tilini ingliz tili ta'limiga integratsiya qilish bo'yicha amaliy strategiyalar keltirilgan bo'lib, uning ma'noni tushuntirish, xavotirni kamaytirish va faol ishtirokni rag'batlantirishdagi o'rni alohida ta'kidlanadi.

Аннотация: Язык тела, как важнейший аспект невербального общения, играет незаменимую роль в процессе преподавания и изучения английского языка. В данной статье рассматривается многоаспектное значение языка тела в английском классе, с акцентом на его влияние на взаимодействие между учителем и учеником, понимание и культурное восприятие. Эффективное использование жестов, мимики, позы и других паралингвистических средств позволяет преподавателям создавать увлекательную и поддерживающую учебную среду. В статье представлены практические стратегии интеграции языка тела в обучение английскому языку, подчеркивая его роль в прояснении смысла, снижении тревожности и стимулировании активного участия.

Keywords: *body language, nonverbal communication, teaching English, gestures, cultural understanding, teacher-student interaction.*

Tayanch so'zlar: *noverbal muloqot, ingliz tilini o'qitish, imo-ishoralar, madaniy anglash, o'qituvchi va o'quvchi o'rtasidagi muloqot.*

Ключевые слова: *язык тела, невербальное общение, преподавание английского языка, жесты, культурное восприятие, взаимодействие между учителем и учеником.*

Effective communication is the cornerstone of successful language instruction. While much emphasis is placed on verbal communication, nonverbal elements particularly body language are equally critical. In teaching English, body language serves as a powerful tool to convey meaning, establish rapport, and overcome linguistic barriers. This article delves into the

significance of body language in English teaching, examining its roles and benefits in enhancing the learning experience.

This study employs a qualitative approach to analyze existing literature on the use of body language in English classrooms. Observational data and teacher surveys from various educational settings were reviewed to identify effective practices and challenges in implementing nonverbal communication strategies. The analysis revealed three primary benefits of integrating body language into English instruction: Enhancing comprehension: Teachers' gestures and facial expressions help students grasp the meanings of new words, phrases, and concepts, especially in the absence of a shared first language. Visual cues complement verbal explanations, making abstract ideas more accessible. Students exposed to consistent nonverbal reinforcement showed improved retention and application of vocabulary and grammar in real-life contexts.

Building Teacher-Student Rapport: Open and expressive body language fosters trust and engagement. Teachers who use positive nonverbal signals, such as maintaining eye contact and smiling, create a welcoming classroom atmosphere that encourages participation. Nonverbal immediacy behaviors, such as leaning slightly toward students while speaking or nodding to acknowledge their responses, were associated with higher levels of student motivation and satisfaction.

Promoting Cultural Awareness: Body language varies across cultures. Teaching students about these differences using real-life examples helps them develop cross-cultural competence, a crucial skill in mastering English as an international language. Incorporating activities that highlight cultural variations in gestures and expressions has been shown to deepen students' understanding of global communication norms. **Supporting Emotional Regulation:** Nonverbal cues from teachers, such as a calm demeanor, open posture, and reassuring gestures, help reduce student anxiety, particularly in high-pressure situations like presentations or exams. This emotional support enables students to perform more confidently and fosters a positive association with language learning. **Facilitating Group Dynamics:** Teachers' strategic use of body language, such as hand gestures to direct attention or movements to signal transitions, enhances classroom management and coordination during group activities. These nonverbal strategies create a structured environment that promotes collaboration and minimizes misunderstandings among students.

Body language not only aids in delivering content but also bridges the gap between diverse learners. For example, pointing, miming, or using illustrative gestures can substitute complex verbal explanations, ensuring inclusivity. Moreover, nonverbal cues help teachers manage classroom dynamics by signaling encouragement, correction, or instructions subtly and effectively.

Additionally, body language can be a tool for fostering motivation. When teachers use gestures that convey enthusiasm and energy, students are more likely to remain engaged. The use of deliberate hand movements to emphasize key points can make lessons more memorable. Nonverbal feedback, such as nodding in agreement or clapping to acknowledge effort, creates a positive reinforcement loop that benefits learners. Teachers can also leverage body language to accommodate students with different learning styles. Kinesthetic learners, for instance, may respond better to physical demonstrations of language concepts, while visual learners can benefit from facial expressions and gestures that illustrate meaning.

However, challenges remain. Misinterpretations due to cultural differences can lead to confusion. Teachers must be sensitive to these nuances and adapt their body language accordingly. The study suggests incorporating nonverbal communication training into teacher

education programs to address these issues. Practical Applications to maximize the benefits of body language in English teaching, educators can adopt the following strategies:

Interactive Role-Playing: Incorporate scenarios where students practice interpreting and using body language in conversations.

Video Analysis: Use videos to analyze gestures and expressions, highlighting how they enhance or alter meaning.

Cultural Workshops: Conduct activities that explore body language norms across cultures, fostering cultural sensitivity.

Feedback Loops: Encourage students to observe and provide feedback on their teacher's and peers' nonverbal communication.

By embedding these practices into their teaching methodology, educators can harness the full potential of body language as a teaching tool.

Body language is a cornerstone of effective English teaching, enriching both communication and cultural understanding in the classroom. By consciously harnessing its potential, teachers can create dynamic and inclusive learning environments. Future research should explore the integration of body language with digital teaching tools to further enhance English instruction. Additionally, longitudinal studies could investigate the long-term impact of nonverbal communication training on teaching outcomes.

Furthermore, the adoption of body language as a deliberate teaching strategy can bridge the gap between traditional and innovative pedagogies. As technology advances, virtual and hybrid classrooms present new challenges and opportunities for nonverbal communication. Teachers must learn to adapt their body language to virtual platforms, ensuring that gestures and expressions remain clear and impactful through a screen. Collaborative efforts between educators, linguists, and technologists are essential to develop tools and frameworks that facilitate this adaptation.

Finally, fostering an awareness of body language in both educators and learners has broader implications beyond the classroom. It equips students with critical interpersonal skills that are invaluable in professional and social contexts. The holistic development of these skills through English instruction not only enhances language proficiency but also prepares students to navigate an increasingly globalized world. By prioritizing body language, educators can ensure their teaching resonates on a deeper, more human level, making language learning a truly transformative experience.

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XITOIY TILINI O'QITISHDA ZAMONAVIY YONDASHUVLAR



<https://doi.org/10.5281/zenodo.14877612>

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Annotatsiya. Xitoy tilini o'qitish samaradorligini oshirish uchun innovatsion yondashuvlar, masofaviy ta'lim imkoniyatlari va nazariy tadqiqotlar asosida xitoy tilini o'qitish uslublarini yanada rivojlantirish uchun ilmiy va amaliy tadqiqotlarni davom ettirish, hamda xitoy tilini o'qitish, uning nazariy muammolarini o'rganish, ikkinchi til sifatida o'qitish, masofaviy ta'limni rivojlantirish, adabiyot tarjimasini muammolari bo'yicha chuqur tadqiqotlar olib borish haqidadir.

Annotation. This article discusses the need for further scientific and practical research to enhance the effectiveness of teaching Chinese through innovative approaches, distance learning opportunities, and theoretical studies. It emphasizes the importance of developing Chinese language teaching methodologies, studying its theoretical challenges, teaching it as a second language, expanding distance education, and conducting in-depth research on issues related to literary translation.

Аннотация. В данной статье рассматривается необходимость дальнейших научных и практических исследований для повышения эффективности преподавания китайского языка с использованием инновационных подходов, возможностей дистанционного обучения и теоретических исследований. Особое внимание уделяется развитию методик преподавания китайского языка, изучению его теоретических проблем, обучению как второго языка, расширению дистанционного образования и проведению углубленных исследований по вопросам литературного перевода.

Tayanch so'zlar: *Xitoy tili, innovatsion yondashuvlar, masofaviy ta'lim, tili o'qitish uslublari, adabiyot tarjimasini muammolari.*

Keywords: *Chinese language, innovative approaches, distance learning, language teaching methodologies, issues of literary translation.*

Ключевые слова: *китайский язык, инновационные подходы, дистанционное обучение, методики преподавания языка, проблемы литературного перевода.*

Xitoy tilini o'qitishda zamonaviy yondashuvlar asosida innovatsion metodlardan foydalanish muhim ahamiyat kasb etadi. Xususan, kommunikativ yondashuv, task-based learning (vazifaga asoslangan ta'lim) va texnologiyalarga asoslangan interaktiv dars metodlari samarali natija bermoqda.

Xitoy tilining nazariy masalalari sifatida o'zining morfologik va sintaktik jihatlari bilan boshqa tillardan farqlanadi. Uning leksikografik, fonologik va semantik jihatlari chuqur o'rganish tilshunoslik nuqtayi nazaridan muhimdir. Bundan tashqari, Xitoy tilining dialektologiyasi va yozuv tizimi ham nazariy jihatdan tahlil qilinishi kerak.

Xitoy tilini ikkinchi til sifatida o'qitishning muammolari

Xitoy tilini ikkinchi til sifatida o'qitishda asosiy muammolar talaffuz, grammatik qoidalar va iyerogliflarni o'zlashtirish bilan bog'liq. Shuningdek, o'quvchilarning nutqiy faolligini oshirish, til muhitini yaratish va lingvistik qiyinchiliklarni bartaraf etish metodlarini ishlab chiqish lozim.

Xitoy tilini o'qitishda masofaviy ta'lim muammolari va uni rivojlantirish yo'llari

Masofaviy ta'lim orqali Xitoy tilini o'rganishda texnik va pedagogik muammolar yuzaga keladi. Asosiy muammolar qatoriga internet sifati, interaktiv materiallarning yetishmovchiligi, o'qituvchi va o'quvchi o'rtasidagi samarali muloqot muammolari kiradi. Bu muammolarni hal qilish uchun zamonaviy platformalar, sun'iy intellektdan foydalanish va virtual ta'lim muhitini takomillashtirish zarur.

Xitoy tilini o'qitishda adabiyot tarjimai va tanqidiy muammolar

Xitoy adabiyotini tarjima qilishda lingvistik va madaniy xususiyatlarni hisobga olish lozim. Tarjima jarayonida so'zma-so'z tarjimadan ko'ra, ma'no va uslubni saqlashga e'tibor qaratish kerak. Shuningdek, tarjimalarning tanqidiy tahlili orqali ularning original matnga qanchalik mos kelishi aniqlanadi.

Xitoy adabiyoti tarjimai va tanqidiy muammolar

Xitoy adabiyotini tarjima qilishda quyidagi omillarga e'tibor qaratish lozim:

- Lingvistik va madaniy xususiyatlarni hisobga olish;
- Tarjima jarayonida so'zma-so'z tarjimadan ko'ra, ma'no va uslubni saqlash;
- Tarjimalarning tanqidiy tahlili orqali ularning original matnga qanchalik mos kelishini o'rganish.

Xitoy tilidan o'zbek tiliga tarjima jarayonida lingvistik va madaniy xususiyatlar muhim rol o'ynaydi. Ushbu jarayon nafaqat so'zma-so'z tarjimani, balki matn mazmuni va kontekstini to'g'ri yetkazishni ham talab qiladi. Keling, lingvistik va madaniy xususiyatlarni batafsil ko'rib chiqamiz.

Lingvistik xususiyatlar

Grammatika va sintaksis farqlari:

- Xitoy tili analitik til bo'lib, unda so'z tartibi muhim ahamiyatga ega. O'zbek tilida esa so'z tartibi erkinroq bo'lib, ko'proq qo'shimchalar orqali grammatik ma'no ifodalanadi.

- Masalan, xitoy tilidagi gaplar odatda SVO (Subyekt – Fe'l – Ob'yekt) tartibida bo'ladi:

- 他吃饭了 (Tā chīfàn le) → "U ovqat yedi"

- O'zbek tilida esa SOV (Subyekt – Ob'yekt – Fe'l) tartibi odatiy: *U ovqatni yedi*.

Ierogliflarning semantik va fonetik xususiyatlari – Xitoy tilida har bir ieroglif o'ziga xos semantik yuk ko'taradi va ba'zan bir nechta ma'noga ega bo'lishi mumkin; o'zbek tiliga tarjima qilishda bu hierogliflarning aniq kontekstda qanday ma'no berishini aniqlash muhim.

Talaffuz va ohang tizimi – xitoy tili tonalli til bo'lib, bir xil tovush turli ohanglarda turlicha ma'no berishi mumkin; o'zbek tilida bunday tonallik yo'qligi sababli, tarjima jarayonida bu ohanglarning kontekstual ma'nosi e'tiborga olinadi.

Muqobil so'z va iboralar – xitoy tilida ba'zi so'z va iboralar o'zbek tilida to'g'ridan-to'g'ri muqobilga ega emas; Masalan, 加油 (Jiāyóu) – "Yoqilg'i qo'sh" degan ma'noni anglatadi, lekin aslida "Harakat qiling!", "Omad!" degan ruhlandıruvchi ma'noda ishlatiladi.

Madaniy xususiyatlar

An'anaviy tushunchalar va metaforalar – xitoy tilida qadimiy falsafiy va diniy tushunchalar ko'p ishlatiladi. Masalan: 阴阳 (Yīn yáng) – "Yin va Yang" konsepsiyasi o'zbek tilida qo'shimcha izoh talab qiladi.

Raqamlarning ramziy ma'nosi – xitoy madaniyatida raqamlar muhim ramziy ma'noga ega:

- 8 (八 bā) – omadli, boylik keltiruvchi son
- 4 (四 sì) – o'lim (死 sǐ) so'ziga o'xshashligi uchun omadsiz son hisoblanadi.

O'zbek tilida bu tushunchalar to'g'ridan-to'g'ri mavjud emas, shuning uchun tarjimada izoh talab qilishi mumkin.

Xitoy urf-odatlarini va ijtimoiy me'yorlari - xitoy tili ko'pincha rasmiy va hurmat shakllarini talab qiladi. Masalan, nín (您) – “Siz” (hurmat shakli) so'zi oddiy nǐ (你) – “sen” shaklidan farq qiladi.

O'zbek tilida ham rasmiy va norasmiy murojaat shakllari mavjud, lekin u xitoy tilidek qat'iy emas.

Bayram va tarixiy voqealar – Xitoy yangi yili, Chunjie festivali kabi madaniy tushunchalar o'zbek tilida to'g'ridan-to'g'ri tushunilmaydi va izohlash talab etiladi.

Xulosa

1. Xitoy tilini o'qitish samaradorligini oshirish uchun innovatsion yondashuvlar, masofaviy ta'lim imkoniyatlari va nazariy tadqiqotlar asosida muammolar hal etilishi zarur. Kelajakda Xitoy tilini o'qitish uslublarini yanada rivojlantirish uchun ilmiy va amaliy tadqiqotlarni davom ettirish lozim.

2. Xitoy tilini o'qitish, uning nazariy muammolarini o'rganish, ikkinchi til sifatida o'qitish, masofaviy ta'limni rivojlantirish hamda adabiyot tarjimasi muammolari bo'yicha chuqur tadqiqotlar olib borish lozim. Ushbu masalalar bo'yicha ilmiy yondashuvlar taklif etilib, ta'lim jarayonini takomillashtirish bo'yicha aniq tavsiyalar ishlab chiqilishi kerak.

3. Xitoy tilidan o'zbek tiliga tarjima jarayonida lingvistik va madaniy tafovutlarni inobatga olish zarur. To'g'ridan-to'g'ri tarjima qilish ba'zan ma'no buzilishiga olib kelishi mumkin, shuning uchun tarjimon kontekstni to'g'ri tushunishi va kerak bo'lsa, qo'shimcha izohlar bilan tarjimani aniq yetkazishi lozim.

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XORIJIY TILLARNI O'QITISHDA ZAMONAVIY YONDASHUVLAR: (ARAB TILI MISOLIDA)



<https://doi.org/10.5281/zenodo.14877628>

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Annotatsiya. Mazkur maqolada arab tilini xorijiy til sifatida o'qitishda zamonaviy yondashuvlarning o'rni, ularning samaradorligi va amaliy qo'llanilish usullari tahlil qilinadi. Arab tilining fonetik, morfologik va sintaktik murakkabligi sababli, an'anaviy yondashuvlar ba'zan yetarli natija bermaydi. Shuning uchun kommunikativ yondashuv, vazifaga asoslangan ta'lim, integratsiyalashgan ta'lim va texnologiyalardan foydalanish zarurati ortib bormoqda. Zamonaviy metodlarning afzallik va kamchiliklari ko'rib chiqilib, arab tilini samarali o'qitish bo'yicha tavsiyalar beriladi. O'qituvchilarning zamonaviy pedagogik yondashuvlardan foydalanishi arab tilini o'rganish jarayonini yanada oson va samarali qilishga yordam beradi. Ushbu maqola arab tilini o'qitishda innovatsion metodlarni joriy etish bo'yicha muhim nazariy va amaliy asoslarni taqdim etadi.

Аннотация. В данной статье анализируется роль современных подходов в обучении арабскому языку как иностранному, их эффективность и методы практического применения. В связи с фонетической, морфологической и синтаксической сложностью арабского языка традиционные подходы порой не дают достаточных результатов. Поэтому возрастает потребность в коммуникативном подходе, обучении на основе задач, интегрированном обучении и использовании технологий. Рассматриваются преимущества и недостатки современных методов, даются рекомендации по эффективному обучению арабскому языку. Использование современных педагогических подходов преподавателями помогает сделать процесс изучения арабского языка более легким и эффективным. В данной статье представлены важные теоретические и практические основы для внедрения инновационных методов в обучение арабскому языку.

Annotation. This article analyzes the role of modern approaches in teaching Arabic as a foreign language, their effectiveness and methods of practical application. Due to the phonetic, morphological and syntactic complexity of the Arabic language, traditional approaches sometimes do not provide sufficient results. Therefore, the need for a communicative approach, task-based education, integrated education and the use of technologies is increasing. The advantages and disadvantages of modern methods are considered, and recommendations for effective teaching of the Arabic language are given. The use of modern pedagogical approaches by teachers helps to make the process of learning Arabic easier and more effective. This article presents important theoretical and practical foundations for the introduction of innovative methods in the teaching of the Arabic language.

Tayanch so'zlar: arab tili, xorijiy til, kommunikativ metod, zamonaviy yondashuv, interaktiv ta'lim, texnologiyalar.

Ключевые слова: арабский язык, иностранный язык, коммуникативный метод, современный подход, интерактивное образование, технологии

Keywords: arabic language, foreign language, communicative method, modern approach, interactive education, technologies.

Hozirgi kunda xorijiy tillarni o'rganish jarayoni yangi pedagogik usullar va texnologik vositalar bilan boyitilib bormoqda. Arab tili nafaqat musulmon dunyosi uchun, balki xalqaro aloqalar, iqtisodiy va madaniy integratsiya uchun ham muhim hisoblanadi. Arab tilini samarali o'qitish uchun an'anaviy yondashuvlar bilan bir qatorda zamonaviy metodlarni qo'llash talab etiladi. Bugungi kunda til o'rganish jarayonida interaktiv yondashuvlar, raqamli texnologiyalar, kommunikativ metodlar va integratsiyalashgan ta'lim usullari keng qo'llanilmoqda.

Arab tilini samarali o'rganish uchun qo'llaniladigan yondashuvlar, ularning afzallik va kamchiliklari hamda ularni ta'lim jarayoniga tatbiq etish bo'yicha quyidagi fikr va mulohazalarni ko'rib chiqamiz:

1. Arab tilini o'qitishda zamonaviy yondashuvlarning ahamiyati

Arab tili fonetik, morfologik va sintaktik jihatdan murakkab til hisoblanadi. Ayniqsa, bu tilni xorijiy til sifatida o'rganayotganlar uchun ba'zi murakkabliklar mavjud. Masalan: Arab tili o'ngdan chapga yozilishi boshqa tillardan farqli o'laroq, o'quvchilarga qo'shimcha qiyinchilik tug'diradi.

Arab tilining talaffuzi juda xilma-xil bo'lib, harflarning chiqish joyi va tovush xususiyatlarini to'g'ri o'rganish muhimdir. Grammatika va morfologik tizim murakkab bo'lib, ko'plik shakllari va fe'l zamonlari boshqa tillarga nisbatan qiyinroq o'zlashtiriladi. Shu sababli, arab tilini o'qitishda zamonaviy yondashuvlarni joriy qilish zarur. Bu metodlar quyidagi afzalliklarni ta'minlaydi:

O'quvchilar real hayotiy vaziyatlarda tilni qo'llash imkoniyatiga ega bo'ladilar. Arab tilini o'rganish jarayoni faqat grammatikaga asoslanmay, muloqot va amaliy tajribaga urg'u beradi. Texnologik resurslar yordamida mustaqil o'rganish imkoniyati kengayadi.

Bugungi kunda arab tilini o'rgatishda eng samarali deb hisoblangan zamonaviy metodlar quyida batafsil ko'rib chiqiladi.

2. Arab tilini o'qitishda zamonaviy yondashuvlar:

Ulardan biri kommunikativ yondashuv (Communicative Language Teaching – CLT). Bu yondashuvning asosiy tamoyillari talabalar o'rtasida arab tilida faol muloqotni rivojlantirish. Grammatik qoidalar bilan bir qatorda, tilni real hayotda ishlatish ko'nikmasiga urg'u berish. Interaktiv mashg'ulotlar orqali o'quvchilarni faol ishtirok etishga undash.

Tatbiq etish usullari quyidagicha: Arab tilida dialoglar, rol o'yinlar va debatlar tashkil qilish. O'quvchilarni arab tilida turli mavzularda suhbatlarga jalb qilish. Talabalarga mustaqil nutq so'zlash imkoniyatini berish.

Bu mavzularning afzalliklari quyidagicha: Talabalar tilni jonli va tabiiy muhitda o'rganadilar. Arab tilini amaliy qo'llash ko'nikmalari tez shakllanadi. O'quvchilarning ishonchi ortib, tilni erkinroq ishlata boshlaydilar.

Bu usulning kamchiliklari ham mavjud bo'lib, grammatik nazariyaga e'tibor kamroq bo'lishi mumkin. Ushbu uslubdan ijobiy natija olish uchun o'qituvchidan faol ishtirok va talabalar bilan ko'proq ishlash talab etiladi.

Yana bir yondashuv vazifaga asoslangan ta'lim (Task-Based Language Teaching – TBLT) bo'lib, asosiy tamoyillari o'quvchilar real hayotiy topshiriqlar orqali tilni o'rganadilar. Arab tilini amaliy vaziyatlarda ishlatish orqali ko'nikmalar shakllantiriladi.

Tatbiq etish usullari: o'quvchilarga arab tilida mehmonxona bron qilish, restoran menyusini tushuntirish yoki intervyu o'tkazish kabi vazifalar beriladi. Matn yozish, video intervyu tayyorlash va boshqa topshiriqlar orqali o'quvchilarning faolligi oshiriladi.

Uning afzalliklari o'quvchilar amaliy mashg'ulotlar orqali tezroq til o'rganadilar. Arab tili real hayotiy vaziyatlarda mustahkamlanadi.

Kamchiliklari esa, har bir vazifa uchun maxsus materiallar tayyorlash talab etiladi. Shuningdek, barcha o'quvchilar bir xil darajada faollik ko'rsatmasligi mumkin.

Integratsiyalashgan yondashuv (CLIL) ham mavjud bo'lib, uning asosiy tamoyillari quyidagicha:

Arab tilini boshqa fanlar bilan bog'lab o'rganish. O'quvchilar bir vaqtning o'zida til va boshqa sohalariga oid bilimlarni egallaydilar.

Uning tatbiq etish usullari: Islom tarixi, arab adabiyoti yoki falsafa darslarini arab tilida o'tish. Arab madaniyati va tarixi bo'yicha loyihalar ishlab chiqish.

Afzalliklari: Talabalar tilni yanada tabiiy muhitda o'rganadilar. Fanlararo yondashuv orqali tilni chuqurroq tushunishadi.

Kamchiliklari esa: o'qituvchidan yuqori malaka talab etiladi. Maxsus o'quv materiallarini ishlab chiqish zarur bo'ladi.

3. Arab tilini o'qitishda zamonaviy metodlarni joriy etish bo'yicha quyidagi tavsiyalarni berish mumkin:

1. O'qituvchilar zamonaviy metodlarni qo'llash bo'yicha doimiy ravishda malaka oshirishlari kerak.

2. Arab tilini o'rgatishda interaktiv va kommunikativ usullardan foydalanish tavsiya etiladi.

3. Arab tilida so'zlashuvchi muhit yaratish uchun texnologik resurslardan foydalanish kerak.

4. Har bir o'quvchining o'ziga xos ta'lim ehtiyojlarini inobatga olish muhimdir.

Xulosa o'rnida aytish mumkinki, arab tilini samarali o'qitish uchun zamonaviy yondashuvlar muhim rol o'ynaydi. Kommunikativ metod, vazifaga asoslangan ta'lim va texnologiyalardan foydalanish til o'rganish jarayonini tezlashtiradi va samaradorligini oshiradi. Arab tilini o'rgatishda madaniy kontekstni inobatga olish va interaktiv metodlarni joriy etish kelajak avlodlar uchun muhim strategiyalardan biri hisoblanadi.

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ONA TILI DARSLARIDA LINGVISTIK TAHLILNI AMALGA OSHIRISH USULLARI



<https://doi.org/10.5281/zenodo.14877635>

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Annotatsiya. O'quvchilarga ona tili ta'limining samaradorligini oshirishda lingvistik tahlil o'tkazishning ahamiyati va usullari haqida so'z boradi. Maqolada lingvistik tahlilni ona tili darslarida qo'llash usullari, grammatik, semantik va sintaktik tahlilning o'quvchilarga qanday yordam berishi haqida batafsil ma'lumot berilgan. Lingvistik tahlil tilning strukturaviy jihatlarini tushunishga, o'quvchilarning tilni amaliyotda to'g'ri qo'llash qobiliyatini rivojlantirishga xizmat qiladi. Dars jarayonida lingvistik tahlil metodlarini samarali qo'llash o'quvchilarga tilni chuqurroq o'rganish imkonini yaratadi va ularning tilni ishlatishdagi aniqligini oshiradi.

Аннотация. Статья посвящена важности и методам применения лингвистического анализа в обучении родному языку с целью повышения эффективности учебного процесса. В статье рассматриваются различные подходы к использованию лингвистического анализа в учебных занятиях, а также его роль в формировании грамматических, семантических и синтаксических навыков у учащихся. Лингвистический анализ помогает не только понять структуру языка, но и способствует улучшению практического использования языка учащимися, развивая их способность правильно и эффективно применять язык в разных ситуациях.

Annotation. The article discusses the importance and methods of applying linguistic analysis in native language education to enhance the effectiveness of the learning process. It outlines various approaches to integrating linguistic analysis in lessons, focusing on its role in developing grammatical, semantic, and syntactic skills among students. Linguistic analysis not only helps to understand the structure of language but also improves students' practical application of language, developing their ability to use it correctly and effectively in different contexts.

Tayanch so'zlar: *lingvistik tahlil, ona tili ta'limi, grammatika, sintaksis, semantika, tildan foydalanish, o'quvchilarni rivojlantirish, ta'lim samaradorligi.*

Ключевые слова: *лингвистический анализ, обучение родному языку, грамматика, синтаксис, семантика, использование языка, развитие учащихся, эффективность обучения.*

Keywords: *linguistic analysis, native language education, grammar, syntax, semantics, language usage, student development, teaching effectiveness.*

Mustaqillikka erishilgach, yurtimizning har bir fuqarosi ma'naviy hayotida ona tili, ya'ni milliy tilimiz juda katta ahamiyat kasb etdi. Bugungi kunda O'zbekistonning ta'lim tizimida ona tili o'qitishning maqsadlari va vazifalari jiddiy yangilandi. O'quvchilar endi ona tili darslarida faol ishtirok etuvchi, o'z bilimini rivojlantiruvchi asosiy subyektga aylantirildi. Zero yurtboshimiz ta'kidlaganlaridek, "Dunyodagi qadimiy va boy tillardan biri bo'lgan o'zbek tili

xalqimiz uchun milliy o'zligimiz va mustaqil davlatchiligimiz timsoli, bebaho ma'naviy boylik, buyuk qadriyatdir"¹⁹⁶.

Har bir avlodning oldida insoniyat tomonidan yaratilgan barcha bilim va boyliklarni o'rganish, o'zlashtirish hamda rivojlantirish mas'uliyati turadi. Hayot taraqqiyoti va jamiyat rivojini bunday jarayonsiz tasavvur qilish mumkin emas. Ushbu maqsadga erishishning eng samarali yo'li ta'lim tizimini doimiy ravishda takomillashtirish orqali yoshlarni ilm-fan asoslari bilan chuqur ta'minlashdir.

"Ona tili" darslarida uzundan uzoq, murakkab grammatik qoidalarini, "O'zbek adabiyoti" darslarida ijodkor hayotidagi o'tkinchi sana va voqealarni yodlashga majbur qilmasdan, balki ona tilida sof so'zlash, o'z fikrini to'g'ri ifodalay olish, mustaqil fikrlash, badiiy asarni ifodali o'qish, uning ruhini his qilish, badiiy san'atidan lazzatlanish, so'zdan zavqlanish ruhida ta'lim bermoq kerak. Ona tili va adabiyot o'qitishdan kutilgan pirovard natija - shu¹⁹⁷!

"Ona tili" ta'lim tizimida eng muhim fanlardan biri hisoblanadi. U jamiyat a'zolarini ijodiy fikrlashga, o'z fikrlarini nutq sharoitiga mos ravishda og'zaki va yozma tarzda ifodalashga o'rgatadi. Davlat rahbarining: "Kimda kim o'zbek tilining bor latofatini, jozibasi va ta'sir kuchini, cheksiz imkoniyatlarini his qilmoqchi bo'lsa, munis onalarimizning allalarini, ming yillik dostonlarimizni, o'lmas maqomlarimizni eshitsin, baxshi va hofizlarimizning sehrli qo'shiqlariga quloq tutsin"¹⁹⁸, - degan gaplari ayni haqiqat. Mazkur fikrlar orqali davlat rahbari o'zbek tilining betakror go'zalligini va uning xalqimizning ma'naviy merosini ifodalashdagi ahamiyatini ta'kidlaydi. Tilimizning ulug'vorligi faqat uning so'z boyligi va nafisligida emas, balki xalqimizning tarixiy- madaniy yodgorliklarida, adabiy merosida ham o'z aksini topadi.

Ona tili ta'limining samaradorligini oshirishda lingvistik tahlil o'tkazish muhim ahamiyatga ega. Bunday tahlilni amalga oshirishda asosiy vositalardan biri o'qitish metodlarini to'g'ri tanlashdir. Ona tili darslarida o'qituvchi ko'proq o'quvchi faoliyatini rag'batlantiruvchi metodlarga murojaat qiladi. Chunki o'quv materialini faqat tushuntirish yoki tushuncha, ta'rif va qoidalar atrofida suhbat olib borish orqali o'rgatish yetarli bo'lmaydi. Ona tili darslarida o'quvchi ta'lim jarayonining faol ishtirokchisi, ya'ni subyekti bo'lib, har bir o'quv topshirig'ini aqliy faoliyat jarayonidan o'tkazganida, o'quv materiallarini o'zlashtirish ancha osonlashadi va darsning samaradorligi oshadi. O'qituvchi amaliy metodlarga tayangan holda o'quv topshiriqlarini samarali bajarilishiga erishib, o'quvchilarning muvaffaqiyatli ta'lim olishini ta'minlaydi.

Ona tili o'qitish metodikasining predmeti ta'lim berish sharoitida ona tilini egallash, ya'ni o'qish va yozishni, fonetika, grammatika kabilarni bilib olish jarayoni hisoblanadi.

Ona tilidan ko'nikma va malakalarni shakllantirish, til haqidagi fanning ilmiy tushunchalar sistemasini o'zlashtirish qonuniyatlarini o'rganadi, til o'rganishning eng qulay metod va usullarini izlaydi.

Ona tili o'qitish metodikasi amaliy fan sifatida uch vazifani bajaradi:

1. Nimani o'qitish kerak? savoliga javob beradi, ya'ni boshlang'ich sinf uchun dasturlar ishlab chiqadi, darslik va o'quv qo'llanmalarini yaratib beradi.

Ularning samaradorligi va muvofiqligini doimiy tekshirib boradi.

2. Qanday o'qitish kerak? savoliga ta'lim berishning metodlari, metodik usullar, mashqlar sistemasini, qo'llanmani tatbiq etish tavsiyanomalarini, yozma ish, amaliy ishlar sistemasini, dars, uning turlarini ishlab javob beradi.

¹⁹⁶ <https://www.gazeta.uz/oz/2019/10/22/uzbek-language/>

¹⁹⁷ Mirzaqulov T. Grammatikani o'qitishning lingvistik asoslari. Toshkent., O'qituvchi, 1994

¹⁹⁸ <https://www.gazeta.uz/oz/2019/10/22/uzbek-language/>

3. Nega xuddi mana shunday o'qitish kerak? Bunda ilmiy nuqtayi nazardan eng foydali metodlarni o'rganish, tanlash, asoslash, tavsiyalarni eksperimental tekshirish vazifalarini bajaradi¹⁹⁹.

O'quvchilarga ona tilidan lingvistik bilimlarni tayyor holda bayon qilish serunum metod sanalmaydi. Chunki bilimlar o'qituvchi tomonidan tayyor holda berilar ekan, o'quvchi shu jarayonning ishtirokchisiga, tinglovchisiga va faqat andozaga qarab harakat qiluvchiga aylanib qoladi²⁰⁰.

Kuzatishlardan ma'lum bo'ladiki, ona tili o'qituvchilari lingvistik tahlil o'tkazishda ta'lim metodlarini tanlashda ko'plab qiyinchiliklarga duch keladilar. Ayrim o'qituvchilar biron bir metodni ortiqcha baholab, boshqasini e'tibordan chetda qoldiradilar; ba'zilar esa har bir metodni bir xil darajada qo'llashga intilishadi. O'qituvchilarning ko'p qismi esa ta'lim metodini tasodifiy ravishda tanlashadi.

O'qituvchi ta'lim metodini tanlashda quyidagi asosiy tamoyillarga e'tibor berishi lozim:

1) tanlanadigan metod o'rganilayotgan til materialining mazmuniga mos bo'lishi zarur. Mavzuning murakkablik darajasi, o'quv materialining hajmi va o'quvchilarda mavjud bo'lgan tushunchalar metodni tanlashda muhim rol o'ynaydi. O'quvchilarning bilim darajasi va ilgari o'rgangan til hodisalari haqida tushunchalariga qarab o'qituvchi mos metodni tanlashi lozim. Agar o'quvchilar ilgari o'rganilgan materialni qayta ko'rib chiqishga tayyor bo'lsalar, qayta xotiralashga asoslangan metodlardan foydalanish bilan birga, muammoli o'qitish metodidan ham samarali foydalanish mumkin.

Agar mavzu hajmi katta va murakkab bo'lsa, tushuntirish- namoyish etish metodini muammoli ta'lim metodi bilan birga qo'llash maqsadga muvofiq;

2) tanlanayotgan metod ona tili ta'limining umumiy maqsadi va mavzuning xususiy maqsadiga mos bo'lishi kerak. Yangi mavzuni o'rgatishda, o'tilgan materialni xotirada tiklashga e'tibor berilib, ijodiy topshiriqlar orqali o'quvchilarning faolligi oshiriladi;

3) tanlanadigan metod o'quvchilarning materialni o'zlashtirish darajasi, mustaqil ishlash qobiliyati, yosh va shaxsiy xususiyatlarini ham inobatga olgan holda tanlanishi zarur. O'quvchilarning real o'quv imkoniyatlaridan kelib chiqib, bir vaqtning o'zida bir necha metoddan foydalansa bo'ladi. Masalan, o'quvchilar tomonidan bilimlarni mustaqil egallash jarayonida o'zlashtirishi bo'sh o'quvchilar uchun qayta xotiralash va qisman izlanuvchanlik metodlaridan foydalansak, o'zlashtirish darajasi yuqori bo'lgan o'quvchilar uchun ko'proq izlanuvchanlik metodlaridan foydalanish maqsadga muvofiqdir²⁰¹.

Lingvistik tahlilni o'tkazishda tanlanadigan metod o'quv materialini o'rganish uchun ajratilgan vaqt va o'qituvchining imkoniyatlariga mos bo'lishi zarur. Agar mavzuni o'rganishga ajratilgan vaqt qisqa bo'lsa, o'quvchilarning izlanishiga asoslangan metodlarni qo'llash imkoniyati cheklangan bo'ladi. Bunday holatda o'qituvchining bayoni va evristik suhbatlar orqali tahlil o'tkazish yaxshi natija beradi.

Lingvistik tahlilning metodlari quyidagi talablarga javob berishi kerak:

- ✓ metod obyektiv, ya'ni qo'llanilishi aniq vaqt va joyda bo'lishi;
- ✓ metod izchil va aniq tushunchalarga asoslangan bo'lishi;
- ✓ metod universal bo'lib, tahlil qilinayotgan sohaning asosiy bo'limlarini (kamida to'rt) o'z ichiga olishi zarur;
- ✓ metod sodda va tushunarli bo'lishi kerak.

¹⁹⁹ <https://elib.buxdupi.uz/books/Ona%20tili.pdf>

²⁰⁰ G'ulomov A., Ne'matov H. Ona tili ta'limi mazmuni. – Toshkent: O'qituvchi. 1995.

²⁰¹ Nurmonov A. Lingvistik tadqiqot metodologiyasi va metodlari. Toshkent. 2010.

Tilshunoslikda talab darajasida qo'llaniladigan bir nechta metodlar mavjud. Ular xarakteriga ko'ra ikki turga bo'linadi. Birinchisi, **umumiy metodlar** bo'lib, ular tilshunoslikning barcha sohalarida qo'llanilishi mumkin. Mazkur metodlar tilning umumiy qoidalari, struktura va funksiyalarini o'rganishga yo'naltirilgan. Ikkinchisi, **lingvistik tahlil metodlari** tilni chuqur o'rganish va tahlil qilishda qo'llaniladi. Ular tilning tarkibiy qismlarini (fonetik, morfologik, sintaktik va semantik jihatlarini) o'rganishda asosiy vosita bo'ladi. Bu metodlarga semantik tahlil, morfologik tahlil, sintaktik tahlil kabi turli metodlar kiradi. Ushbu metodlar bir - biriga bog'liq holda ish ko'radi va muayyan xulosalarni bayon etadi²⁰². Bunday metodlar tilni har tomonlama va chuqur tahlil qilishda yordam beradi, tilshunoslik sohasida talab darajasida ilmiy natijalarga erishishda muhim ahamiyatga ega.

Ona tili ta'limining asosiy qismi grammatikani o'zlashtirishdan iborat. Lingvistik tahlil yordamida o'quvchilarga so'zlarning morfologik va sintaktik tahlilini o'rganish mumkin. O'quvchilar so'zlarning turli shakllarini (fe'l, ot, sifat, ravish) aniqlashni va ularni mantiqiy ravishda birlashtirishni o'rganadilar. Bu esa ularning grammatik va stilistik ko'nikmalarini rivojlantirishga xizmat qiladi. Masalan, o'quvchilarga ma'lum bir gapni tahlil qilish va undagi so'zlarning sintaktik funksiyalarini aniqlash taklif qilinadi. *O'qituvchi mavzuni mukammal tushuntirmoqda* gapini tahlil qilishda o'quvchilar *o'qituvchi* ega, *mavzuni* to'ldiruvchi, *tushuntirmoqda* kesim va *mukammal* aniqlovchini aniqlaydilar.

Semantik tahlil tilning ma'no tizimini o'rganish jarayonidir. Ona tili darslarida o'quvchilarga so'zlarning turli ma'nolarini va ularning kontekstdagi o'rinlarini aniqlashni o'rgatish juda muhim. Lingvistik tahlil yordamida o'quvchilar so'zlarning bosh va ko'chma ma'nolarini, shuningdek, sinonim, antonim va paronimlar bilan ishlashni o'rganadilar.

Tovushlar soni va turi jihatidan teng bo'lmasa-da, talaffuzda o'xshash bo'lgan paronimlar shakldoshlarga ko'p jihatdan yaqin turadi. Paronimlarni shakily, ma'noviy hamda qo'llanishi doirasida quyidagi ma'no guruhlariga ajratish, o'rganish yaxshi natija beradi:

- bir- ikki, ba'zan undan ortiq tovushga ko'ra qizman farqlanuvchi shakily umumiylikning mavjudligi: tahlil – tahrir, matbuot – matlubot, taqlid – taxlid kabi;
- paronim juftliklar o'rtasidagi tovush almashtirish va ma'no munosabatining turli xilligi: arosat – asorat, arg'uvon – armug'on, kabi;
- leksik ma'nolarida umumiy semantik qirralar mavjudligi: tanglay – manglay, kift – kaft, jiyron – jayron kabi...²⁰³.

Lingvistik tahlil o'tkazish, ona tili ta'limini samarali qilishda katta ahamiyatga ega. Tahlil o'quvchilarga tilning grammatik tuzilishini, so'zlarning ma'nolarini, nutqiy strukturalarini va o'zaro aloqalarini to'g'ri anglashga yordam beradi. Shuningdek, lingvistik tahlil orqali o'quvchilarni fikrlashga undash, tilni to'g'ri va erkin ishlatish ko'nikmalarini rivojlantirish mumkin.

Lingvistik tahlil yordamida o'quvchilarga tilda yanada chuqurroq tushuncha beriladi va ular faqat grammatikani emas, balki tilning semantik, stilistik jihatlarini ham o'rganadilar. Natijada o'quvchilarning yozma va og'zaki nutqini yanada sifatli va samarali qilishga yordam beradi.

Xulosa o'rnida shuni ta'kidlash mumkinki, lingvistik tahlil ona tili ta'limining samaradorligini oshirishda juda muhim rol o'ynaydi. O'quvchilarni tilda to'g'ri ishlatish ko'nikmalariga o'rgatish uchun lingvistik tahlilning turli usullarini qo'llash zarur. Bu o'quvchilarning tildan to'g'ri foydalanish, fikrlarni aniq va mantiqiy ifodalash ko'nikmalarini

²⁰² Xolmonova Z.T. Tilshunoslikka kirish. Toshkent – 2007.

²⁰³ To'xliyev va boshq., O'zbek tili o'qitish metodikasi. O'quv qo'llanma. Toshkent- 2006. 192 b.

rivojlantirishga yordam beradi. O'z navbatida, lingvistik tahlil yordamida ona tili darslari yanada samarali va o'quvchilar uchun qiziqarli bo'ladi.

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GLOBALLASHUV DAVRIDA TIBBIYOT SOHASIDAGI INGLIZ TILI DASTURLARINING XALQARO STANDARTLARGA MOSLASHUVIDAGI QIYINCHILIKLAR



<https://doi.org/10.5281/zenodo.14877641>

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Annotatsiya. Zamonaviy dunyoni iqtisodiy, ma'naviy, siyosiy va ijtimoiy jihatdan qamrab olgan globallashuv jarayoni ta'lim tizimiga ham o'z ta'sirini o'tkazmay qolmadi. Bu o'zgarishlar butun dunyo ta'lim tizimini yagona yaxlitlikka olib kelishida ham o'z aksini ko'rsatdi. Ta'limning globallashuvi alohida katta tizim bo'lganligi sababli, unga bosqichma-bosqich erishish mumkinligini va shu orqali tizimga o'zimga xoslik kiritilishi kutilgan. So'nggi yillarda ta'lim jarayonining deyarli barcha jabhalarini qamrab oluvchi katta o'zgarishlar ro'y bermoqda. Oliy ta'lim tizimi jamiyatdagi ijtimoiy talablarini qondirish uchun faoliyat yurituvchi eng muhim ijtimoiy institut bo'lib, u har qanday ijtimoiy o'zgarishlar va jarayonlarga tez ta'sir ko'rsatadi.

Annotation. The process of globalization, which has encompassed the modern world in economic, spiritual, political, and social aspects, has also significantly influenced the education system. These changes have contributed to shaping the global education system into a unified whole. Since the globalization of education is a large and complex system, it is expected that this process will be achieved gradually, allowing for unique characteristics to be integrated into the system. In recent years, major changes have taken place, covering almost all aspects of the educational process. Higher education, as one of the most important social institutions that functions to meet the social demands of society, quickly responds to any social changes and processes.

Аннотация. Процесс глобализации, охватывающий современный мир в экономическом, духовном, политическом и социальном аспектах, оказал значительное влияние и на систему образования. Эти изменения способствовали формированию единой глобальной образовательной системы. Так как глобализация образования является сложным и крупным процессом, предполагается, что он будет осуществляться поэтапно, позволяя внедрять в систему уникальные особенности. В последние годы произошли значительные изменения, охватывающие практически все сферы образовательного процесса. Высшее образование, являясь одним из важнейших социальных институтов, функционирующих для удовлетворения общественных потребностей, оперативно реагирует на любые социальные изменения и процессы.

Tayanch so'zlar: *Key problems, EMP, muttasil tarmoq, pedagog va psixolog, xalqarolashuv, grant loyiha, nofilologik soha.*

Keywords: *key problems, EMP, continuous network, pedagogue and psychologist, internationalization, grant project, non-philological field.*

Ключевые слова: *ключевые проблемы, EMP, непрерывная сеть, педагог и психолог, интернационализация, грантовый проект, непрофилологическая сфера.*

Milliy madaniyatlarning xalqaro ochiqligining o'sishi va insoniyat sivilizatsiyasi rivojlanishining asosiy global jarayonlari ta'lim tizimiga o'ziga xos tarzda ta'sir o'tkazmoqda.

Chunonchi, muttasil tarmoqlanib, tobora ko'proq rang-barang mazmun kasb etayotgan jahon iqtisodiy munosabatlari oliy o'quv yurtlarida maxsus kasb-hunar ta'limi oladigan umuminsoniy kasb-hunar hamjamiyatida talabni shakllantirmoqda.

Oliy ta'limdagi o'quv dasturlarini xalqarolashtiruv integratsiya jarayoni bir qator olim va tilshunoslarining fikricha yangi darajadagi xususiyatlarni kasb etmoqda. Pedagog va psixolog Liferovning fikricha oliy ta'limning integratsiyalashuv sharoitida o'quv dasturlarini xalqarolashtirish milliy ta'lim tizimlarining to'liq yaqinlashishi, ularning bir-birini to'ldirishi va oliy ta'limning global ijtimoiy tizimga aylanishiga olib kelmoqda. Bunday tizim bir qancha yutuqlar bilan birgalikda o'z o'rnida muammolarni ham shakllantiradi. Yutuq va kamchiliklar o'zaro to'qnash kelmasligi uchun xizmat qiluvchi hamkor OTM bilan bir qatorda bir nechta tashkilot va birlashmalarni yordami oliy ta'lim tizimidagi katta o'zgarishlardan saqlab qoldi.

Cambridge University professori Peter Brown "Xalqaro hamkorlik nafaqat ta'lim tizimini modernizatsiya qilishga, balki tibbiyot sohasidagi o'quv dasturlaridagi muammolarni hal qilishga ham yordam beradi. Masalan, o'zbek va chet el olimlari birgalikda dasturlarni xalqarolashtirish borasida ham ishlashi mumkin."

Bu qiyinchiliklarni bartaraf etish maqsadida tibbiyot oliy ta'lim muassasalari ingliz tili fanlaridagi ta'lim tizimini tubdan isloh etish, o'quv dasturlarini xalqarolashtirish ikki bosqichda amalga oshirishni ishlab chiqdi. Unga ko'ra 1-bosqich nofilologik soha talabalari uchun fanlararo ingliz tilini chuqur o'rganish va kasbiy yondashuv asosida axborot texnologiyalaridan foydalanishga tayyorgarlik ko'rish, 2- bosqichda bo'lsa olingan bilimlarni kelajakda qo'llay olishi uchun qolgan asosiy bazaviy fanlar bilan ingliz tili fanini bog'lash edi. Ushbu holatda G'arb tahlilchilarining fikriga ko'ra, yillar davomida dunyodagi eng yaxshi natija berayotgan ingliz tilini Sovet ta'limi modeli asosida o'qitish deyarli butunlay rad etilishi lozim edi.

Ingliz tilshunosligining tibbiy ta'lim tizimidagi o'quv dasturlarining 70 foizi, hatto tibbiyot oliy ta'lim muassasalari moliyaviy mustaqillik berilganiga qaramay Yevropa ta'lim tizimidan farq qilib kelar edi. Bu o'rganishlar tibbiy oliy ta'lim muassasalari bitiruvchi mutaxassislarini jahon mehnat bozoriga olib chiqishda muammo yaratishini tushunib yetgan holda, o'quv dasturlarini xalqarolashtirish va sohaning boshqa fan dasturlari bilan uzviy bog'lash masalasini ko'ndalang qo'ydi. Sababi, ingliz tili tanlangan tibbiyot mutaxassisligini yaxshiroq o'zlashtirishga, sohaviy xorijiy texnik axborot manbalaridan to'g'ridan-to'g'ri foydalanish orqali talabalar dunyoqarashini kengaytirishga, uning bilimlarini chuqurlashtirishga yordam berishi kerak. Bu shuni anglatadiki, tibbiyot oliy ta'lim muassasalarida ingliz tili boshqa fanlar bilan chambarchas bog'liq bo'lib, mutaxassis tayyorlashda o'z roliga ega fan sifatida qaraladi.

Andijon davlat tibbiyot instituti xalqarolashtirish strategiyasi O'zbekiston Respublikasi Prezidentining "2022-2026 yillarda O'zbekiston Respublikasining innovatsion rivojlanish strategiyasini tasdiqlash to'g'risida" 2022-yil 6-iyuldagi PF-165 sonli Farmoniga asoslanib ishlab chiqilgan. Xalqarolashtirish strategiyasining asosiy yonalishlari quyidagilardan iborat:

Hamkorlik – mavjud hamkorlik aloqalarini mustahkamlash, jahon reytingida top 500 ta o'rinni egallagan Yevropa va Osiyo davlatlari tibbiy oliy ta'lim muassasalari bilan hamkorlikni rivojlantirish. Hamkorlik aloqalarni rivojlantirishda doirasida oliy ta'lim muassasalar bilan amaliy loyihalarni amalga oshirishga va talaba, pedagog xodimlar uchun akademik mobillik dasturlarini amalga oshirishga e'tibor qaratiladi. Hamkorlik aloqalarini rivojlantirishda mavjud hamkorlik aloqalarini mustahkamlash bilan bir qatorda yangi hamkorlik aloqalarini o'rnatish ham rivojlantirish va xalqarolashtirish strategiyasining muhim omillaridan deb qaralgan. Hamkorlik shartnomalarini tuzishda akademik mobillik dasturlarini amalga oshirish, qo'shma ta'lim dasturlarini ochish va shu qatorda o'quv dasturlarni xalqarolashtirish maqsadga muvofiq hisoblanadi.

Xorijiy olimlar va tilshunoslar o'zbek tibbiyot o'quv dasturlarini xalqarolashuvi va xorijiy tajribalarni o'rganishning muhimligini ta'kidlab, bu borada o'z tajribalari va fikrlarini baham ko'rishga tayyor ekanligini 2023-yildan buyon O'zbekiston Respublikasida tashkillashtirilgan ko'plab xalqaro forumlarda ta'kidlamogda. Ularning fikrlariga ko'ra, akademik mobillik va xalqaro hamkorlik doirasida o'quv dasturlarini modernizatsiyalash va xalqaro standartga moslash o'zbek tibbiyotining rivojlanishiga, ta'lim sifatini oshirishga, malakali mutaxassislar tayyorlashga va global miqyosda tan olinishiga katta hissa qo'shadi.

Tibbiyot sohasi bir xorijiy tilni o'zlashtirmasdan turib jahon mehnat bozoriga chiqa olmasligini hisobga olgan holda, Andijon davlat tibbiyot instituti alohida e'tibor qaratgan yo'nalishlardan biri aynan tibbiyotda ingliz tili bo'lib, ushbu jarayonni jahon standartiga moslashtirish maqsadida talabalarni ingliz tili o'rganishga qiziqtirish maqsadida xalqarolashtirish strategiyasiga alohida bir band kiritib o'tkazilgan.

Natijalar.

Talabalar tajribasi – talabalarni xalqaro grant loyihalariga jalb etish, xorijiy oliy ta'lim muassasalariga qisqa muddatli talaba almashinuvlariga yuborish, xalqaro ilmiy anjumanlarda ishtirok etishini ta'minlash, hamkor xorijiy oliy ta'lim muassasalari bilan tashkil etiladigan ijodiy loyihalarga jalb etish, talabalarining akademik mobillik dasturlariga jalb etish. Bu esa talabalar o'qishi davomida turli jamoat tashkilotlarida faoliyat ko'rsatishi, xalqaro loyihalarda ishtirok etishi bitiruvchilarni madaniy xilma-xil sharoitda ishlay olishi va yaxshi rivojlangan ijtimoiy ongga ega bo'lishini ta'minlaydi.

Rus olimi V.Afanasevning fikriga ko'ra yuroridagi xalqarolashtirish, integratsiyalashish jarayonida quyidagi muammolar yuzaga kelishi mumkin:

- ikki hamkor tibbiy oliy ta'lim muassasasining ta'lim shakli, darajasi va mazmunidagi farqlanish;

- davlatlar orasidagi ta'lim siyosati;

- tibbiy ta'lim tizimini globallashtirish va xalqaro ta'lim standartiga moslashuvi;

- o'quv dasturlarida an'anaviy ta'lim tizimi hamda yangi texnologik ta'lim tizimini uyg'unlashuvi.

P.K.Anoxin o'zining "Key problems of the theory of functional system" nomli maqolasida ESPlarda ingliz tili fanining o'quv dasturini xalqarolashtirishda yuzaga kelishi mumkin bo'lgan asosiy muammolardan biri ta'lim infratuzilmasini texnologiyalashtirish va komputerashtirishdagi farqlarda ko'rish mumkin deb aytib o'tadi.

Hozirda Respublikada alohida e'tirof etilib kelayotgan EnSPIRe-U loyihasining umumiy maqsadi ham milliy darajada muayyan maqsadlarga yo'naltirilgan islohotlar doirasida ingliz tiliga yaxlit yondashuvni ishlab chiqish va islohotlarni muvaffaqiyatli amalga oshirish uchun asosiy jarayonlar xaritasini tuzishdan iboratdir. EnSPIRe-U loyihasi ostida ESP sohasida yangi o'quv rejasi, o'quv dasturlari, o'quv materiallari, baholash mezonlari va o'quv tadbirlarini ishlab chiqish va amalga oshirishga yaxlit yondashuvni joriy etish rejalashtirilgan va umumiy maqsad asosida amalga oshirilgan ish jarayonini EMP ga ham o'tkaish imkonini yaratadi. Loyiha doirasida amalga oshirilgan ishlardan xulosalagan holatda tibbiy oliy ta'lim muassasalari akademik mobillik doirasidagi faoliyat yuritib kelayotgan yo'nalishlar uchun ingliz tili o'quv dasturlarini ham xalqarolashtirish imkoniyatini bosqichma-bosqich quyidagicha amalga oshirish mumkin bo'ladi.

Milliy talablarga mos keladigan xalqaro dasturlarni ishlab chiqish.

- Chet tilida o'qitish uchun shifokorlarni tayyorlash.

- Xalqaro talabalarni jalb qilish uchun moliyaviy va boshqa dasturlarni tashkil etish.

- Madaniyatlararo munosabatlarni rivojlantirish uchun dasturlar ishlab chiqish.

- Xalqaro dasturlarni moliyalash uchun yetarli mablag'larni ajratish.
- Zamonaviy infratuzilmani yaratish.

Xalqarolashtirish jarayonida yuzaga keladigan muammolarni yechish uchun barcha manfaatdor tomonlarning hamkorligi va izchil sa'y-harakatlari zarur.

Munozara.

So'nggi o'n besh yil ichida universitetlarning yoki ularning o'quv dasturlarining akademik mobilligi bilan tavsiflangan xalqarolashtirishning yangi shakllari paydo bo'ldi. Dasturning akademik mobilligi xorijiy universitetlar tomonidan taklif qilinadigan masofaviy ta'lim kurslarini yoki qo'shma dasturlarni o'z ichiga oladi. Universitetlarning akademik mobilligi universitetlar tomonidan xorijiy universitetlar kampuslarini ochish yoki xorijiy universitet kapitalini jalb qiladigan mutlaqo yangi oliy ta'lim muassasasini tashkil etishni o'z ichiga oladi. (Tremblay, 2010, 117-bet).

I.A.Ismoilov: "Xalqaro hamkorlikni kuchaytirish va akademik mobillikni rivojlantirish o'zbek tibbiyot mutaxassislarining malakasini oshirish va ularning xalqaro miqyosdagi raqobatbardoshligini ta'minlashga yordam beradi" deydi. Haqiqatda xalqaro hamkorlik oliy ta'limning jahon standartlariga noslashtirish uchun kuchli vositasidir. U bir qator duch kelishi mumkin bo'lgan zamonaviy muammolarni hal qila oladi:

- oliy ta'lim mazmuni va darajasining jamiyatning iqtisodiyot, siyosat hamda ijtimoiy-madaniy soha ehtiyojlariga mos kelishiga rioya qilish;
- turli mamlakatlar va mintaqalarda kasbiy tayyorgarlik darajasini moslashtirish;
- oliy ta'lim sohasida xalqaro hamjihatlik va hamkorlikni ta'minlash;
- turli mamlakatlarda va turli sohalarida bilim va ko'nikmalardan birgalikda foydalanish;
- oliy ta'lim organlarini, ayniqsa rivojlanayotgan mamlakatlarda, shu jumladan, xalqaro fondlardan moliyalashtirishni rivojlantirishga ko'maklashish;
- oliy ta'limni rivojlantirish maqsadida ta'lim organlari faoliyatini muvofiqlashtirish;
- oliy ta'limning moslashuvchanligi, qamrovi va sifatini har tomonlama yaxshilashni rag'batlantirish, bu esa "miya ketishi" sabablarini bartaraf etishga yordam beradi;
- akademik hamjihatlik va o'zaro yordam bilan birgalikda ta'lim tizimi va ta'lim maktablari o'rtasida kompetentsiya uchun motivatsiya.

Xulosa.

Integratsiyalashuv sharoitida o'quv dasturlarini xalqarolashtirishda biz keltirgan muammolarni hal qilish uchun aniq va samarali chora-tadbirlarni amalga oshirish zarur. Bu jarayonni muvaffaqiyatli amalga oshirish uchun milliylikni saqlab qolgan holda, xalqaro standartlarga moslashtirishga, moliyaviy resurslarni samarali boshqarishga, til to'sig'ini bartaraf etishga, pedagoglarning malakasini oshirishga, o'quv jarayonini moslashtirishga va xalqaro hamkorlikni rivojlantirishga e'tibor qaratish lozim.

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ARAB TILINI O'RGANAYOTGAN TALABALARNING TINGLAB TUSHUNISH KO'NIKMALARINI RIVOJLANTIRISH SAMARADORLIGI



<https://doi.org/10.5281/zenodo.14877651>

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Annotatsiya. Ushbu maqolada arab tilini o'rganayotgan talabalarning tinglab tushunish ko'nikmasini rivojlantirish metodikasini takomillashtirish bo'yicha tajriba-sinov oldi va keyingi o'zlashtirish ko'rsatkichlarining tahlillari keltirilgan. O'tkazilgan tajribaviy arab tilini o'qitish yuzasidan umumlashtirilgan taklif va tavsiyalar keltirilgan. Hozirgi kunda oliy talim talabalariga g'arb tillarini o'qitish bilan bir qatorda optimal sharoitlarda arab tilini o'qitishda tinglab tushunish ko'nikmasini takomillashtirishning yagona o'quv-metodik ta'minotini joriy etish, o'quv jarayoni samaradorligini oshirish va uni yanada yuqori metodik bosqichga o'tkazishga xizmat qilishi kerak.

Аннотация. В статье представлен анализ экспериментальных и последующих показателей усвоения для совершенствования методики развития навыков аудирования у студентов, изучающих арабский язык. Представлены обобщенные предложения и рекомендации относительно проводимого экспериментального обучения арабскому языку. В настоящее время внедрение единого учебно-методического обеспечения совершенствования навыков аудирования при обучении арабскому языку в оптимальных условиях, а также обучению западным языкам студентов высших учебных заведений должно послужить повышению эффективности образовательного процесса и выводу его на более высокий методический уровень.

Annotation. This article presents an analysis of performance indicators before and after an experiment to improve the methodology for the development of listening skills in students studying the Arabic language. Generalized proposals and recommendations for experimental teaching Arabic are given. Currently, along with the teaching of Western languages to students of higher educational institutions, the introduction of a unified educational and methodological support for improving audit skills in teaching the Arabic language in optimal conditions should help increase the effectiveness of the educational process and its transition to a higher methodological level.

Tayanch so'zlar: arab tili, tajriba-sinov oldi, o'zlashtirish dinamikasi, nutq, til sistemasi, o'zlashtirish ko'rsatkichlari.

Ключевые слова: арабский язык, предварительное тестирование, динамика усвоения, речь, языковая система, показатели усвоения.

Keywords: arabic, pre -experimental study, assimilation dynamics, speech, language system, assimilation indicators.

Respublikamizning dunyo hamjamiyatiga integratsiyalashuvi chet tillarni mukammal va puxta egallagan yetuk mutaxassis kadrlarni tayyorlashni eng muhim vazifalardan biriga aylantirdi. "Mamlakatimizda bir necha xorijiy tillarni biluvchi zamonaviy kadrlar tayyorlash,

xorijiy tillar bo'yicha ilmiy ishlar olib borish, til o'rgatish metodologiyasini takomillashtirish"²⁰⁴ kabi muhim vazifalar belgilangan. Bunda chet tilni kommunikativ faoliyat ko'rsatish, shaxsga yo'naltirilgan, kompetensiyani egallashga mo'ljallangan integrativ yondashuv asosida o'qitish metodikasini takomillashtirish; xorijiy tajribalarni o'rganish va chet tillarni puxta o'zlashtirgan turli soha mutaxassislarini tayyorlash muhim ahamiyat kasb etadi.

Hozirgi o'rganilayotgan muammoning hozirgi jadallashib borayotgan zamonaviy dunyo hamda yurtimizda muammoning amaliyotdagi mavjud holatini o'rganish va tajribadan olingan asosli dalillarni tahlil etish, muayyan xulosaga kelish va yuqoridagi dalillar asosda o'rganilgan muammoning umumiy holatiga baho berishga yo'naltirilgan amaliy faoliyatni amalga oshirishda alohida o'rin tutadi va tadqiq qilinayotgan muammoga doir ilmiy adabiyotlarni tahlil qilish natijalari shuni ko'rsattiki, hozirgi kunda arab tilini o'rganayotgan talabalarning tinglab tushunish ko'nikmalarini rivojlantirishda audivizual ta'lim resurslarini ta'lim jarayonida tatbiq etish, takomillashtirish hamda amalga oshirishda alohida o'rin tutadi.

Arab tilini o'rganayotgan talabalarning audivizual vositalardan foydalanib metakognitiv strategiyalarga asoslangan tinglab tushunish ko'nikmasini rivojlantirish tizimi va muallif tomonidan ishlab chiqilgan "Arab tili (60220100-Dinshunoslik talabalari uchun A2 darajasi uchun tinglab tushunish matnlari bo'yicha) dasturiy majmua"ni amaliyotda sinab ko'rishdan iborat bo'ldi hamda o'quv mashg'ulotlariga kiritilgan o'zgarishlarning talabalarda tinglab tushunish ko'nikmasini rivojlanganligiga ta'siri aniqlandi.

Tashkil etilgan o'quv jarayonida turli xil audiovizual matnlarni oqilona tanlab olish, shuningdek umumiy eshituv idroki (akustik appersepsiya), so'zlarning tovush tomonini (fonematik) farqlash va mohiyatini anglash jihatdan har xil materiallarni qamrab olish, tinglab tushunish ko'nikmalarni rivojlantirishda turli audivizual vositalardan foydalanildi va kommunikativ maqsad bo'yicha arab tilini o'qitishga xizmat qildi. Bunday mazmundagi o'quv materiallar turlaridan foydalanish bo'lajak malakali mutaxassislarni tayyorlashda eng muhim vazifa ekanligiga e'tibor qaratildi.

Ma'lumki, lingvistik kompetensiya nutqiy va til kompetensiyalaridan iborat. Nutqiy kompetensiya tarkibiga tinglab tushunish, gapirish, o'qish va yozuv kiritilgan. Oliy ta'lim muassasalarida chet til o'qitishning amaliy maqsadi tinglab tushunish va gapirish hisoblanadi. Shundan kelib chiqib, o'quv dasturida belgilangan (A2) darajaning talabalar egallashlari lozim bo'lgan tinglab tushunish ko'nikmalari tekshirildi.

Oliy ta'lim muassasalarida nutqiy va lisoniy kompetensiyalarning DTS talablariga muvofiq egallanishini ta'minlash maqsadida tajriba guruhlaridagi darslar tadqiqot ishimizimizning uchinchi bobida tavsiya etilgan audiovizual vositalar asosida tashkil etildi.

Til ko'nikmalari egallanishiga mo'ljallangan mashqlarning oson va muvaffaqiyatli bajarilishini ta'minlash maqsadida "Scaffolding" modelining almashtiriladigan jadvallaridan hamda mashg'ulotlarda kommunikatsiya va interaktsiya sodir bo'lishini ta'minlovchi so'rovnoma jadvallaridan foydalanish texnologiyasi bo'yicha professor-o'qituvchilarga tavsiyalar berib borildi.

Dastlab tajriba-sinov ishlarini olib borishda o'tkazilgan suhbatlarning natijalari xususida qisqacha to'xtalamiz. Oliy ta'lim muassasalari talabalarida chet til o'rganishga xohish, istak va ehtiyojlarni, chet til o'rganishga ichki turtki (motivatsiya)ning shakllanganligini, mashg'ulotlarda talabalarning psixofiziologik holatlari (charchash, zerikish, chalg'ish, tortinchoqlik)ni aniqlash maqsadida suhbatlar o'tkazildi. Tortinchoqlikni oldini olish maqsadida

²⁰⁴ O'zbekiston Respublikasi Prezidenti Sh. Mirziyoyevning 2018-yil 5-martdagi Namangan viloyati To'raqo'rg'on tumani Is'hoqxon Ibrat nomidagi maktab-internatiga tashrifidagi nutqi. Elektron resurs:<http://www.uza.uz/oz/...prezidentimiz-is-o-khon-t-ra-ibrat-mazhm>. Murojaat sanasi: 26.11.2018 y.

suhbatlar guruh o'qituvchilari tomonidan tadqiqotchi tavsiya etgan savollar asosida olib borildi va talabalarning javoblari maxsus jadvalda qayd etildi.

Arab tili mashg'ulotlarida talabalarning psixofiziologik xususiyatlarini aniqlash maqsadida berilgan savollardan aniqlandiki, talabalarning 234 nafari (65%) darslarda zerikishmaydi, 98 nafari (27.2%) mashg'ulot o'rtasida toliqib qolishadi, 28 nafari (7.8 %) esa uzoq muddat diqqat bilan o'tira olishmaydi. "Mashg'ulotlarda ustozingiz va kursdoshlaringiz bilan arab tilida gaplashasizmi?" savoliga 193 nafari (55.4%) talaba "ha", 96 (26.1%) nafari talaba "yo'q", 71 (18%) nafari talaba "ba'zan gaplashaman" javoblarini berishdi.

Oliy ta'lim muassasalari talabalarida arab tilidan tinglab tushunish ko'nikmasining rivojlanganlik darajasini aniqlash bo'yicha dastlabki to'xtam natijalarini olish uchun darslik va o'quv qo'llanmalar asosida tayyorlangan savollardan foydalanildi. Tajriba-sinov oldi to'xtam natijalarini olish uchun 90 nafari (1-jadvalga qarang) talaba bilan o'tkazilgan suhbatlardan ma'lum bo'ldiki, ta'lim oluvchilarning 16% (14 nafari) berilgan savollarga javob berishdi, 42% (38 nafari) savollarni tushunishdi va 10 ta savoldan o'rtacha 7 tasiga javob berishdi. 13% (12 nafari) talaba savollarni qisman tushunishdi va qisqa javoblar berishgan bo'lsa, qolgan 29% (26 nafari) savollarga javob berishda juda. Dastlabki to'xtam natijalarini aniqlash ishlari 2023-2024 o'quv yilida olib borildi.

1-jadval

Pedagogik tajriba-sinov jarayoni maydoni tavsifi va unda ishtirok etgan o'qituvchilar va o'quvchilar soni

t/r	OTMLar	Nazorat guruhi	Tajriba guruhi	Jami
1.	O'zbekiston xalqaro islom akademiyasi	14	16	30
2.	Oriental universiteti	15	15	30
3.	O'zbekiston davlat jahon tillari universiteti	16	14	30
	Jami:	45	45	90

Qayd etilgan natijaning sabablarini aniqlash maqsadida mashg'ulotlar kuzatildi. Bundan tashqari, ta'lim muassasalarida arab tili o'qituvchilar bilan qo'shimcha so'rovnomalar o'tkazildi. Suhbatlar, dars kuzatuvlari va o'qituvchilar bilan o'tkazilgan so'rovnomalar natijasida shu narsaga amin bo'ldikki, aksariyat o'qituvchilar shaxsga yo'naltirilgan ta'lim tamoyillarini e'tirof etishsa-da, amaliyotda an'anaviy usullardan foydalanishmoqda, guruhdagi ilg'or talabalarga e'tibor ko'proq qaratilib, o'zlashtirishga qiynalayotgan talabalarga maxsus pedagogik yordam ko'rsatilmayapti.

Aksariyat o'qituvchilar faqat darslik-majmuada taqdim etilgan mashqlarni bajarish bilan cheklanishmoqda, mashqlarni oson va muvaffaqiyatli bajarilishini ta'minlash usul va vositalardan foydalanilmaydi. Juda kam muallimlar arab tili ta'limini tashkil etish borasida o'quv materialini sinchkovlik bilan tanlaydilar.

Shuningdek, mashg'ulotlarda audiovizual vositalardan foydalanilmaydi. Audio va video formatdagi materiallar noutbuk yordamida namoyish etilmoqda. Natijada, ta'lim oluvchilar audio yozuvlarni tinglab tushunishda qiynalishadi. Dars kuzatuv va o'tkazilgan so'rovnomalar asosida tayyorlangan tahliliy ma'lumotlar ilova etiladi.

Talabalarning tinglab tushunish va gapirish bo'yicha malakalari National Education Network mutaxassislari tomonidan tayyorlangan A2 baholash mezonlari, davlat talablari va Arab tili fanidan tayanch o'quv dasturi asosida tekshirib borildi.

I nazorat guruhida A2 daraja bo'yicha tinglab tushunish ko'nikmalari quyidagicha egallandi: 18,9% "a'lo", 26,7% "yaxshi" va 54,4% "qoniqarli". I tajriba guruhi talabalarining ko'rsatkichi esa 34,4% "a'lo", 38,8% "yaxshi" va 26,6% "qoniqarli" baholarni tashkil etdi. II guruh talabalarining arab tilini o'rganishga bo'lgan qiziqishlarini, ularning bilim darajasini aniqlash maqsadida o'tkazilgan testlarda ham tajriba guruhi talabalarini nazorat guruhiga nisbatan ancha yuqori ko'rsatkichlarga erishganligining guvohi bo'ldik. II nazorat guruhi talabalarining tinglab tushunish bo'yicha bajargan ishlarida oldingi yildagiga nisbatan farqlanish kuzatildi: 20% "a'lo", 26,7 "yaxshi" va 53,3% esa "qoniqarli".

II tajriba guruhi talabalarining ko'rsatkichlari foizlar bo'yicha quyidagicha bo'ldi: 33,3% "a'lo", 40% "yaxshi" ravishda topshirganlar va "qoniqarli" baholar esa 26,6% ni tashkil etdi.

III guruh talabalarini bilan olib borilgan tajriba-sinov ishlarini yoritishga o'tamiz. Ularning qiziqishlarini hisobga olgan holda test va mashqlardan foydalanildi. III nazorat guruhi talabalarining ko'rsatkichlari quyidagicha bo'ldi: "a'lo" baholarga bajargan talabalar 18,9% ni, "yaxshi" 30% ni, "qoniqarli" 51,1% foizni tashkil etdi. III tajriba guruhi talabalarining o'zlashtirishida 34,4% "a'lo", 42,2% "yaxshi", va 23,3 % "qoniqarli" baholar qayd etildi.

IV guruh talabalarini tomonidan bajarilgan testlar va tayyorlangan portfoliolar tahlili asosida xulosa chiqaradigan bo'lsak, tajriba guruhi talabalarini A2 daraja talabalariga muvofiq ko'nikmalarni quyidagicha egallashdi: a'lo 33,6%, o'rta 40,6%, qoniqarli 25,8% (2-jadvalga qarang):

2-jadval

Talabalarining tinglab tushunish bo'yicha tajriba-sinov oldi o'zlashtirish ko'rsatkichlari

Oliy ta'lim muassasalar	Nazorat guruhi – 90 nafar talaba						Tajriba-sinov guruhi – 90 talaba					
	a'lo		o'rta		qoniqarli		a'lo		o'rta		qoniqarli	
	talabalar	%	talabalar	%	talabalar	%	talabalar	%	talabalar	%	talabalar	%
O'zbekiston xalqaro islom akademiyasi	4	13.3	9	30.0	17	56.7	5	16.7	8	26.7	17	56.7
Oriental universiteti	6	20.0	8	26.7	16	53.3	6	20.0	8	26.7	16	53.3
O'zbekiston davlat jahon tillari universiteti	5	16.7	7	23.3	18	60.0	4	13.3	8	26.7	18	60.0
o'rtachasi	15	16.6	24	26.7	51	56.7	16	17.8	23	25.5	51	56.7

Yuqoridagi jadval va diagrammalardagi ko'rsatkichlaridan shuni xulosa qilish mumkinki, NG va TGda tajriba-sinov oldidan talabalar tomonidan arab tili bo'yicha tinglab tushunish ko'nikmalarining egallanganlik darajasi deyarli bir xil (3-jadvalga qarang).

3-jadval

Talabalarining tinglab tushunish bo'yicha tajriba-sinov ishlaridan keyingi o'zlashtirish ko'rsatkichlari

Oliy ta'lim muassasalar	Nazorat guruhi – 90 nafar talaba						Tajriba-sinov guruhi – 90 talaba					
	a'lo		o'rta		qoniqarli		a'lo		o'rta		qoniqarli	
	talabalar	%	talabalar	%	talabalar	%	talabalar	%	talabalar	%	talabalar	%
O'zbekiston xalqaro islom akademiyasi	6	20.0	11	36.4	13	43.3	11	36.4	14	46.7	5	16.7
Oriental universiteti	7	23.3	8	26.7	15	50.0	9	30.0	11	36.4	10	33.3
O'zbekiston davlat jahon tillari universiteti	6	20.0	10	33.3	14	46.7	11	36.4	13	43.3	6	20.0
	19	21.1	29	32.2	42	46.7	31	34.5	38	42.2	21	23.3

Nazorat guruhidagida a'lo darajada o'zlashtirish 21.1%ni, o'rta darajada o'zlashtirish 32.2%ni va qoniqarli o'zlashtirish 46.7%ni tashkil etadi. TGda a'lo darajada o'zlashtirish 34.4%, o'rta darajada o'zlashtirish 42.2% va qoniqarli darajada o'zlashtirish 23.3% qayd etilgan (3.2.1 va 3.2.2 jadvallarga qarang).

Ta'lim oluvchilarning tajriba sinov oldi va tajriba-sinov ishlaridan keyingi o'zlashtirish o'sishi quyidagi ko'rsatkichlarda ifodalanadi (4-jadvalga qarang).

4-jadval

Talabalarining tajriba sinov oldi va tajriba-sinov ishlaridan keyingi o'zlashtirish dinamikasi (%)

	A'lo	O'rta	Qoniqarli
Nazorat guruhlarida	+ 4.4	+ 5.5	- 9.9
Tajriba-sinov guruhlarida	+ 16.6	+ 24.4	- 33.4

Tajriba-sinov natijalari tahlilining ko'rsatishicha, til ko'nikmalarining egallanishiga xizmat qiluvchi mashqlar bajarilishining osonlashtirilishi natijasida talabalar o'zlarini stressdan xoli va himoyalangan his qilishdi. Natijada mashqlarning muvaffaqiyatli bajarilishi ta'minlandi va arab tilini tinglab tushunish ko'nikmalari rivojlanishiga erishildi.

O'tkazilgan tajribaviy arab tilini o'qitish jarayonida quyidagi tavsiyalar umumlashtirildi:

1. Dars mashg'ulotlarini tinglab tushunish asosida tashkil etishda professor-o'qituvchi faoliyati bilan bog'liq tavsiyalar:

1. Dars mashg'ulotlarini tashkil etishda talabalarga tushunarli bo'lgan soddalashtirilgan muloqot modellari va nutq namunalaridan keng foydalanish, arab tili tabiiy muhitiga yaqin kommunikativ vaziyatlarni yaratishga harakat qilish, o'rganilayotgan tilda muloqot qilish – nutq

faoliyat turida va (tipovoy) vaziyatida fikr almashish, ko'nikmalarini erkin, to'liq va adekvat amalga oshirish sharoitlarini sun'iy yaratish.

2. Og'zaki nutq shaklini o'rgatishda nutq namunasi va muloqot modellarini o'zlashtirishdan ish boshlash, mashg'ulotlarda kommunikatsiya va interaktsiya sodir bo'lishiga erishish, talabalarni o'rganilayotgan chet (arab) til tuzilmasi bilan umumiy tanishtirish, talabalarining arab tilini o'rganishga va jonli muloqotda undan foydalanishga motivatsiyasi (ichki turtkisi)ni oshirish, talabalarining ko'nikmalarini arab tilida namoyon qilish imkoniyatini yaratish, talabalarni ona tili va o'rganilayotgan chet tilning o'xshash jihatlaridan xabardor etish, talabalarining vositachi til tajribalarini rivojlantirish, talabalarni ona tili va o'rganilayotgan chet (arab) tilning aloqadorligidan foydalanishga o'rgatish.

3. Vizual yondashuv va multisensor (barcha nutq analizatorlarini to'liq qo'zg'atuvchi) o'rganishni tatbiq etish, o'quv materialini puxta o'zlashtirilishini ta'minlash maqsadida ko'rish, eshitish, harakat (nutq-harakat va qo'l-harakat) analizatorlari ishtirokidagi mashqlarga vaqt ajratish, talaffuz mashqlarini tinglab tushunish ko'nikmasini rivojlantirish maqsadiga yo'naltirish; mashq qilish til birligi taqdimotidan boshlanib, jonli muloqot bilan tugallanishiga erishish.

II. O'quvchi faoliyati bilan bog'liq tavsiyalar:

1. Ta'lim jarayoni faqat o'qituvchi tomonidan boshqariladigan jarayon emas, u ta'lim oluvchilar faoliyati bilan ham chambarchas bog'liqdir. Talabaning o'zini-o'zi boshqarishi natijasida o'quv jarayonining faollashuvi kuzatiladi. Talaba – o'rganish jarayonining faol ishtirokchisi. Asosiy e'tibor arab til o'rganilishiga qaratiladigan, hamkorlikda va hamjihatlikda o'rganish ustuvor ahamiyat kasb etadi. Arab tili darslarida talabaning o'z nutqini nazorat qilishi, yo'l qo'ygan xatolarini aniqlashi, bartaraf etishi, mustaqil holda xulosalar chiqarishi, qisman izlanuvchanlik va ijodiy topshiriqlarni bajarishda ishtirok etishi arab tilini o'rganishda samara beradi.

2. O'z faoliyatini boshqarishga erishishi uchun talaba arab tilidan tizimli bilimlarga ega bo'lishi, til hodisalarini kuzatish, taqqoslash, umumlashtirish kabi aqliy faoliyat usullari bilan qurollangan bo'lishi lozim.

Ta'lim mazmuni bilan bog'liq tavsiyalar:

darslik chet tildan kommunikativ kompetensiyaning dasturiy talablar darajasida egallanishi ta'minlovchi asosiy vositadir. Uni quyidagi zamonaviy talablar asosida takomillashtirilishi tavsiya etiladi:

1. Darslik-majmuada nutq mavzulari doirasidagi tinglab tushunishga oid til materialini barcha nutq faoliyat turlarida o'zlashtirilishiga xizmat qiluvchi mashqlar miqdor jihatdan ratsional bo'lishi va til birligi taqdimotidan boshlanib, jonli muloqot bilan tugallanishiga erishish izchilligini ta'minlashi lozim.

2. Darslik-majmuaning chet til o'qitishning ta'limiy, tarbiyaviy va rivojlantiruvchi maqsadlarini tilni amaliy egallash chog'ida uyg'unlashgan holda yuzaga chiqarishga erishilishidagi foydalilik darajasini oshirish lozim.

3. Darslik-majmua o'quv reja va dastur talablariga muvofiq nutq faoliyat turlaridan ko'nikmalarni integrativ o'zlashtirilishini ta'minlash va talabalarining bilish faolligini oshirish salohiyatiga ega bo'lishi kerak.

4. Og'zaki nutqning ilgarilashi, arab tilda tabiiy nutqqa yaqinlashish va ibtidoiy bosqichni jadallashtirish tamoyillariga asosan tinglab tushunish ko'nikmasining egallanishiga erishish maqsadida darslik va qo'llanmalarda taqdim etiladigan fonetik minimumni nutq namunalar, muloqot modellari, jumlar, juft so'z, qo'shma so'z va so'z birikmalar hisobiga ratsionlashtirish (metodik tayyorlash) lozim.

Arab tilini o'rganayotgan talabalarning tinglab tushunish ko'nikmalarining shakllanganlik darajasini tekshirishda tajriba va nazorat guruhlarini tanlab olindi. Tajriba materiali tariqasida dissertant tomonidan ishlab chiqilgan "Arab tili (60220100-Dinshunoslik talabalari uchun A2 darajasi uchun tinglab tushunish matnlari bo'yicha) dasturiy majmua"sidan, nashr ettirilgan "Arab tili (A2 darajasi uchun tinglab tushunish matnlari)" nomli o'quv qo'llanmadan va mashqlar bajarilishini havozalashning Scaffolding modelidan foydalanildi.

Mazkur pedagogik texnologiyalar qo'llanilganida tajriba guruhida stress (ruhiy zo'riqish)dan xoli optimal vaziyatlar yaratilishiga erishildi va o'zlashtirish samaradorligi oshirilganligiga matematik-statistik tahlili asosida isbotlandi. Ikkala guruh (NG va TG) da ham sezilarli o'zgarishlar bo'lishiga qaramasdan, tajriba guruhi talabalarining faolligi, bilim darajasining o'sganligi, ularda arab tilida tinglab tushunish ko'nikmalarining darajasi nazorat guruhiga nisbatan oshganligi va ijobiy natijalarga erishildi.

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THE INDIAN EDUCATION SYSTEM: COMMITMENTS TO UPHOLD



<https://doi.org/10.5281/zenodo.14877657>

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Abstract. India's educational progress presents a paradox that defies simple explanation. While the country has broadened access to education across most regions and established globally renowned higher education institutions, it still grapples with one of the highest numbers of out-of-school children and alarmingly low learning outcomes in schools. In particular, the enduring and widening disparities in access to and quality of basic education raise concerns about the effectiveness of existing strategies and approaches. Although various interpretations have been suggested, this article closely examines the government's framework for delivering school education.

Keywords: Right to Education Act (RTE), India, education, school exclusion rates, marginalization.

The completion of seventy five years is an occasion to celebrate, a moment to rejoice for a country of the size, diversity, and complexity of India, which started its journey as a newly decolonized democratic republic threequarters of a century ago. With a population of more than 360 million, but an average literacy rate of just 18.3% and female literacy rate of 8.9%. The education levels of Scheduled Castes (SCs) and Scheduled Tribes (STs) – among the most educationally marginalized communities – have also shown a substantial increase to 66.1% and 59% respectively in this period. In addition to improved access to education, this period has also seen a variety of innovations in pedagogy and teaching practices that have added great value to the fundamental debates around what constitutes a good education, especially in the context of a country like India, which is characterized by.

Amongst the new ideas of this period, the “Nai Taaleem” (new education), pioneered by Mohandas Gandhi, is notable. In making a case against the colonial system, Gandhi called for a ‘national education’ based on a revolutionary shift in approach that was grounded less in books and more in manual skills. As reported in *Young India* (11 July 1929), Gandhi believed that ‘When our children are admitted to schools, they need not use slate and pencil and books, but simple village tools, which they can handle freely and remuneratively’. And again, in *Harijan* (9 January 1937), ‘The utterly false idea that intelligence can be developed only through book reading should give place to the truth that the quickest development of the mind can be achieved by the artisan’s work being learnt in a scientific manner’. Unsurprisingly, these ideas were met with resistance, most famously by Tagore, who was in favor of learning English as well as modern science and technology from the West. Nehru’s modernizing vision, for a nation eager to establish itself as part of the modern world by shedding its image as a traditional and unscientific, rejected Gandhi’s ideas, perceiving a modern Western education as the way forward instead. ‘Nai Taaleem’ was never therefore formally adopted, but its contribution to enhancing understanding of education in a wider sense is worth considering. Other innovative ideas were also tried in different parts of the country at different points in time over the next few decades, but they too remained experiments without being scaled up or even continued beyond their trial

period, for instance, Nalli Kalli in Andhra Pradesh and its modified form, activity based learning (ABL) in Tamil Nadu. While these and other innovative ideas have all had their merits and improved the quality of education for the time they were in use, they were unable to be adopted on a larger scale. The reason for this probably lies in the manner in which the Indian education system has been conceived and structured. In this article, I take a closer look at the Indian education system – its strengths and weaknesses and how it has contributed to where we are today in terms of educational achievements and shortfalls

The three tiers of Indian governance are aided by various bodies. The national and state level councils for research and training (National Council of Education Research and Training – NCERT, and State Council of Education Research and Training – SCERT) provide support in curriculum formulation, textbook preparation, and teacher training. The National Institute of Education Planning and Administration (NIEPA) and the Central Advisory Board of Education (CABE), advisory bodies at the national level, guide the Ministry of Education in policy matters, with the District Institutes for Education and Training (DIETs), at the district level to bring training closer where it is required. The Indian state oversees 1.55 million schools. Additionally, it has jurisdiction over a system of Central schools (Kendriya Vidyalayas) and Sainik schools for the children of central government employees and the armed forces respectively; Sarvodaya Vidyalayas (SVs), Navodaya Vidyalayas (NVs), and other ‘model’ schools for especially talented children; as well as residential schools for children of tribal families and Kasturba Gandhi Balika Vidyalayas for girls in educationally backward blocks (EBBs). The Indian state has also launched various flagship programmes to make education inclusive, accessible, and standardised. The Midday Meal (MDM) Scheme, the largest school feeding programme in the world, caters to approximately 116 million children every day. The Sarva Shiksha Abhiyan (SSA) or Education for All, launched in 2002, set up a structure of state-level ‘societies’ which provide academic support to schools. It has its own separate cadre and resource set which extends from the state to the district and even cluster level. The District Information System for Education (DISE) produces ‘report cards’ outlining basic information on schools, available at the click of a button.

It is important to note that the Indian education system is not reliant on state provision alone. Nonstate actors have always had a place in Indian education, and in the last few decades their role has increased substantially – in the creation of schools and the provision of services and policies. There can be no doubt that the improvements that have taken place since 1947 have been made possible by this elaborate structure of state and non-state actors that oversees and advances the Indian education system. However, India is far from fulfilling the constitutional promise of universal education, as required by the 86th amendment to the Constitution which made elementary education a fundamental right in 2002, as well as the 2009 Right to Education Act (RTE), which added a legal mandate to the provision of elementary education based on a set of minimum standards and norms.

Further, India has been unable to meet the United Nations’ Sustainable Development Goals (SDGs) relating to education. In fact, there are at least 32 million Indian children that are still out of school. This is amongst the highest rates – in the world (NSSO, 2020-2021). Those that are in school have learning levels that are far short of required levels. Dropout rates are staggering: the average annual dropout rate is 17.06% at the secondary level. Marginalised communities are especially disadvantaged, with their dropout rates standing at 21.8% for the Scheduled Castes (SCs), 22.3% for the Scheduled Tribes (STs), and 24% for Muslims, implying that few from these social groups make it to higher levels of education (U-DISE, 2021). Fault lines in the system have been brought sharply to the fore as India grapples with COVID-19, the worst health

crisis it has faced since becoming a nation – a crisis that has extended into the education system. In the words of UN Secretary General Antonio Guterres, ‘We already faced a learning crisis before the pandemic. Now we face a generational catastrophe ... that could undermine decades of progress and exacerbate entrenched inequalities’. These words could not be truer for India, where schools were shut for a year. Thousands lost access to education.

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المناهج الحديثة في تعليم اللغات الأجنبية: الاتجاهات والتحديات



<https://doi.org/10.5281/zenodo.14877663>

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الملخص: تشهد مناهج تعليم اللغات الأجنبية تطوراً مستمراً، حيث تعتمد على استراتيجيات تعليمية حديثة تدمج بين التفاعل والتكنولوجيا لتعزيز التعلم الذاتي ومهارات التفكير النقدي. تشمل أبرز استراتيجياتها التعلم القائم على المشاريع، والتعليم التفاعلي، والتعليم المدمج، مما يساهم في تطوير المهارات اللغوية للطلاب. تلعب التكنولوجيا دوراً محورياً من خلال التطبيقات التعليمية، والمنصات التفاعلية، والواقع الافتراضي، مما يسهل الوصول إلى مصادر تعلم متنوعة. ورغم مزايا هذه المناهج، تواجه عدة تحديات، مثل نقص الموارد، مقاومة التغيير، والتفاوت في مستويات الطلاب. يُعد دور المعلم أساسياً كميسر للتعلم، مما يتطلب تدريبه المستمر. التوصيات تشمل تطوير المحتوى الرقمي، تشجيع التعلم التفاعلي، وتعزيز التفاعل الطلابي. نجاح هذه المناهج يعتمد على التعاون بين المعلمين والطلاب والمطورين التقنيين، مما يجعلها ركيزة أساسية في تطوير تعلم اللغات.

Annotation. Foreign language teaching methodologies are constantly evolving, incorporating modern educational strategies that blend interaction and technology to enhance self-learning and critical thinking skills. Key strategies include project-based learning, interactive teaching, and blended learning, all of which contribute to the development of students' language skills. Technology plays a pivotal role through educational applications, interactive platforms, and virtual reality, facilitating access to diverse learning resources. Despite their advantages, these methodologies face several challenges, such as resource shortages, resistance to change, and varying student proficiency levels. The teacher's role is crucial as a facilitator of learning, necessitating continuous professional development. Recommendations include enhancing digital content, promoting interactive learning, and fostering student engagement. The success of these approaches relies on collaboration between teachers, students, and technology developers, making them a fundamental pillar in advancing language learning.

الكلمات الافتتاحية: التعليم الحديث، تعلم اللغات، التكنولوجيا، التفاعل، استراتيجيات التدريس، التحديات.

Keywords: modern education, language learning, technology, interaction, teaching strategies, challenges.

تعتبر المناهج الحديثة في تعليم اللغات الأجنبية من الأدوات الأساسية التي تساهم في تطوير مهارات التعلم لدى الطلاب. تشهد هذه المناهج تطوراً مستمراً نظراً لتطور تقنيات التعليم وزيادة أهمية تعلم اللغات في العصر الحالي. يعتمد تصميم المناهج الحديثة على أسس علمية ونفسية تتناسب مع احتياجات المتعلمين، مما يساعد في تحسين مستوى الفهم والتفاعل مع اللغة الأجنبية. كما أن المناهج الحديثة تعكس التغيرات الثقافية والاجتماعية التي تؤثر في البيئة التعليمية، وتحاول توفير أدوات تعلم تتماشى مع المستجدات التكنولوجية.

يشهد العالم في الوقت الحالي تطورات كبيرة في مختلف المجالات، ومن بينها مجال التعليم. تعتبر المناهج الحديثة في تعليم اللغات الأجنبية أحد أبرز التطورات في التعليم الأكاديمي، حيث تحظى بمكانة كبيرة في النظام التعليمي العالمي. في الماضي، كان تعلم اللغات الأجنبية يعتمد بشكل كبير على الأساليب التقليدية التي تعتمد على التلقين والمحاكاة. لكن مع تقدم الزمن وتطور التكنولوجيا، ظهرت المناهج الحديثة التي تسعى إلى توفير بيئة تعلم أكثر تفاعلية وديناميكية. تختلف المناهج الحديثة عن التقليدية في عدة جوانب، أبرزها استخدام التكنولوجيا بشكل مدمج مع التعليم، وتعزيز التفاعل بين الطلاب، والتركيز على تطوير مهارات التفكير النقدي وحل المشكلات. الهدف من هذه المناهج هو تحفيز الطالب على التعلم الذاتي والتفاعل مع البيئة التعليمية بدلاً من الاكتفاء على تلقي المعلومات.

المحتوى:

1. مفهوم المناهج الحديثة في تعليم اللغات الأجنبية

يتم تعريف المناهج الحديثة بأنها تلك التي تستند إلى استراتيجيات تعليمية جديدة تتماشى مع التغيرات الثقافية والاجتماعية والتكنولوجية. تختلف هذه المناهج عن التقليدية في أنها تركز بشكل أكبر على التفاعل والتعلم الذاتي، وتضع الطالب في قلب العملية التعليمية.

ويمكننا تعريف المناهج الحديثة في تعليم اللغات الأجنبية على أنها مجموعة من الأساليب والاستراتيجيات التي تدمج بين النظرية والممارسة بهدف تحسين مستوى الطلاب في اللغة المستهدفة. يركز هذا النوع من المناهج على تعزيز التفاعل بين الطالب والمعلم، مع أهمية استخدام الأدوات التكنولوجية لتعزيز عملية التعلم.

تتميز المناهج الحديثة بأنها ليست مجرد أدوات تعليمية فحسب، بل إنها تتبنى فلسفة شاملة تهدف إلى تعليم الطالب كيف يتعلم اللغة بمفرده. إن ما يميز هذه المناهج عن التقليدية هو أن الطالب لا يُعتبر مجرد متلقي للمعلومات، بل هو عنصر نشط في عملية التعلم. يتم تعزيز هذا النشاط عبر تطبيق استراتيجيات تعلم مبتكرة تشجع الطلاب على التفكير النقدي وحل المشكلات.

2. الاستراتيجيات التعليمية في المناهج الحديثة

تُعد الاستراتيجيات التفاعلية مثل التعلم القائم على المشاريع، والتعليم بالتعاون، والتعليم عبر الإنترنت، من أبرز ملامح المناهج الحديثة. هذه الاستراتيجيات تساهم في رفع مستوى الفهم اللغوي وتعزز من المهارات التربوية والتواصلية لدى الطلاب. المناهج الحديثة تستخدم مجموعة من الاستراتيجيات التي تختلف تمامًا عن الطرق التقليدية. من أبرز هذه الاستراتيجيات:

–التعليم التفاعلي:

يعتمد التعليم التفاعلي على تفاعل الطالب مع المحتوى المعرفي، سواء من خلال المحادثات، أو المجموعات الدراسية، أو تطبيقات الكمبيوتر. يتمكن الطلاب من مناقشة المواضيع، وتبادل الأفكار، مما يساهم في تحسين مهارات الاستماع والمحادثة.

–التعلم القائم على المشاريع:

يعد التعلم القائم على المشاريع من أساليب التدريس الحديثة التي تعزز من مهارات التفكير النقدي والإبداع لدى الطلاب. في هذا النوع من التعلم، يعمل الطلاب على مشروع معين في مجموعات، ويطبّقون ما تعلموه عمليًا في حل المشكلات أو إنشاء منتجات تعليمية.

–التعليم المدمج:

يجمع هذا النوع من التعليم بين التعليم التقليدي (في الفصول الدراسية) والتعليم عبر الإنترنت. يتيح للطلاب التفاعل مع المحتوى التعليمي من خلال الدروس الإلكترونية، والفيديوهات التعليمية، وكذلك المنتديات التفاعلية.

–التعلم الذاتي:

في هذا النمط من التعليم، يصبح الطالب مسؤولاً عن تعلمه. يعتمد الطلاب على مصادر متعددة على الإنترنت مثل مقاطع الفيديو التعليمية، أو التطبيقات الخاصة بتعليم اللغة، أو الألعاب التعليمية لتطوير مهاراتهم في اللغة.

3. دور التكنولوجيا في المناهج الحديثة

تساهم التكنولوجيا في تحديث طرق التدريس من خلال تطبيقات تعليمية تفاعلية ومنصات عبر الإنترنت، مما يتيح للمتعلمين فرصًا متنوعة للتفاعل مع اللغة. تشجع هذه الأدوات على التعلم الذاتي وتعزز من الوصول إلى مصادر متنوعة للمعلومات.

التكنولوجيا تُعد أحد الركائز الأساسية في تصميم المناهج الحديثة لتعليم اللغات. لقد أصبح من المستحيل تقريبًا تصور تعليم اللغة بدون استخدام أدوات تكنولوجية مثل منصات التعليم الإلكتروني، وبرامج تعليم اللغات، والواقع المعزز. تعزز هذه الأدوات من قدرة الطالب على التعلم بشكل فردي وبالوتيرة التي تناسبه.

4. التحديات التي تواجه المناهج الحديثة

رغم المزايا الكثيرة التي تقدمها المناهج الحديثة، إلا أن هناك بعض التحديات التي تواجه تطبيقها، مثل نقص الموارد، وصعوبة التكيف مع المتغيرات التكنولوجية، واحتياجات المعلمين المتزايدة للتدريب على استخدام الأدوات الحديثة.

5. على الرغم من جميع الفوائد التي توفرها المناهج الحديثة، إلا أنها تواجه عدة تحديات قد تؤثر في فعاليتها. من أبرز هذه التحديات:

–نقص الموارد: العديد من المدارس قد تواجه صعوبة في توفير الأجهزة الإلكترونية المناسبة أو الإنترنت عالي السرعة، مما يحد من قدرة الطلاب على استخدام الأدوات التكنولوجية بشكل فعال.

–مقاومة التغيير: قد يواجه المعلمون صعوبة في التكيف مع أساليب التعليم الحديثة، خاصة إذا كانوا قد اعتادوا على الأساليب التقليدية في التدريس.

–تفاوت مستويات الطلاب: لا يمكن لكل الطلاب التكيف مع هذه المناهج بنفس السرعة أو بنفس الطريقة. بعض الطلاب قد يواجهون صعوبة في التعلم الذاتي، بينما قد يتفوق آخرون في استخدام التكنولوجيا.

–**التكلفة:** المناهج الحديثة تتطلب استثمارات كبيرة في تكنولوجيا التعليم، وهو ما قد يمثل عبئاً على بعض المؤسسات التعليمية.

6. أثر المناهج الحديثة على مهارات الطلاب اللغوية

تشير الدراسات إلى أن استخدام المناهج الحديثة يعزز من مهارات القراءة، والكتابة، والاستماع، والتحدث. كما يساعد الطلاب على تنمية مهارات التواصل عبر الوسائط المتعددة، ما يجعلهم أكثر قدرة على التفاعل في بيئات ناطقة باللغة المستهدفة.

أظهرت الدراسات أن المناهج الحديثة تؤثر بشكل إيجابي على مهارات الطلاب اللغوية. ففي حين أن المناهج التقليدية قد تركز على مهارات الكتابة والنحو، فإن المناهج الحديثة تهتم بتطوير جميع جوانب اللغة مثل التحدث، والاستماع، القراءة، والكتابة.

يلاحظ الطلاب الذين يتبعون المناهج الحديثة أنهم يحققون تقدماً أسرع في التواصل الفعلي باللغة، حيث يتم تشجيعهم على التفاعل مع الناطقين باللغة المستهدفة عبر الإنترنت أو في بيئات تعليمية محاكاة. كما أن استخدام تقنيات مثل التعلم القائم على المشاريع أو المحاكاة يساعد الطلاب في تطوير مهارات التفكير النقدي وحل المشكلات.

7. دور المعلم في المناهج الحديثة

يظل دور المعلم في المناهج الحديثة محورياً، لكن المعلم في هذه المناهج يتبنى دور الميسر والموجه بدلاً من المحاضر التقليدي. يجب على المعلم أن يكون قادراً على استخدام الأدوات التكنولوجية الجديدة وتوجيه الطلاب نحو التعلم الذاتي. في المناهج الحديثة، يتحول دور المعلم من مجرد ناقل للمعلومات إلى مرشد وميسر للعملية التعليمية. المعلم لا يقوم فقط بتقديم المحتوى، بل يوجه الطلاب إلى كيفية استخدام التكنولوجيا في التعلم الذاتي، ويشجعهم على التفكير النقدي، وتطبيق ما تعلموه في سياقات حياتية واقعية.

من أجل نجاح المناهج الحديثة، يجب على المعلمين الحصول على تدريب مستمر لتعلم كيفية دمج التكنولوجيا في فصولهم الدراسية، واستخدام استراتيجيات التدريس الحديثة التي تضمن مشاركة الطلاب.

8. نماذج ومناهج تعليمية حديثة

تشمل بعض المناهج الحديثة المطبقة في المدارس والجامعات نماذج مثل نموذج التعليم التعاوني، ونموذج التعلم المدمج، والبرامج المخصصة لتعلم اللغات عبر الإنترنت. كل هذه النماذج تساهم في تفاعل الطلاب مع المحتوى التعليمي بشكل أكثر فعالية.

9. أدوات تكنولوجية شائعة في تعليم اللغات:

–**التطبيقات التعليمية:** مثل Duolingo وBabbel، التي تقدم للطلاب دروساً تفاعلية باللغة المستهدفة.
–**المنصات التفاعلية:** مثل Moodle وGoogle Classroom، التي تتيح للمعلمين تزويد الطلاب بالمواد التعليمية والتفاعل معهم عبر الإنترنت.

–**التعلم عبر الواقع الافتراضي:** هذه التقنية تقدم للطلاب تجارب تفاعلية وغامرة تجعل من تعلم اللغة أكثر تشويقاً.

التوصيات:

1. **تدريب المعلمين:** ضرورة تدريب المعلمين بشكل مستمر على استخدام التقنيات الحديثة في تدريس اللغات.
2. **تطوير المحتوى الرقمي:** يجب توجيه الجهود لتطوير محتوى رقمي يتماشى مع الاحتياجات المختلفة للطلاب.

3. **تشجيع التعلم التفاعلي:** تبني استراتيجيات تعليمية تفاعلية تشجع الطلاب على المشاركة والنقاش.

4. **التقييم المستمر:** ضرورة تقييم فعالية المناهج الحديثة بشكل دوري لضمان تحسينها.

5. **إدخال التكنولوجيا بشكل أكبر:** ينبغي على المؤسسات التعليمية توفير المزيد من الأدوات التكنولوجية لدعم عملية التعلم.

6. **تعزيز التفاعل الطلابي:** يجب تبني أساليب تعلم تفاعلية تعزز من مشاركة الطلاب وتحفيزهم على التفكير النقدي.

7. **المرونة في تطبيق المناهج:** يجب أن تكون المناهج قابلة للتكيف مع احتياجات الطلاب المختلفة لضمان استفادتهم القصوى.

الخاتمة:

تُعد المناهج الحديثة في تعليم اللغات الأجنبية استجابة للتحديات المعاصرة، حيث تدمج الاستراتيجيات التفاعلية مع تقنيات التعليم الحديثة، مما يساهم في رفع كفاءة تعلم اللغات. على الرغم من التحديات التي قد تواجه تنفيذ هذه المناهج، إلا أن نجاحها مرهون بتكامل الجهود بين المعلمين، الطلاب، والمطورين التكنولوجيين. ومع الاستمرار في تطور التعليم، فإن المناهج الحديثة تعد ركيزة أساسية لتحسين مهارات اللغة الأجنبية للطلاب في جميع المراحل التعليمية وتعتبر المناهج الحديثة في تعليم اللغات الأجنبية استجابة فعالة للتحديات التي تفرضها التغيرات التكنولوجية والاجتماعية. من خلال التفاعل بين المعلم والطالب،

واستخدام الأدوات التكنولوجية المتقدمة، تُعد هذه المناهج أداة قوية في تحسين مستوى تعلم اللغة. رغم التحديات التي قد تواجه تنفيذ هذه المناهج، إلا أن الاتجاه العام يشير إلى نجاحها في تعزيز مهارات الطلاب اللغوية، مما يعكس أهمية تبني هذه المناهج في المدارس والجامعات حول العالم

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CREATIVE IN-SERVICE CLASSROOM LEARNING TEACHING IN ENGLISH



<https://doi.org/10.5281/zenodo.14877673>

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Annotation. The article's abstract discusses the idea of "professional development" in English teaching. In modern studies on methods of teaching English language, increasing attention is focused on professional development. Professional development is defined as the recognition of the significance of improving the caliber and applicability of education and learning.

Аннотация. В аннотации статьи рассматривается идея «профессионального развития» в преподавании английского языка. В современных исследованиях методики преподавания английского языка все большее внимание уделяется профессиональному развитию. Профессиональное развитие определяется как признание важности повышения уровня и применимости образования и обучения.

Annotatsiya. Maqolaning annotatsiyasida ingliz tilini o'qitishda "kasbiy rivojlanish" g'oyasi muhokama qilinadi. Ingliz tilini o'qitish metodikasi bo'yicha zamonaviy tadqiqotlarda professional rivojlanishga e'tibor kuchaymoqda. Kasbiy rivojlanish ta'lim va ta'limning malakasi va qo'llanilishini yaxshilash muhimligini tan olish sifatida belgilanadi.

Keywords: *professional development, online communication, online presentation, the task-based approach, the project-based approach, self-confidence, self-efficacy.*

Ключевые слова: *профессиональное развитие, онлайн-коммуникация, онлайн-презентация, целенаправленный подход, проектный подход, уверенность в себе, самоэффективность.*

Tayanch so'zlar: *kasbiy rivojlanish, onlayn muloqot, onlayn taqdimot, vazifaga asoslangan yondashuv, loyihaga asoslangan yondashuv, o'ziga ishonch, o'zini rivojlantirish.*

One of the main determinants for enhancing the quality and relevance of education and learning is considered to be professional development. It has long been a major form of professional development for pre-service and in-service teachers in developing.

Many teachers can learn new skills, advance their careers, and eventually start teaching online thanks to professional development. However, if you are used to printing paper books and printed worksheets, it must be difficult to cut flashcards operating online. There are so many questions teachers have: How to start teaching online? What would I need? How to arrange work for pairs? How will additional materials be used? How to teach? Our approach has been to offer learning opportunities and evaluate a specific form of online communication, the online presentation, which will be covered in more detail shortly.

We are building a culture of innovation as our educators of the future, in which our academic staff will be empowered to use new technology to advance their teaching practices. The conventional design of the curriculum and training of the class centered on the subjects considered beneficial to learners. This meant that the grammar and vocabulary that educators felt learners ought to know were learned by learners. The feedback from learners was scarce, to say

the least. What we learned from this is why it is important to build lesson plans for activities that can be comfortable for all learners to relate to. The task-based approach reflects a major paradigm shift as the emphasis has shifted from content to skills and competencies. Architecture and planning, then, are not about what is being learned but about why it is being taught. In order to teach teachers, the material they need to achieve their goals and objectives, this approach separates individual skills and competencies.

Similar to the task-based approach, the project-based approach is intended to fulfill learners' specific needs by adapting language to the skills and competencies they currently require individually and professionally. The implementation of this method begins by defining the one, global objective that the individual or group of learners has.

Given the nature of their jobs, I naturally taught them differently than I would have if I had been teaching someone who wanted to learn how to have casual conversations in English. In their office, they were required to create specific monthly reports in English for various departments. Thus, we divided a sample report into sections and examined each one separately. The sections were prepared by each instructor as though they were authentic.

In class, in addition to covering all the vocabulary and grammar necessary to complete each section, I addressed the difficulties my teachers experienced. Their final project was a full report that they must apply for approval to their supervisor, and their company handbook was based on the requirements we used to build the report. It was a lot of work, but with it, we had fun. But what if you have a class full of adults who, to start with, do not want to be in class because of their poor English especially online lesson? Start by doing an evaluation of need, looking at what they are interested in and what topics they really need to know. This evaluation will contribute to the creation of one overall project that will become the end product of the class. From an online presentation to a large-scale production like a class play, this project can be anything. Whatever the case, individual tasks that lead learners to the objectives in the evaluation must be part of the project. I think of the project as their final, thorough evaluation. Whereas cumulative evaluations are small tests or the completion of individual assignments. Just remember, your criteria for assessment must be clear so that teachers know what they are graded on. I think individual tasks enhance participants' self-confidence and self-efficacy as teachers. This induces a stronger belief in their own power and increased willingness and ability to take risks and try new methods and tools. This can enhance teaching and learning experience, efficiency, and lead to higher achievements. Academics are also more willing to adapt into their teaching good practices that they enjoyed as learners. Using a variety of innovative tools – such as multimedia materials, online courses, active learning, and peer mentoring – provides academics with a clear vision of the best and most suitable practices for their course.

Higher education systems around the world are facing new tendencies. One of them is resulting in the spread of a student-centered approach and the growing importance of modern digital technologies. The advantages and disadvantages of these changes are disputable. But in the wake of these changes, academic professionalism has undoubtedly become more important and is now necessary for both career advancement and the institution's ability to compete.

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XORIJIY TILLARNI O'QITISHDA INTERNET RESURLARIDAN OQILONA FOYDALANISHNING AHAMIYATI



<https://doi.org/10.5281/zenodo.14877701>

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Annotatsiya. Mazkur maqolada xorijiy tillarni o'rgatishda internet resurslarining o'rni va ahamiyati tahlil qilinadi. Xususan, ta'lim jarayonida raqamli platformalar, mobil ilovalar va virtual reallik texnologiyalaridan foydalanishning afzallik tomonlari va ulardan kutiladigan natijalar o'rganilgan. Shuningdek, xorijiy tillarni o'qitishda foydalanilayotgan internet vositalar va ularning o'quv jarayoniga ta'siri va talabalarining bilim saviyalarini rivojlantirishdagi o'rni aniqlanadi.

Аннотация. В статье анализируется роль и значение интернет-ресурсов в обучении иностранным языкам. В частности, были изучены преимущества и ожидаемые результаты использования цифровых платформ, мобильных приложений и технологий виртуальной реальности в образовательном процессе. В нем также рассматриваются интернет-инструменты, используемые при обучении иностранным языкам, их влияние на процесс обучения и их роль в повышении уровня знаний учащихся.

Tayanch so'zlar: *internet, raqamli texnologiyalar, xorijiy tillar, ta'lim samaradorligi, mobil ilovalar, virtual reallik, interaktiv, innovatsiya, platforma, sayt, resurs.*

Ключевые слова: *интернет, цифровые технологии, иностранные языки, эффективность обучения, мобильные приложения, виртуальная реальность, интерактив, инновация, платформа, сайт, ресурс.*

XXI asr informatsion texnologiyalar asridir. Bugungi kunda informatsion texnologiyalar va internet tizimining imkoniyatlari kengayib rivojlanib bormoqda. Internet ko'p sohalariga kirib borgan va internetsiz kundalik hayotimizni tasavvur qilish qiyin.

Shu jumladan ta'lim sohasida, ayniqsa til o'rganish va o'rgatishda katta ahamiyatga ega. Internetdan kerakli ma'umotlarni qidirib topish, kerakli sohalar bo'yicha veb-saytlar haqida ma'lumot yig'ish va ular ustida ishlash zamonaviy ta'lim sohasida dolzarb masaladir. Chunki internet orqali biz qisqa muddat ichida juda ko'p va eng yangi ma'lumotlarga ega bo'la olamiz.

Xorijiy tillarni o'qitishda internet resurslaridan oqilona foydalanish bugungi kunda ta'lim jarayonining ajralmas qismi hisoblanadi. Internet resurslaridan foydalanishning asosiy ahamiyatli jihatlarini bayon etarkanmiz, uning boy va xilma-xil materiallarga ega ekanligini alohida ta'kidlash joizdir. Bu esa o'qituvchiga turli xil materiallar (videolar, audio yozuvlar, kitoblar, maqolalar va darsliklar) dan foydalanib darsini samarali va qiziqarli tashkillashtirishiga yordam beradi. Natijada talabalar tilni nafaqat nazariy, balki amaliy jihatdan ham yaxshiroq o'rgana oladilar.

Onlayn platformalar (Duolingo, Busuu, Memrise va boshqalar) interaktiv mashqlar orqali til o'rganishni qiziqarli qiladi. Bunday vositalar talabalarni o'rganishga rag'batlantiradi va ularning bilim darajasini sinovdan o'tkazishni yengillashtiradi.

Talabalar mustaqil ta'lim vazifalarini bajarayotganda ham qo'l keladi. O'zini ustida mustaqil ishlash va rivojlanishida raqamli texnologiyalar imkoniyatlaridan foydalanishlari mumkin. Talaba o'ziga qulay vaqt va joyda o'rganayotgan tili ustida shug'ullanishi va uni mukammallashtirishi mumkin.

Internetda turli xil podcastlar, videolar va xorijiy tilda suhbatlar mavjud. Bu vositalar orqali talabalar talaffuzni to'g'ri o'rganishlari va tinglab tushunish qobiliyatlarini rivojlantirishlari mumkin. Chet tilini o'rganayotgan talaba bir kun davomida kamida yarim yoki bir soat davomida albatta o'sha o'rganayotgan tilida tinglashi muhimdir. Chunki bu talabaning talafuzini yaxshilashga va o'sha tilda fikrlashga o'rgatadi. Natijada talabaning nutqi shakllanadi, gapirish mahorati ortadi.

Onlayn resurslar yordamida xorijiy tillarda muloqot qilish imkoniyati mavjudligi ham, bugungi kunda til o'rganishda internetning ahamiyatini ko'rsatib beradi. Asl nutq egalari bilan chatlar, video qo'ng'iroqlarlar orqali bo'ladigan suhbatlar talabaga zo'r imkoniyat yaratadi. Masalan, tillarni o'rganishga qaratilgan forumlar va guruhlar o'quvchilarni haqiqiy muloqot muhitiga kiritadi. Masalan, yangi asr so'ngi ixtirolaridan biri bo'lmish "Chat GPT" sun'iy intellekt platformasidan ham til o'rganish va o'rgatishda unumli foydalanish mumkin. Bunda talaba sun'iy intellekt orqali xorijiy shaxs bilan gaplashayotganday bir muhitni his qilishi mumkin va shu tariqa muntazam shugullanish orqali yaxshi natijalarga erisha oladi. ChatGPT kabi texnologiyalar talabalarning nutqiy ko'nikmalarini rivojlantirish, grammatikani tushuntirish va til o'rganishga oid mashqlarni taklif etishda yordam beradi. AI texnologiyalari orqali o'quv jarayonini talabaning individual ehtiyojlariga moslashtirish imkoniyati yaratiladi.

Ko'plab saytlar va mobil ilovalar til o'rganish jarayonida bilimni sinovdan o'tkazish uchun testlar taqdim etadi. Bu esa talabalarga o'zini o'zi baholash yoki o'qituvchilarga talabalarning muvaffaqiyatlarini kuzatib borishlariga va nazoratni amalga oshirishga imkon beradi.

Raqamli texnologiyalar xorijiy tillarni o'rganishda tili o'rganilayotgan davlatning madaniyati, tarixi va urf odatlarini ham chuqurroq o'rganishga imkon yaratadi. O'rganilayotgan til madaniyatiga oid filmlar, seriallar va videolar yordamida talabalar tilni nafaqat grammatik va leksik jihatdan, balki uning madaniy o'ziga xosliklari bilan birga o'rganadilar. Shu tariqa, ular nafaqat lingvistik ko'nikmalarni, balki madaniy qabul qilish qobiliyatlarini ham rivojlantiradilar.

Hozirda biror bir xorijiy tilni o'zlashtirishda talabaning istagi bo'lsa kifoya. Chunki hozirgi informatsiyon texnologiyalar davrida oqituvchining ishtirokisiz turli til o'rgatuvchi platforma va saytlardan unumli foydalanib katta yutuqlarni qo'lga kiritayotgan talabalarni kuzatyapmiz. Buning uchun faqat qattiyatlik va muntazam o'z ustida ishlash va aniq maqsad sari intilish kerak. Shuningdek, internet resurslari ko'pincha bepul yoki nisbatan arzon bo'ladi. Bu esa ta'lim olish imkoniyatlarini kengaytiradi va undan foydalanishni qulay qiladi.

Biz ham talabalarga arab tilini oqitar ekanmiz, internet resurslaridan unumli foydalangan holda darslarni samarali tashkillashtirishga harakat qilamiz.

Internet orqali arab olami, arab tili grammatikasi, adabiyoti, madaniyati va turli boshqa sohalari haqida qiziqarli ma'lumotlar to'plashimiz mumkin. Arab tiliga oid elektron darsliklar, elektron lug'atlar, multimedia, audio va vidiofilmlar va testlar borki ulardan dars o'tishda foydalanish imkoniyatiga ega bo'lamiz. Arab tiliga oid elektron darsliklar va lug'atlar bilan ishlash va mustaqil ta'lim va masofali ta'lim imkoniyatlaridan foydalanish ko'nikmasini talabalarda shakllantirishga erishamiz deb o'ylaymiz.

Arab tilini o'rganish va o'rgatishda foydali bo'lgan ba'zi sayt va platformalarni keltirib o'tsak. Masalan, arab tilini hamma darajalari uchun mos keladigan "Al Jazeera learning Arabic" ilovasi, "Madrasati" – Saudiya Arabistonidagi onlayn o'qitish platformasi, "Busuu" – arab tilini mustaqil o'rganishga yordam beradigan interaktiv platforma, "Memrise" – arabcha so'zlarni vizual va audio usulda yodlash uchun qo'l keladigan dasturlarni aytib otish mumkin.

Avvaldan asos va bilimga ega bo'lganlar uchun esa "Nahw Online" – arab tilining nahw (grammatika) bo'yicha onlayn kurslari. "Arabic Online" – arab tilida erkin suhbat qurishga yordam beradigan kurslar. Shuningdek, o'qituvchilar va mutaxassislar uchun mos keladigan

“Arabic For Nerds” – arab tili murakkab grammatikasiga oid blog va resurslar, “Tayseer” – arab tili o‘qituvchilari uchun metodikalar va resurslar, “Open Arabic” – akademik maqolalar va tadqiqotlar uchun manbalar haqida ma’lumotlarga ega bo‘lish imkoniyatini beradigan dastur va ilovalarni aytish mumkin.

Internet resurslaridan oqilona foydalanish xorijiy tillarni o‘rganish jarayonini sezilarli darajada samarali qiladi. Ammo shu bilan birga, o‘quvchilar va o‘qituvchilar internetdagi ma’lumotlarni tanlab, tizimli ravishda foydalanishga e’tibor qaratishlari kerak. Shuningdek, bu texnologiyalar o‘qituvchilar uchun ham o‘quv dasturlarini moslashtirish va ularni yanada qulay formatda taqdim etish imkonini yaratadi. Ammo, ba’zi muammolar ham mavjud bo‘lib, ulardan biri talabalarni haddan tashqari texnologiyaga bog‘lab qo‘yish ehtimolidir. Shuning uchun internet texnologiyalarni qo‘llashda me’yorni bilish va ularni ta’lim maqsadlariga moslashuvchan tarzda qo‘llash zarur.

Demak, internet resurslaridan foydalanishning asosiy ahamiyatli jihatlarini quyidagilar deb bayon qilsak bo‘ladi:

1. Boy va xilma-xil materiallarning mavjudligi.
2. Interaktyiv ta’lim imkoniyatlari.
3. O‘z-o‘zini o‘rganish va rivojlantirish.
4. Talaffuz va tinglab tushunishni rivojlantirish.
5. Real hayotga yaqin muhit yaratish.
6. Test va nazorat imkoniyatlari.
7. Arzon va qulay ta’lim va tanlash imkoniyati.

Xorijiy tillarni o‘qitishda internet resurslaridan foydalanish ta’lim jarayonini samarali tashkil qilishda muhim ahamiyatga ega. Ular talabalarining bilim olish jarayonini yengillashtiradi, ularda bilim darajasini oshirishda muhim hisoblanadigan to‘rtta bosqich- tinglab tushunish, o‘qib tushunish, gapirish va yozish kabi ko‘nikmalarini rivojlantirishda muhim manba bo‘lib xizmat qiladi. Kelajakda internet resurslarini xorijiy tillarni o‘qitish jarayoniga kengroq joriy qilish orqali ta’lim samaradorligini oshirish va zamonaviy talabalarni raqobatbardosh mutaxassis sifatida tayyorlash imkoniyati mavjud. Shu bilan birga, ushbu texnologiyalarni doimiy rivojlantirish va ulardan oqilona foydalanish o‘quv jarayonining muhim qismi bo‘lib qoladi.

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ПРОБЛЕМЫ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ В ТЕХНИЧЕСКИХ ВУЗАХ НА СОВРЕМЕННОМ ЭТАПЕ



<https://doi.org/10.5281/zenodo.14877708>

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Аннотация. В статье уделяется внимание формированию коммуникативной компетенции, основу которой составляют произносительные, лексические и грамматические навыки. Уделяется внимание на часто встречающиеся отклонения от норм произношения звуков русского языка, препятствующих овладению языковым общением. Автор считает, что для выработки речевых навыков обучаемых должна быть проведена большая подготовительная работа по фонетическому курсу русского языка.

Annotation. The article pays attention to the formation of communicative competence, the basis of which is pronunciation, vocabulary and grammar skills. Attention is paid to frequent deviations from the norms of pronunciation of sounds of the Russian language, which impede the mastery of language communication. The author believes that in order to develop the speech skills of the students, a lot of preparatory work should be carried out on the phonetic course of the Russian language.

Ключевые слова: коммуникативная направленность обучения, произносительные навыки, фонематический слух, координационные центры, инновации, критическое мышление.

Keywords: communicativeness, pronunciation skills, phonemic hearing, focal points, innovation, critical thinking.

Основная цель обучения русскому языку студентов технических вузов состоит в том, чтобы они овладели языком на уровне, обеспечивающим языковое общение по всем видам языковой деятельности.

Главное требование к преподаванию языковых дисциплин направлено на коммуникативно ориентированное обучение, т.е. на формирование коммуникативной компетенции, в основе которой лежат произносительные, лексические и грамматические навыки. Сегодня, перед обучением языковым дисциплинам время выдвигает свои требования – формирование критического мышления и творческих способностей обучаемых, которые являются «доминантом в деятельности инновационных учебных заведений, начавших внедрять или уже внедряющих нововведения или их элементы»²⁰⁵, так как отличие мышления от других психических процессов в том, что оно направлено на открытие новых знаний -

то есть продуктивность.

²⁰⁵ Приложение №1 к Указу Президента Республики Узбекистан от 8.10.2019 года «Концепция развития Высшего Образования Республики Узбекистан до 2030 года»

О развитии навыков критического мышления и творческих способностей обучаемого неоднократно упоминается в Приложении №1 Указа Президента Республики Узбекистан «Концепция развития Высшего Образования Республики Узбекистан до 2030 года»²⁰⁶

Национальная программа по подготовке кадров нацеливает на многоступенчатость образовательной системы, при которой стержневым моментом выступает преемственность преподавания языковых дисциплин. Для реализации этой задачи представители всех ступеней должны были решить проблему: в какой мере и в каком объеме языковой материал должен предъявляться обучаемым на том или ином этапе обучения. К сожалению, мы не знаем о результатах работы координационных центров между ступенями

образовательной системы. Если эта работа была проделана, по-видимому, следует внести в неё серьезные коррективы.

Общеизвестно, что овладение навыками произношения является условием развития устной речи. Эта необходимость диктуется в группах с узбекским языком обучения еще и тем, что введение алфавита узбекского языка, основанного на латинской графике, резко расширило пропасть между кириллицей узбекского языка и латиницей. Поэтому на более поздних ступенях обучения русскому языку резко ощущается недостаток знаний студентов по фонетическому курсу языка²⁰⁷. Это явление влечет за собой большие трудности. Запомнив неправильно произнесенный звук, доведенный до автоматизма, обучаемые путаются и не могут понять читаемое слово, так как звуки ассоциируются в его сознании с другими, схожими по своей звуковой оболочке, но разными по значению, словами. Анализ методической литературы и наши наблюдения над обучением студентов в вузе дают основание выделить некоторые затруднения в процессе овладения русским языком, на которые нужно было уделить больше внимания на ранних ступенях обучения русскому языку.

Перечислим некоторые нюансы:

→ В обучении произношению, считают методисты, особое место отводится начальной школе, так как формирование навыков произношения сравнительно легче удастся в раннем школьном возрасте.

→ Для обобщения всех положительных новшеств в этом плане, следовало бы провести тщательный анализ учебных материалов, в которых в какой-то мере уделено внимание фонетическому строю языка.

→ Орфография и чтение тесно связаны со звуковой системой языка. Большинство написанных слов на слух опираются на произношение, при подсчете ошибок в письменных работах в вузе большинство ошибок приходится на норму произношения: шёл – шол, вёл – вол, вал-вьял, вил-выл, мал- мял, был-бил-быль, мел-мель.

→ Выработка навыков правильного чтения и письма целиком и полностью зависит от того, как обучаемые усвоили произношение звуков в различных позициях: ударной и безударной. Следовательно, можно с уверенностью сделать вывод о том, что все усилия преподавателя должны быть направлены на выработку у обучаемых фонематического слуха. Часто встречающиеся отклонения от норм правильного произношения звуков в родном языке обучаемого (особенно с ведением алфавита

²⁰⁶ Приложение №1 к Указу Президента Республики Узбекистан от 8.10.2019 года «Концепция развития Высшего Образования Республики Узбекистан до 2030 года»

узбекского языка, основанного на латинской графике) можно охарактеризовать следующим образом:

а) звуки, отсутствующие в родном языке «ъ», «ы», «ц», «щ» в различных позициях;
б) звуки, схожие со звуками родного языка, но не тождественные. (ж-j-нг-ц-ts-ё-о)
в) типичная ошибка почти всех студентов групп с узбекским языком обучения является смешивание гласных (ы-и), чему способствует отсутствие в узбекском языке звука «ы» (выл-вил, пыл-пил, мыл-мил);

г) следует отметить и разницу в произношении гласных (а-я мал-мял, мил- миль, сел-сьел, о-у роль-руль);

д) большая группа ошибок встречается и в произношении согласных, связанных с отсутствием в родном языке обучаемого мягкого знака (мел-мель, мыл-мыль, брат-брать, стал-сталь). Эти звуки составляют основу фонологической системы русского языка, вне которой остаются 4 фонемы (ц, ч, щ, й), не подчиняющиеся твердости и мягкости произношения. Остальные же согласные подчиняются категориям твердости-мягкости, глухости-звонкости;

е) кроме того, преподаватель должен помнить, что узбекский язык отличается мелодичностью звуков, которая наблюдается за счет присущего языку сочетаний согласного и гласного. Носители языка, подчиняя звучание нормам своего родного языка добавляют к сочетаниям из двух или трех согласных звуков гласный звук или опускают один звук (артист-артис, стакан-истакон, мелиция-мелиса, кровать– каравот). Эти ошибки говорящий допускает, приспособляя слова к звучаниям родного языка.

Обучению грамотной письменной речи должно предшествовать создание прочной артикуляционной базы. Только в том случае, когда обучаемые будут различать на слух, и будут произносить трудные для их слуха звуки русского языка, обучение грамоте может пройти успешно. Для этого преподавателями могут быть использованы следующие методы: сравнительно – сопоставительный, имитационный, артикуляционный, выполняющие основную цель: от умения осознанно формировать звуки органами речи к автоматизированным бессознательным навыкам произношения. По-видимому, следует на каждом занятии обращать внимание фонетической зарядке²⁰⁸.

Главным условием введения и усвоения лексики при коммуникативно направленном обучении является повторяемость слов в различных словосочетаниях. Данная работа может проводиться перед предъявлением новой темы, в ходе объяснения темы и даже после введения новой темы на этапе закрепления. Словарная работа может проводиться различными путями:

- толкованием слова;
- употреблением слова в словосочетаниях, предложениях;
- при отработке произношения;
- подбором синонимов и антонимов;
- словообразованием;
- угадыванием слова (расположив хаотично слоги);
- записью отгадок;
- записью слов по темам;
- приписыванием к слову подходящих по смыслу слов;

²⁰⁸ Андрианова В.И. «Развитие интеллектуально-творческих способностей обучающихся- базовые условия эффективности гуманитарного образования в современных условиях» в сб. «Актуальные проблемы научного стиля в процессе обучения языковым дисциплинам» Т., 2012

→ разбором слова по частям речи и т.д.

Аудирование как вид речевой деятельности является эффективным средством обучения языковым дисциплинам, в том числе русскому языку. Владение аудированием позволяет человеку понять то, что ему сообщают, адекватно реагировать на сказанное, правильно излагать свой ответ. При обучении аудированию важную роль выполняют уровни понимания и способы контроля. Методисты предлагают разные типологии понимания применительно к аудированию. Так в методической литературе выделяют 4 уровня понимания:

- уровень понимания слов;
- уровень понимания предложений;
- уровень сложного синтаксического целого (смыслового куска);
- уровень понимания текста.

Понимание на уровне слов носит фрагментарный характер. Слушающий может различать на слух отдельные слова и наиболее легкие фразы, догадываться на этом основании только о теме сообщения. Понимание предложений зависит от их синтаксических особенностей. Простое предложение не представляет собой сложностей. Труднее дается понимание логико-грамматической структуры сложного предложения.

Понимание сложного синтаксического целого происходит путем разделения речевого сообщения на части и его смыслового понимания, т.е. внешней и внутренней структуры. Восприятие целого текста зависит от понимания связи между предложениями, так как она наиболее стабильна и информативна. Таким образом, для выработки речевых навыков обучаемого должна быть проведена большая подготовительная работа по фонетическому курсу языка, без которой на дальнейших ступенях образовательной системы будут повторяться ошибки, препятствующие правильной передаче информации и выходу в неправильно оформленную речь, которая психологически будет подавлять желание обучаемого входить в диалогическую и монологическую речь.

Использованная литература:

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المناهج الحديثة في تعليم اللغات الأجنبية



<https://doi.org/10.5281/zenodo.14877714>

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ملخص: في ظل التقدم التكنولوجي والتربوي، ظهرت مناهج حديثة في تعليم اللغات الأجنبية تهدف إلى تعزيز الفهم العميق والاستيعاب الفعال للغة المستهدفة. يعتمد التعليم الحديث على تقنيات متقدمة، واستراتيجيات تعليمية تفاعلية تركز على المتعلم. يناقش هذا المقال أهم المناهج الحديثة المستخدمة في تعليم اللغات الأجنبية، مع الإشارة إلى فعالية كل منها بناءً على دراسات علمية حديثة، إضافة إلى مناقشة دور التكنولوجيا الحديثة في تطوير التعليم اللغوي، والتحديات التي تواجه تطبيق هذه المناهج، مع استعراض بعض التجارب العالمية الناجحة في هذا المجال.

Annotation. With technological and educational advancements, modern approaches to foreign language teaching have emerged, aiming to enhance deep comprehension and effective language acquisition. Modern education relies on advanced techniques and interactive teaching strategies that focus on learners. This article discusses the most prominent modern methods used in foreign language teaching, highlighting their effectiveness based on recent scientific studies. Additionally, it examines the role of modern technology in language education development, the challenges faced in implementing these approaches, and successful global experiences in this field.

الكلمات المفتاحية: تعليم اللغات، المناهج الحديثة، التعليم التفاعلي، التكنولوجيا، الذكاء الاصطناعي، التعلم المدمج.

Keywords: language learning, modern methodologies, interactive learning, technology, artificial intelligence, blended learning.

في عالم يزداد ترابطه يوماً بعد يوم بفعل العولمة والتقدم التكنولوجي، أصبح تعلم اللغات الأجنبية ضرورة أساسية وليس مجرد مهارة إضافية. لم يعد الاكتفاء بمعرفة لغة واحدة كافياً لمواكبة التطورات الحديثة في مجالات التعليم، العمل، والثقافة، مما دفع الخبراء إلى البحث عن مناهج تعليمية جديدة تُساعد المتعلمين على اكتساب اللغات الأجنبية بطريقة أكثر فاعلية وسلاسة. في هذا السياق، ظهر عدد من المناهج الحديثة التي تركز على التطبيق العملي والتفاعل المباشر، متجاوزة الأساليب التقليدية التي تعتمد على الحفظ والتلقين.

إن ظهور الإنترنت ووسائل التواصل الحديثة أدى إلى تغيير جذري في الطريقة التي يتعلم بها الأفراد اللغات، حيث أصبح بالإمكان الوصول إلى مصادر تعلم متنوعة مثل الدورات التفاعلية، التطبيقات الذكية، والذكاء الاصطناعي الذي يوفر بيانات تعلم مخصصة لكل فرد وفقاً لاحتياجاته. كما أن استخدام أساليب مثل التعلم القائم على المهام، التعلم المدمج، والتعليم القائم على المشاريع ساهم في تحسين استيعاب اللغات وجعلها جزءاً من حياة المتعلم اليومية.

في هذا البحث، سيتم استعراض أبرز المناهج الحديثة المستخدمة في تعليم اللغات الأجنبية، مع مناقشة تأثير التكنولوجيا في تطوير هذه المناهج، والتحديات التي قد تواجه تطبيقها، بالإضافة إلى عرض نماذج ناجحة من تجارب عالمية أثبتت فعالية هذه الأساليب. كما سيتم التطرق إلى دور المعلم في تطبيق هذه المناهج بفعالية، لضمان تحقيق أقصى استفادة منها، وتعزيز القدرة على التواصل بلغات متعددة في عالم متعدد الثقافات.²⁰⁹

1. المناهج الحديثة في تعليم اللغات الأجنبية

1.1 - النهج التواصلي (Communicative Approach)

يركز النهج التواصلي على تطوير مهارات التواصل الفعلي بين المتعلمين من خلال تهيئة بيئة تعليمية تفاعلية. يعتمد هذا النهج على:

- التعلم من خلال المواقف الحياتية اليومية.

²⁰⁹ أحمد البرقاوي. (2017). استراتيجيات تعليم اللغات الحديثة: نظريات وتطبيقات. الطبعة الثانية، دار الفكر العربي، القاهرة، ص 45.

- التركيز على الطلاقة أكثر من الدقة اللغوية.
- دمج الأنشطة الجماعية لتعزيز التفاعل الاجتماعي.²¹⁰
- 1.2 – التعلم القائم على المهام (Task-Based Learning - TBL)
- يعتمد هذا المنهج على استخدام مهام عملية تحاكي مواقف الحياة اليومية لتعزيز تعلم اللغة. ومن فوائده:
- تحسين المهارات اللغوية من خلال الأنشطة التطبيقية.
- تعزيز التعلم الذاتي والتفكير النقدي.²¹¹
- 1.3 – التعليم المدمج (Blended Learning):
- يجمع التعليم المدمج بين التدريس التقليدي والتعليم الإلكتروني، مما يتيح للمتعلمين مرونة أكبر في التعلم. يتميز بـ:
- الدمج بين الفصول الدراسية التقليدية والمنصات الرقمية.
- توفير مصادر تعليمية متعددة.
- 1.4 – التعلم القائم على الألعاب (Gamification):
- يستخدم هذا النهج الألعاب التعليمية لتعزيز الدافعية وتحفيز المتعلمين. ومن أهم فوائده:
- خلق بيئة تعليمية ممتعة ومحفزة.
- تحسين الاستيعاب اللغوي من خلال التحديات والمكافآت.
- 1.5 – التعلم القائم على المشاريع (Project-Based Learning):
- يعتبر التعلم القائم على المشاريع أحد المناهج الحديثة التي تدمج بين التعليم النظري والتطبيقي. يهدف إلى:
- تعزيز التفكير النقدي والإبداعي.
- تطوير مهارات البحث والاستكشاف لدى الطلاب.
- تحسين مستوى التفاعل بين المتعلمين.²¹²
- 1.6 – التعلم القائم على الذكاء الاصطناعي:
- مع تطور تقنيات الذكاء الاصطناعي، أصبح بالإمكان استخدام تطبيقات وتكنولوجيا تعليمية مثل الترجمة الفورية، وتصحيح الأخطاء، والردشة مع روبوتات الذكاء الاصطناعي لممارسة اللغة.²¹³
2. دور التكنولوجيا في دعم مناهج تعليم اللغات ساهمت التكنولوجيا في تحسين تعليم اللغات الأجنبية من خلال:
- تطبيقات تعلم اللغة مثل Duolingo و Rosetta Stone.
- استخدام الذكاء الاصطناعي في تحليل بيانات التعلم الشخصية.
- الفصول الدراسية الافتراضية والتعلم عن بعد.
- الواقع الافتراضي والمعزز في تعليم اللغات.²¹⁴
3. دور المعلم في تطبيق المناهج الحديثة:
- يلعب المعلم دورًا حيويًا في نجاح المناهج الحديثة، حيث يجب أن يكون قادرًا على:
- دمج التكنولوجيا في العملية التعليمية بفعالية.
- توجيه الطلاب لاستخدام استراتيجيات التعلم الحديثة.
- تصميم أنشطة تعليمية تعتمد على التفاعل والمشاركة.
- تقييم الأداء اللغوي للمتعلمين باستخدام أدوات تحليل حديثة.²¹⁵
4. التجارب العالمية الناجحة في تعليم اللغات:
- شهدت بعض الدول تجارب ناجحة في تطبيق مناهج حديثة لتعليم اللغات، مثل:
- فنلندا: تبنت نموذج التعليم القائم على المشاريع لتعزيز تعلم اللغات الأجنبية في المدارس.
- اليابان: استخدمت تقنيات الذكاء الاصطناعي لتحليل نطق الطلاب وتصحيح الأخطاء تلقائيًا.
- ألمانيا: طورت برامج تعلم مدمج تجمع بين التعلم الذاتي والتفاعل المباشر مع الناطقين الأصليين.

²¹⁰ خالد النجار. (2020). النهج التواصلي في تعليم اللغات: دراسة مقارنة بين المناهج التقليدية والحديثة. الطبعة الأولى، دار العلوم الحديثة، بيروت، ص 78.

²¹¹ ياسر الصمدي. (2018). التعلم القائم على المهام وتأثيره في اكتساب اللغة الثانية. الطبعة الأولى، دار النشر الأكاديمي، عمان، ص 112.

²¹² فهد الزهراني. (2021). التعلم القائم على المشاريع في تعليم اللغات الأجنبية: دراسة تطبيقية. الطبعة الأولى، دار الرؤية، جدة، ص 123.

²¹³ حسن العبيدي. (2022). الذكاء الاصطناعي ومستقبل تعليم اللغات الأجنبية. الطبعة الأولى، المركز العربي للنشر، بغداد، ص 54.

²¹⁴ ناصر السالم. (2020). التكنولوجيا ودورها في تطوير تعليم اللغات. الطبعة الرابعة، دار النهضة، الكويت، ص 98.

– عبد الله الحربي. (2018). التحديات التي تواجه المعلمين في تطبيق مناهج تعليم اللغات الحديثة. الطبعة الأولى، دار المستقبل، الرياض، ص 75.²¹⁵

– الصين: أدخلت تقنيات الواقع الافتراضي في تعليم اللغة الإنجليزية، مما عزز مهارات الاستماع والتحدث لدى الطلاب.

5. التحديات والانتقادات للمناهج الحديثة :

- رغم الفوائد الكبيرة للمناهج الحديثة، إلا أن هناك بعض التحديات التي تواجه تطبيقها، مثل:
- الحاجة إلى تدريب المعلمين على الأساليب الجديدة.
 - عدم توافر البنية التحتية التقنية في بعض المناطق.
 - تفاوت قدرات المتعلمين في استخدام التكنولوجيا.
 - ضعف التفاعل البشري في بعض الأنظمة التعليمية الرقمية.

6. الخاتمة والتوصيات

في الختام، يمكن القول إن المناهج الحديثة في تعليم اللغات الأجنبية قد أحدثت تحولاً جذرياً في طرق اكتساب اللغة، حيث ساهمت في جعل عملية التعلم أكثر تفاعلية ومرونة، مما يتيح للمتعلمين بيئة تعليمية محفزة وغنية بالتكنولوجيا. ومع استمرار التطور التكنولوجي، من المتوقع أن نشهد مزيداً من التحسينات في هذا المجال، مما يعزز من فرص التعلم الفعال. ولكن لضمان نجاح هذه المناهج، يجب العمل على تطوير برامج تدريبية متقدمة للمعلمين، لتزويدهم بالمهارات اللازمة لاستخدام التكنولوجيا الحديثة في التدريس. كما ينبغي تحسين البنية التحتية الرقمية في المؤسسات التعليمية، وتوفير منصات تعليمية تدعم التعلم التفاعلي والمستدام. ومن الضروري أيضاً تطبيق استراتيجيات مخصصة للمتعلمين تأخذ بعين الاعتبار الفروق الفردية بينهم، وتشجيع البحوث العلمية التي تسهم في تطوير هذه المناهج. علاوة على ذلك، يجب تعزيز الشراكة بين المؤسسات التعليمية والتكنولوجية لضمان تحديث مستمر للأساليب التعليمية بما يتماشى مع التطورات الحديثة. في النهاية، يُعد التحول نحو المناهج الحديثة خطوة ضرورية لمواكبة تحديات العصر الرقمي، وتحقيق تجربة تعلم أكثر كفاءة ومتعة للمتعلمين في مختلف أنحاء العالم.

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INGLIZ TILIDA SOHAGA OID TERMINLARNI O'RGATISHDAGI QIYINCHILIKLAR TIPOLOGIYASI



<https://doi.org/10.5281/zenodo.14877725>

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Annotasiya. Ushbu maqolada ingliz tilida kasbiy sohaviy terminlarni o'rgatishdagi qiyinchiliklar tipologiyasi va uning yechimlari borasida tavsiyalar haqida so'z boradi.

Annotation. This article discusses the typology of difficulties in teaching professional field terms in English and recommendations for their solutions.

Аннотация. В данной статье рассматривается типология трудностей при обучении профессионально-ориентированной терминологии на английском языке, а также предлагаются рекомендации по их решению.

Tayanch so'zlar: *sohaviy terminlar, leksik minimum, tipologik qiyinchiliklar, potensial qiyinchiliklar, qiyosiy tahlil.*

Keywords: *field terms, lexical minimum, typological difficulties, potential difficulties, comparative analysis.*

Ключевые слова: *профессиональная терминология, лексический минимум, типологические трудности, потенциальные трудности, сравнительный анализ.*

Kirish

Ma'lumki, globallashuv jarayonida talaba yoshlarning intellektual qobiliyati va salohiyatini oshirish asosiy vazifalardan sanaladi. Axborot asrida qanday o'qib-o'rganish kerak? Ta'lim sifatini qanday ko'tarish mumkin? Darslarda auditoriyada olingan bilim, ko'nikma va malakalar talabalarga raqobatbardosh shaxs bo'lishiga qanday yordam beraoladi? Menejment, iqtisodiyot, biznes ta'limida ingliz tili qanday qo'llaniladi? Menejment, injinering va biznes sohalarida ingliz til ko'nikmalari qanday o'rgatish jrayonida qanday qiyinchiliklar mavjud? kabi savollarga ushbu maqolada javob topishingiz mumkin.

Ingliz tili o'qitish-o'rgatishning dastlabki yillarida kasbiy-sohaviy mikromatnlar asosida yangi axborot yetkazilsa, yuqori bosqichda sohaviy adabiyotlardan mutaxassislik mavzulariga oid parchalar o'qishga beriladi va ulardan olinadigan ma'lumotlar talabaning kelgusida tajribasining ortishiga bevosita daxldor va foydali bo'ladi.

Talabalarning nutqida terminologik lug'atni tashkil etadigan leksik minimumga kirgan atamalarining to'liq tipologiyasini yaratish maxsus metodik tadbirlarni bajarishni taqozo etadi, chunonchi: birinchidan, o'rganilmish chet til (ingliz tili) va talabalarning ona tilisi (o'zbek yoki rus tili) atamalarining qiyosiy tahlili o'tkaziladi; ikkinchidan, til ichki (ingliz tilining o'zida) muqoyasa qilinadi; uchinchidan, lingvistik aspektda mazkur atamalar semantik, formal va funksional tarzda tahlil qilinadi; to'rtinchidan, talabalarning nutqiy xatolari tahlili ham bajariladi (oxirgi yumush talabalarning yana boshqa, masalan ikkinchi tildan olgan tajribasi ta'sirida qiyosiy tahlilda namoyon bo'lmagan potensial qiyinchilik paydo bo'lishi ehtimoldan yiroq emas).

Adabiyotlar tahlili

Ko'pgina ilmiy-tadqiqot ishlarida til sistemasining fonetik, leksik, grammatik interferentsiyasi kuzatilishi aniqlangan. Bo'lajak mutaxassisning nutqiy faoliyatida til aloqalarini faol amalga oshirish obyekti sifatida salbiy va ijobiy interferentsiya belgilanishi mumkin. (Proxorova, 232) Avvalo interferentsiya so'ziga ta'rif berib o'tamiz.

Interferentsiya- [lot. Inter orasida, ichida + ferece (ferentis) ko'chiruvchi, o'tkazuvchi]-salbiy ta'sir, noma'lum ko'chish, to'sqinlik qilish, g'ov bo'lish (-bilim, ko'nikma, malakaning salbiy natijaga olib borishi); til ichki va tillararo; leksik/grammatik/fonetik/orfografik; lisoniy; metodik (xususi metodikalarning chalkashib ketishi); va transpozisiya qilish. (J.Jalolov "Chet til o'qitish metodikasi").

Mutaxassislarning qo'shimcha, ya'ni ekstrasfunksional kompetentsiyalari, ayniqsa, menejerlar va ularning samarali kasbiy faoliyatining ta'minlanishi uchun nomoddiy resurs hisoblanadi hamda mehnat bozorida raqobatdosh ustunlikni ta'minlaydigan muhim kasbiy salohiyatni shakllantiradi. Keyingi vaqtda yetakchi o'quv markazlarida ishlab chiqilgan menejerlarni tayyorlash (Lozanna, Shveytsariya va boshqalar) bo'yicha dasturlar orasida xalqaro biznes va menejerlar kasbiy faoliyatida zarur bo'lgan mutaxassisning yetakchilik fazilatlarini, ya'ni liderlik qobiliyatlarini shakllantirish va rivojlantirish maqsadlariga asoslangan kompetentsiyalar taklif etilgan. (Zinkina).

Terminologiya (termin va ... logiya) — 1) leksikanutg bir sohasi; muayyan fan, texnika, ishlab chiqarish. tarmog'ining, san'at, ijtimoiy faoliyat sohasining tegishli tushunchalar tizimi bilan bog'liq terminlari majmui; 2) tilshunoslikning terminlarni o'rganuvchi sohasi. Terminologiya tor ma'noda ma'lum bir sohaga oid maxsus leksika. Masalan, menejment, iqtisodiyot, biznes, medisina, fizika terminologiyasi, ijtimoiy siyosiy terminologiya, mashinasozlik terminologiyasi kabi. Terminologiya umumxalq tilining leksikasi negizida vujudga keladi va kengayib boradi. Uz navbatida u, umumxalq tilining boyishi uchun xizmat qiladi. Terminologik leksika umumxalq tili leksikasining ajralmas qismi sifatida u bilan birga rivojlanadi, jamiyat va til taraqqiyotidagi barcha jarayonlarni boshdan kechiradi. Ma'lum bir soha yoki fan yuqori darajada taraqqiy etgandagina o'sha tilda maxsus terminologiya vujudga keladi.

Tadqiqot metodologiyasi

Ingliz tilida kasbiy sohaviy terminlarni o'rgatish va o'zlashtirishda quyidagi qiyinchiliklarga duch kelamiz:

Tinglab tushinishga doir qiyinchiliklar	Gaprishga doir qiyinchiliklar	O'qishga doir qiyinchiliklar	Yozishga doir qiyinchiliklar
so'z boyliklari kamligi; -matnni oldindan taxminan faxmlay olmasliklari; -nutqning tazligi va turli xil maromda ekanligi; -autentik matndagi so'z birikmalari; - turli xil frazalogik birliklar va iboralarni tinglab anglay ololmasliklari.	-grammatik jihatdan jumllarni to'g'ri tuza olmasliklari; -xato qilishdan qo'rqlashlari; -yetarlicha so'z boyligiga ega emasliklari; - tezda muloqotga kirishib o'z fikrlarini mustaqil bayon eta olmasliklari; -fikrlarini va diqqatlarini bir joyga to'play olmasliklari	-matnni o'qish davomida matnda uchragan ayrim notanish so'zlarni to'g'ri o'qishga qiynalishlari; - so'zlarni o'z ona tiliga tarjima qilishda mantiqiy mushohada yuritishga qiynalanganliklari; -har bir jumlani so'zma-so'z tarjima qilishlari sababli vaqtdan unumli	-yozma nutqda leksik birliklarning kamligi; -gaplarni mantiqiy bog'lay olmasliklari; -o'z fikrlarini to'liq bayon etib yoza olmasliklari; -yozish jarayonida grammatik, leksik, fonetik, imlo xatolar qilishlari; -yozish strukturasi ega emasliklari; -yozish bo'yicha yetarlicha tajribaning

	(yani konsentrasiya qila olmasliklari); -mavzu bo'yicha yetarlicha ma'lumotga ega emasliklari.	foydalana olmasliklari; -matnni yrtarli darajada tez o'qiy olmasliklari; -o'qish strategiyalariga amal qilmasliklari.	yo'qligi.

Ushbu tablisada qayd etilgan va boshqa lisoniy tipologik xususiyatlarni aniqlashdan maqsad talabalar nutqida sodir bo'ladigan xatolarning oldini olish, ya'ni dasturiy o'quv materialini o'zlashtirish chog'ida yuz beradigan qiyinchiliklarni bartaraf etish usullarini ishlab chiqishdir. Bu degani, tillararo va til ichki interferensiyasini bartaraf etish uchun muayyan mashqlarni bajarish talab etiladi.

Qiyosiy tipologiyaning va xatolar tahlili natijalari aynan mashqlar sistemasini yaratish uchun qo'l keladi. Mashqlarning keng tarqalganlari (1) retseptiv (o'zga shaxs nutqini idrok etish – o'qish va tinglash) va (2) reproduktiv (nutqni sodir etilishi – gapirish va yozuv) nomlari bilan yuritiladi. Bu turdagi mashqlar tilni nutq faoliyati sifatida egallashni inobatga oladi.

Xulosa

Yuqorida keltirib o'tilgan masalalar yuzasidan quyidagi tavsiyalar ishlab chiqildi:

- 1) Ingliz tilida mantiqiy tafakkurni va tanqidiy fikrlashni rivojlantirish;
- 2) Qo'yilgan muammo bilan ishlash;
- 3) Mashg'ulotlarda guruh bo'lib ishlash, muammoli masalalarga yechim topish;
- 4) Talabalarga auditoriyada qiziqarli, qulay va zarur shart-sharoitlarni shakllantirish;
- 5) Kasbiy sohaviy terminlarni o'rgatish va o'rganishda: Interaktiv metodlardan foydalanish: Rolli o'yinlar, simulyasiyalar va guruhli mashg'ulotlar orqali talabalarni majburlab o'rganishga emas, balki motivatsiyasini oshirish orqali tilni o'zlashtirishga undash;
- 6) Tilni amaliy qo'llash: Tilni real hayotiy vaziyatlarda, masalan, sohaga oid materiallarni o'qish yoki mutaxassislar bilan suhbatlashish orqali qo'llash imkonini berish;
- 7) Amaliy tajriba va mashg'ulotlar: Tilni amaliy qo'llash va mashg'ulotlar orqali mustahkamlash imkoniyatlari;
- 8) Turli kasblarda kommunikativ faoliyatni tashkil etish.

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NOFILOLOGIK TA'LIM YO'NALISHLARIDA YOZMA NUTQ MALAKASINI RIVOJLANTIRISH LINGVODIDAKTIK MUAMMO SIFATIDA



<https://doi.org/10.5281/zenodo.14877732>

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Annotatsiya. Ushbu maqolada asosan chet tilida talabalarning yozma nutqini rivojlantirishdagi yuzaga keladigan yozuv bilan yozma nutqning lingvodidaktik masalalari tahlil qilingan. Tahlil qilish jarayonida rus tilshunos olimlari Bimm, Arakin, Solovyova va Permishovaning nazariyalari va o'zbek metodisti J. Jalolovning qarashlari inobatga olingan holda qiyosiy tarzda tahlil qilindi. Lingvodidaktika yozuv va yozma nutqni farqlash uchun muhim soha hisoblanadi. Chunki yozuv bu grafik va orfografik belgilar yig'indisidan tashkil topgan, yozma nutq esa fikrlar yig'indisidan.

Annotation. In this article a reader can find information about the development writing skills and some challenges in teaching this skill. There is also analysis between Russian and Uzbek scientists and their concerns about writing competence according to lingvodidactics. Lingvodidactics plays a main role in differentiating writing with writing competence.

Аннотация. В данной статье в основном анализируются лингводидактические проблемы, возникающие при развитии письменной речи студентов на иностранном языке. В процессе анализа были сравнительно рассмотрены теории российских лингвистов Бимм, Аракина, Соловьёвой и Пермышевой, а также взгляды узбекского методиста Ж. Джалолова. Лингводидактика является важной областью для различения письма и письменной речи, так как письмо представляет собой совокупность графических и орфографических знаков, тогда как письменная речь – это совокупность мыслей.

Tayanch so'zlar: *Lingvodidaktika, yozuv, yozma nutq, grafik va orfografik kompetensiya, psixolingvistika*

Keywords: *Lingvodidactics, writing, writing competence, graphic and orthographic writing competence, psycholinguistics.*

Ключевые слова: *лингводидактика, письмо, письменная речь, графическая и орфографическая компетенция, психолингвистика.*

Nofilologik ta'lim yo'nalishlarda yozuv malakasini rivojlantirish, asosan, lingvistik va didaktik jihatlardan o'rganilishi zarur bo'lgan muammo sifatida qaratiladi. Bu masala ilmiy tahlil qilishni talab qiladi, chunki yozuv malakasini rivojlantirish nafaqat til o'rganishga, balki talabalar va o'quvchilarning fikrlash va mantiqiy tajriba asosida yondashuvini ham oshirishga qaratilgan.

Chet til o'qitishni tashkil qilishda til hodisalarini lingvodidaktik tahlil qilish maqsadga muvofiq. Bu genetika jihatdan butunlay boshqa tillarni qiyoslash va ularning tipologik xususiyatlarini aniqlashga yordam beradi. Shu bilan birga kommunikativ metod asosida dars jarayonini tashkil qilishda uning an'anaviy metoddan farq qiluvchi o'ziga xos tomonlarini ham qiyosiy tahlil qilish maqsadga muvofiq. Mamlakatimizda chet tillarni o'qitishda keng qo'llanilayotgan an'anaviy metod grammatik qoidalarni tushunib yodlash, shunga ko'ra gaplar

tuzish, ularni tarjima qilish va nutqda qo'llashga asosiy e'tiborni qaratadi. Ammo statistik ma'lumotlarga ko'ra, nofilologik yo'nalishida taxsil olayotgan talabalarning ingliz tilidagi yozma nutq kompetensiyasining zamon talabiga javob bera oladi, deb aytish qiyin, chunki ular bilan o'tkazilgan yozma ishlar tahlili shuni ko'rsatdiki, talabalar o'z fikrini yozma ravishda ifoda etganlarida bir qator xatolarga yo'l qo'yganliklari aniqlandi. Ushbu xatolarni tipologik nuqtai nazardan tahlil qilish va tasniflash, kelib chiqish sabablarini aniqlash, yozma nutq ko'nikmalarini shakllantirish va o'stirishni o'qitish metodlarni ishlab chiqish hozirgi kunning dolzarb masalalaridan biri hisoblanadi. Ushbu masalani kompyuter texnologiyasi ya'ni wiki texnologiyasi asosida bajarishni maqsad qilib qo'yilganligi va amalga oshirilishining sabablaridan biri wiki texnologiyasi ingliz tilni nafaqat muloqot nuqtai nazaridan o'rganishni va o'rgatishni, balki shaxsning har taraflama kamol topishida va nutqiy ko'nikmalarni shakllantirishni nutqiy vaziyatlar asosida olib borishga qaratilganligida hamdir. F.Alimov ta'kidlaganidek, o'quv-nutqiy vaziyatlar tabiiy nutqiy vaziyatlarga qanchalik yaqinlashtirilsa, nutqiy ko'nikmalar hosil qilish shunchalik tezlashadi va puxta bo'ladi [1; - 24 b.]. Dars jarayonida nutqiy vaziyatlardan foydalanish talabalarda nutqiy faoliyatga nisbatan motivatsiya hosil bo'lishiga sabab bo'lgani holda ularda o'rganilayotgan til birliklari yoki hodisalarini nutqiy faoliyatda qo'llash istagini oshiradi. Nutqiy vaziyat haqida so'z yuritganda sof nutqiy vaziyat bilan o'quv maqsadidagi nutqiy vaziyatni farqlamoq lozim. Sof nutqiy vaziyat deganda tabiiy muloqot tushuniladi. Chet tilni ikkinchi til sifatida o'qitish jarayonida bunday tabiiy muloqotning yo'qligi o'quv nutqiy vaziyatlardan foydalanish zaruriyatini keltirib chiqaradi[2,-89 b.].

Azimova E.G., A.A. Shukinlarning fikrlariga ko'ra talabalardagi nutqiy ishtiyoq, qobiliyat va bilim darajalarini aniqlash uchun ma'lum o'quv vositalari, testlar, anketa, mashqlar hamda maxsus tuzilgan savollardan foydalanish mumkin. Shuni ta'kidlash lozimki, talabalar nutqiy muloqotdan ko'zlangan maqsadni tushunib yetishlari juda muhim, chunki ular nutqiy muloqotni shunchaki o'qituvchi nazoratidan o'tish va baho olish uchun emas, balki nutqiy vaziyat talabiga mos ravishda nutqiy faoliyatga kirishishlari zaruriyatini bilishlari o'quv nutqiy vaziyatni tabiiy nutqiy vaziyatga yaqinlashtiradi va nutqiy ko'nikmalar hosil qilishni osonlashtiradi. Ingliz tilda yozma nutqni o'qitishdagi individual yondashuv har bir talabaning ingliz tilda orttirgan nutqiy muloqot tajribasi, istak-xohishi, muloqot jarayonida ingliz tili vositalari orqali hissiyotlarini qay darajada ifodalay olishi kabi omillarni ham o'z ichiga oladi. So'nggi yillarda o'quv rejalarida auditoriyadan tashqarida mustaqil o'qib o'rganishga ajratilgan soatlar hajmining oshishi talabalarda mustaqil ish ko'nikmalarini o'stirishga qaratilgan metod va usullarni izlab topishni, shu bilan bog'liq ish turlaridan kengroq foydalanishni taqozo etadi.

Bugungi kunda respublikamizda har bir sohani shiddat bilan rivojlantirish uchun, har taraflama yetuk, bilimli, raqobatbardosh kadrlar kerak[14,-104 b.]. Ushbu masala mamlakatimizdagi ta'lim muassasalarida chet tillarni o'qitishga oid davlat hujjatlarida ham o'z aksini topgan. O'z kasbiy faoliyati bilan bog'liq nutqiy muloqot jarayonida chet tildan erkin foydalana olish zamonaviy mutaxassislariga qo'yilayotgan standart talablardan biri hisoblanadi [3].

Axborot vositalaridan kerakli ma'lumotlarni olishda yozma nutqning rolini alohida ta'kidlash joiz. Bo'lg'usi oziq-ovqat texnologlarni yozma nutq kompetensiyasini rivojlantirish, ularning kasblariga oid xorijiy adabiyotlar bilan ishlashda yozma fikr bildirishga oid yozma nutq kompetentligini shakllantirish bugungi kun talabidir. Oziq-ovqat texnologiyasi yo'nalishi talabalariga ingliz tilni o'qitishda darslarni shu nuqtai nazardan kelib chiqib, metodik tashkillashtirish til o'rganish samaradorligini oshiradi va oldinga qo'yilgan maqsadga erishishni kafolatlaydi.

Yozuv malakasi – bu o'z fikrlarini yozma tarzda aniq, lo'nda va tushunarli ifodalash qobiliyatidir [4, - 49 b]. Yozuv malakasi, til o'rganishda, ayniqsa nofilologik yo'nalishlarda ta'lim olayotgan talabalarga juda muhimdir, chunki ular ko'pincha ilmiy, texnik, yoki ijtimoiy sohalarida faoliyat yuritadi va yozma hujjatlar, ma'ruzalar, texnik tavsiflar va boshqalarni tayyorlashda muhim rol o'ynaydi. Lingvodidaktika esa– til o'rgatishning nazariyasi va amaliyoti bo'lib, tilni o'rgatish va o'rgangan bilimlarni samarali tarzda qo'llash usullarini o'rganadi. Ingliz tilida yozma nutqni o'qitishda yozuv va yozma nutq tushunchalarini lingvodidaktikaning asosiy muammolaridan biridir. B.V.Belyaev esa o'z ilmiy tadqiqot ishida “yozuv” va “yozma nutq”ni farqlamaslikni, balki ularni sinonim holda ma'lum bir kontekstlarda ishlatishni taklif qiladi. Uning fikricha, “yozma nutq” nutq turi emas, balki nutq shaklidir, chunki u og'zaki nutq asosidagina mavjud bo'lib, u tafakkur bilan og'zaki nutq orqali bog'langan. Yozma nutqqa ko'rish va qo'l harakatlari xos bo'lgani holda u og'zaki nutqning yozuvdagi ifodasi deb talqin qilinadi. Shuning uchun ham unga og'zaki nutqdagi barcha sifatlar xosdir. Bakanova M.B. va Safonova O.Y esa bir tomondan yozma nutqni og'zaki nutqning yozuvdagi ifodalanishi, ikkinchi tomondan esa nutqning ijodiy mahsuli deb qaraydi va shu bilan birga yozma nutqni kitobiy nutq bilan qo'shib talqin qilishni noto'g'ri deb hisoblaydilar. U til o'qitish haqida fikr yuritar ekan yozma nutqni og'zaki nutq orqali o'rganish kerak, degan xulosaga keladi. Ko'rinib turibdiki, yozuvga axborot berish va saqlash bilan bog'liq faoliyat turi va ushbu faoliyat mahsuli sifatida qaralmoqda. Ushbu ta'rifda yozuv bilan yozma nutq o'rtasidagi farq ko'rsatilmagan holda u og'zaki nutqqa yordamchi muloqot vositasi sifatida talqin etilgan.

Tarixga nazar tashlaydigan bo'lsak ham, yozma nutq masalasi ham qadimiy masalalardan biri hisoblangan. Mashhur rim pedagogi Kvintilian “Notiqlik tarbiyasi” asarida yozma nutqqa o'rgatishda kesma harflarni bilib olish, ularni bir-birlariga bog'lashni o'rganish va shoshilmasdan uzoq yozishni mashq qilish kerakligini tavsiya qiladi. Bundan ko'rinib turibdiki, u yozuvni o'rganish orqali yozma nutqqa o'tishni ko'rsatgan. Yozma nutqning o'ziga xos xususiyatlarini aniqlash va uning chet til o'qitishdagi bo'lajak kasb egasining kasbiy faoliyatida tutgan o'rni va roli haqida so'z ketganda, uning og'zaki nutq bilan bog'liqligini alohida ta'kidlash lozim. Yozma nutq o'z tabiatiga ko'ra monologik xarakterga ega [5; – B.33-37.]. Yozayotgan shaxs o'z fikrini ifodalaydi. To'g'ri, ba'zan u o'zgalar fikrini ham yozma ravishda ifodalashi mumkin, lekin u buni umumlashtirib ifodalaydi va yozma nutq mahsulini ifodalayotgan manba bir shaxsga tegishli. Bu esa yozma nutqning monologik xarakterga ega ekanligini yana bir bor tasdiqlaydi. Demak, yozma nutqqa o'rgatishda individual yondashuv yaxshi natija berishi mumkin. Yozma nutq situativlik nuqtai nazaridan og'zaki nutqqa nisbatan pastroq darajada, ammo fikrni ifodalashda leksik-grammatik vositalarning ishlatilish ko'lamiga ko'ra undan yuqorida turadi.

Og'zaki nutqda fikrni ifodalash vositalari sifatida paralingvistik omillardan keng foydalaniladi, shu sababli ham og'zaki nutq yozma nutqqa nisbatan ekspressiv xarakterga egaligi bilan farqlanadi. Yozma nutqda esa bunday kamchilikni to'ldirish maqsadida turli leksik-grammatik ifoda vositalarini keng qo'llash talab etiladi.

Shuningdek, yozuv o'qish bilan uzviy bog'langan, chunki ularning har ikkisi asosida tilning grafik sistemasi yotadi. Yozuvda ham o'qitishdagi kabi tovush-harf munosabatini bilish talab etiladi. Ular faqat yo'naltirilganlik nuqtai nazaridan ham farqlanadi. Boshqacha aytganda, yozuvda fikrni kodlashtirish, o'qishda esa dekodlashtirish kuzatiladi [6; – B.179-185.].

Yozma nutq og'zaki nutqqa nisbatan ancha murakkab faoliyat hisoblanadi. Og'zaki nutqda ayrim so'z va iboralar tushirib qoldiriladi, ular ifodalagan ma'noni esa og'zaki nutqqagina xos bo'lgan imo-ishora va intonatsiya kabi omillar orqali berish mumkin. Bunday ifoda vositalari yozma nutqda bo'lmaganligi sababli ham yozma nutq iloji boricha aniq, ma'noli bo'lishi,

ishlatilayotgan gaplar esa tuzilishi jihatdan og'zaki nutqdagiga nisbatan kengroq va turli grammatik qurilmalarni o'z ichiga olgan bo'lishini taqozo etadi. Bundan tashqari og'zaki nutqda suhbatdosh tomonidan berilish ehtimoli bo'lgan savolga javob berish uchun diqqatni jamlangan holda doim shay turish talab etiladi.

Shunday qilib, ingliz tilidagi yozuv bilan bog'liq ko'nikmalarni shakllantirish yozma nutqqa o'rgatishdagi birlamchi vazifa bo'lmog'i kerak. Shuni ta'kidlash lozimki, avval xorijiy til o'qitishda yozma nutq ko'nikmalarini shakllantirishga yetarli e'tibor berilmas edi. Hozirda xorijiy mamlakatlar bilan aloqalarning kengayishi, bozor iqtisodiyoti va yozma axborot almashinuviga berilayotgan jiddiy e'tibor yozma nutqiy muloqotni ham muhim masalalar qatoriga chiqarib qo'ydi. Yozma nutqning e'tibor berilishi kerak bo'lgan yana bir jihati shuki, hozirgi vaqtdagi boshqaruv va ishbilarmonlik faoliyatida o'z fikrini yozma ifodalay bilish emas, balki uni isbot-dalillar yordamida, faktlar asosida ifodalay olish juda muhim. Bu o'z navbatida talabalarda tanqidiy fikrlash ko'nikmalarini shakllantirishni taqazo qiladi. Talabalar bilan o'tkazilgan suhbatlardan yana shu ma'lum bo'ldiki, ular uchun og'zaki fikr bildirishga nisbatan yozma fikr bildirish murakkabroq ekan.

Har bir yozma ishning o'z maqsadi bo'ladi. Masalan, ilmiy ishlar, texnik hisobotlar yoki biznes xatlari turli xil uslub va strukturalarga ega. Shuning uchun nofilologik sohalarida yozuv malakasini rivojlantirishda talabalar turli yozish uslublari va metodlarni o'rganishlari lozim.

Yozish nafaqat ma'lumotni aniq ifodalash, balki uni mantiqiy ravishda tuzish hamdir. Yozuv malakasini rivojlantirishda, talabalarning fikrlash faoliyatini kuchaytirish, yozma ishlarda izchillik va mantiqiy bog'liqlikni ta'minlash zarur.

Yozuv malakasi nafaqat grammatik to'g'rilikni, balki tilning estetik jihatlarini ham o'z ichiga oladi. Nofilologik yo'nalishlarda, talabalar o'z ishlarini aniq va tushunarli, lekin bir vaqtning o'zida yaxshi stilistik tarzda ifodalashni o'rganishlari kerak.

Jalolov J.J. nazariyasiga ko'ra, psixologiya, lingvistika va didaktika metodikaning asosiy komponentlaridan hisoblanadi. Shu sababli metodika yuqorida sanab o'tilgan sohalar bo'yicha erishilgan yutuqlar asosida o'zining o'qitish tizimini ishlab chiqadi. Lingvodidaktik tahlil esa aynan shu maqsadni amalga oshirish uchun xizmat qiladi. Lingvodikaktika turli tillilikka xos bo'lgan milliy auditoriyada muhim o'rin egallaydi. Ushbu tahlil diagnostik xususiyatga ega bo'lib, yozuv malakalarini o'qitish bilan bog'liq muammolarni oldindan aniqlash, uning kelib chiqish sabablarini asoslab berish, yozuv kompetensiyasi uchun til materiallarini tanlash, ularning o'rganish ketma-ketligini, samarali usullarini aniqlash, darslik, o'quv qo'llanmalari, hamda dasturlar ishlab chiqishga katta yordam beradi. Yozuv kompetensiyasining o'ziga hos belgilari haqida so'z yuritganda shuni ta'kidlash joizki, u har qanday shaxsning ijobiy yoki salbiy tomonlari haqida aniq tasavvur bera olishi, voqea-hodisalarni, tarixiy o'zgarishlarni qayd etib borishi, so'ngra esa ularni qaytadan tiklash imkoniyatiga egaligi bilan ajralib turadi[65, -11 b.]. Oldingi jamiyatga tegishli bo'lgan ilg'or fikrlovchi a'zolar jamiyatni boshqarishda hamda inson tarbiyasida, uni barkamol shaxs qilib voyaga yetkazishda yozuvning qudratli ahamiyatini yaxshi tushunib yetganlar. Yuksak g'oyalar va ahloqiy normalarni inson ongiga singdirishda, uni tarbiyalashda yozuv asosiy o'rin egallagan. Shu sababli, jamiyat rivojining dastlabki pog'onalaridan boshlab, og'zaki va yozma nutq farqlangan. Bundan tashqari, biz ko'zimiz bilan ko'rib, shohidi bo'layotgan voqea-hodisalarni yozuv orqali yozib borish, madaniy boyliklarni saqlab qolish va ularni kelgusi avlodga yetkazish imkoni faqatgina yozuvda mavjuddir[72, -78-84 b.].

Barcha metodik manbalarda yozuv nutq faoliyati turlaridan biri sifatida e'tirof etiladi. Shu sababli nutqiy faoliyat turi sifatida qaralganda metodika, lingvistika va psixologiyaga oid adabiyotlarda yozuv va yozma nutq tushunchalari ko'p hollarda "yozuv" atamasi orqali bir xil

talqin qilingan. Ammo ikki termin o'rtasida katta farq mavjud bo'lib, ko'plab tilshunoslar ularni yaxshi farqlamasligi sabab chet tilini o'qitishda bir qator muammolarga duch kelmoqdalar [64, - 337b.]. Uslubiy adabiyotlarda yozuvga xos bo'lgan quyidagi xususiyatlar bilan farqlanadi:

- Orfografik belgilar;
- Chiroyli yozuv;
- Grafik belgilar [126; – B.179-185.].

Yozma nutq esa kommunikativ vazifani o'z ichiga oluvchi qisqa va katta hajmli matnlardan tashkil topadi. Shunday qilib, yozuv va yozma nutq ni o'rgatishda ikki xil sifatga ega kompetensiyalar farqlanadi [66, -11b.]:

- so'z va gaplarni yozishda grafik va orfografik kompetensiyalar;
- so'z yordamida yozma ravishda fikr bildirish kompetensiyasi.

Tilshunos olimlar yozuv va yozma nutqqa doir turlicha fikrlar mavjud. Jumladan, J.Jalolov yozuvni chet tilni o'qitishda vosita va maqsad ekanligi, hamda til o'rganuvchilarda yozuv malakasini shakllantirish zarurligini talqin qiladi. [66; – B.11.]. A.T.Xarlamenko yozuvni til yordamidagi muloqot usuli, yozma nutqni esa maxsus ifoda vositalari yordamida amalga oshiriladigan muloqot jarayoni sifatida ta'kidlaydi [98; - 189b.].

Bugungi kunda xorijiy tillarda yozma nutqni o'qitishni takomillashtirishni zamon talabiga mos holda tashkil etish metodik izlanishlarni taqozo etayotgani sir emas. Bu esa chet tillarini xususan ingliz tilini o'qitishning zamonaviy hamda nutqiy muloqotga yo'naltirilgan usullarni yuzaga kelishiga asos bo'lmoqda. Uning mohiyatini aniq anglash uchun bu usullarni ingliz tilini o'qitishda va jamiyatning ijtimoiy faoliyatida tutgan o'rni, roli, zamon talabiga javob berish darajasi va chet til o'qitilayotgan o'quv muassasalarining oldiga qo'yilgan maqsadni amalga oshirishga qay darajada yordam bera olishi nuqtai nazaridan tahlil qilish talab etiladi.

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ПРАКТИКА ИСПОЛЬЗОВАНИЯ ЦИФРОВЫХ ТЕХНОЛОГИЙ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА И ПОВЫШЕНИЕ ИХ ЭФФЕКТИВНОСТИ



<https://doi.org/10.5281/zenodo.14877742>

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Аннотация. В статье рассматриваются основные аспекты использования цифровых технологий в преподавании английского языка и пути повышения их эффективности. Главная цель — это помочь учителям эффективнее организовывать учебную деятельность учащихся, используя современные цифровые инструменты, делая изучение английского языка более интересным и интерактивным. Интегрируя технологии в процесс обучения и используя такие возможности, как онлайн-платформы, мобильные приложения и мультимедийные инструменты, можно повысить мотивацию учащихся и улучшить результаты изучения языка.²¹⁶ Подчеркивается, что эти методы могут внести значительный вклад в повышение эффективности преподавания и качества процесса изучения языка.²¹⁷

Annotatsiya. Maqolada ingliz tilini o'qitishda raqamli texnologiyalardan foydalanishning asosiy jihatlari va ularning samaradorligini oshirish yo'llari ko'rib chiqiladi. Asosiy maqsad o'qituvchilarga zamonaviy raqamli vositalardan foydalangan holda o'quvchilarning o'quv faoliyatini yanada samarali tashkil etishga yordam berish, ingliz tilini o'rganishni yanada qiziqarli va interaktiv qilishdir. Texnologiyalarni o'quv jarayoniga integratsiya qilish va onlayn platformalar, mobil ilovalar va multimedia vositalari kabi imkoniyatlardan foydalanish orqali o'quvchilarning motivatsiyasini oshirish va til o'rganish natijalarini yaxshilash mumkin.²¹⁸ Ta'kidlanishicha, ushbu usullar o'qitish samaradorligi va tilni o'rganish jarayonining sifatini oshirishga katta hissa qo'shishi mumkin.²¹⁹

Annotation. The article examines the main aspects of using digital technologies in teaching English and ways to improve their effectiveness. The main goal is to help teachers organize students' learning activities more effectively using modern digital tools, making learning English more interesting and interactive. By integrating technology into the learning process and using such opportunities as online platforms, mobile applications and multimedia tools, it is possible to increase students' motivation and improve language learning results.²²⁰ It is emphasized that these methods can make a significant contribution to improving the effectiveness of teaching and the quality of the language learning process.²²¹

Ключевые слова: цифровые технологии, преподавание английского языка, учебная деятельность, эффективность, интерактивное обучение

²¹⁶ Johnson, Adams Becker, & Cummins, 2016, p. 15; Abdullaev, 202

²¹⁷ Mirsalimova, 2020 p. 14; Suleymanov, 2019 p. 45

²¹⁸ Johnson, Adams Becker, & Cummins, 2016, p. 15; Abdullaev, 202

²¹⁹ Mirsalimova, 2020 p. 14; Suleymanov, 2019 p. 45

²²⁰ Johnson, Adams Becker, & Cummins, 2016, p. 15; Abdullaev, 202

²²¹ Mirsalimova, 2020 p. 14; Suleymanov, 2019 p. 45

Kalit so'zlar: *raqamli texnologiyalar, ingliz tilini o'qitish, o'quv faoliyati, samaradorlik, interaktiv ta'lim*

Keywords: *digital technology, English language teaching, educational learning, effectiveness, interactive learning*

Актуальность

Английский язык является одним из наиболее широко изучаемых и используемых языков в мире, а его преподавание является сегодня одним из важнейших направлений современной системы образования.²²² Однако традиционных методов обучения порой недостаточно для поддержания интереса учащихся и повышения эффективности. Поэтому возникает необходимость интеграции цифровых технологий в процесс обучения английскому языку²²³.

Сегодня цифровые технологии создают возможности сделать процесс обучения более эффективным и интерактивным²²⁴. Процесс обучения студентов станет более интересным и успешным с помощью онлайн-платформ, мобильных приложений, видео и аудиоматериалов. Также с помощью технологий появляются возможности реализовать индивидуальный подход, помочь школьникам учиться самостоятельно, периодически оценивать результаты, повышать мотивацию учащихся к обучению.

Кроме того, широкое распространение дистанционного обучения во время пандемии еще больше повысило значимость цифровых технологий в преподавании. Эффективное использование цифровых инструментов создало новые возможности для преподавателей и студентов для продолжения процесса обучения.²²⁵ В то же время углубленное изучение опыта и методических подходов использования цифровых технологий в образовании стало актуальной задачей²²⁶. Поэтому использование цифровых технологий в обучении английскому языку и повышение их эффективности имеет сегодня большое значение для обеспечения успешного обучения учащихся.

Цель

Основной целью данного исследования является изучение и анализ методов эффективного использования цифровых технологий в преподавании английского языка. В исследовании рассматривается, как цифровые технологии могут улучшить изучение английского языка школьниками, их влияние на процесс обучения и их роль в создании новых возможностей для преподавателей и учащихся.

Материалы и методы

В исследовании использовались следующие методы такие как опросы и эксперимент и оценка. Опросы проводились среди учителей и школьников. Для изучения уровня восприятия школьниками цифровых технологий и их отношения к ним использовались опросы. Практические занятия проводились со школьниками использованием различных цифровых технологий (онлайн-платформ и мобильных приложений) в обучении

²²² Osmanov, 2019

²²³ Kabilov, U. S. (2017). Mobile technologies in modern education. Journal of Pedagogical Science, Karakalpakstan, 6(1)

²²⁴ Johnson, L., Adams Becker, S., & Cummins, M. (2016). The NMC Horizon Report: 2016 Higher Education Edition. The New Media Consortium.

²²⁵ Suleymanov, S. K. (2019). The role of digital technologies in teaching foreign languages in Karakalpakstan. Scientific Journal of Karakalpak Studies, 10(2)

²²⁶ Abdullaev, J. T. (2021). The integration of mobile applications into the English language classroom: A case study from Uzbekistan. Journal of Modern Pedagogy, 2(6)

английскому языку. В ходе эксперимента школьники были разделены на разные группы и оценивалась их успеваемость.

Оценка влияния цифровых технологий на процесс обучения путем анализа ответов учащихся и преподавателей. Этот метод выявляет положительные и отрицательные стороны использования технологий.

Результаты

Исследование подтвердило эффективность использования цифровых технологий в преподавании английского языка и дало следующие результаты. Во-первых повышение мотивации, такие приложения, как Duolingo и Memrise, повысили интерес учащихся, сделав процесс обучения интерактивным и увлекательным²²⁷. (Mirsalimova, 2020, p. 16). Во-вторых дал индивидуальный подход, используя такие платформы, как Moodle, каждому ученику предоставлялся индивидуальный подход и отслеживался уровень его развития. Следует отметить, что аудио и видеоматериалы оказались эффективными для улучшения произношения учащихся и развития аудирования, и цифровые технологии повысили уровень владения английским языком среди учащихся и сделали процесс обучения более эффективным. Но, иногда были технические проблемы, такие как подключение с Интернетом.

Выводы

Данное исследование продемонстрировало эффективность использования цифровых технологий в преподавании английского языка. С помощью цифровых платформ и мобильных приложений мотивация школьников возросла, а уровень владения английским языком улучшился. Технологии также обеспечили учащимся индивидуальный подход и помогли им развить навыки произношения и аудирования. Однако в ходе исследования возникли технические проблемы, такие как скорость интернета и трудности с настройкой программ. Для полного использования потенциала цифровых технологий в будущем необходимо повышать цифровые компетенции педагогов, а также совершенствовать техническую инфраструктуру.

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CULTURAL DISCOURSE ANALYSIS: COMMUNICATION PRACTICES AND INTERNATIONAL APPROACHES



<https://doi.org/10.5281/zenodo.14877756>

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Annotation. The field of intercultural communication has been criticized for failing to produce studies which focus on actual practices of communication, especially of intercultural encounters. The framework responds to specific research questions, addresses particular kinds of intellectual problems, includes five investigative modes, and uses a special set of concepts. In this essay, each of the modes is discussed as analytically distinct, yet as complementary to the others, including theoretical, descriptive, interpretive, comparative, and critical analyses. Special attention is given to the interpretive mode and to intercultural interactions as a site for the application and development of cultural discourse analysis.

Keywords: *cultural discourse; ethnography of communication; communication code*

Studies of intercultural communication have sought recently to bring together two important kinds of insights, the cultural shaping of communication practices including its nonverbal features (e.g., Milburn, 2000; Scollo, 2004; Wilkins, 2005), competence (Witteborn, 2003), and the interactional dynamics that occur among culturally shaped communication practices (e.g., Bailey, 2000). This essay is an explication of one particular approach for creating these insights, cultural discourse analysis (Cu DA).¹ Cultural discourse analysis raises the general question: how is communication shaped as a cultural practice? Specific questions may focus upon acts, events, and styles of communication that people use when conducting their everyday lives, including their practical rhetorical arts.²²⁸ Whatever the particular phenomena of concern, the inquiry explores what people in particular places make of communication when practiced in their own way, when understood through their own terms, through their own explanations. How is communication conducted, conceived and evaluated in this place among these people? Investigations designed to respond to these questions help us understand the local shapes and forms communication takes such as a Chinese version of “pure talk” (Garrett, 1993), loathing the “sucker” role in Israel (Bloch, 2003), a Puerto Rican view of time (Milburn, 2000, 2002), or suppressing an East Asian identity in specific interactional contexts (Hastings, 2000). Investigations also can tackle the complexities of intercultural interactions between racial, ethnic, and national styles of engagement.²²⁹ A second, related question asks: what system of symbolic meanings or what cultural commentary is imminent in practices of communication? When people are engaged in communication, what significance and meaning does it have for them? When addressed, analyses delve into the deep meanings that are active in communication practices, and how these are part of a practical way of living. Inquiry proceeds in order to hear

²²⁸ Carbaugh, D. (1988a). *Talking American: Cultural discourses on DONAHUE*. Norwood, NJ: Ablex. Carbaugh, D. (1988b). Comments on “culture” in communication inquiry. *Communication Reports*, 1

²²⁹ Carbaugh, D. (2005). *Cultures in conversation*. New York & London: Lawrence Erlbaum & Associates. Carbaugh, D. (2007). A cultural discourse theory of emotion. Paper presented at the Eastern Communication Association, Providence, Rhode Island.

the rich symbolic texture, the presumed view of the symbolic world that is presumed in order to communicate in this way. These general research questions, about the cultural nature and the meanings of communication, are based upon the view that communication both presumes and constitutes social realities; and further, that as people communicate, so they engage in a meta-cultural commentary, that is, they (and we) say things explicitly and implicitly about who they are, how they are related to each other, how they feel, what they are doing, and how they are situated in the nature of things. These latter concerns about identity, relationships, emotions, actions, and dwelling, respectively, are central concepts in cultural discourse analysis, and are elaborated below.

Cultural discourse analysis is a particular way of investigating communication ethnographically. It is indebted to the Hymesian program of work²³⁰ while standing at the juncture of the theories of cultural communication²³¹ and communication codes²³². The program of work 168 D. Carbaugh focuses inquiries on communication as a practice and culture as emergent in practices; special attention is given to interpreting the deeply meaningful commentary that is intelligible to participants as part of their ongoing social life. The concept, cultural discourse, has therefore been used systematically to organize ways of understanding how culture is an integral part, and a product of discourse systems. The concept has been focused from the beginning on the relationship between discourses of personhood and communication, with these discourses being understood, like intercultural interactions, to be multidimensional, polysemic, deeply situated, and complex functional accomplishments²³³. Focused on discursive dynamics, cultural discourse has been defined as a historically transmitted expressive system of communication practices, of acts, events, and styles, which are composed of specific symbols, symbolic forms, norms and their meanings²³⁴. How analysts can describe, and then subsequently interpret communication practices, that is, how analysts identify the cultural features of acts, events, and styles of communication, is the focus of what follows.

Cultural discourse analysis treats meaning as an ongoing commentary that is immanent in actual communication practices. In other words, as people communicate with each other, they are saying things literally about the specific subject being discussed, but they are also saying things culturally, about who they are, how they are related, what they are doing together, how they feel about what is going in, and about the nature of things. These cultural meanings—about personhood, relationships, action, emotion, and dwelling, respectively—are formulated in cultural discourse analyses as “radiant of cultural meaning” or “hubs of cultural meaning” which are active in communication practice. We know from the ethnographic literature about communication that these radiant and hubs are actively a part of communication practices. It is the rendering of these interactional radiant or semantic hubs, the explication of this ongoing meta-cultural commentary, which is the task of interpretive analysis. The radiant discussed below provide a way of structuring the interpretive analysis. The objective is to render an enriched reading of the meanings in a way that does not simply replicate and parrot what has been said already by participants, but creates a productive portrait of the meaningfulness of the practice to participants. In my experience, the interpretive account is successful if participants

²³⁰ Hymes, 1972; Philipsen & Carbaugh, 1986

²³¹ Philipsen, 1987, 2002

²³² Philipsen, 1997; Philipsen, Coutu & Covarrubias, 2005

²³³ Carbaugh, D. (1988a). *Talking American: Cultural discourses on DONAHUE*. Norwood, NJ: Ablex. Carbaugh, D. (1988b). Comments on “culture” in communication inquiry. *CommunicationReports*,1

²³⁴ Carbaugh, D., Gibson, T., & Milburn, T. A. (1997). A view of communication and culture: Scenes in an ethnic cultural center and private college. In B. Kovacic (Ed.), *Emerging theories of human communication*

say something like "That's right, that's how we do things, but I hadn't thought of it quite like that before"²³⁵ Interpretive analysis is then both replicative of participants' meanings, that is, it does not violate their sense of themselves, and it is also partially creative, for it puts their practice in a somewhat different semantic light.

Cultural radiant of meaning have been explicated in various prior works mentioned throughout this report. The ideas, then, are not declared here in the abstract, but derive from a body of descriptive and interpretive work. For sake of this discussion, I will briefly discuss each of the five radiant of meaning. Each suggests a question to ask about the meaning of a discursive practice to participants. Each hub implicates the others, even if all are not always highly salient.

The above framework provides a way of designing cultural research of discourses. It suggests a wide range of questions, proposes modes of inquiry for responding to those questions, provides a specific interpretive stance for discourse analysis, with a special set of concepts. When designing a study, then, the analyst can adopt or create a specific theoretical, descriptive, and interpretive approach to it that serves its purposes.

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TEACHING LANGUAGE ASPECTS NAMELY PHONETICS, PHONOLOGY, MORPHOLOGY, SEMANTICS AND PRAGMATICS TO ESL STUDENTS THROUGH CRITICAL THINKING SKILLS



<https://doi.org/10.5281/zenodo.14877776>

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Annotatsiya: Ushbu maqola ingliz tilini ikkinchi til sifatida (ESL) o'qiyotgan talabalar uchun tilning asosiy jihatlarini - fonetika, fonologiya, morfologiya va sintaksisni o'rgatishda tanqidiy fikrlash ko'nikmalarini integratsiyalashni o'rganadi. U til o'rganishda tanqidiy fikrlashni rivojlantirishning ahamiyatini muhokama qiladi, ushbu ko'nikmalarni ESL o'qitishga kiritish uchun amaliy strategiyalarni taqdim etadi hamda o'quvchilarning tilni o'zlashtirishi va umumiy kognitiv rivojlanishidagi afzalliklarini ta'kidlaydi.

Annotation: This article explores the integration of critical thinking skills into the teaching of key language aspects—namely phonetics, phonology, morphology, and syntax—for English as a Second Language (ESL) students. It discusses the significance of fostering critical thinking in language learning, provides practical strategies for incorporating these skills into ESL instruction, and highlights the benefits for students' language acquisition and overall cognitive development.

Аннотация: В этой статье рассматривается интеграция навыков критического мышления в преподавание ключевых языковых аспектов — а именно фонетики, фонологии, морфологии и синтаксиса — для студентов, изучающих английский как второй язык (ESL). В ней обсуждается важность развития критического мышления в изучении языка, приводятся практические стратегии для включения этих навыков в обучение ESL и подчеркиваются преимущества для усвоения языка студентами и общего когнитивного развития.

Ключевые слова: *критическое мышление, ESL, преподавание языка, языковые аспекты, освоение языка, когнитивное развитие*

Kalit so'zlar: *tanqidiy fikrlash, ESL til o'rgatish, til aspektlari, tilni o'zlashtirish, kognitiv rivojlanish.*

Keywords: *critical thinking, ESL, language teaching, language aspects, language acquisition, cognitive development.*

Introduction: The teaching of language aspects such as grammar, vocabulary, pronunciation, and comprehension is a fundamental component of ESL education. Traditionally, language teaching has focused on rote memorization and repetitive practice. However, the integration of critical thinking skills into language instruction offers a more dynamic and engaging approach. Critical thinking involves analyzing, evaluating, and synthesizing information, enabling students to become active participants in their learning process. This article explores the importance of teaching language aspects through critical thinking, outlines practical strategies for implementation, and discusses the benefits for ESL students. The integration of critical thinking skills into the teaching of language aspects such as phonetics, phonology, morphology, syntax, semantics, and pragmatics represents an innovative and

effective approach to language education. Critical thinking enhances students' cognitive abilities, enabling them to engage deeply with the language, analyze linguistic structures, and apply their knowledge in various contexts. This article provides an in-depth analysis of how critical thinking skills can be implemented in teaching these language aspects using innovative methods, highlighting the benefits for English as a Second Language (ESL) students.

The Importance of Critical Thinking in ESL Education: Critical thinking is essential in ESL education as it encourages students to engage with the language in a meaningful way. Instead of merely memorizing rules and vocabulary, students learn to analyze language structures, evaluate usage in different contexts, and synthesize information to create coherent and contextually appropriate responses. This higher-order thinking not only enhances language proficiency but also fosters cognitive skills that are crucial for academic and professional success.

Teaching Phonetics and Phonology through Critical Thinking: Phonetics

Phonetics is the study of speech sounds and their production. Teaching phonetics through critical thinking involves encouraging students to analyze and compare different sounds, understand their articulation, and practice accurate pronunciation.

Minimal Pairs Analysis: Present students with minimal pairs (e.g., "bit" vs. "beat") and ask them to identify the differences in pronunciation. Encourage them to analyze the articulation and acoustic properties of each sound.

Phonetic Transcription Practice: Use the International Phonetic Alphabet (IPA) to transcribe words and sentences. Ask students to transcribe and then compare their transcriptions with peers, discussing any discrepancies and the reasons behind them.

Phonology: Phonology deals with the patterns and rules of sounds in a particular language. Teaching phonology through critical thinking involves analyzing phonological rules, understanding sound patterns, and applying these rules in different contexts.

Phonological Rule Analysis: Introduce students to common phonological rules (e.g., assimilation, elision) and ask them to apply these rules to new examples. Encourage them to explain the rationale behind each rule.

Sound Pattern Identification: Provide students with speech samples and ask them to identify recurring sound patterns. Discuss how these patterns contribute to the overall phonological system of the language.

Methods to implement:

Phonological Rule Analysis: Introducing students to phonological rules (e.g., assimilation, elision) and asking them to apply these rules to new examples encourages critical evaluation and understanding of sound patterns.

Sound Pattern Identification: Providing speech samples for students to identify recurring sound patterns helps them develop analytical skills and a deeper understanding of phonological systems.

Morphology: Morphology, the study of word formation and structure, involves analyzing morphemes and understanding word formation processes. Critical thinking in morphology enables students to explore the building blocks of words and their grammatical functions.

Methods to implement:

Morpheme Analysis: Presenting complex words for students to break down into their constituent morphemes (e.g., "unhappiness" = "un-" + "happy" + "-ness") fosters critical analysis of word structure and meaning.

Word Formation Exercises: Providing root words and affixes for students to create new words encourages creative and critical thinking about morphological processes and their impact on meaning.

Syntax: Syntax, the study of sentence structure, involves understanding how words are arranged to form meaningful sentences. Critical thinking in syntax enables students to analyze sentence structures, understand syntactic rules, and construct grammatically correct sentences.

Methods to implement:

Sentence Diagramming: Teaching students to diagram sentences, identifying the subject, verb, and other components, promotes critical analysis of syntactic relationships and sentence structure.

Syntactic Transformation Exercises: Asking students to transform sentences using different syntactic structures (e.g., active to passive voice) encourages critical thinking about how syntactic changes affect meaning and emphasis.

Semantics: Semantics, the study of meaning in language, involves understanding how words and sentences convey meaning. Critical thinking in semantics enables students to analyze semantic relationships, interpret meanings, and understand nuances.

Methods to implement:

Semantic Mapping: Creating semantic maps for words and phrases helps students visualize and analyze relationships between meanings, fostering critical thinking about semantic networks.

Contextual Analysis: Providing sentences with ambiguous meanings and asking students to interpret them based on different contexts encourages critical evaluation of how context influences meaning.

Pragmatics: Pragmatics, the study of language use in context, involves understanding how language is used to achieve communicative goals. Critical thinking in pragmatics enables students to analyze language use, interpret implied meanings, and understand sociolinguistic conventions.

Methods to implement:

Pragmatic Analysis of Conversations: Analyzing real-life conversations for pragmatic features (e.g., politeness strategies, speech acts) encourages critical evaluation of how language is used in social interactions.

Role-Playing Activities: Engaging students in role-playing activities to practice different pragmatic functions fosters critical thinking about language use and its impact on communication.

Strategies for Integrating Critical Thinking in Language Teaching: Questioning Techniques

Open-Ended Questions: Encourage students to think deeply about language usage and meaning by asking questions that require more than a yes/no answer. For example, "Why do we use the past perfect tense in this sentence?" or "How does the context affect the meaning of this word?"

Socratic Questioning: Use a series of guided questions to help students explore language concepts and develop their critical thinking skills. This method encourages students to question their assumptions and consider multiple perspectives.

b. Problem-Solving Activities

Language Puzzles: Present students with language puzzles and challenges that require them to apply grammatical rules, vocabulary, and syntax to find solutions. These activities promote analytical thinking and problem-solving skills.

Case Studies: Use real-life scenarios or case studies to illustrate language use in various contexts. Students analyze the scenarios, discuss possible solutions, and present their findings, fostering critical evaluation and practical application of language skills.

c. Collaborative Learning

Group Discussions: Organize group discussions on language topics, encouraging students to share their ideas, debate different viewpoints, and build on each other's contributions. This collaborative approach enhances critical thinking and communication skills.

Peer Review: Implement peer review sessions where students critique each other's writing or speaking exercises. This practice helps students develop critical analysis skills and learn from their peers' feedback.

d. Reflective Practices

Journaling: Encourage students to maintain language learning journals where they reflect on their progress, challenges, and strategies for improvement. Reflective writing promotes self-awareness and critical thinking.

Metacognitive Strategies: Teach students to use metacognitive strategies, such as self-questioning and self-monitoring, to evaluate their language learning process and make informed decisions about their study practices.

Benefits of Critical Thinking for ESL Students: Integrating critical thinking into language teaching offers numerous benefits for ESL students:

Enhanced Language Proficiency: Critical thinking skills enable students to understand and apply language rules more effectively, leading to improved language proficiency.

Improved Cognitive Skills: Engaging in higher-order thinking activities strengthens students' cognitive abilities, including problem-solving, analysis, and synthesis.

Greater Autonomy: Critical thinking promotes learner autonomy, encouraging students to take ownership of their language learning and become independent thinkers.

Academic and Professional Success: The ability to think critically is highly valued in academic and professional settings. ESL students who develop these skills are better prepared for success in their future endeavors.

Conclusion: Teaching language aspects—phonetics, phonology, morphology, and syntax—to ESL students using critical thinking skills transforms language instruction into a more interactive and engaging process. By incorporating questioning techniques, problem-solving activities, collaborative learning, and reflective practices, educators can foster critical thinking and enhance language proficiency. The benefits of this approach extend beyond language acquisition, contributing to students' overall cognitive development and preparing them for academic and professional success. As the field of ESL education continues to evolve, integrating critical thinking skills remains a key strategy for empowering students and promoting lifelong learning.

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REFRAMING THE PROBLEM OF PERCEPTION MODELING IN LANGUAGE: NEW PERSPECTIVES AND APPROACHES IN TURKISH LINGUISTICS



<https://doi.org/10.5281/zenodo.14877784>

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Annotation. The issue of perception modeling in language occupies a pivotal position in linguistic and cognitive research. Perception, as a fundamental cognitive process, enables individuals to interact with their environment, build representations of it, and incorporate this knowledge into personal experience. Language, as a mediating tool, not only reflects but actively constructs perceptual processes. This paper revisits the problem of perception modeling, offering a comprehensive analysis of foundational theories, including Viberg's typology, and explores contemporary approaches emphasizing context-dependence, intentionality, and cultural variability. By integrating linguistic, cognitive, and cross-cultural perspectives, the study identifies new avenues for advancing our understanding of how perception is linguistically represented.

Аннотация. Проблема моделирования восприятия в языке занимает центральное место в лингвистических и когнитивных исследованиях. Восприятие как фундаментальный когнитивный процесс позволяет людям взаимодействовать с окружающей средой, создавать о ней представления и включать эти знания в личный опыт. Язык как посредническое средство не только отражает, но и активно конструирует перцептивные процессы. В данной статье вновь рассматривается проблема моделирования восприятия, предлагается комплексный анализ основополагающих теорий, включая типологию А. Виберга, а также изучаются современные подходы, подчеркивающие контекстную зависимость, преднамеренность и культурную изменчивость. Объединяя лингвистические, когнитивные и кросс-культурные аспекты, исследование выявляет новые пути для углубления нашего понимания того, как восприятие представлено лингвистически.

Annotatsiya. Tilda idrokni modellashtirish masalasi lingvistik va kognitiv tadqiqotlarda muhim o'rin tutadi. Idrok asosiy kognitiv jarayon sifatida odamlarga atrof-muhit bilan munosabatda bo'lish, uning tasavvurlarini yaratish va bu bilimlarni shaxsiy tajribaga kiritish imkonini beradi. Til vositachi vosita sifatida nafaqat aks ettiradi, balki idrok jarayonlarini faol ravishda quradi. Ushbu maqola idrokni modellashtirish muammosini qayta ko'rib chiqadi, asosli nazariyalarni, shu jumladan A.Viberg tipologiyasini har tomonlama tahlil qilishni taklif qiladi va kontekstga bog'liqlik, niyat va madaniy o'zgaruvchanlikni ta'kidlaydigan zamonaviy yondashuvlarni o'rganadi. Tilshunoslik, kognitiv va madaniyatlararo istiqbollarni birlashtirgan holda, tadqiqot idrok qanday tilda ifodalanishi haqidagi tushunchamizni rivojlantirishning yangi yo'llarini aniqlaydi.

Keywords: *perception modeling, language, cognitive processes, perception verbs, intentionality, cultural variability.*

Ключевые слова: *моделирование восприятия, язык, когнитивные процессы, глаголы восприятия, преднамеренность, культурная изменчивость.*

Tayanch so'zlar: *idrok modellashtirish, til, kognitiv jarayonlar, idrok fe'llari, niyatlar, madaniy o'zgaruvchanlik.*

The interdependence of language and perception is profound, as language serves both as a mirror of perceptual experiences and as a tool for guiding individuals' attempts to process and conceptualize the world around them. Examining the models of perception in language is not limited to linguistic structures; it also provides insight into the cognitive processes that underlie human interaction with reality. Perception, which includes the physical experiences of sight and hearing as well as touching experience, taste (taste) and smell), is the fundamental basis of sensory experience. However, its linguistic interpretation goes beyond a basic explanation of sensory data, encompassing intentionality, context, and cultural aspects.

However, Viberg's foundational work was the turning point in the study of perception modeling within language itself.²³⁶ His typological approach emphasized the semantic complexity of perception verbs, suggesting a tripartite model that differentiates between **the agent** (the perceiver), **the patient** (the perceiver's state as affected by the object), and **the object** (the entity being observed). This framework does not only reflect a structure as concerns meaning but also accentuates the importance of language as a facilitator in the relation between the external environment and the internal thought process.

For instance, in English, the perception verbs have this three-part verbal structure:

- *Peter looked at the birds* by contrast stresses the engagement on the part of the perceiver (agent).
- *Peter saw the birds* and Peter's gaze is directed towards the visual stimuli (patient).
- *The birds looked beautiful* signifies a quality of the object that can be experienced (object).

Such models do not only form a basis for the analysis of perception verbs in other languages but also reveal some regularities and some particulars. What is also relevant is Viberg's study, as it leads to more generalized questions of the type that of how perception is expressed verbally. For example, to what extent does the context affect the meaning which is ascribed to sensory verbs? What is the significance of intention in regard to perception which is active and which is passive? How do perceptions influence language in different cultural settings?

Viberg's model²³⁷ enables the study of linguistic expressions of perception both from the perspective of sentence structure and semantic analysis. However, its scope has been expanded by subsequent research, particularly in the context of typological and cultural differences.²³⁸

In recent decades, the problem of linguistic perception modeling has gained new directions of development. Researchers are increasingly focusing on aspects such as context dependence, intentionality, cultural specificity, and the cognitive asymmetry between the perceiving subject and the perceived object.²³⁹ One key area of modern research is the study of the contextual dependency of perception. Scholars such as F.Gökçe and H.Yıldız²⁴⁰ emphasize that the meaning of perception verbs is shaped not only by their semantic features but also through interaction with other sentence elements.

²³⁶ Viberg Å. The verbs of perception: A typological study. Berlin, Mouton de Gruyter Publ., 1984.

²³⁷ Viberg Å. The verbs of perception: A typological study. Berlin, Mouton de Gruyter Publ., 1984.

²³⁸ Levin B. English Verb Classes and Alternations. – Chicago: Chicago University Press. 1993.; Palmer F. R. The English verb: Doctoral dissertation. – London, 1988.

²³⁹ Gisborne N. English Perception Verbs: PhD Thesis. – London, 1996. – 218 p.; Ibarretxe-Antuñano I. Polysemy and metaphor in perception verbs: A crosslinguistic study: Doctoral dissertation. – Edinburgh, 1999.

²⁴⁰ Gökçe F. Kutadgu Bilig'de Kör- 'Görmek': Çok Anlamlılık, Metafor ve Gramerleşme // Türkbilig. – 2015. – Sayı 29. – S. 59-76.; Yıldız H. Atebetü'l-Hakayık'ta Algı Fiilleri // Karadeniz Araştırmaları. – Sayı XV/60. – 2018.; Yıldız H. Eski Uygurcada Göz Fiilleri. Journal of Old Turkic, Vol. 1, no.1. – 2017.

Recent studies have supplemented Viberg's framework, providing additional viewpoints that give a full answer to these questions. It will be argued that context is of essence in defining the semantics of perception verbs. In Turkish, for instance, the verbs such as *bakmak* and even *görmek* have a range of meaning which largely depends on grammatical modifiers and the context of discourse. The sentence *Ali kedilere baktı* (Ali looked at the cats) emphasizes the subject where reading activity is directed, *Ali kedileri gördü* shifts the focus to the reading result which the subject does passively in relation to the object.²⁴¹ This distinction becomes even more pronounced when intentionality is considered. E. Hirik and colleagues²⁴² highlight that the distinction between active and passive perception verbs relates to the inclusion or absence of intentionality.

This distinction becomes even more pronounced when intentionality is considered. Intentionality acts as a crucial factor in understanding active vs passive perspectives. E.Hirik's investigations of Turkish perception verbs proceed from this postulate and divide them into two – conscious and unconscious verbal action. *Jane was deliberately listening to the music* – this emphasizes the intention of the subject to actively engage in the sound sense, while *Jane heard the music* means sound was received by the subject without the intention. This distinction reflects not only linguistic variation but also cognitive differences in how perception is processed and conceptualized.²⁴³ Additionally, modern studies identify intentionality as a critical factor in perception modeling.²⁴⁴

Language emerged not merely as a means of communication, but as a vessel for the projection of a culture's hidden forces and values. Although English perception verbs tend more towards the visual and auditory modalities, other languages have maximally different sensory domains (for a cross-linguistic summary see). To give another example, olfactory and gustatory perception verbs in many non-Western languages reflect environmental practices and cultural nuances and therefore carry greater weight in their lexemes.

Cultural variability further shapes the linguistic representation of perception, as demonstrated by studies of agglutinative languages like Turkish.²⁴⁵ These languages exhibit a high degree of morphological complexity, allowing for nuanced expressions of sensory experiences. For example, Turkish perception verbs often incorporate markers that specify the degree of intentionality, intensity, and emotional tone. This morphological richness enables speakers to convey subtle distinctions that might require additional explanatory clauses in other languages.

Research on modeling perception for language is an evolving field, drawing from various disciplines, including cognitive science, psycholinguistics, and cultural studies. One area that seems promising is neuroimaging, which can tell us – in principle, at least – how linguistic expressions of perceptual experience are processed in the brain. Making the correlation between

²⁴¹Hirik E. Türkiye Türkçesi Görme Duyu Fiillerinde Anlam ve Kelime Sıklığı İlişkisi // SUTAD. – 2017. – Sayı 41.

²⁴² Hirik E. Türkçede Duyu Fiilleri Ve Kılınış Arasındaki İlişki // X. Uluslararası Dünya Dili Türkçe Sempozyumu. – Eskişehir, 2019.

²⁴³ Gisborne N. English Perception Verbs: PhD Thesis. – London, 1996.

²⁴⁴ Gökçe F. Kutadgu Bilig'de Kör- 'Görmek': Çok Anlamlılık, Metafor ve Gramerleşme // Türkbilgi. – 2015. – Sayı 29.

²⁴⁵ Ayan E., Türkdil Y. Anlam Bilimi Açısından Kazak Türkçesinde Görme Duyu Fiilleri // Uluslararası Sosyal Araştırmalar Dergisi. – 2014. – Cilt 7, Sayı 35. – S. 26-41.; Kamchybekova A. K. Kırgız Türkçesinde Duyu Fiilleri // ODÜ Üniversitesi Sosyal Bilimler Enstitüsü Sosyal Bilimler Araştırmaları Dergisi. – 2011. – Cilt 2, Sayı 3. ; Şahin S. Mental Fiil Kavramı ve Türkmen Türkçesinde Mental Fiiller // Uluslararası Türkçe Edebiyat Kültür Eğitim Dergisi. – 2012. – Sayı 1/4.

neural activity and linguistic corresponding, would help the researchers understand more on the mechanisms and cognition of perception and this perception itself in descriptive linguistic form.

Future research could also investigate the relevance of metaphors and symbols as a source in developing perceptual frameworks, for example. Metaphorical expressions like “seeing the big picture” or “hearing the voice of reason” show how sensory experiences get mapped to abstract domains. Not only do these mappings provide richness in the expressive power of language, but they also serve to illuminate the conceptual structure of human thought.²⁴⁶

As such, reformulating perception modeling as a problem constrained not only by simple semantic associations introduces an exciting landscape for cross-field exploration. Based on Viberg's initial findings, followed by modern investigations, this research shows that perception is not a sensory-impressions receiver; it is a language-governed process that is perceptually connected to other *primary* and *secondary* consciousness experiences (the question of identity and value systems or social enculturation). Not only do these mappings provide richness in the expressive power of language, but they also serve to illuminate the conceptual structure of human thought.

As such, reformulating perception modeling as a problem constrained not only by simple semantic associations introduces an exciting landscape for cross-field exploration. Based on Viberg's initial findings, followed by modern investigations, this research shows that perception is not a sensory-impressions receiver; it is a language-governed process that is perceptually connected to other *primary* and *secondary* consciousness experiences (the question of identity and value systems or social enculturation).

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²⁴⁶ Gökçe F. Kutadgu Bilig'de Kör- ‘Görmek’: Çok Anlamlılık, Metafor ve Gramerleşme // Türkbilig. – 2015. – Sayı 29.

METHODS OF IMPROVING FUTURE ENGINEERS' ENGLISH SPEAKING COMPETENCE THROUGH SPECIFIC VOCABULARY IN TECHNICAL INSTITUTIONS



<https://doi.org/10.5281/zenodo.14877800>

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Annotation. This article delves with speaking competence, which is a critical component in mastering English. Speaking competence emphasizes the ability to use language effectively and appropriately in diverse social contexts. To enhance it with vocabulary acquisition and application are essential. Contextual learning emerges as a highly effective method, introducing vocabulary through technical or authentic and meaningful materials such as newspapers, podcasts, and videos. This approach bridges the gap between theoretical knowledge and practical communication, ensuring ESP learners can effectively navigate real-world interactions.

Annotatsiya. Ushbu maqolada ingliz tilini o'zlashtirishda muhim bo'lgan ingliz tilida so'zlashuv kompetentsiyani shakllantirish yoritilgan bo'lib, unda An'anaviy til o'qitish yondashuvlaridan farqli qilgan holda kompetentsiya grammatik xatolarsiz, balki turli ijtimoiy sharoitlarda tilni samarali va mos ravishda qo'llash qobiliyatiga o'zlashtirishga qartilgan. So'zlashuv kompetentsiyani rivojlantirish uchun lug'atni o'zlashtirish va amalda qo'llash muhim ahamiyatga ega hisoblanib, kontekstga mos o'qitishda podkast va videolar kabi texnik yoki autentik mazmunli materiallar orqali lug'atni kiritishda samarali usul sifatida qaraladi. Rolli o'yinlar, hikoya qilish va visual ko'rgazmali vositalardan foydalanish kabi maqsadlarda vaziyatlarda qo'llash orqali ushbu yondashuv nazariy bilim va amaliy muloqot o'rtasidagi tafovutni bartaraf etadi.

Аннотация. В данной статье рассматривается компетенция говорения, которая является ключевым компонентом в освоении английского языка. В отличие от традиционных подходов к обучению языку, которые делают акцент на грамматической правильности, эта компетенция подчеркивает способность эффективно и уместно использовать язык в различных социальных контекстах. Для развития компетенции важно освоение и применение лексики. Контекстуальное обучение выделяется как эффективный метод, вводящий лексику с использованием технических или аутентичных и содержательных материалов, таких как газеты, подкасты и видеоролики. Стратегии, такие как симуляции, ролевые игры, рассказывание историй и использование визуальных средств, способствуют запоминанию и применению лексики в реальных ситуациях.

Key words: *authentic, vocabulary, speaking, communicative, competence, vocabulary, approach, encourage*

Kalit so'zlar: *autentik, lug'at, kommunikativ kompetentsiya, lug'at, yondashuv, rag'batlantirish*

Ключевые слова: *аутентичность, коммуникативная компетенция, лексика, подход, поощрение*

As it is familiar, various levels in higher education institutions become more proficient communicators. Moreover, students find it challenging to communicate in a foreign language

when they are unfamiliar with the vocabulary. In order to select the most effective teaching and learning methods, communicative competence is an ESP. In contrast to conventional approaches, which emphasize grammatical correctness above everything else, communicative competence covers a wider range of language use. It includes the capacity to use language effectively and appropriately in a variety of social circumstances in addition to the proper use of syntax and vocabulary. In today's globalized world, where proficient English communication can greatly improve possibilities for academic, professional, and personal growth, this all-encompassing approach to language learning is essential²⁴⁷.

Fundamentally, communicative competence combines a number of important elements. Among these are linguistic competence, which deals with vocabulary, syntax, and morphology; sociolinguistic competence, which entails knowing how to improve learners' communicative competence through vocabulary involves a combination of strategies that target both the acquisition of vocabulary and its practical application in communication. Below are some effective methods of Contextual learning. While using authentic materials introduce vocabulary in context through real-life materials like newspapers, podcasts, videos, or dialogues. It encourages learners to use new vocabulary in storytelling, enhancing retention and context understanding. A part from it, engage learners in simulations of real-life situations where specific vocabulary is required²⁴⁸. Contextual learning focuses on teaching vocabulary in meaningful and realistic situations rather than in isolation. By providing a natural and relevant context, learners better understand how words are used and are more likely to retain and apply them effectively. Below are some ways to implement contextual learning for vocabulary development with the help of real-life materials:

→ Authentic texts: Use materials like newspapers, magazines, novels, menus, or brochures to expose learners to vocabulary in its natural context.

→ Audio-visual resources: Include podcasts, TV shows, movies, and YouTube videos to demonstrate how vocabulary is used in everyday speech.

These enhances to teach food-related vocabulary by analyzing a restaurant menu or discussing a cooking show. Furthermore, dialogues and conversations help to enhance present vocabulary in the context of dialogues that reflect real-life interactions and encourage learners to practice these dialogues in pairs or groups. For example: Use a scripted conversation between a shopper and a cashier to teach vocabulary related to shopping and transactions. In situations, role-plays design activities where learners take on roles in specific scenarios, such as ordering at a restaurant, making a phone call, or asking for directions.²⁴⁹. Moreover, provide a list of target vocabulary for learners to incorporate during the activity. For instance, role-play a travel scenario to practice vocabulary like "ticket," "luggage," "boarding pass," and "customs."

In storytelling and narrative activities, encourage learners to create stories or recount personal experiences using target vocabulary. Stories provide a natural context for vocabulary and help learners understand nuances and usage. Have learners describe a memorable trip, incorporating travel-related vocabulary. In using visual and situational contexts pictures, videos, or real-life objects to introduce and practice vocabulary. It ensures that the context clearly

²⁴⁷ Alasmari, N. (2013). Effects of acculturation factor on Saudi Arabia English language learners: A contextual comparison study. Unpublished doctoral dissertation). University of Newcastle, Sydney, Australia

²⁴⁸ Aldohon, H. I. (2014). English for specific purposes (ESP) for Jordanian workplace: Needs and problems. *International Education Studies*, 7(11)

²⁴⁹ Alijonovna, M. M., Yusupalieva, S. K., & Sattorova, S. T. (2021). Syntactic functions and patterns of combinability of adverbs. *JournalNX: A Multidisciplinary Peer Reviewed Journal*, 7(1), 176–181. <https://doi.org/10.4324/xyz>

illustrates the meaning of the word. For instance, Show a picture of a park to teach words like "bench," "playground," "jogger," and "fountain." Another method of task-based learning to design tasks that require learners to use specific vocabulary to achieve a goal. Tasks could include planning an event, creating a budget, or solving a problem. For instance, assign a group task to plan a picnic, encouraging the use of vocabulary related to food, weather, and outdoor activities.

Furthermore, contextualized grammar integration combines vocabulary teaching with grammar by demonstrating how words function in sentences. Use examples from real-life contexts to make the grammar and vocabulary connection clear. Teach the use of modal verbs like "can," "should," and "must" in a health-related context: "You should eat more vegetables. You must avoid junk food." Reading and listening in context provides reading or listening exercises where target vocabulary appears naturally.²⁵⁰ To follow up with comprehension questions or discussions to ensure learners understand the words in context use a short story about a vacation to teach travel-related words, then discuss the main events using the new vocabulary.

A part from this, interactive activities like to use games like role-plays, simulations, or problem-solving activities where learners actively use the vocabulary. For example, a treasure hunt game can introduce directional and location-related vocabulary like "north," "beside," and "opposite."

In enhancing communicative competence with the help of cultural contexts cultural references where vocabulary naturally arises, such as festivals, holidays, or traditional foods. This approach not only teaches vocabulary but also enriches learners' cultural awareness. For instance, introduce words like "fireworks," "lantern," and "celebration" in the context of describing how different cultures celebrate New Year. Benefits of contextual learning enhanced retention: Words learned in context are more memorable than isolated lists. Improved application learners can immediately apply vocabulary in relevant situations. Greater understanding context clarifies nuances, connotations, and appropriate usage. Engagement in real-life contexts make learning more interesting and relatable.

By immersing learners in meaningful contexts, vocabulary learning becomes more natural, practical, and effective, fostering their overall communicative competence.²⁵¹ Thematic Vocabulary Building topic-based learning in-group vocabulary around themes (e.g., travel, health, or technology) to create meaningful connections.

Additionally, thematic or technical vocabulary building enhancing learners' communicative competence organizes vocabulary learning around specific themes or topics, helping learners acquire and retain words more effectively by associating them with a meaningful context. This method encourages depth and connection, making communication in related situations smoother and more natural. There are several steps for thematic vocabulary building select a theme choose themes relevant to learners' interests, goals, or real-life needs. Align the theme with learners' proficiency level and communicative needs.

In teaching vocabulary in context, introduce words through real-life scenarios or activities that reflect the theme. Use dialogues, articles, or videos to demonstrate usage. Example for the

²⁵⁰ Constant, L. (2005). Convivial communication: Recontextualizing communicative competence. *International Journal of Applied Linguistics*, 43, 43–44.

²⁵¹ Coyle, D. (2007). Content and language integrated learning: Towards a connected research agenda for CLIL pedagogies. *International Journal of Bilingual Education and Bilingualism*, 10(5), 543–562. <https://doi.org/10.1080/13670050701804296>

"Health" theme: Provide a text about visiting a doctor that includes words like "symptom," "prescription," and "appointment."

To sum up, to teach effectively vocabulary in context, integrate real-life scenarios and activities that align with specific themes. Charts and tables further organize vocabulary with columns for synonyms, antonyms, and example sentences. Additionally, to engage students through speaking activities like group discussions and role-plays. For example, discuss favorite vacation destinations or act out scenarios like asking for directions. These strategies ensure a well-rounded and engaging approach to vocabulary learning. Additionally, charts and tables organize vocabulary with categories like synonyms, antonyms, and example sentences to enhance comprehension. To reinforce learning, interactive speaking activities play a key role. Group discussions on topics like vacation destinations or role-playing scenarios such as asking for directions provide opportunities to practice. Writing tasks like essays, blogs, or journal entries on relevant themes make vocabulary practice engaging and fun. Focusing on collocations and word families deepens understanding by teaching words that naturally occur together.²⁵² Cultural and situational contexts further enrich vocabulary learning by introducing words with cultural significance. Moreover, technology enhances vocabulary instruction. In order to word lists for practice, while videos and podcasts expose learners to authentic language usage. These tools ensure accessibility, personalization, and reinforcement of learning. Incorporating these strategies fosters a comprehensive, engaging, and culturally aware approach to teaching vocabulary, equipping learners with the skills to use words effectively in both academic and everyday contexts.

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INVESTIGATING THE EFFECTIVE USE OF MATERIALS IN PRIMARY ENGLISH LANGUAGE CLASSROOMS



<https://doi.org/10.5281/zenodo.14877810>

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Abstract. The study “Investigating the Effective Use of Materials in Primary English Language Classrooms” explores the challenges and solutions associated with teaching English in Uzbekistan’s primary schools. It highlights the transition from outdated, grammar-focused materials to more learner-centered approaches, emphasizing the importance of autonomy and communicative skills in language learning. The document notes disparities in resource availability between urban and rural areas, where urban schools benefit more from reform efforts. It argues for teacher training programs that address modern teaching methods, learner motivation, and practical strategies like storytelling and collaborative tasks to overcome resource constraints. The role of governmental support and the integration of technology are also underscored as pivotal in achieving sustainable improvements. Ultimately, the study stresses that a motivated teacher can significantly enhance language acquisition, even in low-resource settings, fostering a better learning environment for students.

Аннотация. Исследование «Исследование эффективного использования материалов в начальных классах английского языка» рассматривает проблемы и решения, связанные с преподаванием английского языка в начальных школах Узбекистана. В нем подчеркивается переход от устаревших, ориентированных на грамматику материалов к более ориентированным на учащихся подходам, акцентирующим внимание на автономии и коммуникативных навыках в изучении языка. В документе отмечаются различия в доступности ресурсов между городскими и сельскими районами, где городские школы получают больше выгоды от реформ. В исследовании утверждается, что программы подготовки учителей должны учитывать современные методы преподавания, мотивацию учащихся и практические стратегии, такие как рассказывание историй и совместные задания, позволяющие преодолеть нехватку ресурсов. Также подчеркивается важность государственной поддержки и интеграции технологий как ключевых факторов для достижения устойчивых улучшений. В конечном итоге, исследование подчеркивает, что мотивированный учитель может значительно повысить уровень владения языком даже в условиях ограниченных ресурсов, создавая лучшую образовательную среду для учащихся.

Annotatsiya. “Boshlang‘ich sinflarda ingliz tilini o‘qitishda materiallardan samarali foydalanishni o‘rganish” nomli tadqiqot O‘zbekistondagi boshlang‘ich maktablarda ingliz tilini o‘qitish bilan bog‘liq muammolar va ularning yechimlarini o‘rganadi. Unda eskirgan, grammatikaga asoslangan materiallardan o‘quvchilarga yo‘naltirilgan yondashuvlarga o‘tish jarayoni, til o‘rganishda mustaqillik va kommunikativ ko‘nikmalarni shakllantirishning ahamiyati ta’kidlanadi. Hujjatda shahar va qishloq hududlari o‘rtasidagi resurslarga bo‘lgan imkoniyatlarning farqlari qayd etilgan bo‘lib, shahar maktablari islohotlardan ko‘proq foyda ko‘rayotgani ko‘rsatilgan. Tadqiqotda o‘qituvchilarni tayyorlash dasturlariga zamonaviy ta’lim metodlari, o‘quvchilar motivatsiyasi hamda resurs yetishmovchiligini bartaraf etish uchun hikoya aytish va jamoaviy topshiriqlar kabi amaliy strategiyalarni qo‘shish zarurligi ilgari suriladi. Shuningdek, davlat tomonidan qo‘llab-quvvatlash va texnologiyalarni ta’limga

integratsiya qilish barqaror rivojlanish uchun muhim omillar sifatida e'tirof etiladi. Tadqiqot natijalari shuni ko'rsatadiki, motivatsiyaga ega o'qituvchi hatto resurslar cheklangan sharoitda ham til o'rganish jarayonini samarali tashkil eta oladi va o'quvchilar uchun yaxshiroq ta'lim muhitini shakllantirishga yordam beradi.

Keywords: *learner-centered materials, primary classrooms, uzbekistan, efl challenges, teacher training.*

Ключевые слова: *материалы, ориентированные на учащихся, начальные классы, Узбекистан, проблемы преподавания английского языка как иностранного (EFL), подготовка учителей.*

Tayanch so'zlar: *o'quvchiga yo'naltirilgan materiallar, boshlang'ich sinflar, O'zbekiston, ingliz tilini chet tili sifatida o'qitishdagi muammolar, o'qituvchilarni tayyorlash.*

In recent days, the English language is taught in variety of ways and contexts, it is taught by various methods and implementing classroom materials tailored to the learners' needs, levels and background country. In an EFL school setting, the classroom materials can vary significantly and pose some challenges in terms of language development. This was evident in my own experience as a learner in my home country, Uzbekistan. English language is considered a foreign language in my country thus, it is regarded as complex and challenging for most of learners and teachers in my country, especially the productive skills were considered to be one of the hardest skills ever in primary classes. This issue could be connected to selecting effective and relevant materials in primary English language classes and the approach conducted during the classes. In terms of using materials effectively in primary classes in my context, considering that most schools prefer teacher-centred approach, I would address the project focusing on implementing learner-centred classroom materials. In our schools there was a common issue related to the textbooks and classroom materials, teachers had to use outdated books for a long time and those books were mainly focused on grammar-translation classes. This led to students gaining theoretical knowledge of grammar rules, such as 'present simple' or 'articles,' but lacking context for practical use. Because they have never tried to put them into practice in the classes by themselves, such as by working in pairs and groups or using them in an authentic context, in other words, learner autonomy was not emphasised in the class. As study shows that learner-centred approach promotes learners' autonomy, boosts learners' motivation and ensures better results. Also, learners obtain the flexibility to organize and manage their own learning by choosing what, when and how to study in based on their own needs, interests and skills²⁵³

After some considerable efforts to reform the English language learning environment in primary classes by our government, the rise of authentic textbooks aimed at the learner-centered approach was observed at schools of Tashkent. For example, the textbook named 'Guess What!' by Cambridge University press were implemented into the classrooms. However, teachers' dependency on the use of grammar-focused teaching, anxiety in learners and teachers and the lack of resources in remote areas of Uzbekistan persist. For instance, learner-centered textbooks are more acceptable in Tashkent but not in regions like Namangan, where exposure to English is minimal.²⁵⁴ issue has been confirmed in the report that urban schools in Uzbekistan

²⁵³ Boyadzhieva, E. (2016). Learner-centered teaching and learner autonomy. *Procedia - Social and Behavioral Sciences*, 232(April), 35–40. <https://doi.org/10.1016/j.sbspro.2016.10.008>

²⁵⁴ Shovdorovich, T. G. (2017). Scaffolding foreign language learning in primary classrooms in Uzbekistan context: A case study of students from the department of English teaching. 5(5)

outperformed rural schools in all language skill categories, with a positive and substantial difference seen between the performance of urban and rural schools in each scenario.²⁵⁵

Another study suggests that the transition to a more learner-centered, communicative approach and concentration on developing skills rather than information are fundamental developments in teaching practice that should not be ignored. Also, new assessment may provide increased anxiety for learners and teachers, as well as the larger community. A rigorous program of support should be put in place and must be ensured that the transition is made smoothly ("Report on Uzbekistan National English Curriculum Reform: Findings and Recommendations", no date).

Additionally, another issue was related to school curriculum, as Uzbek researchers in one study pointed out that while most government programs and curricula promote communicative approach, the needs of national examinations which remain grammar-based often make this method ineffective. The reason is many teachers still apply formal, grammar-focused teaching methods because they lack the necessary expertise in teaching foreign languages to young learners and feel pressure to finish the syllabus and get ready for grammar-based examinations.

Having considered these issues, in my context developing materials focused on the learner-centered approach could be addressed by a number of ways. For example, teachers should adopt more flexible mindset and embrace changes that can be observed in modern world of English language teaching. This transition can be achieved by implementing relatively inexpensive training programs conducted by EFL/ESL experts. This case has been strengthened in one study, "Preferably, training programs should be free (or very low cost), locally situated, of short duration, and focused."²⁵⁶ And in terms of availability of sources in poor areas of Uzbekistan, it was pointed out that whenever feasible, materials need to be especially helpful to instructors who work in underprivileged schools in underdeveloped regions where resources are hard to come by and expensive.

In addition, anxiety in learners and teachers in terms of student-centered approach can be dealt with examining learners needs and this skill can also be achieved in teacher training programs, as the study suggests that in training programs teachers are able to manage a variety of learning challenges as well as multi-level classrooms, keeping motivation, analyzing the benefits and drawbacks of teaching grammar to young learners and implementing key methods and activities, such as storytelling.

In summary, I can claim that these transitions in the implementation of effective materials centered on learners require significant effort from the teachers, the learners and the government. Boyadzhieva²⁵⁷ states that "the attitudes towards learner autonomy depend highly on the readiness of both teachers and students to accept and practice them." I am confident that this can be achieved if we follow the right way and recommendations by experts as I mentioned above. The British Council report on Uzbekistan schools indicates that overall positive results have been emerged based on the findings, such as more than 90% of students say they use digital resources on a regular basis at home, in the classroom, or both and 10% of the students plan to enroll in some kind of vocational program, and 75% of the students reported that they plan on continuing

²⁵⁵ Dunn, K., & Iwaniec, J. (2023). English Impact: An Evaluation of English Language Capability: Uzbekistan. British Council.

²⁵⁶ Garton, S., Copland, F., & Burns, A. (2013). Investigating global practices in teaching English to young learners. British Council ELT Research Papers, Volume 1, 35–68. Retrieved from http://englishagenda.britishcouncil.org/sites/ec/files/British%20Council%20WEB%20pdf_0.pdf

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their education to the tertiary level. This indicates that learners are well-prepared and ready to continuously develop their skills of English language in my context. Furthermore, it is evident that for teacher it is very challenging to conduct classes aimed at learner-centered approach in the context where there is lack of resources, but it is possible if they are highly motivated and eager to do so. To support this claim, a reflection was given by a Nepalese ELT teacher using efficient teaching resources in a setting with limited resources is provided. The teacher used the cardboard paper and divided learners into nine groups, each consisting of five students, and offered a collaborative task focused on producing a story together. Each group added sentences to a story, with the final group adding the title and moral. He facilitated and offered constructive feedback, observing an active involvement.²⁵⁸ This is a real-life example of what educators may accomplish even with limited resources if they are determined to change the classroom atmosphere. Teachers may achieve anything through their hard work and desire to change the learning environment in the classrooms if students are motivated and prepared to improve their English language skills.

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XORIJIY TILLARNI O'QITISHDA MADANIYATLARARO KOMMUNIKATSIYA (FRANSUZ TILI MISOLIDA)



<https://doi.org/10.5281/zenodo.14877817>

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Annotatsiya. Ushbu maqola xorijiy til sifatida fransuz tilini o'rgatish jarayonida madaniyatlararo kommunikatsiyaning o'rnini va ahamiyatini ko'rib chiqadi. Madaniyatlararo kommunikatsiya nafaqat tilni o'rganishda, balki turli madaniyatlar o'rtasida muloqotni rivojlantirishda ham muhim rol o'ynaydi. Maqolada, fransuz tili o'qitishda madaniyatlararo farqlarni tushunish, fransuz madaniyatini o'rgatish usullari, madaniyatlararo muammolarni yengib o'tish strategiyalari va til o'rgatishda madaniyatning o'ziga xos ahamiyati haqida batafsil ma'lumotlar keltirilgan. Shuningdek, maqolada madaniyatlararo kommunikatsiya o'quvchilarga tilni faqat grammatik jihatdan emas, balki ijtimoiy va madaniy kontekstda ham to'liq tushunish imkonini berishi ta'kidlangan.

Аннотация. В данной статье рассматривается роль и значение межкультурной коммуникации в преподавании французского языка как иностранного. Межкультурная коммуникация играет важную роль не только в изучении языка, но и в развитии общения между разными культурами. В статье представлена подробная информация о понимании межкультурных различий в преподавании французского языка, методах преподавания французской культуры, стратегиях преодоления межкультурных проблем, а также особой важности культуры в преподавании языка. В статье также говорится, что межкультурная коммуникация позволяет студентам полностью понимать язык не только с точки зрения грамматики, но и в социальном и культурном контексте.

Annotation. This article examines the role and importance of intercultural communication in teaching French as a foreign language. Intercultural communication plays an important role not only in language learning, but also in developing dialogue between different cultures. The article provides detailed information on understanding intercultural differences in French language teaching, methods of teaching French culture, strategies for overcoming intercultural problems, and the specific importance of culture in language teaching. The article also emphasizes that intercultural communication allows students to fully understand the language not only grammatically, but also in its social and cultural context.

Tayanch so'zlar: *Xorijiy til, madaniyatlararo kommunikatsiya, fransuz tili, madaniyatni o'rgatish, muloqot, madaniyatlararo farqlar, til o'qitish metodlari, madaniy kontekst, til o'rgatish strategiyalari, fransuz madaniyati, global kommunikatsiya.*

Ключевые слова: *Иностранный язык, межкультурная коммуникация, французский язык, преподавание культуры, общение, межкультурные различия, методы преподавания языка, культурный контекст, стратегии преподавания языка, французская культура, глобальная коммуникация.*

Keywords: *Foreign language, intercultural communication, French language, teaching culture, communication, intercultural differences, language teaching methods, cultural context, language teaching strategies, French culture, global communication.*

1. Madaniyatlararo Kommunikatsiyaning ta'rifi va ahamiyati

Madaniyatlararo kommunikatsiya – bu til va madaniyatlar o'rtasida samarali muloqot o'rnatish jarayonidir. Har bir tilning o'ziga xos madaniy jihatlari mavjud bo'lib, bu tilni o'rganishda nafaqat so'zlar, balki turli madaniyatlarning qadriyatlari, urf-odatlarini, va ijtimoiy konteksti ham muhimdir. Madaniyatlararo kommunikatsiya nafaqat tilni o'rganish jarayonini boyitadi, balki o'quvchilarning dunyoqarashini kengaytiradi.

Fransuz tili o'rgatiladigan sinflarda, o'quvchilarga nafaqat so'zlarni va grammatikani o'rganish, balki fransuzlarning madaniyati va urf-odatlarini tushunish zarur. Misol uchun, fransuzlarning salomlashish usullari, maishiy vaziyatlardagi odob-axloq, ovqatlanish madaniyati kabi kichik detallar ham tilni o'rgatishda muhim o'rin tutadi. Madaniyatlararo kommunikatsiya faqat tilni o'rganish bilan cheklanmaydi, balki muloqotning samaradorligini oshirishda ham katta ahamiyatga ega.

O'quvchilarga madaniyatlararo farqlarni tushuntirish va ularga hurmat bilan yondashish madaniyatlararo muloqotni rivojlantirishda asosiy omillardan biridir. Shuningdek, bu o'quvchilarga boshqa madaniyatlarga ochiq fikr bilan qarashni o'rgatadi, bu esa global jamiyatda muvaffaqiyatli muloqot qilish imkonini yaratadi.

2. Fransuz madaniyatini o'rgatish usullari

Fransuz madaniyatini o'rgatish jarayoni murakkab bo'lib, bu jarayonda o'quvchilarga nafaqat tilni, balki fransuzlarning madaniy qadriyatlarini va urf-odatlarini ham o'rgatish zarur. Madaniyatni o'rgatishda ba'zi samarali usullar quyidagilarni o'z ichiga oladi:

Ko'rgazmali materiallar: Fransuz madaniyatiga oid video materiallar, filmlar, va muzeylardan foydalanish orqali o'quvchilarga madaniyatni tasavvur qilish imkoniyati yaratish mumkin. Misol uchun, "La Fête de la Musique" (Fransiya musiqi festivali) yoki "Le 14 Juillet" (Fransiyaning Milliy bayrami) kabi tadbirlar haqida o'quvchilarga videolarni ko'rsatish, ularning madaniyatini tushunishga yordam beradi.

Teatr va san'at: Fransuz san'ati va adabiyotini o'rgatish orqali o'quvchilarga fransuzlarning tarixiy va madaniy merosini tushunishga yordam berish mumkin. Fransuz romanistikasining muhim asarlari, masalan, Victor Hugo yoki Marcel Proustning asarlari haqida ma'lumot berish ham o'quvchilarni madaniyatga yaqinlashtiradi.

Praktik mashqlar: Madaniyatni o'rganishning yana bir usuli – bu interfaol mashqlar va guruh ishlari. O'quvchilarni fransuz madaniyati bo'yicha muammolarni muhokama qilishga undash, ularni tanqidiy fikrlashga va boshqa madaniyatlarni hurmat qilishga o'rgatadi.

Madaniyatni o'rgatishda tilni va madaniyatni bir-biriga uyg'unlashtirib taqdim etish zarur. Bu o'quvchilarga nafaqat grammatikani o'rganishga, balki ijtimoiy va madaniy kontekstlarni ham tushunishga imkon beradi.

3. Madaniyatlararo muammolar va ularni yengib o'tish

Madaniyatlararo farqlarni tushunish va bu farqlardan kelib chiqadigan muammolarni hal qilish til o'qitishda juda muhimdir. Ba'zida o'quvchilar turli madaniyatlar o'rtasidagi farqlarni noto'g'ri tushunishi mumkin. Bu esa madaniyatlararo xatoliklarga olib kelishi mumkin. Madaniyatlararo kommunikatsiyani samarali o'qitish uchun quyidagi usullarni qo'llash mumkin:

Fikr almashish: O'quvchilarni boshqa madaniyatlar bilan bog'liq fikrlarni almashishga undash. Bu ular uchun yangi tajriba va muloqotga olib keladi.

Kross-madaniy treninglar: O'quvchilarni boshqa madaniyatlar bilan tanishtirish, masalan, fransuz madaniyati va boshqa tilni o'rgatish jarayonini birlashtirish. Shu tarzda, o'quvchilar madaniyatlararo farqlarni hurmat qilishni o'rganadilar.

Pedagogik yondashuvlar: O'qituvchilar madaniyatlararo farqlarni tushuntiradigan va o'quvchilarni bu farqlarga qanday yondashishni o'rgatadigan metodlarni qo'llashlari kerak. Bu nafaqat tilni o'rganishga, balki madaniyatlarni anglashga yordam beradi.

4. Fransuz tili va madaniyatining o'zaro bog'liqligi

Fransuz tili o'rgatilayotganda, madaniyat va til o'rtasidagi o'zaro bog'liqlikni tushunish juda muhimdir. Har bir til o'z madaniyatining aksidir. Shunday qilib, fransuz tili o'rgatilganda uning madaniyatini bilish o'quvchilarga tilni faqat gramatik jihatdan emas, balki madaniy jihatdan ham tushunish imkoniyatini beradi. Fransuz tilidagi ijtimoiy kodlar, salomlashish usullari, me'yoriy axloq va boshqa madaniy aspektlar tilni to'g'ri o'rganishga yordam beradi.

Fransuz tilini o'rgatishda, madaniy kontekstni tushunish o'quvchilarga tilning maqsadi va uning turli vaziyatlardagi ishlatilishini yaxshiroq tushunishga imkon beradi. Misol uchun, fransuzlarning "la bise" (ona tomonidan beriladigan salomlashish), "la bise sur la joue" (yuzga o'pish), yoki "la poignée de main" (qo'l siqish) kabi odatlari til o'qitish jarayonida muhim o'rin tutadi.

5. Madaniyatlararo kommunikatsiyaning kelajagi

Xorijiy til sifatida fransuz tilini o'rganish jarayonida madaniyatlararo kommunikatsiyaning o'zni yanada oshib bormoqda. Globalizatsiya jarayonlari, internet va kommunikatsiya texnologiyalarining rivojlanishi bilan birga, madaniyatlararo aloqalar o'sib bormoqda. Shu sababli, madaniyatlararo kommunikatsiyaning o'qitilishiga e'tibor qaratish, tilni o'rgatishda yangi imkoniyatlar yaratadi.

Xorijiy til sifatida fransuz tilini o'rgatishda madaniyatlararo kommunikatsiya o'quvchilarga nafaqat tilni o'rganish, balki boshqa madaniyatlarni tushunish imkonini beradi. Bu, o'z navbatida, o'quvchilarning global jamiyatda muvaffaqiyatli muloqot qilishlariga yordam beradi. Madaniyatlararo aloqalar rivojlanishida fransuz tilining roli va o'quvchilarga uning ta'siri yuksalib bormoqda.

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MAHORAT DARSLARI ORQALI TALABALARDA FIKR-MULOHAZA (FEEDBACK) BILDIRISH KO'NIKMASINI SHAKLLANTIRISH



<https://doi.org/10.5281/zenodo.14877819>

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Annotatsiya. Bugungi kunda ta'lim jarayonida muhim o'rin tutadigan mahorat darslari o'qituvchi va talabalarning metodik ko'nikmalarini rivojlantirishga qaratilgan qulay usullardan biridir. Ushbu maqolada mahorat darslari orqali fikr-mulohaza(feedback) bildirish ko'nikmasini shakllantirish, ushbu jarayonning amaliy va nazariy aspektlari haqida tahlillar keltiriladi hamda mahorat darslarining nazariy asoslari, fikr-mulohaza bildirishning o'quv jarayonidagi o'rni, talaba-o'qituvchi munosabatlarini rivojlantirish va aks ettirish (reflection) ko'nikmalarini shakllantirishning ahamiyati muhokama qilinadi.

Аннотация. В современном образовательном процессе микропедагогика является эффективным методом повышения методических навыков как преподавателей, так и студентов. В этой статье анализируется развитие навыков обратной связи через микропедагогику, рассматриваются как практические, так и теоретические аспекты. Изучаются теоретические основы микропедагогики, роль обратной связи в учебном процессе, а также важность развития отношений между студентами и преподавателями и навыков рефлексии.

Annotation. In today's educational process, microteaching is an effective method for enhancing the methodological skills of both teachers and students. This article analyzes the development of feedback skills through microteaching, discussing both practical and theoretical aspects. It examines the theoretical foundations of microteaching, the role of feedback in the learning process, and the importance of developing student-teacher relationships and reflection skills.

Tayanch so'zlar: mahorat darslari, fikr-mulohaza (feedback) bildirish ko'nikmalarni rivojlantirish, ta'lim jarayoni, aks ettirish.

Ключевые слова: микропедагогика, развитие навыков обратной связи, образовательный процесс, рефлексия.

Keywords: microteaching, development of feedback skills, educational process, reflection.

Bugungi globallashuv jarayonida ta'lim jarayonining barcha imkoniyatlari shaxsni rivojlantirish, ijtimoiylashtirish va unda mustaqil, tanqidiy, ijodiy fikrlash qobiliyatlarini rivojlantirishga yo'naltirilgan. O'zida ana shunday imkoniyatlarni namoyon eta olgan ta'lim shaxsga yo'naltirilgan ta'lim deb nomlanadi. Bunda o'quv jarayoni o'quvchining imkoniyatlariga moslashtirilishi nazarda tutiladi. Ta'lim-tarbiya jarayonida o'quvchilarning bilim olishga bo'lgan faolliklarini oshirish, ta'lim sifatini va samaradorligini yaxshilash maqsadida, innovatsion ta'lim shakllaridan foydalanish zamon talabiga aylanmoqda. Hozirgi kunda turli xil uslublardan foydalangan holda xorijiy tillarni o'qitish jarayoni jadal sur'atlarda olib borilmoqda, shu jumladan, muammoli o'qitish, interfaol ta'lim, masofaviy o'qitish, blended learning (aralash ta'lim) va mahorat darslari kabi yondashuvlar ta'limning zamonaviy shakllari sifatida tan olinmoqda.

Mahorat darsi (microteaching) deb nomlanuvchi bo'lajak o'qituvchilarni tayyorlash uslubi, hozirgi kunda butun dunyoda qo'llanilmoqda va bu o'qituvchilarga o'z o'qitish usullarini takomillashtirish imkoniyatini beradi²⁵⁹.

O'qituvchi tayyorlash usuli sifatida tanilgan mahorat darslaridan foydalanish, kichik guruhlarda (4 yoki 5 talaba) va davomiyligi besh-yigirma daqiqa bo'lgan qisqa darslardan foydalanish hisoblanadi. Ushbu usul Allen tomonidan yaratilgan va birinchi marta qo'llanilgan²⁶⁰. Allen va Eve tomonidan ishlab chiqilgan va amalda tatbiq etilgan ushbu usul, tayyorgarlikdan o'tayotganlar bo'lajak o'qituvchilar va ularga amaliy tajriba sifatida yaratilgan bo'lib, bu jarayon juda qulay va nazoratli muhitda amalga oshiriladi²⁶¹. Shubhasiz, mahorat darslari talabalar uchun foydali o'qitish metodologiyasi ekanligini isbotladi²⁶².

Mahorat darslaridan foydalanish jarayonidagi fikr-mulohaza bildirish, ya'ni *feedback* ko'nikmasi o'quvchilar va o'qituvchilarning o'quv jarayonida muvaffaqiyatga erishishlari uchun muhim ahamiyatga egadir. Fikr bildirish orqali o'quvchilar o'z xato-kamchiliklarini anglashlari, bilim va tajribalarini rivojlantirishlari va mahoratlarini yanada oshirish imkoniyatiga ega bo'lishlari mumkin. Samarali fikr bildirish (effective feedback) jarayonida maxsus ko'nikmalar zarur va bu ko'nikmalarni shakllantirish uchun o'qituvchilarga ham, o'quvchilarga ham e'tiborli bo'lish talab etiladi.

Mahorat darslari o'quvchilarga ta'lim berishda samarali usul bo'lib, ularni o'z ushbu jarayonlarni aks ettirish (reflection) orqali baholashga yordam beradi²⁶³. Mahorat darslari (microteaching) bo'lajak o'qituvchilar uchun qisqa va muayyan dars jarayonini o'tkazish, so'ngra bu jarayon haqida fikr almashish, tahlil qilish va takomillashtirish uchun xizmat qiladigan uslubdir. Mahorat darslarida ishtirokchilar ya'ni talaba-o'qituvchilar qisqa muddatli dars o'tadilar va o'z darslari haqida kuzatuvchilarning fikrlarini tinglaydilar. Shu tarzda o'qituvchi va o'quvchilarning fikr bildirish ko'nikmalari rivojlantiriladi.

Ushbu tadqiqotda mahorat darslari orqali fikr bildirish ko'nikmasini shakllantirishning nazariy va amaliy jihatlari ko'rib chiqiladi. Fikr bildirishning o'quv jarayonidagi o'rni va uning samarali usullari tahlil qilinadi.

Mahorat darslari ta'lim berish ko'nikmalarini rivojlantirish va shakllantirish, tajriba orttirish, o'qish va o'rganish ko'nikmalarini samarali tarzda mustahkamlash hamda fikr-mulohazalar tinglashning ajoyib usuli hisoblanadi²⁶⁴.

Mahorat darslari tajribasiz o'qituvchilarga real sinfxona muhitida o'zlarini his etish va ushbu darsdan olingan natijalari haqida fikr-mulohaza (feedback) eshitish imkoniyatiga ega bo'ladilar²⁶⁵.

²⁵⁹ Noben, I., Deinum, J. F., Douwes-van Ark, I. M., & Hofman, W. A. (2021). How is a professional development programme related to the development of university teachers' self-efficacy beliefs and teaching conceptions? *Studies in Educational Evaluation*, 68, 100966

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Fikr-mulohaza bildirish ya'ni *feedback* tushunchasiga to'xtalib o'tsak. Fikr bildirish ta'lim jarayonining ajralmas qismidir, chunki u o'quvchilarga o'z faoliyatlari haqida ma'lumot beradi va o'z bilimlarini yaxshilashga yo'naltiradi. Fikr bildirish turli shakllarda bo'lishi mumkin, jumladan og'zaki izohlar, yozma tanqidlar va noverbal alomatlar. Hattie va Timperley²⁶⁶ agar fikr-mulohaza aniq, maqsadli va konstruktiv bo'lsa, u o'quvchilarga sezilarli darajada ta'sir qilish potensialiga ega deb ta'kidlaydilar. Shu jumladan **konstruktiv fikr-mulohaza** – bu kimningdir faoliyatining yanada samarali bo'lishiga yordam beradigan javob. Bunga kuchli va zaif tomonlarini ko'rsatish, o'sish imkoniyatlarini yoki yangi istiqbollarni ta'kidlash kabilar kiradi²⁶⁷. Brooks, Hattie va boshqalar o'zlarining “*A Matrix of Feedback for Learning*”²⁶⁸ ilmiy maqolasida fikr bildirishning 3 ta turi borligini izohlaydilar:

Feeding up – bu oddiy xodimlar yoki talabalarning menejerlar, ilmiy rahbarlar yoki yuqori lavozimli shaxslarga o'z fikr-mulohazalarini taqdim etishidir. Ushbu fikr-mulohaza ko'pincha qarorlar qabul qilish, jarayonlarni yaxshilash yoki rahbarlarga o'z harakatlarining boshqalarga qanday ta'sir qilishini tushuntirishga yordam berishda foydalaniladi.

Feeding back – bu fikr-mulohazalarning eng keng tarqalgan shakli bo'lib, unda odamlar o'zlarining oldingi faoliyati haqida fikr-mulohazalarni tinglaydilar. Bu qaysi harakat samarali qilinganligi va qaysi jarayonni yaxshilash zarurligi haqida ma'lumot berishni o'z ichiga oladi. Ushbu turdagi fikr-mulohazalar odatda retrospektiv ya'ni tushuntirishli bo'lib, bajarilgan ish-harakatlar yoki jarayonlarga qaratilgan. Bu o'quvchilar yoki xodimlarga muvaffaqiyat va rivojlanish sohalarini aniqlashga yordam beradi.

Feeding forward – kelajakka mo'ljallangan fikr-mulohazalarni bildirish, odamlarga bo'lajak vazifalar, o'z faoliyatlarini yaxshilashga yoki yaxshiroq bajarishga yordam berishni o'z ichiga oladi. Ushbu turdagi fikr-mulohazalar ham juda faol bo'lib, odamlarga o'z ish faoliyatini qanday yaxshilash bo'yicha yo'l-yo'riq ko'rsatishga yordam beradi. O'tmishdagi xatolarni ko'rsatish o'rniga, oldinga intilish, kelajakdagi harakatlarda o'sish va rivojlanish uchun konstruktiv takliflar va strategiyalar berilib, rag'batlantiradi.

Samarali fikr bildirish faqat xatolarni ko'rsatib o'tish emas, balki rivojlanish uchun amalga oshirilishi kerak bo'lgan bosqichlar bilan bog'liqligi bilan xarakterlanadi. Tadqiqotlar shuni ko'rsatadiki, fikr bildirish rivojlantiruvchi bo'lishi lozim, ya'ni o'quvchilarning kamchiliklarini imkoniyat sifatida ko'rishga undab, rivojlanishni targ'ib qiladi²⁶⁹. Bundan tashqari, fikr-mulohaza bildirish dialogik bo'lishi ya'ni o'qituvchi va o'quvchi o'rtasida ikki tomonlama muloqotni rivojlantirishi, ikki tomon ham ta'lim jarayonini tahlil qilishlari lozim.

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IMPROVING STUDENTS' METHODOLOGICAL PREPARATION BASED ON AN INTEGRATIVE APPROACH



<https://doi.org/10.5281/zenodo.14877825>

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Abstract: The quality of students' methodological preparation plays a crucial role in their academic success and future professional capabilities. Traditional teaching methods, often fragmented across subjects, fail to equip students with the holistic skills necessary to tackle complex, interdisciplinary challenges. This paper explores the potential of an integrative approach to enhance students' methodological preparation, focusing on the combination of multiple disciplines, skills, and methodologies to foster a more comprehensive learning experience. By synthesizing diverse fields of knowledge, the integrative approach promotes critical thinking, problem-solving, and adaptability, essential for addressing real-world problems. The article discusses the theoretical underpinnings of methodological preparation, outlines the key principles of an integrative approach, and highlights its benefits, including improved problem-solving skills, knowledge retention, and collaboration.

Annotatsiya. Talabalarning metodologik tayyorgarlik sifati ularning akademik muvaffaqiyati va kelajakdagi kasbiy malakalarida muhim rol o'ynaydi. An'anaviy o'qitish usullari ko'pincha fanlar bo'yicha parchalanib ketgan bo'lib, talabalarga murakkab, tarmoqlararo muammolarni hal qilish uchun zarur bo'lgan kompleks ko'nikmalarni bera olmaydi. Ushbu maqola talabalarning metodologik tayyorgarligini oshirishda integrativ yondashuvning imkoniyatlarini o'rganadi. Unda turli fanlar, ko'nikmalar va metodologiyalar uyg'unligi orqali ta'lim jarayonining yanada mukammal bo'lishiga e'tibor qaratiladi. Turli bilim sohalarini sintez qilish orqali integrativ yondashuv tanqidiy fikrlash, muammolarni hal qilish va moslashuvchanlik kabi real hayotdagi vazifalarni bajarishda zarur bo'lgan qobiliyatlarni rivojlantiradi. Ushbu maqolada metodologik tayyorgarlikning nazariy asoslari, integrativ yondashuvning asosiy tamoyillari va uning afzalliklari, jumladan, muammolarni hal qilish qobiliyatining yaxshilanishi, bilimni uzoq muddatga saqlash va hamkorlikning kuchayishi tahlil qilinadi.

Аннотация. Качество методологической подготовки студентов играет решающую роль в их академическом успехе и будущих профессиональных навыках. Традиционные методы обучения, зачастую фрагментированные по дисциплинам, не обеспечивают студентов комплексными навыками, необходимыми для решения сложных междисциплинарных задач. В данной статье рассматривается потенциал интегративного подхода для повышения методологической подготовки студентов, акцентируя внимание на сочетании различных дисциплин, умений и методологий для создания более целостного учебного опыта. Синтезируя знания из разных областей, интегративный подход способствует развитию критического мышления, навыков решения проблем и адаптивности, необходимых для работы с реальными задачами. В статье обсуждаются теоретические основы методологической подготовки, излагаются ключевые принципы интегративного подхода, а также подчеркиваются его преимущества, включая улучшение навыков решения проблем, повышение сохранения знаний и развитие сотрудничества.

Keywords: *methodological preparation, integrative approach, problem-solving, critical thinking, holistic learning, collaboration, active learning, curricular reform, assessment methods.*

Tayanch soʻzlar: *metodologik tayyorgarlik, integrativ yondashuv, muammolarni hal qilish, tanqidiy fikrlash, kompleks taʼlim, hamkorlik, faollik asosida oʻqitish, oʻquv dasturlarini isloh qilish, baholash usullari.*

Ключевые слова: *методологическая подготовка, интегративный подход, решение проблем, критическое мышление, целостное обучение, сотрудничество, активное обучение, реформа учебных программ, методы оценки.*

In the modern educational environment, the quality of a student's methodological preparation is a key determinant of their academic success and future professional competence. Methodological preparation encompasses a student's ability to apply scientific and systematic approaches to problem-solving, learning, and research. It involves cultivating skills that help students effectively plan, analyze, and execute tasks in both academic and practical settings. Traditionally, teaching methodologies have been fragmented, focusing on individual subjects or specific tasks. However, an integrative approach to education—one that synthesizes multiple disciplines, skills, and methods—has been recognized as a more effective way to improve students' overall methodological preparation. By breaking down silos and encouraging a holistic learning process, this approach ensures that students can adapt to the complexities of real-world situations, where problems often span across different domains.

This article explores how an integrative approach can be used to enhance students' methodological preparation. It looks at the theoretical foundations of this approach, its benefits, challenges, and offers practical solutions for its implementation in the educational system. Methodological preparation refers to the strategies, techniques, and tools that students use to approach, analyze, and solve problems. It is a dynamic process that involves not only the acquisition of knowledge but also the development of critical thinking and problem-solving skills. Methodological preparation is a key element in higher education, particularly in fields that require a scientific or research-based approach. The primary goal of methodological preparation is to equip students with the necessary competencies to manage complex tasks and problems effectively. It involves the following key elements:

1. **Research Methodology:** This includes understanding and applying different research techniques and methodologies, such as qualitative and quantitative research, surveys, experiments, and case studies.
2. **Critical Thinking:** Encouraging students to think critically, question assumptions, and evaluate evidence systematically.
3. **Problem-Solving Skills:** Teaching students how to approach problems systematically, break them down into manageable parts, and develop solutions based on evidence.
4. **Interdisciplinary Knowledge:** Incorporating knowledge from various academic disciplines to create a more holistic approach to problem-solving.

While these components are often taught in isolation, an integrative approach can help students draw connections across disciplines and apply them in diverse situations. The integrative approach to education focuses on bringing together different fields of knowledge and methods to provide a more unified and comprehensive understanding of the world. This approach emphasizes the development of interdisciplinary skills, where students are encouraged to explore topics from multiple perspectives. Some of the core principles of an integrative approach include:

1. **Interdisciplinarity:** This principle encourages students to integrate knowledge from different subject areas, rather than viewing them as isolated fields. Interdisciplinarity fosters creativity, as students draw on a range of tools and techniques to solve problems.

2. **Holistic Learning:** Instead of focusing solely on subject-specific knowledge, an integrative approach promotes a more holistic form of learning that encourages students to see the connections between theory and practice.

3. **Collaboration and Communication:** Integrative learning often involves collaborative projects, where students from different disciplines work together. This helps them develop communication skills and learn how to work in diverse teams.

4. **Problem-Centered Approach:** The integrative approach focuses on real-world problems, encouraging students to apply their knowledge to practical situations. This problem-centered methodology helps students understand the relevance of their learning.

5. **Active Learning:** This approach emphasizes active student engagement through projects, discussions, and hands-on experiences, which are crucial for developing critical thinking and analytical skills.

By applying these principles, an integrative approach enhances students' methodological preparation by providing them with a diverse set of tools and approaches that they can use to tackle complex problems. An integrative approach has numerous benefits for improving students' methodological preparation:

1. **Enhanced Problem-Solving Skills:** By combining different methodologies, students develop a more versatile set of problem-solving tools. They are able to approach problems from various angles, leading to more creative and effective solutions.

2. **Greater Retention of Knowledge:** Integrative learning encourages students to see the connections between different areas of knowledge, which helps them retain information more effectively. When students understand how different concepts relate to one another, they are more likely to remember and apply them.

3. **Increased Collaboration:** Working in interdisciplinary teams teaches students to collaborate effectively with others, a key skill in both academic and professional settings. It also helps them appreciate diverse perspectives and viewpoints.

4. **Adaptability and Flexibility:** The integrative approach encourages students to be adaptable in their thinking. They learn how to apply different methods and approaches depending on the situation, making them more flexible and capable of tackling a wider range of challenges.

5. **Real-World Relevance:** The problem-centered approach used in integrative learning ensures that students' methodological preparation is relevant to real-world situations. Students are better equipped to handle the complexities of professional environments. While the integrative approach offers many benefits, there are also several challenges in its implementation:

1. **Curricular Constraints:** Many educational systems are structured around specific disciplines and subjects. Integrating knowledge across these boundaries can be difficult due to institutional constraints, such as rigid curricula and traditional teaching methods.

2. **Lack of Teacher Training:** Educators may not have the necessary training or experience in interdisciplinary teaching. Developing skills to effectively teach across disciplines requires additional professional development.

3. **Assessment Issues:** Traditional assessment methods may not be suitable for evaluating integrative learning. New assessment tools that evaluate interdisciplinary thinking and problem-solving are needed.

4. **Student Resistance:** Students may be accustomed to traditional, subject-based learning and may find it difficult to embrace an integrative approach. Overcoming this resistance requires clear communication about the benefits of this approach.

5. **Resource Limitations:** Implementing an integrative approach may require additional resources, such as access to diverse learning materials, collaborative tools, and interdisciplinary teaching staff. To effectively integrate an interdisciplinary approach into students' methodological preparation, educational institutions must adopt strategies that address the aforementioned challenges:

1. **Curricular Reform:** Educational institutions should redesign curricula to promote interdisciplinary learning. This includes offering joint courses, interdisciplinary electives, and collaborative projects that encourage students to apply methodologies from different disciplines.

2. **Professional Development for Educators:** Teachers should be provided with training on interdisciplinary teaching methods and how to foster integrative learning. Professional development programs can help educators develop the skills necessary to teach in a more flexible, cross-disciplinary manner.

3. **Innovative Assessment Methods:** New assessment strategies, such as project-based learning, case studies, and collaborative group work, can be employed to evaluate students' ability to integrate knowledge from multiple disciplines.

4. **Encouraging Student Engagement:** To overcome student resistance, educators should clearly explain the value of an integrative approach and demonstrate how it relates to real-world problems. Engaging students in active learning activities that require them to work across disciplines can also help.

5. **Leveraging Technology:** Digital tools and platforms can facilitate collaborative learning and help break down the barriers between disciplines. Virtual learning environments, online collaboration tools, and digital resources can support integrative approaches in the classroom. There are several ways that an integrative approach can be applied in educational settings:

1. **Project-Based Learning:** Students can be given real-world problems to solve, requiring them to draw on knowledge from multiple disciplines. For example, an engineering student working on a sustainability project may need to integrate knowledge from environmental science, economics, and public policy.

2. **Team-Based Interdisciplinary Courses:** Teams of students from different fields can collaborate on solving a complex issue. For instance, students in a business program might work alongside students in a design program to develop a new product.

3. **Case Studies and Simulations:** Using case studies that require interdisciplinary analysis can help students develop their ability to think critically and apply various methodological tools. These simulations can mirror real-world situations and offer opportunities for experiential learning.

4. **Workshops and Seminars:** Workshops and seminars that bring together experts from various fields can expose students to different methodologies and approaches. These events encourage interdisciplinary discussions and help students see the value of integrating diverse perspectives.

Improving students' methodological preparation through an integrative approach offers significant benefits, including enhanced problem-solving skills, better knowledge retention, and greater adaptability. Despite the challenges in implementation, such as curricular constraints and the need for teacher training, the advantages of interdisciplinary learning far outweigh the difficulties. By fostering collaboration, critical thinking, and real-world problem-solving skills,

the integrative approach helps students become more competent, adaptable, and prepared for the challenges they will face in their careers. For educational systems to succeed in implementing this approach, they must embrace curriculum reforms, provide professional development for educators, and employ innovative assessment methods. As the world becomes increasingly interconnected and complex, the need for integrative learning will continue to grow, making it essential for the next generation of students to be equipped with the tools and skills needed to tackle global challenges.

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EFFECTIVE STRATEGIES FOR DEVELOPING STUDENT'S VOCABULARY



<https://doi.org/10.5281/zenodo.14877835>

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Abstract. Developing learners' vocabulary is a crucial aspect of language learning, as it not only enhances communication skills but also improves overall language proficiency. This abstract explores various effective strategies for developing learners' vocabulary. The strategies include explicit vocabulary instruction, extensive reading, using context clues, word games and activities, and incorporating technology in vocabulary learning. These strategies aim to provide learners with a diverse range of opportunities to acquire and practice new words in different contexts, ultimately leading to improved language proficiency. The abstract highlights the importance of a multifaceted approach to vocabulary development and emphasizes the role of teachers in creating engaging and meaningful learning experiences for their students.

Аннотация. Развитие словарного запаса учащихся является важнейшим аспектом изучения языка, поскольку оно не только улучшает коммуникативные навыки, но и улучшает общее знание языка. В этом реферате рассматриваются различные эффективные стратегии развития словарного запаса учащихся. Стратегии включают подробное обучение словарному запасу, обширное чтение, использование контекстных подсказок, словесные игры и занятия, а также внедрение технологий в изучение словарного запаса. Эти стратегии направлены на то, чтобы предоставить учащимся разнообразные возможности для изучения и практики новых слов в различных контекстах, что в конечном итоге приведет к улучшению языковых навыков. В аннотации подчеркивается важность многогранного подхода к развитию словарного запаса и подчеркивается роль учителей в создании увлекательного и значимого опыта обучения для своих учеников.

Annotatsiya. O'quvchilarning so'z boyligini rivojlantirish til o'rganishning muhim jihati hisoblanadi, chunki u nafaqat mulqot ko'nikmalarini oshiradi, balki umumiy tilni bilishni ham yaxshilaydi. Ushbu maqola o'quvchilarning so'z boyligini rivojlantirish uchun turli xil samarali strategiyalarni o'rganadi. Strategiyalarga aniq lug'atni o'rgatish, keng qamrovli o'qish, kontekstli maslahatlardan foydalanish, so'z o'yinlari va mashg'ulotlar va lug'atni o'rganishda texnologiyani kiritish kiradi. Ushbu strategiyalar o'quvchilarga turli kontekstlarda yangi so'zlarni o'zlashtirish va amaliyotda qo'llash uchun turli imkoniyatlarni taqdim etishga qaratilgan bo'lib, natijada tilni bilish darajasini oshiradi. Annotatsiya so'z boyligini rivojlantirishga ko'p qirrali yondashuv muhimligini ta'kidlab, o'quvchilar uchun qiziqarli va mazmunli ta'lim tajribasini yaratishda o'qituvchilarning rolini ta'kidlaydi.

Keywords: *vocabulary development, strategies, learners, examples, skills, language learning.*

Ключевые слова: *развитие словарного запаса, стратегии, учащиеся, примеры, навыки, изучение языка.*

Tayanch so'zlar: *so'z boyligini rivojlantirish, strategiyalar, o'quvchilar, misollar, ko'nikmalar, til o'rganish.*

Introduction. Vocabulary is an important component of language learning because it allows students to express themselves clearly and understand the meaning of different texts. Developing a strong vocabulary requires constant practice and exposure to new words in different contexts. We reported that students in various EFL contexts, even those studying at a university, may not know some of the high-frequency words found in the first 1000 word families, and may know very few, if any, words in the second 1000 word families.²⁷⁰ These learners' vocabulary knowledge can be said to fall far short of what is expected of an EFL learner upon entry to university. These rather disheartening findings suggest that vocabulary learning in the EFL context may be lacking a number of important elements, both at the level of course planning and course delivery. In what follows below, we discuss what can be done to improve the effectiveness of the EFL learning programme on vocabulary development. In this article, we'll show you some effective strategies for improving students' vocabulary and examples of how to use them.

1. Extensive reading:

Reading may not be the main source of vocabulary acquisition in an instructed language-learning context (Laufer 2003), but it can be used as a useful activity outside the EFL classroom. It is also one of the activities central to Nation's²⁷¹ strand of meaning-focused input. Reading is one of the best ways to introduce students to new words and phrases in context. Encouraging students to read widely in their own language will help them acquire vocabulary naturally. Teachers can provide students with a variety of reading materials, such as novels, newspapers, and online articles, that match their interests and skill levels. For example, marking short stories or news articles about current events can introduce students to relevant vocabulary terms. In this way, students not only get acquainted with new music, but also learn about world news.

2. Using context clues:

Teaching students how to use context clues to figure out the meaning of unfamiliar words is an important skill for expanding their vocabulary. By studying the surrounding words and phrases, students can determine the meaning of unknown terms without relying on a dictionary. For example, if a student comes across the word "benevolent" in a sentence describing someone as kind and generous, they may understand that "charity" is charitable in nature.

3. Creating a list of words:

Encouraging students to keep word lists or vocabulary journals can help them regularly organize and review new vocabulary terms. Teachers assign students to write down new words they encounter during reading or listening activities, their definitions, and example sentences. By periodically reviewing these word lists, students can strengthen their understanding of words and track their progress in expanding their vocabulary. For example, we use this method effectively in our vocabulary lessons, we try to learn more new and advanced words and remember them better by using them in practice. Because even a small elemental word can increase your level. For example: "Hello. I'm very happy to welcome you" instead of "Hello, I'm absolutely delighted to welcome you. Please do come in." If we use, our level will look much higher.

4. Use of cards:

Flashcards are a popular tool for repeating vocabulary terms and for effective memorization through visual cues. Teachers can create cards with target words on one side and their definitions or pictures on the other for students to review independently or in pairs.

²⁷⁰ Danelund, L. (2013). Exploring the level and development of Danish high school EFL learners' receptive and productive vocabulary knowledge. Unpublished MA thesis. University of Copenhagen

²⁷¹ Nation, I. S. P. (2001). Learning Vocabulary in Another Language. Cambridge University Press.

Additionally, online flashcard platforms like Quizlet offer interactive features such as quizzes and games that make vocabulary learning more fun for students.

5. Insert puns:

Word games are not only interesting, but also effective in strengthening students' vocabulary and actively participate in language learning. Activities such as crosswords, word searches or charades encourage students to practice spelling, pronunciation and comprehension of new words in an interactive way. For example, playing Scrabble or Bananagrams requires players to form words using letter tiles based on their understanding of vocabulary terms.

6. Engaging in discussions:

Encouraging learners to participate in discussions or debates on various topics provides opportunities for them to use newly acquired vocabulary terms in context while developing their communication skills. Teachers can facilitate group discussions or role-playing activities that require students to express their opinions using specific vocabulary related to the topic at hand. By practicing active listening and speaking during conversations, learners can internalize new words more effectively.

7. Providing feedback:

Offering constructive feedback on learners' use of vocabulary helps them identify areas for improvement and enhance their language proficiency over time. Teachers can correct errors in pronunciation and usage, provide alternative word choices, and offer explanations of the meanings and nuances of words to deepen students' understanding. Additionally, teachers can encourage peer feedback by pairing students to review each other's written or spoken work for vocabulary accuracy and appropriateness. By receiving feedback from both instructors and peers, learners can refine their vocabulary skills and become more confident in using a wider range of words in their language production.

Conclusion.

In conclusion, developing learners' vocabulary is a multi-faceted process that involves a combination of exposure, practice, and reinforcement. By implementing the strategies outlined in this article, educators can support students in expanding their lexical knowledge effectively and empowering them to communicate more fluently and accurately in their target language.

Developing learners' vocabulary is essential for their academic success and communication skills. For instance, effective strategies for this include:

1) Contextual learning: Exposing learners to new words in the context of sentences or texts helps them understand the meaning and usage of the words better. For example, providing sentences with new vocabulary words during reading activities.

2) Word associations: Encouraging learners to make connections between new words and related concepts or objects can help them remember and use the words more effectively. For example, associating the word "feline" with images of cats. By implementing these strategies in teaching practices, educators can effectively support learners in expanding their vocabulary knowledge and improving their overall language abilities.

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MODERN APPROACH TO TEACHING FOREIGN LANGUAGES



<https://doi.org/10.5281/zenodo.14878015>

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Abstract: Currently, in our country, great attention is being paid to the use of various innovative and pedagogical technologies in teaching English in general schools and educational institutions. This article is devoted to the methodology of teaching English in secondary schools.

Аннотация. В настоящее время в нашей стране большое внимание уделяется использованию различных инновационных и педагогических технологий при преподавании английского языка в общеобразовательных школах и образовательных учреждениях. Данная статья посвящена методике преподавания английского языка в общеобразовательной школе.

Annotatsiya: Hozirda mamlakatimizda umumta'lim maktablarda, ta'lim muassasalarida ingliz tilini o'qitishda turli innovatsion va pedagogik texnologiyalardan foydalanishga katta e'tibor qaratilmoqda. Ushbu maqola umumta'lim maktablarida ingliz tilini o'qitish metodikasiga bag'ishlangan.

Keywords: *pedagogical technologies, interactive methods, "boomerang" method, communicative competence, personality-oriented.*

Ключевые слова: *педагогические технологии, интерактивные методы, метод «Бумеранг», коммуникативная компетентность, личностно-ориентированный подход.*

Tayanch so'zlar: *pedagogik texnologiyalar, interfaol metodlar, "Bumerang" metodi, kommunikativ kompetentsiya, shaxsga yo'naltirilgan.*

Introduction.

One of the most significant aspects of the contemporary worldview is the acceleration of global integration processes, which includes the growth of international cooperation in a variety of professional domains. One of the most significant aspects of the contemporary worldview is the acceleration of global integration processes, which includes the growth of international cooperation in a variety of professional domains. It should be mentioned that the public's need for experts with a respectable level of foreign language competency is continuously growing as a result of these procedures. It is clear that the most efficient method of developing future experts in a particular field's professional foreign language communicative competence is to use the communicative approach to teaching foreign languages to students in non-language departments of higher education institutions, which is generally accepted in many countries. Still, it is important to remember that the aforementioned technique has a number of contentious issues that will be discussed in this paper in addition to its clear benefits. A qualified specialist of the right level and profile who is competitive, competent, and able to work effectively at the level of world standards is the primary goal of professional education in higher education, according to the modernization of education concept. This individual will be prepared for ongoing professional development as well as social and professional mobility. The primary goal of foreign language instruction will be to develop experts who are prepared for intercultural

communication in the workplace. Training methodologies and methods need to be updated in this regard.

The aim and objectives of the study. The aim of the article is to analyze and classify modern approaches in teaching a foreign language.

Results and Discussion. The approach to teaching is the basic category in the methodology giving an idea of the language re- searcher/teacher's views. It is the view both on the language itself and on how to master it. It is a component of the language teaching system, acts as the most general lingua didactic basis for mastering the language, and gives an idea of the chosen knowledge strategy, which serves as the basis for the choice of teaching methods and techniques. The approach to teaching is the realization of the leading, dominant idea of learning in practice in the form of a specific strategy and using one or another teaching method. Based on the results of our trial, we can say that our set of workouts was beneficial. When considering each student's unique learning style, the development of linguistic competency in foreign language instruction is successful. Reliance on a personalized method to teaching a foreign language has an impact on the quality of education.

The examination of current foreign language teaching approaches allowed for the explanation of why none of them works for every student and always presupposes certain psychological types of pupils for whom it is inappropriate. The success of the processes of perception, processing, memorization, and use of linguistic information can be attributed to the leading channels of information perception, according to the analysis of trainees' psychological traits that have been identified by different methodologists as crucial for learning success. These traits include different types of memory, motivation, volitional qualities, nervous system features, etc., as well as the full spectrum of cognitive and other styles identified by various researchers. The students' professional knowledge, skills, and abilities formed at the end of the course help to speak and judge about successful learning and the effectiveness of individual work. Relevant and necessary in a multilingual environment: the abilities to analyze and solve situations in the professional sphere outside the box, work with professional literature in foreign, Russian, Kazakh languages, navigate and integrate into a foreign language environment, knowing its nature and characteristics. The results of the study show that the formation of linguistic competency through the individual approach to teaching a foreign language can be achieved by expanding the range of tasks focused on students' psycho-cognitive types. **Conclusion.** New methods are being developed to implement contemporary societal requirements. Teachers are therefore able to find a unique strategy for each student through the use of personality-oriented, competency-based, communicative, differentiated, integrated, lexical, cognitive, and other teaching approaches. These methods aid in structuring the learning process such that each student receives individual attention while also working with the entire group. Developing students' capacity to learn and solve issues on their own is the ultimate aim of all these methods. As the primary means of structuring the teaching process, a lesson enables the instructor to implement contemporary methods. Each of these approaches requires special preparation, both on the part of the teacher and students. Of course, success depends on many factors — on the teacher's knowledge of the subject and general erudition, in other words, on the teacher's personality. But this is not enough — you also need knowledge of methodological skills, moreover, it is necessary for a teacher of a foreign language. In the conclusion, it should be noted that in practice it is necessary to combine different approaches and use those that are most effective in a particular situation. Based on the abovementioned, we can summarize that each approach is very important in the lesson planning system today; each teacher must adhere to one or another approach, but the approaches cannot be used simultaneously, so you need to have a

fine feel for each student before choosing the core of their professional activity. Also, the teacher must take into account that the effectiveness of a particular methodology within the framework of a particular approach to teaching depends on its relevance to the stated problem, the teacher's ability to regulate the time of using this approach, and the quality of the organization of preliminary training, which requires careful study of issues for discussion, development of students' skills and communicative abilities. Modeling common conversational scenarios is a requirement of the communicative approach to foreign language instruction. The word "revolution" refers to the complete elimination of something outdated and the introduction of something more sophisticated. The so-called "communicative era" undoubtedly contributed to the supremacy. The question is whether it is reasonable to implement the aforementioned strategy uniformly across all nations, disregarding the unique mentalities, cultural norms, and language skills of pupils; in other words, to export this strategy to every nation and replicate it exactly as is. In many nations, pupils are taught foreign languages using a communicative approach. Nowadays, it's common to hear criticism in the international academic community regarding the effectiveness of developing communicative competence in a foreign language.

Scientists from many countries agree that initially the D. Hymes' theory of forming communicative competence was no more than criticism of N. Chomsky's linguistic theory and not the attempt of creating new doctrine in language teaching. In this context it is appropriate to make the following example: it is obvious that not all students feel equally comfortable in group discussions, therefore in order to uncover their creative potential, work in pairs should be used. It is also possible to give students an individual project, the results of which will be then presented and discussed. Due to such variability in selecting tasks all students can actively participate in group work at class. As a result, the effectiveness of mastering educational materials enhances. However, it should be noted that despite the indisputable advantages of communicative approach to foreign language teaching, the representatives of world pedagogical community still do not have a unanimous opinion about the most effective way of learning active vocabulary, which is the basis of the functional application of a foreign language. American teachers suggest using ranks of word frequency. They recommend to practice new vocabulary in real-life communication and to review it from time to time. According to the results of students' knowledge monitoring, English teachers have noted that mastering a foreign language on the basis of communicative approach is much more effective than with the help of traditional teaching methods. In order to develop the skills of fluent speech they widely apply such interactive forms of training as: role plays and business games; interviews; reporting; problem solving; p discussing socially important issues; debates; press conferences; p making multimedia presentations and various projects; communication with native speakers within the scope of video conferences. In view of the fact that achieving communicative goals is the ultimate result of the communicative act, it is reasonable to create the atmosphere of natural language environment in class, because in this case students will acquire the skills of autonomous analyzing language units and understand the sense of language messages. For example, when the teacher sees that students are making speech mistakes, (which are often closely connected with the peculiarities of thinking in native language), he or she plays the role of a foreigner, who either "cannot understand" grammatically incorrect speech, or, in case of an inadequately formulated questions, gives inadequate answers which makes students to use grammatically and stylistically correct speech patterns. The above-mentioned method allows realizing the principle of implicit learning grammar rules that is not by conscious learning language formulae, but in natural way, in the course of communication.

Therefore, learning a foreign language merely at the functional literacy level results in acquiring a primitive “survival language,” even though the primary objective of modern language instruction is still developing communicative abilities due to the pragmatic demands of civilization. It is important to stress that using a communicative approach in the classroom does not entail completely changing the subject matter of teaching foreign languages. In this instance, we should solely discuss the use of fresh, more efficient techniques meant to help pupils improve their communicative abilities in foreign languages. Therefore, in spite of the fact that up to now the representatives of world pedagogical community have not fully agreed yet, either it is reasonable to apply or to ignore traditional methods of foreign language teaching in favor of the only communicative approach, we believe that the most effective results of training can be attained provided applying a complex system which should include both the elements of traditional methods and of innovative approaches in teaching. Within the further research we are planning to study the perspectives of teaching a foreign language with the help of information technologies.

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ARAB TILINI O'QITISHDA ZAMONAVIY YONDASHUVLARNI QO'LLASHNING AHAMIYATI VA UNING ILMIY TAHLILI



<https://doi.org/10.5281/zenodo.14878165>

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Annotatsiya. Arab tilini o'qitish, ko'plab talabalarning chet tili sifatida o'rganadigan til bo'lishi sababli, pedagogik yondashuvlar doimiy ravishda yangilanib bormoqda. Ushbu maqolada arab tilini o'qitishda zamonaviy yondashuvlarning ahamiyati tahlil qilinadi. O'zgaruvchan ta'lim muhitida texnologiya, interaktiv metodlar va madaniyat integratsiyasi orqali o'quvchilarning til o'rganish jarayoniga motivatsiyasini oshirishning yangi imkoniyatlari mavjud. Maqolada zamonaviy metodlarni qo'llash orqali arab tilini o'rgatishning samaradorligi va imkoniyatlari, shuningdek, bu yondashuvlarning pedagogik samaradorligi muhokama qilinadi. Turli manbalardan olingan ilmiy fikrlar va metodlar tahlil qilish orqali zamonaviy pedagogik yondashuvlar, masalan, texnologiyaning integratsiyasi, interaktiv metodlar va madaniyat integratsiyasi orqali arab tilini o'qitishda samaradorlikni oshirish imkoniyatlarini tahlil qilish va yoritishdir. Tadqiqotda adabiyotlar va ilg'or o'qitish metodlari asosida zamonaviy yondashuvlarning o'quvchilar uchun foydali bo'lishi mumkinligi haqida tahlillar keltirilgan.

Аннотация. Поскольку арабский язык является языком, который многие студенты изучают как иностранный, педагогические подходы постоянно обновляются. В статье анализируется важность современных подходов к преподаванию арабского языка. В меняющейся образовательной среде появляются новые возможности для повышения мотивации учащихся к изучению языка с помощью технологий, интерактивных методов и культурной интеграции. В статье рассматриваются эффективность и возможности обучения арабскому языку с использованием современных методов, а также педагогическая эффективность этих подходов. Проанализировать и выделить возможности повышения эффективности преподавания арабского языка посредством современных педагогических подходов, таких как интеграция технологий, интерактивных методов и культурная интеграция, путем анализа научных идей и методов из различных источников. В исследовании представлен анализ потенциальных преимуществ современных подходов для студентов на основе литературы и передовых методов обучения.

Annotation. Since Arabic is a language that many students learn as a foreign language, pedagogical approaches are constantly updated. The article analyzes the importance of modern approaches to teaching Arabic. In the changing educational environment, new opportunities arise to increase students' motivation to learn the language through technology, interactive methods, and cultural integration. The article examines the effectiveness and possibilities of teaching Arabic using modern methods, as well as the pedagogical effectiveness of these approaches. To analyze and highlight the possibilities of improving the effectiveness of teaching Arabic through modern pedagogical approaches such as the integration of technology, interactive methods, and cultural integration by analyzing scientific ideas and methods from various sources. The study presents an analysis of the potential benefits of modern approaches for students based on literature and advanced teaching methods.

Tayanch so'zlar: arab tili, zamonaviy pedagogik yondashuvlar, texnologiya, interaktiv metodlar, madaniyat integratsiyasi, motivatsiya.

Ключевые слова: арабский язык, современные педагогические подходы, технологии, интерактивные методы, культурная интеграция, мотивация.

Keywords: arabic language, modern pedagogical approaches, technology, interactive methods, cultural integration, motivation.

Bugungi kunda zamonaviy ta'lim texnologiyalarining arab tilini o'qitishga qo'shgan hissasi katta bo'lib, bu metodlar o'quvchilarning o'rganish jarayonida faol ishtirok etishlarini ta'minlaydi. O'qitishda texnologiya va interaktiv metodlar yordamida o'quvchilarni yanada jalb qilish, til o'rganishga bo'lgan motivatsiyalarini oshirish va ijtimoiy hayot bilan bog'lab tushuntirish samarali o'quv muhitini yaratadi. Ushbu maqola zamonaviy yondashuvlarni o'rgatishda innovatsion metodlarning ahamiyatini o'rganadi.

Arab tilini o'qitishda texnologiyaning ahamiyati yildan-yilga oshmoqda. Ahmad va Al-Khatib (2017) texnologiyaning arab tilini o'rganishda qo'llanilishini tahlil qilib, ularning fikriga ko'ra, texnologiyalar til o'qitish samaradorligini oshiradi, chunki ular o'quvchilarga interaktiv va moslashtirilgan o'quv materiallariga kirish imkoniyatini yaratadi. **Tuxtayevich va boshqalar (2024)** raqamli ta'limda tanqidiy fikrlashni rivojlantirishga qaratilgan turli yondashuvlar ko'rib chiqiladi. Arab tilini o'qitishda zamonaviy yondashuvlarning ahamiyati, ayniqsa, raqamli platformalar va interaktiv metodlar yordamida tanqidiy fikrlashni oshirishda ko'rinadi. Raqamli vositalar yordamida, o'quvchilar arab tilini nafaqat amaliy ravishda, balki mustaqil fikr yuritish va chuqurroq tahlil qilish qobiliyatlarini ham rivojlantirishi mumkin. Al-Seghayer (2001) esa arab tilini chet tili sifatida o'rgatishda muammolar va zamonaviy pedagogik yondashuvlarning zarurligini ko'rsatadi. Uning tahliliga ko'ra, arab tilini o'qitishda madaniy jihatlar, til o'qitishda qiyinchiliklar va samarali metodlarni joriy etish zarurdir. Al-Qudah (2018) esa raqamli texnologiyalarning arab tilini o'qitishda samaradorligini ta'kidlaydi, shu bilan birga zamonaviy yondashuvlar yordamida til o'qitishni modernizatsiya qilish mumkinligini ko'rsatdi. Shuningdek, Bada (2015) topshiriqqa asoslangan yondashuvlarning samaradorligini ko'rsatgan, bu metod o'quvchilarning tilni amaliy ravishda o'rganishlarini ta'minlaydi. Cook (2016) o'zining ilmiy ishida chet tili sifatida arab tilini o'rgatishda umumiy pedagogik yondashuvlar va metodologiyalarni muhokama qiladi, bu metodologiyalar o'quvchilarga tilni tez va samarali o'rganishga yordam beradi. Ghazal (2018) esa madaniyatni til o'qitish jarayoniga integratsiya qilishning ahamiyatini ko'rsatadi, bu esa o'quvchilarga tilni kontekstual ravishda o'rganishga imkon beradi.

Yuqorida keltirilgan manbalar asosida o'qitish metodlarining samaradorligini baholashga bo'lgan harakatlar muvaffaqiyatli bo'lib, Al-Tamimi va Reeder (2016) arab tilini o'rgatishda interaktiv metodlarni qo'llash orqali o'quvchilarning faol ishtirokini ta'minlash, tilni o'zlashtirish jarayonini yaxshilash mumkinligini ko'rsatdi. Zayid va Hussein (2020) esa o'yin metodlarining o'quvchilarning motivatsiyasini oshirishdagi rolini ta'kidlaydi, bu metodlar arab tilini o'rganishda o'quvchilarni yanada ko'proq ishtirok etishga undaydi. **Vakhobova va boshqalar (2023)** til va madaniyat o'rtasidagi o'zaro aloqalar o'rganiladi, bu esa arab tilini o'qitishda lingvokulturologik yondashuvlarni qo'llashning muhimligini ko'rsatadi. Madaniy kontekstni o'rganish, o'quvchilarga arab tilini o'zlashtirishda nafaqat grammatik jihatlarni, balki madaniy qadriyatlarni ham anglash imkonini beradi. Bu, o'z navbatida, o'quvchilarning til o'rganish jarayonida ko'proq ishtirok etishiga yordam beradi. **Yuldashova va boshqalar (2022)** o'yin metodlarini o'qitishda qo'llash, o'quvchilarning ijtimoiy-madaniy kompetentsiyasini oshirishga qaratilgan. Arab tilini o'rganishda o'yinlar, tilni o'rgatish jarayonini qiziqarli va

samarali qilish uchun mukammal vosita hisoblanadi. O'yin faoliyatlari orqali, o'quvchilar nafaqat tilni amaliy ravishda o'zlashtiradi, balki arab tilining madaniy va ijtimoiy jihatlarini ham o'rganish imkoniyatiga ega bo'ladi. Bu metod, o'quvchilarning arab tiliga bo'lgan qiziqishini oshiradi va ularga faol ishtirok etish imkoniyatini yaratadi. Al-Khatib va Al-Jarrah (2017) global digital davrda arab tilini o'qitishning yangi trendlarini va texnologiyalarning ta'limga integratsiyasi qanday o'quvchilarning til o'rganishga bo'lgan qiziqishini oshirishga yordam berishini ko'rsatadi. Hosseini (2014) esa zamonaviy va an'anaviy metodlarni taqqoslab, zamonaviy yondashuvlarning samaradorligini oshirishi mumkinligini ko'rsatdi.

Arab tilini o'qitishda zamonaviy yondashuvlarni qo'llash o'quvchilarni yanada faol ishtirok etishga undaydi va tilni o'rganishga bo'lgan motivatsiyasini oshiradi. Texnologiyaning integratsiyasi, interaktiv metodlar va madaniyatning integratsiyasi yordamida arab tilini o'rganish samaradorligi sezilarli darajada ko'tariladi. Shuningdek, bu metodlar o'quvchilarga tilni real hayotda qo'llash imkoniyatini yaratadi va til o'rgatishda pedagogik samaradorlikni oshiradi. Kelajakda bu metodlarni yanada chuqurroq o'rganish va ularning uzoq muddatli ta'sirini baholash zarur.

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ENHANCING SPEAKING COMPETENCE OF STUDENTS THROUGH FLIPPED-LEARNING TECHNOLOGY



<https://doi.org/10.5281/zenodo.14878183>

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Abstract. In the rapidly evolving landscape of education, the need for innovative teaching methodologies has become increasingly apparent. One such approach, flipped learning, has gained traction as an effective strategy for enhancing students' speaking competence. This article explores the impact of flipped-learning technology on students' speaking skills, examining its implementation, effectiveness, and the challenges faced in its application.

Annotatsiya. Tez o'zgarayotgan ta'lim muhitida innovatsion o'qitish metodlariga bo'lgan ehtiyoj tobora yaqqol sezilmoqda. Shunday yondashuvlardan biri – flipped learning (teskari o'qitish) texnologiyasi talabalar nutq kompetensiyasini oshirishda samarali strategiya sifatida ommalashib bormoqda. Ushbu maqolada flipped learning texnologiyasining talabalar nutq ko'nikmalariga ta'siri o'rganilib, uning tatbiqi, samaradorligi va qo'llash jarayonida uchraydigan muammolar tahlil qilinadi.

Аннотация. В условиях стремительно развивающейся образовательной среды необходимость в инновационных методах обучения становится все более очевидной. Одним из таких подходов является технология flipped learning (перевернутое обучение), которая приобретает популярность как эффективная стратегия для повышения речевой компетенции студентов. В данной статье рассматривается влияние технологии flipped learning на развитие устных навыков студентов, анализируются ее внедрение, эффективность, а также возникающие в процессе применения проблемы.

Keywords: *flipped-learning, inverted classroom, technology-enhanced learning approaches, interactive and collaborative activities.*

Tayanch so'zlar: *flipped learning (teskari o'qitish), inverted classroom (teskari sinf modeli), texnologiya yordamida ta'lim yondashuvlari, interaktiv va hamkorlikka asoslangan faoliyatlar.*

Ключевые слова: *flipped learning (перевернутое обучение), inverted classroom (перевернутый класс), подходы к обучению с использованием технологий, интерактивные и совместные активности.*

The teaching and learning of English as a foreign language have undergone significant transformations in recent years, driven by the rise of technology-enhanced learning approaches.²⁷² One such innovative pedagogy that has gained considerable attention is the Flipped-Learning approach²⁷³. Flipped-Learning, also known as the "inverted classroom," reverses the traditional lecture-based instruction by having students engage with instructional content outside the classroom, while in-class time is dedicated to more interactive and

²⁷² Soliman, N. (2016). Teaching English for Academic Purposes via the Flipped Learning Approach. In *Procedia - Social and Behavioral Sciences* (Vol. 232, p. 122). Elsevier BV. <https://doi.org/10.1016/j.sbspro.2016.10.036>

²⁷³ Riza, Z., & Setyarini, S. (2020). EFL Flipped-Classroom: Promoting HOTS in Speaking Skill. <https://doi.org/10.2991/assehr.k.200406.051>

collaborative activities. The development of speaking competence is a fundamental objective in language learning, particularly in English as a Foreign Language contexts. However, traditional classroom approaches often fail to provide students with sufficient opportunities to practice and improve their speaking skills.²⁷⁴ Flipped-learning, a pedagogical model that reverses the traditional classroom structure, has emerged as a promising approach to address this challenge.

Exploring the Benefits of Flipped-Learning. The adoption of Flipped-Learning in the English as a Foreign Language classroom has been widely explored in the literature. Research has highlighted the potential benefits of this approach, particularly in enhancing students' speaking competence. For instance, studies have shown that students in a Flipped-Learning environment tend to be more engaged in the learning process, leading to improved learning outcomes. Additionally, the Flipped-Learning approach allows for more personalized and student-centered instruction, catering to the diverse learning needs of students.²⁷⁵

Implementing Flipped-Learning for Speaking Skills. One of the key advantages of the Flipped-Learning approach is its ability to foster active learning and higher-order thinking skills, which are crucial for the development of speaking competence. (Riza & Setyarini, 2020) By shifting the passive lecture-based instruction outside the classroom, in-class time can be dedicated to more interactive and engaging activities, such as group discussions, problem-solving exercises, and role-playing. Furthermore, the use of digital technologies, such as video lectures and online learning platforms, allows students to access the instructional content at their own pace, enabling them to better prepare for the in-class activities and practice their speaking skills.²⁷⁶

The implementation of the Flipped-Learning approach in the English as a Foreign Language classroom has shown promising results in enhancing students' speaking competence. In a flipped-learning environment, students are exposed to the lecture content, typically in the form of video lectures, prior to the class session. This allows classroom time to be devoted to more interactive and engaging activities, such as discussions, role-plays, and collaborative tasks, where students can actively practice and refine their speaking abilities.

The flipped-learning approach is grounded in the principles of active learning, where students take a more engaged and self-directed role in their learning process²⁷⁷. By shifting the content delivery outside of the classroom, flipped-learning enables teachers to devote class time to activities that promote higher-order thinking skills, such as application, analysis, and evaluation (Marzuki, 2020). These principles are further supported by Bloom's Taxonomy, a framework for classifying learning objectives and outcomes. In a flipped-learning context, students can engage with the lower levels of Bloom's Taxonomy (remembering and understanding) through the pre-class video lectures, while the in-class activities focus on the higher levels (applying, analyzing, evaluating, and creating).

²⁷⁴ Soliman, N. (2016). Teaching English for Academic Purposes via the Flipped Learning Approach. In *Procedia - Social and Behavioral Sciences* (Vol. 232, p. 122). Elsevier BV. <https://doi.org/10.1016/j.sbspro.2016.10.036>

²⁷⁵ Soliman, N. (2016). Teaching English for Academic Purposes via the Flipped Learning Approach. In *Procedia - Social and Behavioral Sciences* (Vol. 232, p. 122). Elsevier BV. <https://doi.org/10.1016/j.sbspro.2016.10.036>

²⁷⁶ Hidayat, L. E., & Praseno, M. D. (2021). Improving Students' Writing Participation and Achievement in an Edpuzzle-Assisted Flipped Classroom. In *Education of English as A Foreign Language* (Vol. 4, Issue 1, p. 1). Brawijaya University. <https://doi.org/10.21776/ub.educafl.2021.004.01.01>

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NEMIS TILINI O'RGATISHDA ZAMONAVIY TEXNOLOGIYALARDAN FOYDALANISH USULLARI



<https://doi.org/10.5281/zenodo.14878195>

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Annotatsiya. Ushbu maqolada nemis tilini o'rgatishda zamonaviy texnologiyalarning o'rni va ahamiyati tahlil qilinadi. Maqolada mobil ilovalar, onlayn platformalar, video darslar, virtual va kengaytirilgan reallik texnologiyalarining til o'rgatishda qanday samarali qo'llanilishi ko'rib chiqiladi. Yangi texnologiyalarning pedagogik jarayonlardagi ta'siri va talabalarga taqdim etadigan imkoniyatlar haqida fikr yuritiladi. Ushbu tadqiqot nemis tilini o'rgatishda zamonaviy texnologiyalarni qo'llashning ahamiyatini va uning ta'lim jarayonidagi rolini chuqurroq tushunishga yordam beradi.

Annotation. This article analyzes the role and importance of modern technologies in teaching the German language. The article examines how mobile applications, online platforms, video lessons, virtual and augmented reality technologies can be effectively used in language teaching. The impact of new technologies on pedagogical processes and the opportunities they offer to students are discussed. This study contributes to a deeper understanding of the importance of using modern technology in teaching German and its role in the educational process.

Аннотация. В данной статье анализируется роль и значение современных технологий в обучении немецкому языку. В статье рассматривается, как мобильные приложения, онлайн-платформы, видеоуроки, технологии виртуальной и дополненной реальности могут эффективно использоваться в обучении языку. Обсуждается влияние новых технологий на педагогический процесс и возможности, которые они предлагают студентам. Данное исследование способствует более глубокому пониманию важности использования современных технологий в преподавании немецкого языка и их роли в образовательном процессе.

Tayanch so'zlar: *nemis tili, texnologiyalar, mobil ilovalar, onlayn darslar, virtual reallik, kengaytirilgan reallik, til o'rgatish, pedagogika, ta'lim jarayoni.*

Ключевые слова: *немецкий язык, технологии, мобильные приложения, онлайн-занятия, виртуальная реальность, дополненная реальность, обучение языку, педагогика, образовательный процесс.*

Keywords: *German language, technologies, mobile applications, online classes, virtual reality, augmented reality, language learning, pedagogy, educational process.*

Kirish: Bugungi ta'lim tizimi jamiyatning barcha sohalarida sifatli o'quv jarayonlarini yaratishga intilmoqda. Har bir soha, shu jumladan til o'rgatish, yangi ehtiyojlar va zamonaviy talablar bilan yuzma-yuz kelmoqda. Xususan, til o'rgatish sohasida zamonaviy texnologiyalarning qo'llanilishi ta'lim jarayonini yanada interaktiv, samarali va jozibador qilish imkonini bermoqda. Ularning yordamida darslar nafaqat an'anaviy shakllarda, balki multimedia resurslari, onlayn platformalar, mobil ilovalar va virtual muhitlarda ham amalga oshirilishi mumkin. Til o'rgatishning an'anaviy usullari faqat darsliklar va o'qituvchi tomonidan o'qitish

bilan cheklansa-da, texnologiyalarni qo'llash bu jarayonni yanada kengaytiradi va talabalar uchun yangi imkoniyatlar yaratadi. Darslarning interaktivligi va moslashuvchanligi talabalarga mustaqil o'rganish, o'zlarining rivojlanish temponi belgilash imkoniyatini beradi. Shuningdek, zamonaviy texnologiyalar talabalarga real vaqt rejimida o'z bilimlarini sinash, o'zaro aloqada bo'lish va dunyoning turli nuqtalaridan o'qituvchilar bilan bog'lanish imkoniyatini yaratadi.

Nemis tilini o'rganish, nafaqat til o'rgatishning asosiy maqsadi, balki o'quvchilarni yangi madaniyat bilan tanishtirish, ularning jahonni tushunish darajasini oshirishni anglatadi. Til orqali o'rganuvchi shaxsning dunyoqarashi shakllanadi, uning fikrlash va muloqot qobiliyatlari rivojlanadi. Zamonaviy texnologiyalar esa bu jarayonni yanada qulaylashtiradi, chunki ularning yordamida o'quvchilar turli xil til materiallari bilan tanishib, turli madaniyatlar bilan bog'lanish imkoniyatiga ega bo'ladilar. Ushbu maqolada zamonaviy texnologiyalarning nemis tilini o'rgatishda qanday samarali ishlatilishi va bu texnologiyalarning ta'lim jarayoniga qo'shgan hissasi tahlil qilinadi. O'quv jarayonining samaradorligini oshirish, o'quvchilarning motivatsiyasini yuqori darajada saqlash va ularga yangi bilimlarni o'zlashtirishda yordam beradigan innovatsion yondashuvlar o'rganiladi.

Asosiy qism

1. Texnologiyalarning til o'rgatishdagi o'rni

Zamonaviy ta'lim texnologiyalari o'quv jarayonlarini jahon bo'ylab yanada samarali va interaktiv qilishda muhim rol o'ynaydi. Texnologiyalar nafaqat o'quv materiallarini kengaytirish, balki o'quvchilarning motivatsiyasini oshirish, ularni yanada faol ishtirok etishga undashda ham katta ahamiyat kasb etadi. Yangi texnologiyalar yordamida o'quvchilar tilni o'rganish jarayonini faqat darsliklarga asoslanib o'tkazishdan chetga chiqib, o'z bilimlarini kengaytirishlari va chuqurlashtirishlari mumkin. Masalan, onlayn kurslar, videolar, podkastlar, til o'rganish ilovalari va interaktiv o'yinlar orqali talabalar o'z bilimlarini amaliyotda sinab ko'rishlari mumkin. Bu, ayniqsa, nemis tilini o'rganishda juda muhim, chunki bu til nafaqat grammatika, balki talaffuz va so'zlashuv qobiliyatini ham rivojlantirishni talab qiladi. O'quvchilar, masalan, nemis tilida film va seriallar tomosha qilish, audiokitoblar tinglash, yoki tilni o'rgatish uchun yaratilgan mobil ilovalar orqali o'z talaffuzlarini yaxshilashlari mumkin.

Texnologiyalar yordamida talabalarga interaktiv mashqlar, tilni o'rganishga qaratilgan o'yinlar, va tarmoqdagi forumlar orqali boshqa o'quvchilar bilan muloqot qilish imkoniyatlari yaratilib, til o'rganish jarayoni yanada boyitiladi. Shu bilan birga, virtual sinflar va masofaviy ta'lim resurslari yordamida o'quvchilar istalgan vaqtda va joyda darslarga qatnashishlari mumkin, bu esa o'z navbatida ularning o'quv jarayoniga bo'lgan qiziqishini oshiradi.

2. Mobil ilovalar va onlayn platformalar

Mobil ilovalar til o'rgatishda talabalarga o'z vaqtida va o'z sharoitida tilni o'rganish imkonini beradi. Bu ilovalar o'quvchilarga ko'p vaqt va joyga cheklovlarisiz tilni o'rganish jarayonini amalga oshirish imkoniyatini yaratadi. Mobil ilovalar nafaqat grammatik qoidalarni, balki lug'at boyligini va talaffuzni ham samarali o'rganishga yordam beradi. Masalan, Duolingo ilovasi, uning o'quvchilarga to'g'ri talaffuzni o'rganishda yordam berish uchun audio va vizual materiallarni taqdim etadi. Bu ilova yordamida talaba har bir yangi so'z yoki iborani eshitish, ko'rish va o'z talaffuzini tekshirish imkoniyatiga ega bo'ladi, bu esa tilni o'rganish jarayonini ancha samarali va qiziqarli qiladi.

Shuningdek, Memrise va Babbel kabi platformalar o'quvchilarga tilni amaliy tarzda o'rganish imkoniyatini beradi. Memrise, masalan, so'zlarni o'rganish va yodlashni osonlashtirish uchun o'yin formatida mashqlarni taklif qiladi, bu esa til o'rganish jarayonini ko'proq o'rganishdan ko'ra ko'proq o'yin kabi qiziqarli qiladi. Babbel esa o'quvchilarga tilni kundalik hayotga yaqin vaziyatlar asosida o'rgatadi, bu esa til o'rganishni yanada foydali va amaliy qiladi.

Bu ilovalar yordamida, talaba ma'lum bir so'zni yoki iborani eshitganidan so'ng, uni to'g'ri talaffuz qilishi va yodlashi mumkin, shuningdek, ular tilni o'rganishda davom etish uchun o'z yutuqlarini kuzatib borishlari mumkin.

Mobil ilovalar, shuningdek, foydalanuvchilarga o'z yutuqlarini kuzatish va o'zgarishlarni ko'rish imkoniyatini berib, motivatsiyani oshiradi. Talabalar o'z maqsadlariga erishganlarida mukofotlar olishlari, boshqalar bilan raqobatlashishlari yoki o'z yutuqlarini boshqa foydalanuvchilar bilan taqqoslashlari mumkin. Bu kabi interaktiv va motivatsion elementlar o'quvchilarning til o'rganishga bo'lgan ishtiyoqini oshirishga yordam beradi. Yangi texnologiyalarning til o'rgatish jarayoniga ta'siri shundan iboratki, ular o'quvchilarni mustaqil o'qishga va doimiy ravishda o'z bilimlarini oshirishga undaydi. Shuningdek, mobil ilovalar talabalarga o'z bilimlarini o'zgartirish yoki yangi ma'lumotlarni qabul qilishda moslashuvchanlikni ta'minlaydi. Bu jarayon orqali o'quvchilar tilni o'rganishda yanada samarali va ijodiy usullarni qo'llashlari mumkin, bu esa ularning umumiy rivojlanishiga ijobiy ta'sir ko'rsatadi.

3. Onlayn (Online) video darslar va vebinarlar

Onlayn video darslar va vebinarlar yordamida talabalarga real vaqt rejimida o'qituvchi bilan muloqot qilish imkoniyati yaratiladi. Bu, ayniqsa, talaffuz va nutqni rivojlantirishda juda samarali hisoblanadi, chunki talaba o'qituvchining to'g'ri talaffuzini eshitish va uni o'z talaffuziga tatbiq etish imkoniyatiga ega bo'ladi. Onlayn darslar va vebinarlar orqali talaba dars davomida o'qituvchidan to'g'ri talaffuzni eshitish va undan qo'shimcha tushuntirishlar olish imkoniyatiga ega bo'ladi. Bu usul til o'rganuvchilariga nutqni va talaffuzni amalda takomillashtirish uchun zarur bo'lgan interaktiv o'rgatish usullarini taqdim etadi, shu bilan birga, ular darslarni yanada samarali o'rganishadi. Masalan, o'qituvchi o'zining intonatsiyasini, so'zlarni qanday talaffuz qilishni va qanday ohangda gapirishni ko'rsatganida, talaba buning to'g'ri usulini tezda o'zlashtirishi mumkin.

YouTube kabi platformalarda nemis tiliga oid bepul darslar mavjud bo'lib, ular talabalar uchun qulay va o'quv jarayonini yanada qiziqarli qilishga yordam beradi. YouTube'ning interaktiv darslari va til o'rganish kanallari o'quvchilarga turli mavzularni o'rganish imkoniyatini beradi, ularning har biri turli darajadagi ma'lumotlarni taqdim etadi, bu esa talabalarni o'z bilish darajasiga mos keladigan kontent bilan ta'minlaydi. Bundan tashqari, ko'plab onlayn video darslar va vebinarlar onlayn sinflarda qatnashish imkoniyatini yaratib, talabalar o'qituvchi bilan real vaqt rejimida fikr almashish, savollar berish va tushunmagan joylarini aniqlashtirish imkoniga ega bo'ladi.

Onlayn video darslar, o'qituvchining darsda ko'rsatgan metodlarini talabalarga yanada aniqroq va chuqurroq tushunishga imkon beradi. Dars materiallarini ko'rish orqali talaba o'z bilimlarini kuchaytirishi, shuningdek, o'qituvchining muayyan tushuntirishlarini qayta tinglab, o'zlashtirilgan materialni mustahkamlashlari mumkin. Bu usul, ayniqsa, vizual va eshitish orqali o'rganuvchilar uchun juda samarali, chunki video darslar nafaqat ma'lumotni, balki amaliyot va ko'rsatmalarni ham taqdim etadi. Talabalar o'z bilish darajasini mustahkamlash va darslarni osonroq o'rganish uchun video darslarni qayta tomosha qilish imkoniga ega bo'lishadi, bu esa o'rganishni qayta ko'rib chiqishga yordam beradi.

4. Virtual reallik (VR) va kengaytirilgan reallik (AR) texnologiyalari

Virtual reallik (VR) va kengaytirilgan reallik (AR) texnologiyalari til o'rgatishda revolyutsion o'zgarishlarga olib kelmoqda. Ular an'anaviy ta'lim usullarini kengaytirib, o'quvchilarga yanada chuqurroq va realistik o'rganish tajribasini taqdim etmoqda. VR texnologiyalari yordamida talaba virtual muhitda nemis tilida muloqot qilishni simulyatsiya qilish imkoniyatiga ega bo'ladi. Masalan, VR yordamida talaba o'zini Germaniya yoki Avstriya

shaharlarida his qilishi va nemis tilida boshqa odamlar bilan muloqot qilishni o'rganishi mumkin. Bu texnologiya orqali talaba real hayotdagi muhitni, odamlar bilan o'zaro aloqalarini va tilni qanday qo'llashni aniq ko'rishi va sinab ko'rishi mumkin. Virtual reallik orqali o'quvchilar o'zlarini tilni o'rganish jarayonida yanada ishtirok etuvchi va faolroq his qilishadi, bu esa o'rganish motivatsiyasini oshiradi.

VR texnologiyalarining yana bir katta afzalligi shundaki, ular talabalarga turli xil madaniy va ijtimoiy muhitlarni tajriba qilish imkonini beradi. Talaba, masalan, germaniyalik bir suhbatdosh bilan kafe yoki restoran muhitida nemis tilida suhbatlashishi mumkin. Bu, til o'rganish jarayonini real hayotga yaqinlashtiradi va o'quvchiga amaliy bilimlarni qo'llashni o'rgatadi. O'quvchi interaktiv tarzda real va virtual vaziyatlarda tilni qanday ishlatishni o'rganadi, bu esa tilni o'rganishda aniqroq va samaraliroq yondashuvni ta'minlaydi.

Kengaytirilgan reallik (AR) texnologiyalari esa, real dunyoda interaktiv tarzda o'qitish imkonini beradi. AR texnologiyalari orqali talaba o'quv materiallarini real muhitda, masalan, o'qituvchi tomonidan ko'rsatilgan yoki telefon ekrani orqali aks ettirilgan interaktiv tasvirlar va matnlar orqali ko'rishi mumkin. Talaba, masalan, nemis tilida so'zlar yoki iboralarning ma'nosini ko'rib, ularni atrofdagi muhitda qo'llashni o'rganishi mumkin. AR yordamida talaba o'qiyotgan tilini real hayotda ko'rgan narsalar bilan bog'lash imkoniyatiga ega bo'ladi. Bu o'rganish jarayonini yanada jonli va amaliy qiladi, chunki talaba o'rgangan so'zlarini atrof-muhitda darhol topish va qo'llash orqali ularni mustahkamlashi mumkin.

Misol uchun, AR texnologiyalaridan foydalangan holda talaba turli so'zlar va iboralarni o'rganib, ularni o'zgaruvchan, interaktiv muhitda, masalan, turli xil obyektlar va manzaralar bilan birga ishlatishi mumkin. Bu tilni o'rganishni yanada chuqurlashtiradi va o'quvchilarga nafaqat so'zlarni yodlash, balki ularni haqiqatda ishlatish usulini ko'rsatadi. Shu bilan birga, AR yordamida talaba turli mavzularda mashqlarni bajarib, o'rganganlarini real va jonli holatlarda qo'llashni o'rganadi.

5. Onlayn kurslar va interaktiv platformalar

Onlayn kurslar va interaktiv platformalar, til o'rganishni nafaqat o'qituvchilar, balki talabalar uchun ham ancha qulay va samarali qiladi. Bu texnologiyalar o'quvchilarga o'z vaqtida va o'z sharoitida ta'lim olish imkoniyatini yaratadi, bu esa ularning mustaqil o'rganish qobiliyatini oshiradi. Onlayn kurslar, masalan, Coursera, Udemy, edX kabi saytlar orqali talabalar nafaqat video darslar tomosha qilishadi, balki interaktiv mashqlar va testlar orqali o'z bilimlarini sinab ko'rishlari mumkin. Bu kurslar ta'lim jarayonini yanada dinamik va qiziqarli qiladi, chunki talaba har bir darsni o'ziga mos ravishda, kerakli vaqtda va turli formatlarda o'rganishi mumkin.

Shu bilan birga, onlayn kurslar ko'plab sohalarda, jumladan, til o'rganishda, real hayotdagi amaliyotga yaqindan bog'liq bo'lgan materiallarni taklif etadi. Masalan, grammatika, lug'at boyligini oshirish, talaffuzni yaxshilash va hatto madaniyatni o'rganishga oid maxsus kurslar mavjud. Talabalar interaktiv testlar, video materiallar, audio fayllar va real vaqt rejimida o'qituvchi bilan aloqalar orqali o'rganish jarayonini chuqurlashtirishi mumkin. Bu kurslar, shuningdek, o'qituvchilarga talabalar bilan birgalikda ishlash va ularning kuchli va zaif tomonlarini aniqlashda yordam beradi, bu esa o'qituvchilarni yanada samarali va maqsadli o'qitishga yo'naltiradi.

Ushbu platformalar talabalarga o'z vaqtida yangi materiallarni o'rganish va mustahkamlash imkonini yaratadi. Onlayn kurslar ko'pincha o'quvchilarga o'zlarining o'rganish tezliklarini belgilash imkoniyatini beradi, bu esa ularning o'ziga xos ta'lim ehtiyojlarini qondiradi. Masalan, ba'zi talabalar ma'lum bir mavzuda chuqurroq o'rganishni istashlari mumkin, boshqalari esa faqat umumiy bilimlarni egallashga intilishadi. Bu moslashuvchanlik

o'qitishning samaradorligini oshiradi. Shuningdek, onlayn kurslarda mavjud bo'lgan materiallar ko'pincha qayta ko'rib chiqilishi mumkin, bu esa talabalarga o'zlashtirilgan bilimlarni mustahkamlash imkoniyatini beradi. Kurslar davomida o'quvchilar o'z bilganlarini tez-tez tekshirib, qayerda xatolarga yo'l qo'yganliklarini ko'rib chiqishlari mumkin, bu esa o'rganishni yanada samarali qiladi.

Onlayn kurslar nafaqat til o'rgatishda, balki o'qituvchining mavjud resurslarini mustahkamlashda ham yordam beradi. Kurslar doirasida o'quvchilarga video materiallar, maqolalar, interaktiv mashqlar, forumlar, maslahatchi yordami va boshqa ko'plab resurslar taqdim etiladi. Bu resurslar talabalarni o'z bilimlarini yanada chuqurroq rivojlantirishga undaydi. Shuningdek, kurslar o'qituvchining vaqtini tejashga yordam beradi, chunki ko'p o'quv materiallari avtomatik tarzda taqdim etiladi, o'quvchilar esa o'zlariga qulay vaqtda ushbu materiallardan foydalanishlari mumkin.

Interaktiv platformalar yordamida talabalar o'quv jarayonini yanada faolroq va mustaqil ravishda olib borishlari mumkin. Platformalarda o'quvchilar bir-biriga yordam berish, tajriba almashish va muammolarni hal qilishda o'zaro hamkorlik qilish imkoniyatiga ega. Misol uchun, onlayn forumlar va guruhlar orqali talaba boshqa o'quvchilar bilan muloqot qilib, o'z bilimlarini yanada kengaytirishi mumkin. Bu, o'z navbatida, til o'rganishda jamiyat va o'zaro o'rganish jarayonining ahamiyatini oshiradi. Talabalar o'qituvchi yoki boshqa talabalardan savollar berish, izohlar olish yoki qo'shimcha tushuntirishlar so'rash orqali o'z o'rganishlarini to'g'rilashlari mumkin. Bu esa o'quvchilarga tilni nafaqat mustaqil ravishda, balki jamoa ichida o'rganish imkoniyatini taqdim etadi.

Xulosa

Zamonaviy texnologiyalarni nemis tilini o'rgatishda qo'llash o'quv jarayonini nafaqat qiziqarli, balki samarali ham qiladi. Bugungi kunda internet, mobil ilovalar, onlayn resurslar va interaktiv dasturlar yordamida talabalarga o'rganish jarayonini yanada osonlashtirish va yangilash imkoniyati mavjud. Ushbu texnologiyalar yordamida o'quvchilar nemis tilini nafaqat an'anaviy o'qitish metodlari orqali, balki o'zaro muloqot, o'y-inshootlar va video darslar kabi interaktiv vositalar orqali o'rganishadi. Bu, o'z navbatida, ularning o'rganishga bo'lgan qiziqishini oshiradi, chunki ular o'rganish jarayonida ko'proq faol ishtirok etishga va turli xil resurslardan foydalanishga imkoniyat topadilar.

Bundan tashqari, zamonaviy texnologiyalar yordamida o'qituvchilar talabalarga individual yondashuvni amalga oshirishda yanada samarali ishlashlari mumkin. Masalan, o'qituvchilar talabaning o'quv faoliyatini tahlil qilib, uning kuchli va zaif tomonlarini aniqlashlari va shunga mos ravishda o'quv jarayonini tashkil etishlari mumkin. Online platformalarda mavjud bo'lgan testlar, video darslar va interaktiv mashqlar yordamida talabalarga tilni o'rganish jarayonida xatolarini tezda aniqlash va to'g'rilash imkoniyati yaratiladi.

Shuningdek, zamonaviy texnologiyalar talabalarga tilni o'rganishda mustaqil ish qilish imkoniyatini beradi. Ular internet orqali nemis tilidagi matnlar, video materiallar va audiolarni tinglash orqali real hayotdagi vaziyatlarga mos o'rganish materiallarini topa olishadi. Bu, o'z navbatida, tilni o'rganishda talabalarning mustahkamroq bilimga ega bo'lishiga yordam beradi, chunki ular tilni haqiqiy muloqotda qo'llash imkoniyatiga ega bo'ladilar.

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INNOVATIVE APPROACHES IN FOREIGN LANGUAGE TEACHING: TOWARDS EFFECTIVE AND ENGAGING LEARNING ENVIRONMENTS



<https://doi.org/10.5281/zenodo.14878201>

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Annotation. This article explores contemporary approaches in foreign language teaching, focusing on innovative methodologies such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and the integration of technology in modern classrooms. By addressing the challenges and opportunities posed by these methods, the paper highlights how these approaches aim to improve language acquisition, increase student engagement, and prepare learners for real-world communication. Practical examples are discussed, emphasizing the need for a dynamic and flexible teaching environment that adapts to the changing needs of both educators and students.

Аннотация. В этой статье рассматриваются современные подходы к преподаванию иностранных языков, с упором на инновационные методики, такие как коммуникативное обучение языку (CLT), обучение языку на основе задач (TBLT) и интеграция технологий в современные классы. Рассматривая проблемы и возможности, создаваемые этими методами, в статье подчеркивается, как эти подходы направлены на улучшение усвоения языка, повышение вовлеченности учащихся и подготовку учащихся к реальному общению. Обсуждаются практические примеры, подчеркивающие необходимость динамичной и гибкой среды обучения, которая адаптируется к меняющимся потребностям как педагогов, так и учащихся.

Keywords: *foreign language teaching, innovative methodologies, communicative approach, task-based learning, technology-enhanced learning, student engagement, language acquisition.*

Ключевые слова: *обучение иностранным языкам, инновационные методики, коммуникативный подход, обучение на основе задач, обучение с использованием технологий, вовлеченность учащихся, усвоение языка.*

The role of foreign language proficiency is more critical than ever in today's interconnected world. Mastery of a foreign language opens up avenues for cultural exchange, international business, academic success, and global citizenship. As a result, language teaching has become an essential area of focus in educational systems worldwide. However, traditional methods of foreign language instruction, while effective in their time, often fall short of addressing the diverse needs of modern learners.

In response, new teaching methodologies have emerged that focus on creating dynamic, interactive, and student-centered learning environments. These methods, such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and the incorporation of digital tools and platforms, aim to foster more authentic and engaging language learning experiences. This article delves into these approaches, discussing their core principles, benefits,

and challenges, while proposing ways to improve the quality of foreign language education for today's learners.

Communicative Language Teaching (CLT) is one of the most significant shifts in language pedagogy over the last few decades. Unlike traditional methods that often place a heavy emphasis on grammar rules, vocabulary drills, and rote memorization, CLT prioritizes the practical use of language for real communication.

In a CLT classroom, the primary objective is to help students develop their ability to interact effectively and fluently in a variety of social contexts. Lessons are designed around real-life situations, where learners engage in activities such as role-plays, discussions, and problem-solving tasks. By focusing on communication, rather than isolated language structures, CLT aims to improve students' fluency and confidence in using the language naturally.

One of the main benefits of CLT is its focus on functional language use. For example, students might practice asking for directions, ordering food, or making an appointment, all of which are common tasks in daily life. Additionally, CLT emphasizes learner autonomy and encourages students to take responsibility for their learning through collaborative group work, peer feedback, and self-reflection.

Despite its advantages, CLT presents challenges in the classroom. Some critics argue that the approach neglects grammar and accuracy in favor of fluency, potentially leading to learners developing communication skills without a solid understanding of the underlying language structure. However, many educators advocate for a balanced approach that integrates grammar instruction within communicative activities.

Another innovative approach that has gained considerable attention in recent years is Task-Based Language Teaching (TBLT). This approach, grounded in the principles of CLT, focuses on engaging students in meaningful tasks that simulate real-world language use. Rather than focusing on isolated language skills, TBLT encourages students to use the target language to complete tasks that require problem-solving, collaboration, and critical thinking.

TBLT's central feature is its focus on tasks—activities that have a clear goal or outcome. These tasks can range from simple activities like filling out a survey or giving a short presentation to more complex projects, such as planning a trip or writing a report. Through these tasks, students learn to use language in context, integrating speaking, listening, reading, and writing skills.

One of the main advantages of TBLT is its emphasis on authentic language use. Students are not just learning grammar rules or vocabulary in isolation but are instead practicing language in meaningful ways. For example, students might be asked to work in groups to plan a vacation, making decisions based on the language they are learning. This approach encourages learners to focus on communication, making mistakes as a natural part of the learning process.

However, TBLT also has its challenges. One issue is the difficulty in designing tasks that are appropriately challenging for students of varying proficiency levels. If tasks are too easy, students may not be sufficiently challenged, while overly complex tasks may lead to frustration. Furthermore, teachers must carefully balance task-based activities with opportunities for direct language instruction to ensure that students develop both fluency and accuracy.

In today's digital age, technology has become an integral part of education, including foreign language instruction. The use of technology in the language classroom can offer a wealth of opportunities for both students and teachers. From online language platforms and mobile apps to virtual classrooms and interactive whiteboards, technology enhances the learning experience in numerous ways.

One of the key advantages of technology in language learning is its ability to provide students with personalized, self-paced learning experiences. For instance, mobile apps like Duolingo or Babbel allow learners to practice vocabulary and grammar on their own time, reinforcing what they have learned in the classroom. Additionally, technology allows for immediate feedback, which is crucial for language learners to monitor their progress and correct mistakes in real time.

Another major benefit of technology-enhanced language learning is the opportunity for virtual interaction with native speakers. Platforms like Skype, Zoom, and language exchange websites allow learners to engage in conversations with speakers from around the world, providing real-world practice in a controlled, supportive environment. This exposure to native speakers enhances students' listening comprehension and speaking fluency, giving them insight into the cultural context of the language.

However, there are several challenges associated with technology in language learning. Access to technology can be a barrier for some students, particularly in regions with limited internet connectivity or inadequate devices. Additionally, over-reliance on technology can lead to a lack of face-to-face interaction, which remains essential for developing conversational skills. Teachers must find a balance between technology use and traditional, in-person communication.

While modern language teaching methods offer significant advantages, they also present a number of challenges that must be addressed. One of the primary obstacles is the diversity of learners in today's classrooms. Students come from varied backgrounds, with differing levels of language proficiency, learning styles, and motivations. This makes it difficult to implement a one-size-fits-all approach.

Moreover, teachers may face challenges in adapting to new technologies or teaching methods, particularly if they are accustomed to more traditional pedagogies. Professional development and training are essential to ensure that educators are equipped with the skills and resources necessary to implement modern methodologies effectively.

Another significant challenge is the limited time available for language learning. In many educational settings, students may only have a few hours per week to study a foreign language, which can hinder their progress. Teachers must maximize the effectiveness of class time by using engaging activities, fostering student collaboration, and integrating technology where appropriate.

In conclusion, innovative approaches in foreign language teaching, such as Communicative Language Teaching, Task-Based Language Teaching, and technology integration, represent significant advancements in language pedagogy. These methods place a strong emphasis on real-world communication, student engagement, and the use of modern digital tools to enhance learning experiences. While challenges remain, these approaches offer exciting opportunities for creating more effective and dynamic learning environments.

As language education continues to evolve, it is crucial that educators embrace these modern methodologies while addressing the challenges they present. By doing so, they can help students not only become proficient in a foreign language but also develop the skills needed to thrive in an increasingly globalized and interconnected world.

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O'ZBEK VA INGLIZ TILLARIDA ILMIY LEKSIKAGA ASOSLANGAN AFORIZMLARNING LINGVISTIK VA SEMANTIK XUSUSIYATLARI



<https://doi.org/10.5281/zenodo.14878245>

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Annotatsiya. Mazkur maqola o'zbek va ingliz tillarida ilmiy leksikaga asoslangan aforizmlarning lingvistik va semantik xususiyatlarini o'rganishga bag'ishlangan. Aforizmlar qisqa va mazmunli iboralar sifatida ilmiy leksikaning madaniy, lingvistik hamda ijtimoiy ta'sirini aks ettiradi. Ingliz aforizmlarida ilmiy va texnologik taraqqiyotga urg'u berilsa, o'zbek aforizmlarida axloqiy va ma'naviy qadriyatlar ko'proq yoritiladi. Misollar orqali har ikkala tilning aforizmlarida mavjud universal va milliy xususiyatlar, shuningdek, ilmiy tushunchalarning metaforik qo'llanilishi tahlil qilinadi. Ushbu maqola qiyosiy tilshunoslik va tarjima nazariyasi sohasida dolzarb muammolarni hal qilishga xizmat qiladi.

Аннотация. Данная статья посвящена изучению лингво-семантических особенностей афоризмов на основе научной лексики на узбекском и английском языках. Афоризмы отражают культурное, языковое и социальное воздействие научной лексики как краткие и содержательные выражения. Английские афоризмы подчеркивают научно-технический прогресс, а узбекские афоризмы подчеркивают моральные и духовные ценности. На примерах анализируются общечеловеческие и национальные особенности в афоризмах обоих языков, а также метафорическое употребление научных понятий. Данная статья служит решению актуальных проблем в области сравнительного языкознания и теории перевода.

Annotation. This article is devoted to the study of the linguistic and semantic features of aphorisms based on scientific lexicon in Uzbek and English. Aphorisms, as short and meaningful expressions, reflect the cultural, linguistic and social impact of scientific lexicon. While English aphorisms emphasize scientific and technological progress, Uzbek aphorisms highlight moral and spiritual values. Through examples, the universal and national features present in the aphorisms of both languages, as well as the metaphorical use of scientific concepts, are analyzed. This article serves to solve current problems in the field of comparative linguistics and translation theory.

Tayanch so'zlar: *ilmiy leksika, aforizmlar, semantika, metaforik xususiyatlar.*

Ключевые слова: *научная лексика, афоризмы, семантика, метафорические свойства.*

Keywords: *scientific lexicon, aphorisms, semantics, metaphorical properties.*

Bugungi globallashuv davrida ilm-fan va texnologiyaning rivoji xalqaro muloqot va bilim almashinuvi jarayonlarida "ilm" leksikasining ahamiyatini keskin oshirdi. Ilmiy atamalar ko'p hollarda nafaqat ilmiy matnlarda, balki aforizmlar kabi qisqa, mazmunli iboralarda ham ishlatiladi. Bu esa mazkur leksikaning nafaqat nazariy, balki ijtimoiy hayotdagi o'rni va ahamiyati yuqori ekanligini yana bir bor tasdiqlaydi.

O'zbek va ingliz tillaridagi ilm leksikasi asosida shakllangan aforizmlar bir-biridan farqli bir qator omillar, jumladan, madaniy, lingvistik va ijtimoiy omillar ta'sirida vujudga kelgan. Asosan ingliz aforizmlarida ilmiy leksika ko'pincha ilmiy-texnologik taraqqiyotning rivojlanganligini aks ettirsa, o'zbek aforizmlarida ilmning axloqiy va ma'naviy jihatlari ko'proq e'tiborga olinadi. Masalan, ingliz tilida uchraydigan "I believe there are no questions that science can't answer about a physical universe" (Men ishonamanki, bu olamda ilm-fan javob bera olmaydigan savol yoq) kabi aforizm ingliz tilida fanga bo'lgan ishonchni kuchli aks ettiradi, ayniqsa, ilm-fan madaniyatida rivojlangan jamiyatlarda, o'zbek tilida esa ushbu ibora biroz ceklovlarni o'z ichiga olishi mumkin, chunki diniy va falsafiy yondashuv kuchliroq rol o'ynaydi. Masalan, Ilm bir chiroqdurkim, seni rohat va farog'atga hech bir zaxmatsiz etkazadi. (Abu Lays Samarqandiy) aforizmi bilimning jamiyatni yorituvchi o'rni va ma'rifatparvarlikka urg'u beradi.

Shu bois, mazkur tezis o'zbek va ingliz tillarida ilmiy leksikaga asoslangan aforizmlarning lingvistik va semantik xususiyatlarini o'rganishga qaratiladi. Ushbu mavzu qiyosiy tilshunoslik va tarjima nazariyasi uchun dolzarb bo'lib, aforizmlarning tarjimai jarayonida uchraydigan muammolarni aniqlash va ularni hal qilish usullarini ishlab chiqishga xizmat qiladi.

Aforizmlar – bu qisqa, mazmunli iboralar bo'lib, ularning semantik boyligi chuqur tahlilni talab qiladi. Ingliz va o'zbek tillaridagi ilmiy leksikaga asoslangan aforizmlar semantik jihatdan bir qancha o'ziga xosliklarga ega. Misol sifatida, ularning metaforik usulda qo'llanishini aytishimiz mumkin. Ko'pgina aforizmlar ilmiy atamalarni kengroq, ko'pincha metaforik ma'noda ishlatiladi. Bu ilmiy leksikani mavhum tushunchalarni izohlash uchun qulay vosita sifatida namoyon etadi.

Yuqorida keltirilgan ingliz tilidagi "I believe there are no questions that science can't answer about a physical universe" (Hawking) aforizmidagi "science" so'zi ilmiy leksika bo'lib, uning ma'nosi kengaytirilib, ilm-fanni butun olamni tushunishning vositasi sifatida ko'rsatadi.

O'zbek tilidagi "Ilm daraxti ildizlari achchiq, mevasi esa shirin" aforizmidagi esa "ilm daraxti" metaforik obraz sifatida, bilim olishning murakkabligi va uning natijasidagi samarasini aks ettiradi.

Shuningdek, Ilmiy tushunchalarning universal va milliy xususiyatlari ham mavjud. Ilmiy aforizmlar semantik jihatdan universal bo'lishi mumkin, ammo ularning qo'llanilishi madaniy xususiyatlarga bog'liq. Masalan: Ingliz tilida: "Science without religion is lame, religion without science is blind." (A. Einstein) Bu aforizm ilm va dinning bir-birini to'ldiruvchi rolini ta'kidlaydi, ilmiy qarashlar va ijtimoiy falsafaning o'zaro bog'liqligini ochib beradi.

O'zbek tilida: "Ilm ila kimning dili ravshan erur, u zamon ichra salomat tan erur." (Fariddin attor). Bu ibora ilmning ijtimoiy taraqqiyotdagi ahamiyatini va ma'nan sog'lom inson sifatidagi ko'rsatib, milliy axloqiy qadriyatlarga asoslanadi.

Ilmiy leksikaga asoslangan aforizmlarning semantik jihatlari ko'pincha kontekstga bog'liq holda ham namoyon bo'ladi. Masalan, "An investment in knowledge pays the best interest." (Benjamin Franklin). (Bilimga tikilgan sarmoya eng yaxshi daromad keltiradi.) Ushbu aforizmda "interest" "so'zi iqtisodiy metafora sifatida moliyaviy ma'noda ko'proq ishlatilinsada, bilim va ta'limning foydasini ko'rsatish uchun majoziy ma'noda ishlatililib, falsafiy tushunchaga aylangan.

O'zbek tilidagi "Ilmning chuqurligi quduqdek, botini so'ngsiz" aforizmi esa ilmni chuqur bilish jarayonini quduqqa o'xshatib ramziy ma'noda tasvirlaydi.

Ingliz va o'zbek aforizmlari semantik jihatdan ba'zi o'xshashliklarga ega. Ikkala til ham insoniyatning umumiy qadriyatlari, tajribasi va ilm-fanga bo'lgan munosabatini aks ettirganligi sababi, ilmni taraqqiyot va ma'rifatning asosi sifatida talqin qiladi. Ilm olishning qiyinchiliklari va natijasi haqida aytilgan aforizmlardan misol keltiramiz. Ingliz tilida: "No pain, no gain

“(Mehnatsiz yutuq bo‘lmaydi), o‘zbek tilida esa: “Ilm daraxti ildizlari achchiq, mevasi esa shirin” aforizmlarida ilm olishning mashaqqatli ekanligi va oxirgi natijasining foydali ekanligini anglatadi. Bundan tashqari ingliz tilidagi: “Science without religion is lame, religion without science is blind” (Albert Einstein) aforizmidagi va o‘zbek tilidagi: “Ilmsiz din - ko‘r, dinsiz ilm - zaif” aforizmidagi din va ilmning bir birini to‘ldirib, birgalikdagi ahamiyatini ko‘rsatadi. Ushbu aforizmlar orqali ko‘rinib turibdiki, har ikkala til jamiyatida ilm-fanga, ma’naviyatga va bilim olishga bo‘lgan yondashuvning asosiy mazmuni o‘xshash, lekin ifoda uslubi va lingvistik xususiyatlari o‘ziga xosdir.

Xulosa, ilmiy leksikaga asoslangan aforizmlar semantik jihatdan nafaqat ilmiy bilimlarni ifodalaydi, balki ularni ramziy ma’no va madaniy qadriyatlar bilan boyitadi. Ingliz va o‘zbek aforizmlari qiyosiy o‘rganilganda, ularning lingvistik va semantik jihatlari bir-birini to‘ldiruvchi universal va milliy xususiyatlarga ega ekanligi hamda ilm leksikasiga asoslangan aforizmlarning metaforik xususiyatlari, semantik tahlili hamda madaniy kontekstdagi o‘rni beqiyosligi aniqlanadi.

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3-SHO'BA. XORIJIY ADABIYOTLAR TARJIMASI VA TANQIDIY MUAMMOLAR

KO'P TILLI SHARQ MANBALARI TARJIMASINING O'ZIGA XOSLIGI



<https://doi.org/10.5281/zenodo.14878254>

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Annotatsiya. Alloma Mahmud Zamaxshariyning tilshunoslik, lug'atshunoslik, adabiyotshunoslikka oid ilmiy merosiga mansub 86 ta asar aniqlangan. Olim ilmiy merosida "Muqaddamatu-l-adab" asarining alohida o'rni bor. Birinchi ko'ptilli lug'at sifatida etirof etilgan ushbu asarning arabcha-forscha-turkiy-mo'g'ulcha to'rt tilli qo'lyozmalari mavjud. Asar ismlar, fe'llar, yordamchi so'zlar, ismlarning turlanishi va fe'llarning tuslanishiga oid qismlardan iborat. Dunyo olimlari tomonidan asar matni, so'zligi va ularning tarjimasiga oid ko'plab tadqiqotlar amalga oshirilgan. Mo'g'ulshunos olim N.Poppe tomonidan lug'atning mo'g'uliy va turkiy so'zligi o'rganilgan va "Mongolskiy slovar "Mukaddamat al-adab"" nomli kitobida chop etilgan. Tadqiqotda mo'g'uliy so'zlik tadqiqiga alohida urg'u berilgan va qiyos uchun turkiy so'zlik keltirilgan. Maqolada olimning tadqiqotdagi uslubi, o'ziga xosligi, tarjimalariga munosabat bildirilgan.

Аннотация. Обнаружено 86 работ научного наследия Махмуда Замахшари по языкознанию, лексикографии и литературе. Работа «Мукаддат ал-Адаб» занимает значительное место в его научном наследии. Существуют арабо-персидско-тюрко-монгольские четырехязычные рукописи этой работы, и она считается самым ранним многоязычным словарем. Работа состоит из глав существительных, глаголов и вспомогательных слов, склонения существительных и склонения глаголов. Ученые мира провели многочисленные исследования текста и лексики работы, а также ее переводов. В частности, специалист по монголоведению Н. Поппе изучил монгольскую и тюркскую лексику словаря, опубликовав работу «Монгольский словарь «Мукаддат ал-Адаб». В этом исследовании больше внимания уделялось монгольской лексике, а тюркская лексика была включена для сравнения. В статье описывается метод исследования ученого, его уникальность и переводы.

Annotation. 86 works of Mahmud Zamakhshari's scientific heritage on Linguistics, Lexicography and Literature have been found out. The work "Muqaddamat al-Adab" has a significant place in his scientific heritage. There are Arabic-Persian-Turkic-Mongolian four-lingual manuscripts of this work and it is considered as the earliest multilingual dictionary. The works consists of chapters of nouns, verbs, and auxiliary words, declension of nouns and inflection of verbs. Scholars of the world have carried out numerous studies on text and vocabulary of the work, and its translations as well. Especially, a specialist on Mongol Studies N.Poppe has studied Mongolian and Turkic vocabulary of the dictionary publishing a work "Mongolian Dictionary of "Muqaddamat al-Adab". There was more emphasis on Mongolian vocabulary in this study and Turkic vocabulary has been included for comparison. The article describes the scholar's research method, and its uniqueness and translations as well.

Tayanch soʻzlar: Mahmud Zamaxshariy, “Muqaddamatu-l-adab”, moʻgʻuliy, turkiy soʻzlik, koʻptilli lugʻat.

Ключевые слова: Махмуд Замахшари, Мукаддадат ал-Адаб, монгольский, тюркская лексика, многоязычный словарь.

Key words: Mahmud Zamakhshari, Muqaddamat al-Adab, Mongolian, Turkic vocabulary, multilingual dictionary.

Mumtoz adabiyotning serqirra badiiy vositalari, maʼno jilvadorligi, soʻz boyligining turfaligi umuman imkoniyatining kengligi bilan unga juda diqqat bilan yondashishni talab qiladi. Ayniqsa bu adabiyot namunalarini boshqa tillarga oʻgʻirish uchun istifoda etiladigan maxsus lugʻatlar tuzish anʼanasi shakllangan. Shu bois ham oʻrta asrlardan boshlab sharqda alohida lugʻatlar tuzilgan. Ular jumlasiga, Mahmud Koshgʻariyning “Devonu lugʻoti-t-turk”, Jamoliddin Turkiyning “Kitobu bi lugʻot-l-mushtarak fi lugʻoti-turk va-l-qifchoq”, Alisher Navoiyning “Sabʼatu abxur”, Muhammadrizo Xoksorning “Muntaxabu-l-lugʻot” va yana oʻnlab nodir qoʻlyozma lugʻatlarni kiritish mumkin. Mana shunday yuksak badiiy yodgorlik darajasidagi asarlarning boshqa tillarga qilingan tarjimalarida ham aynan shunday ulugʻvorlikning saqlanishi tarjimondan katta masʼuliyat, chuqur bilim va har ikkala tilda ham keng qamrovli hamda maʼnoli soʻz boyligiga ega boʻlishni talab etadi. Maʼlumki, tarjimalar asosan bir tildan ikkinchi bir tilga amalga oshiriladi. Bunda har ikkala tilni mukammal bilish ham asliyat, ham tarjimaning toʻlaqonli mustaqil asar darajasiga koʻtarilishiga xizmat qiladi. Lekin boy maʼnaviy merosimiz tarixida shunday asarlar borki, ular ikki til bilangina cheklanib qolmaydi, balki ular ikki va undan ortiq tillarni bilishni taqozo qiladi. Misol sifatida uch, toʻrt tilli lugʻat asarlarini keltirish mumkin. Asar tarkibidagi u yoki bu tilni mukammal bilmaslik asl matn tarjimasida maʼnolarning toʻlaqonli ochilmasligiga, tarjima asarining tushunarli boʻlmasligiga sababchi boʻladi. Mana shunday asarlardan biri buyuk soʻz ustasi, lugʻatshunos olim Mahmud Zamaxshariy qalamiga mansub “Muqaddamatu-l-adab” sanaladi. Maʼlumki, dunyo qoʻlyozma fondlarida bu nodir manbaning “arabcha-forscha”, “arabcha-xorazmiycha” ikki tilli, “arabcha-forscha-oʻzbekcha” uch tilli, arabcha-forscha-oʻzbekcha-moʻgʻulcha soʻzlik kiritilgan toʻrt tilli nusxasi mavjud. Asarning toʻrt tilli yagona qoʻlyozmasi saqlanib qolgan va hozirda Oʻzbekiston Fanlar akademiyasi Alisher Navoiy nomidagi Davlat Adabiyot muzeyi fondida saqlanadi. Bizga maʼlumki, N.N.Poppe asarning oʻzbekcha va moʻgʻulcha soʻzligini tarjima va tadqiq etgan (Poppe.I.6). Lekin olim asarning qolgan arabcha hamda forscha soʻzligiga murojaat etmagan. Albatta, olim oʻzbekcha soʻz va iboralarning tarjimasini berishda moʻgʻuliy soʻzlikka asoslangan. Tahlil jarayonida soʻzlikning boshqa tillardagi muodillariga murojat etish ayrim oʻzbekcha soʻz va feʼllarning notoʻgʻri talqin etilganligi aniqlandi. Muallifning koʻrsatishicha, asar asl, yaʼni arabiy matndan moʻgʻul va turkiy tillarga soʻzma-soʻz tarjima qilingan. N.Poppe ham soʻzlikka ijodiy yondashib keltirilgan soʻzliklarni soʻzma-soʻz tarjima qilgan. Bu esa ayrim oʻrinlarda asl matn anglatgan maʼnodan uzoqlashishga olib kelgan. Masalan, (MAA. 393.2) “qonini oldi andin” iborasi N.Poppeda “pustil yemu krov” (Poppe. II.135), yaʼni “undan qonini oldi” maʼnosida keltirilgan. Vaholanki, feʼlning arabiy asli - “aqassahu min fulanin” “falonchidan qasos oldi”, “xun oldi” (ARS.I.639) maʼnosini anglatadi. Iboraning forsiy muodili “qasos kashidash az fulon” “falonchidan qasos oldi” koʻrinishida keltirilgan. Yuqoridagi qonini oldi andin iborasida aynan “qasos olmoq”, “xun olmoq” maʼnosi anglashiladi. Bu mazmunni yordamchi nusxalar ham tasdiqlaydi. Qiyoslang: (MAB.129.3) “qasos girift az fulan” “qasos oldi falandin”, (MAV.88.5) “qasos sitonad baroi vay, qasos oldi andin falan uchun”. Demak, yuqoridagi iborani “undan qasos oldi”, “undan xun oldi” maʼnosida keltirish iboraning toʻliq maʼnosini yoritib berish imkonini beradi.

“Muqaddamatu-l-adab”dagi arabiy **“injazama-l-fe’lu”** birikmasi turkiy soʻzlikka (MAA.432a.3) **“majzum bo’ldi fe’l”** shaklida oʻgirilgan. N.Poppe lugʻatida bu jumla **“delo bylo resheno”** (Poppe. I. 235) **“ish hal qilindi”** mazmunida tarjima qilingan. **“Injazama”** fe’li **“fe’lni jazmda qo’ymoq”** ma’nosini anglatadi. Yordamchi nusxalarda mazkur jumla (MAB.176a.I) **“jazzm bo’ldi muzore’ fe’li”**, (MAV.II6a.7) **“kesildi fe’l so’ngi harakatdin”** shaklida berilgan. Har ikkala nusxada ham gap bir mazmunda, ya’ni fe’lning **“jazzm (shart) maylida kelishi”** haqida ketmoqda. Shunga asoslanib **“majzum bo’ldi fe’l”** iborasini **“fe’l jazzm (shart) maylida bo’ldi, fe’l jazmda qo’yildi”** shaklida izohlash maqsadga muvofiq.

Ayrim fe’llarning harfiy tarjimasini shaklan to’g’riga o’xshab ko’rinsa-da, arab va fors tillaridagi ma’nodoshlari bilan qiyoslash vaqtida uning umuman o’zga ma’no anglatganligi namoyon bo’ladi, masalan, arab tilidagi (MAA. 224a.3) **“zafara”** fe’li **“sovuq tindi”**, **“chuqur nafas oldi”**, **“og’ir nafas oldi”** ma’nosini anglatadi. N. Poppening yuqoridagi asarida mazkur **“sovuq tindi”** iborasi **“sovuq tugadi”** (Poppe. II. 226) mazmunida oʻgirilgan. Ushbu o’rinda bu fe’l shaklan **“sovuq tugadi”** ma’nosini anglatga-da, turkiy tilda uning **“chuqur nafas oldi”** **“xo’rsindi”** ma’nosi ham qayd etilgan.

Asardagi (MAA.224a.3) **“sabbaxahum”** fe’li **“tanqla erta keldi anlar uza”** berilgan. Yuqoridagi ibora N.Poppe asarida **“ertaga ertalab uning oldiga keldi”** (Poppe. II.233) shaklida izohlangan. Bu tarjima arabiy fe’lning mazmuniga to’liq mos emas va gapdagi mazmun fe’l anglatgan zamonga mos tushmaydi. Mazkur ibora **“erta bilan”**, **“ertalab tongda ularning oldiga keldi”** mazmunini ham ifodalaydi. Jumlani turkiy tilda **“erta bilan ularning oldiga keldi”** mazmunida berish matn ma’nosini to’liq ifodalagan bo’ladi.

N.Poppe lugʻatida **“kunash bo’ldi kunimiz”** iborasini **“quyoshimiz jazirama bo’ldi”** (Poppe.II.423) deb tarjima qilingan. Qo’lyozmadagi arabiy **“shamasa yavmuna”** iborasi turkiy soʻzlikda aynan yuqoridagidek (MAA.229a.4) **“kunash bo’ldi kunimiz”** **“kunimiz issiq bo’ldi, jazirama bo’ldi”** ma’nolarini anglatadi (DTS.326). Arab tilidagi **“yavmun”** soʻzi esa faqatgina **“kun”** mazmunini beradi. Shunga ko’ra yuqoridagi jumlani **“quyoshimiz jazirama bo’ldi”** mazmunida emas, balki **“kunimiz jazirama bo’ldi”** shaklida berilishi lozim. Bu mazmunni yordamchi nusxadagi muodil ham tasdiqlaydi va ushbu ibora (MAV 7a.I) **“quyashlu bo’ldi kunimiz”** shaklida keltirilgan.

Asarda biror turkiy soʻzning boshqacha talaffuz qilinishi ham ma’no o’zgarishiga olib kelgan holatlarni ham uchratish mumkin. Lugʻatda keltirilgan arab tilidagi (MAA.224a.3) **“zamara”** fe’li **“nay chalmogʻ”** ma’nosini anglatadi. Mazkur fe’lning muodillari fors tilida **“nay zad”**, o’zbekchada esa **“tutuk urdi”** N.Poppe asarida **“zakinul zanaves”** (Poppe.II.I29) **“pardani tashladi, parda bilan to’sdi”** ma’nosida keltirilgan. Ma’lumki, qadimgi turkiy tilda **“tutuk”** soʻzi ikki ma’noni, birinchisi **“parda”**, **“to’siq”** va ikkinchisi **“qamish”**, **“nay”** (RS.III.1572) ma’nolarini anglatgan. Shuningdek, mazkur fe’l shaklini **“urdi”** va **“urdiy”** ko’rinishida talaffuz qilish mumkin. **“Ur”** fe’lining qattiq talaffuzli shakli **“urmoq”** (DTS.614), yumshoq talaffuzli shakli esa **“puflamoq”** (DTS.626) ma’nolarini ifodalaydi. Yordamchi nusxalarda esa (MAV.5a.2) **“nay uridi”** ko’rinishida berilib **“nay pufladi, chaldi”** mazmunida izohlangan. Fe’lning forsiy muodili **“nay zad”** **“nay chaldi”** shaklida berilgan. Yuqoridagi fe’lning mo’g’uliy ma’nodoshiga nazar solinsa, mo’g’uliy soʻzlikdagi **“chavur”** soʻzi **“chadur”** ko’rinishida noto’g’ri o’qilgan, bu soʻz fe’l mazmunining o’zgarishiga olib kelgan. Yuqorida keltirilgan dalillarga asoslanib bu fe’lni **“tutuk urdi”** shaklida o’qib **“nay chaldi”**, **“nay pufladi”** deb tarjima qilish maqsadga muvofiq.

Arab tilidagi **“tafassaxa fi kalamih”** iborasi tarkiy soʻzlikka (MAA.488 b.2) **“uz soʻzladi soʻzi ichinda”** **“soʻzni ustalik bilan soʻzladi”**, **“soʻzni fasohat bilan gapirdi”** mazmunida oʻgirilgan. N.Poppe lugʻatida esa bu ibora **“o’zi soʻzladi soʻzi ichinda”**, ya’ni **“sam govoril**

mejdu yego slovami", **"uning so'zlari orasida o'zi gapirdi"** (Poppe. II.280) mazmunida izohlangan. Fikrimizcha, muallif **"o'z"** **"mohirona, ustalik bilan"** (DTS.620) so'zini **"o'zi"** deb o'qigan va bu gap mazmunining o'zgarishiga olib kelgan. Asarning boshqa qo'lyozmasida bu fe'l (MAB.189a.9) **"fasihlik ko'rgazdi so'z ichinda"** iborasi bilan berilgan. Yordamchi qo'lyozmadagi so'zning forsiy shaklida jumla ma'nosini to'liq ifodalangan va **"fasohat namudash dar suxan"** shaklida keltirilgan.

Lug'at qo'lyozmalaridagi turkiy so'zlarni arabiy, forsiy muodillari bilan solishtirish N.Poppe lug'atidagi ayrim noaniqliklarni oydinlashtirishga olib keldi, xususan, asos qo'lyozmada **"dod"** so'zi bilan yasalgan qo'shma fe'l ikki marotaba uchraydi: (MAA.521b.4) **"dod tiladi sultondin"** N. Poppe lug'atida ham o'zgarishsiz berilgan (Poppe.II.137). Ikkinchi fe'l esa **"dor tiladi andin"** (Poppe.II.133) shaklida keltirilgan. **"Muqaddamatu-l-adab"** matnida **"dor tiladi andin"** shakli uchramaydi. Shuningdek, **"Muqaddamatu-l-adab"**da **"uy"** ma'nosida **"dor"** so'zi qo'llanilmagan. Yuqoridagilarni hisobga olgan holda ibora **"dor tiladi andin"** **"undan uy so'radi"** emas, balki **"dod tiladi andin"**, ya'ni **"undan shikoyat qildi"**, **"undan dod dedi"** ma'nosida o'g'irish maqsadga muvofiq va bu mazmun so'z ma'nosini to'liq ifodalaydi.

Arab tilidagi **"taqayyaha-l-jurhu"** (MAA.502b.4) **"yara yiringladi"** mazmunini anglatadi. U tayanch qo'lyozmada turkiy **"iringladi yara"**, mo'g'uliy **"iralaba yara"** ko'rinishida berilgan. N.Poppe lug'atida yuqoridagi mo'g'uliy **"iralaba yara"** fe'li turkiy **"ernikladi yara"** **"yara bitdi"** mazmunida izohlangan (Poppe. II.197). Bu yerda **"yaraning bitishi"** emas, balki uning **"yiringlashi"** nazarda tutilgan. Bu mazmunni yordamchi nusxa ham tasdiqlaydi va unda (MAB. I24a.5) **"iringladi qot"** ma'nosida kelgan.

N.Poppening **"Mongolskiy slovar "Mukaddamat al-adab""** asarini uning nodir nusxalari bilan qiyoslash tayanch nusxadagi ayrim fe'llarning izohiga aniqlik kiritadi. Bunda N.Poppe asarida arab va fors muodillarining yo'qligi sababli mo'g'uliy so'zlik asosida tadqiq etildi. Jumladan, asos qo'lyozmadagi (MAA.236a.1) **"xatafahu"** fe'li turkiy **"qardi ani"**, mo'g'uliy **"qarmaba tuni"** ko'rinishida keltirilgan. Mo'g'uliy **"qarmaba tuni"** yuqoridagi asarda **"qarmadi ani"** (Poppe. II.294) deb izohlangan. Arab tilidagi **"hatafahu"** fe'li **"ushlab olmoq, tutib olmoq"** ma'nolarini anglatadi (ARSI.227). Demak bu mazmunga qo'lyozmadagi **"qardi"** emas, balki **"qarmadi"** fe'li mos keladi.

Tayanch nusxadagi arabiy (MAA.263a.2) **"addat ad-dahiyatu"** jumlasini **"tildi anqa uyi q balo"** shaklida keltirilgan. Qo'lyozmadagi **"tildi"** fe'li arabiy fe'l ifodalangan **"uchramoq, duchor bo'lmoq"** ma'nolarini anglatmaydi. N.Poppe tarjimasidagi aynan shu jumlaning mo'g'uliy muodili **"kurba tundu yeke bala"** (Poppe.II. 229) shaklida, uning turkiy ma'nodoshi **"tegdi anqa uluq balo"** tarzida sharhlangan. Qo'lyozmadagi fe'lning mo'g'uliy shakli ham aynan o'xshash. Demak, yuqoridagi turkiy fe'l **"tildi"** emas, balki **"tegdi"** shaklida berilishi lozim. Shu holdagina u arabiy fe'l anglatgan **"unga ulug' balo tegdi, u katta baxtsizlikka uchradi, u katta musibatga duchor bo'ldi"** ma'nolarini aniq ifoda etadi.

Tayanch nusxadagi arabiy (MAA.440a.4) **"vahxada-l-laha ta'olo"** jumlasini forsha **"yeki xond tengri ta'olo ro"**, turkiy **"berdi tengri ta'oloni"** shaklida izohlangan. Arabiy, forsiy va mo'g'uliy muodillarning mazmuni bir-biriga mos bo'lib **"tangri taoloni bir deb bildi, tangri taoloni yakka deb hisobladi"** ma'nosini ifodalaydi. Yuqoridagi turkiy va mo'g'uliy shakllar N.Poppe lug'atida **"berdi tengri ta'ala"** **"tangri taolo berdi"**, **"niken kibe tengri ta'ala"** **"tangri taolo bir qildi"** (Poppe.II.252) mazmunida keltirilgan. Turkiy matndagi **"berdi"** fe'li arabcha, forsha muodillari mazmuniga mos kelmaydi. Bu fe'l yordamchi manbalarda (MAB.150b.3) **"yalg'uzladi tengri ta'oloni"**, (MAV.101 b.3) **"birladi tangrini"** mazmundoshlari bilan izohlangan. Fe'lning yuqoridagi mazmuni mo'g'uliy shaklda to'g'ri anglashilgan, lekin N.Poppe lug'atida jumladagi tushum kelishigi qo'shimchasi **"yi"** tushib

qolgan va jumla **“niken kibe tengri ta'alayi”** emas, balki **“niken kibe tengri ta'ala”** tarzida o'qilgan va natijada iboraning mazmuni o'zgargan. Qo'lyozmada mo'g'uliy muodildagi **“ta'ala”** so'ziga **“yi”** qo'shimchasi **“ni”** tarzida qo'shilgan. Demak, turkiy **“berdi”** fe'lini **“bir dedi”**, **“birladi”** shaklida keltirish fe'lining mazmunini to'liq ifodalaydi.

Mahmud Zamaxshariyning **“Muqaddamatu-l-adab”** asari ham lug'at ham grammatik manba sifatida muhim ahamiyat kasb etadi. Til boyligini, uning grammatik qoidalarini mukammal tarzda chuqur ilmiy bayon etilgan bu kabi asarlar qo'lyozma merosimiz tarixida juda kam uchraydi. **“Muqaddamatu-l-adab”** asarining ko'p tilliligi, nodir qo'lyozmalarining ko'pligi va dunyo mamlakatlariga tarqalganligi ulardagi so'zlik va tarjimalarini qiyosiy o'rganish zaruratiga ishora qiladi. N.Poppening **“Mongolskiy slovar “Mukaddamat al-adab”**” mana shunday tadqiqotlardan hisoblanadi. Olim tadqiqot mavzusi qilib mo'g'uliy so'zlikni olgan va uni turkiy so'zliksiz tushuntirish mushkul bo'lgani sababli ham mo'g'uliy so'zlik bilan birgalikda turkiy so'zlikni keltirgan va shu asosda tarjima qilgan. Turkiy so'zlikning asosiy qismi to'g'ri va ravon izohlangan, lekin asar matnini arabiy asli hamda forsiy so'zlik bilan muqoyasa qilish ishdagi yo'l qo'yilgan ayrim noaniqliklarni bartaraf etishga xizmat qiladi. Shu nuqtayi nazardan ko'p tilli asarlar matni, tarjimasi ustida ishlash tarjimon yoki tadqiqotchidan manbada qo'llanilgan tillarni bilishlik taqozo qilinadi.

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LEYLA ƏLİYEVƏ POEZİYASININ AZƏRBAYCAN DİLİNƏ ÇEVİRİLMƏSİ PROSESİNDƏ YARANAN TƏRCÜMƏ PROBLEMLƏRİ



<https://doi.org/10.5281/zenodo.14878264>

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Xülasə: Poetik yaradıcılığını rus dilində yaradan Leyla Əliyevanın şeirlərinin orijinaldan ana dilimizə tərcümə edilməsi zamanı şairin poetik ruhu qorunsa da, poetik nümunələrin tərcüməsi zamanı bəndlərin, misraların dəyişikliyə məruz qalır.

Leyla Əliyevanın poetik nümunələri tərcümə zamanı daha çox forma, məzmun baxımından dəyişikliyə məruz qalır. Tərcümə nümunələrində şairin bir müəllif kimi çatdırmaq istədiyi fikrin mənası dəyişikliyə məruz qalaraq tamamilə başqa fikri ifadə edir.

Leyla Əliyevanın hadisə və faktlara bir müəllif kimi yanaşması ilə şairin poetik nümunələrini ana dilimizə çevirən tərcüməçi yanaşmasının fərqli olması arzuolunmazdır. Belə ki, tərcümə prosesində tərcüməçi tərcümə etdiyi poetik nümunəni sanki özünükləşdirir. Tərcüməçi şairi və onun poetik nümunəsini duyduğu, anladığı kimi də təqdim edir. Tərcüməçi şairin poetik nümunəsini özünükləşdirir və özünün hiss və duyğularını, düşüncələrini də tərcümə etdiyi şeirə hopduraraq təqdim edir. Bu baxımdan da, poetik nümunənin orijinal variantı ilə ana dilimizdə təqdim edilən variant arasında fərqlilik meydana çıxır. Buna baxmayaraq, şairin poetik ruhu ana dilimizdə təqdim edilən şeir nümunələrində qorunur.

Annotation: Although the poetic spirit of Leyla Aliyeva, who created her poetic work in Russian, is preserved when translating the poems of Leyla Aliyeva from the original into our native language, the verses and lines are subject to change during the translation of poetic examples.

Leyla Aliyeva's poetic examples are subject to change more in terms of form and content during translation. In the translated examples, the meaning of the idea that the poet wants to convey as an author is subject to change and expresses a completely different idea.

It is undesirable for Leyla Aliyeva's approach to events and facts as an author to differ from the translator's approach when translating the poet's poetic examples into our native language. Thus, in the translation process, the translator as if appropriates the poetic example he translates. The translator presents the poet and his poetic example as he hears and understands it. The translator appropriates the poet's poetic example and presents it by immersing his own feelings, emotions, and thoughts in the poem he translates. In this regard, a difference arises between the original version of the poetic example and the version presented in our native language. Nevertheless, the poet's poetic spirit is preserved in the examples of poetry presented in our native language.

Açar sözlər: *Leyla, Əliyeva, poetik yaradıcılıq, tərcümə, şeir, şair, tərcüməçi*

Keywords: *Leyla, Aliyeva, poetic creativity, translation, poetry, poet, translator.*

Poetik yaradıcılığını rus dilində yazıb yaradan Leyla Əliyevanın şeirlərinin orijinaldan ana dilimizə tərcümə edilməsi zamanı şairin poetik ruhu qorunsa da, poetik nümunələrin tərcüməsi zamanı bəndlərin, misraların dəyişikliyə məruz qalması təəssüf doğurur. Məsələn, "Gedim bir az

ağlayım” (“Я пойду чуть-чуть поплачу”) adlı şeirin dilimizə tərcümə edilməsi məqamına nəzər salaq. Şeirin orijinaldakı bəndə və orada əksini tapan misralara diqqət yetirək:

Я пойду чуть-чуть поплачу
Просто так, совсем немножко!
Под подушкой сердце спрячу!
Или выброшу в окошко!
Я пойду чуть-чуть поплачу.

Şeirin bu bəndinin ana dilimizə tərcüməsinə diqqət yetirdikdə, sözlərin qarşılığının tapıb yazılmasının deyil, tərcüməçinin yaradıcı yanaşmasının da şahidinə çevrilirik. Tərcüməçi yeni formaya, məzmunla bağlı müvafiq dil üslubu vasitələrinə müraciət etməklə orijinal nümunəni ana dilimizdə qismən dəyişikliyə uğradaraq canlandırır:

Gedim bir az ağlayım.
Elə-belə... astaca.
Ürəyimi gizlədim yastığımın altında.
Pəncərəni açaraq
Kövrəlmiş ürəyimi
Bəlkə həyatə atım?!
Həyatın ağuşuna?!
Yox, yaxşısı budur ki,
Gedim bir az ağlayım,
Elə-belə... astaca.

Şeirin orijinal variantındakı bu bəndlə ana dilimizdə təqdim edilən bənd arasında müqayisə apardıqda, şeirin bu bəndinin birinci misrasındakı fərqlilik diqqətdən yayınmır. Rus dilində,

Я пойду чуть-чуть поплачу
Просто так, совсем немножко! – misrası ana dilimizdə aşağıdakı şəkildə təqdim edilir:
Gedim bir az ağlayım
Elə-belə... astaca.

Ana dilimizə rus dilindən “чуть-чуть” sözü “azacıq” kimi tərcümə edilir. Müəllifin də məhz “Mən gedim azacıq ağlayım” kimi fikrini çatdırmaq istəməsi nəzərdən qaçmır. Halbuki misranın mənası tamam başqa fikri ifadə edir: “Elə belə... çox azca”. Misranın ikinci sətirinin tərcüməsi də diqqətdən yayınmır. Bu bəndin ikinci misrası

Под подушкой сердце спрячу!
Или выброшу в окошко!

Azərbaycan dilinə aşağıdakı kimi tərcümə edilib:
Ürəyimi gizlədim yastığımın altında.
Pəncərəni açaraq
Kövrəlmiş ürəyimi
Bəlkə həyatə atım?!

Tərcümə variantına nəzər saldıqda, tərcüməçi Mahir Qabiloğlunun tərcümə zamanı etdiyi əlavələr diqqətdən yayınmır. Müəllifin misralarını hərfi tərcümə etsək “Yastıq altında ürəyimi gizlədərəm”, “və ya pəncərədən ataram!” kimi ifadə edilir. Tərcüməçi isə müəllifin qətiyyətlə dediyi fikri ritorik suala çevirir:

Pəncərəni açaraq
Kövrəlmiş ürəyimi
Bəlkə həyatə atım?!

Tərcüməçi Mahir Qabiloğlu şairin şeirdə istifadə etmədiyi “Pəncərəni açaraq, Kövrəlmiş ürəyimi Bəlkə həyatə atım?!” fikirlərini şeirə əlavə edir.

Üçüncü misrada “Я пойду чуть-чуть поплачу” isə tərcüməçi tərəfindən “Yox, yaxşısı budur ki, Gedim bir az ağlayım, Elə-belə... astaca” kimi təqdim edilir. “Gedim bir az ağlayım” yəni “Я пойду чуть-чуть поплачу” adlı şeirin sonrakı misralarına nəzər salaq:

Не скажу как мне печально,
Сердце отвезу на дачу.
В море утоплю нечаянно.
Выброшу его на ветер
Ветер в даль его несет,
Не смогло оно ответить,
Почему так душу рвет.
Закапаю прям на грядке,
Может вырастут цветы

Rus dilində təqdim edilən şeirin bu parçasının ana dilimizə tərcümə olunmuş variantı ilə müqayisə apardıqda, yaranmış fərq diqqətdən yayınmır:

Kimsə duyuq düşməsin
Kədərimdən, qəmimdən,
Durub yol alım bağa
Astaca ağlamağa...
Götürüm ürəyimi
Atım çəşən ümmana –
Dalğaların qoynuna.
Heç dinə də bilməsin –
“Niyə sığmır sinəmə?”
Gah tufan, gah da rüzgar
Apardıqca uzağa...
Yox! Yaxşısı budur ki,
Qoy dirrikdə basdırım,
Dirilib çiçək olsun.

Məsələn, şeirdən nümunə kimi verdiyimiz misralardakı fərqliklərə diqqət yetirək. Şeirdə

Не скажу как мне печально,
Сердце отвезу на дачу – misrasının ana dilimizdə
Kimsə duyuq düşməsin
Kədərimdən, qəmimdən,
Durub yol alım bağa

Astaca ağlamağa... – kimi tərcümə edilməsi diqqəti cəlb edir. Tərcümənin tamam fərqli olması diqqətdən yayınmır. Misra “Deməyəm ki, necə hüznlüyəm, Ürəyimi bağ evinə aparacam” kimi hərfi tərcümə olunur. Daha sonra

В море утоплю нечаянно.
Выброшу его на ветер
Ветер в даль его несет,
Не смогло оно ответить,
Почему так душу рвет.
Закапаю прям на грядке,

Может вырастут цветы – misraları dəyişikliyə məruz qalaraq təqdim edilir:

Götürüm ürəyimi
Atım çəşən ümmana –
Dalğaların qoynuna.

Heç dinə də bilməsin –
“Niyə sığmır sinəmə?”
Gah tufan, gah da rüzgar
Apardıqca uzağa...
Yox! Yaxşısı budur ki,
Qoy dirrikdə basdırım,
Dirilib çiçək olsun.

Məsələn, “В море утоплю нечаянно” misrası hərfi tərcümə edilərkən, “dənizdə batırım bilmədən” kimi tərcümə edilir. Lakin şeirin kontekstindən çıxış edilərək, tərcümə məqamında hansı mənadan istifadə edilməsi tələbatı özünü göstərir. Tərcüməçi bu sətri “Götürüm ürəyimi Atım çəşən ümməna –Dalğaların qoynuna. Heç dinə də bilməsin” – şəkildə tərcümə edir. Bu proses, yəni ana dilimizdə təqdim edilən şeirə tərcüməçinin əlavələr etməsi şeirin digər misralarında da özünü büruzə verir. Məsələn, Leyla Əliyevanın “Закапаю прям на грядке, Может вырастут цветы” misrası “Qoy dirrikdə basdırım, Dirilib çiçək olsun” kimi tərcümə edilir. Lakin şairin “Düz ləkə basdıracam, Bəlkə güllər boy atdı” kimi mənasında təqdim edilməsi diqqətdən yayınmır. Müəllif “Может вырастут цветы” deməklə, güllərin boy atacağını güman edir. Tərcüməçinin təqdim etdiyi “dirilib çiçək olsun” kimi qətiyyətini bildirmir. Leyla Əliyevanın

Выброшу его на ветер
Ветер в даль его несет,

Не смогло оно ответить, – misraları isə tərcümədə əksini tapmır. Nə bir başa mənasında, nədə dəyişilmiş formasında... Tərcümənin yaradıcılıq hadisəsi olması tamam fərqli parametrlərdə fərqli prinsiplərlə davranışı tərcüməçinin tərcümə etdiyi nümunələrdə əksini tapır. Leyla Əliyevanın hadisə və faktlara bir müəllif kimi yanaşması ilə şairin poetik nümunələrini ana dilimizə çevirən tərcüməçi yanaşmasının fərqli olması arzuolunmazdır. Belə ki, tərcümə prosesində tərcüməçi tərcümə etdiyi poetik nümunəni sanki özünükləşdirir. Tərcüməçi şairi və onun poetik nümunəsini duyduğu, anladığı kimi də təqdim edir. Tərcüməçi şairin poetik nümunəsini özünükləşdirir və özünün hiss və duyğularını, düşüncələrini də tərcümə etdiyi şeirə hopduraraq təqdim edir. Bu baxımdan da, poetik nümunənin orijinal variantı ilə ana dilimizdə təqdim edilən variant arasında fərqlilik meydana çıxır.

Tənqidçi Əsəd Cahangir Xalq yazıçısı Afaq Məsudun Leyla Əliyevanın şeirlərini ana dilimizə tərcümə etməsi prosesinə biganə qalmır. Tərcüməçinin tərcümə fəaliyyətinin incə nüanslarını vurğulayır, həmçinin dəyərləndirir: “Heydər Əliyev Fondunun vitse-prezidenti Leyla Əliyevanın son illərin seçilən ədəbi hadisəsi kimi diqqət çəkən “Dünya yuxutək əriyir” kitabını rus dilindən tanınmış yazıçı Afaq Məsud tərcümə edib.

“Professional” pedantizmi bir kənara qoyub vəzn-qafiyə oyunları və digər bu kimi forma xırdalıqlarına aludə olmayan tərcüməçi, həmişə olduğu kimi, özünəməxsus peşəkarlıqla əənəsinə sadıq qalaraq, orijinalın məna, məzmun, ideya, bir sözlə, ruhunu verməyi başlıca məqsədə çevirib” (2). Əsəd Cahangir Afaq Məsudun Leyla Əliyevanın “İnanmıram” (“He верю”) adlı şeirini tərcümə nümunəsini orijinalı və ana dilimizdəki nümunəsi ilə müqayisəsini aparır. Leyla Əliyevanın qələminə məxsus şeirdən verdiyi

Плевков в душу,
Опять плевков.
Провалилось сердце

Между сломанных строк –bəndi ilə Afaq Məsudun həmin şeirdən etdiyi tərcüməsinin müqayisəsini göstərir:

Yenə yara vuruldu,
Ruhum soluxdu gültək.

Qırıq misralarımın
İçindən düşdü ürək.

Leyla Əliyevanın bəzi şeirlərinin ana dilimizə müxtəlif tərcümələri mövcuddur. Belə şeirlərdən biri də Leyla Əliyevanın “Pərvanə” şeiridir. Şairin bu şeirinin Afaq Məsud, Mahir Qabiloğlu tərəfindən olan tərcümələri diqqəti cəlb edir. Afaq Məsudun tərcümə etdiyi “Pərvanə” şeiri ilə Mahir Qabiloğlunun tərcümə etdiyi “Pərvanə” şeirinin tərcümələri arasında fərqliliklər özünü göstərir. Bu amil Leyla Əliyevanın şeirlərinin tərcüməçilər tərəfindən müxtəlif cür anlaşılmasından irəli gəlir. Afaq Məsudun tərcümə etdiyi

Dayan, dur, pərvanə, qanad saxla bir!
Niyə can atırsan sən o işığa?..
Geri dön, pərvanə, qorx ki, o səni,
Sübh açılanacan yandırır yaxa.
Qanadların ipək, incə məxmərdən,
Görənlər vurular, heyran qalarlar.
İşıq məkrliidi bu dünya kimi,

Bizi həm yaradar, həm də yandırır – misraları Mahir Qabiloğlu tərəfindən tamam başqa şəkildə tərcümə edilərək təqdim edilir:

Şam yanır, şöləsi nur,
Pərvanəm, bir dayan, dur.
Şam gözəldir, amma ki...
özünü oda az vur.
Başına dolandıqca,
Bir az da gur yanacaq.
Səhər açılanacan yalnız külün qalacaq...

Afaq Məsudun tərcümə etdiyi Leyla Əliyevanın “Pərvanə” şeirinin son bəndi ilə Mahir Qabiloğlunun tərcümə etdiyi “Pərvanə” şeirinin son bəndi arasındakı fərqlilik də özünü qabarıq şəkildə göstərir. Afaq Məsudun tərcümə etdiyi

Sən gəl ayrı səmtə qanad çal, dostum,
Bilsən də, canını alov yaxacaq.
Bizə misra dolu şeirlər bəxş et,

Məxmər qanadını qırma sən ancaq – bəndi Mahir Qabiloğlunun tərcüməsində aşağıdakı şəkildə təqdim edilir:

Pərvanəm, sən isə uç,
bilsən ki, öləcəksən
lap külə dönəcəksən
Uç! Uç! Alovunu quc!
Məhəbbət misraları
hədiyyə et bizlərə
Əsl yaşamaq budur,
Yaysın bütün qəlblərə...

Leyla Əliyevanın “Pərvanə” şeiri Afaq Məsudun və Mahir Qabiloğlunun tərcümələrində müxtəlif şəkildə təqdim edilir. Bu fərqlilik həm şeirin vəznində, həm həcmində, həm də problematikasında özünü büruzə verir. Afaq Məsud “Pərvanə” şeirini 7 bənddə, hər bəndi 4 misradan, hər misrası 11 hecadan ibarət olan heca vəzni şəklində təqdim edir:

Dayan, dur, ay əziz pərvanəm mənim,
Yalan deyirsən ki, intizar üzümür.

Axı görürəm mən, necə tənhasan,
İşiq sevdasıyla uçursan nə cür.

Mahir Qabiloğlunun tərcümə etdiyi “Pərvanə” şeiri isə 7 bənddə, hər bəndi 8 misradan, hər misrası 7, bəzən də 6 hecadan ibarət, sərbəst şeir şəklində təqdim edilən nəzm nümunəsidir:

Bir qanad saxla, dayan,
Mənim xəfif pərvanəm.
Tənhalıqdan qorxmursan? –
Yalan demə, ay sənəm!
Təklilə döyüşürsən
Ömür boyu, bir danəm;
Neyləyək ki, özünə,
Odu seçmişən həmdəm.

Fərqlilik poetik nümunənin hər iki tərcümə variantının bütün bəndlərində əksini tapır. Tərcümə prosesində hazır poetik nümunələrin dilinin ecazkar mənzərəsini, spesifik çalarlarını olduğu şəkildə tərcüməyə gətirilməsinin bir problem olması tərcümə prosesində həmişə özünü göstərir. Leyla Əliyevanın orijinal şeirlərinin adekvatının tərcümə zamanı olduğu kimi reallaşdırıla bilməsinin mümkün olmaması səbəbindən, məhz tərcüməçilər müəllifin çatdırmaq istədiyi fikir və düşüncələri əvəzləyə biləcək ifadələrlə təqdim edirlər.

Fərqli tərcümə prosesinə Leyla Əliyevanın “Romada...” şeirində də rastlaşırıq. “Romada...” şeirinin Afaq Məsud və Mahir Qabiloğlunun tərcümələrində fərqliliyi qabarıq şəkildə görürük. Bu fərqlilik şeirin həm vəznində, həm həcmində, həm də problematikasında özünü göstərir. Şeirin orijinal variantında olan ilk bəndinə diqqət yetirək:

В Риме на грязной скамейке
Тихо сижу в ноябре.
Рядом со мной бомж без маски,
Что у него на душе?

Afaq Məsud bu şeiri bənd baxımından 4 misrada təqdim edir. Belə ki, şeirin hecalarında bəzən bölgü pozulmuşdur. Əsasən, 11 heca şəklində təqdim edilən tərcümə nümunəsində hecalar bəzən 12, bəzən 13 heca şəklində təqdim edilir. Afaq Məsud “Romada...” şeirinin ana dilimizdəki tərcüməsini Leyla Əliyeva kimi 6 bənddə, hər bəndi də 4 misradan, heca vəznində olan nəzm nümunəsi kimi təqdim edir:

Romada bulaşlıq bir skamyada
Səssiz oturmuşam noyabr günü.
Böyrümdə əyləşib miskin bir səfil,
Görən, nədi üzən onun könlünü?

Mahir Qabiloğlu isə şeiri müəllifdən fərqli olaraq, 6 bənddə deyil, 7 bənddə, hər bəndini 8 misra, hər misrasını isə 7 hecadan, bəzi halda 6 hecadan ibarət, sərbəst şeir şəklində olan nəzm nümunəsi kimi təqdim edir:

Noyabr... Qədim Roma –
tozlu oturacaqda
əyləşmişəm sakitcə.
O başda da bir səfil
fikrə gedib, dinməyir,
təslimdir səssizliyə...
Görən nəyi düşünür –
nələr var ürəyində?..

Qeyd edək ki, Mahir Qabiloğlu həmkarı Afaq Məsuddan fərqli olaraq, şeirin adını “Romada... tozlu oturacaqda” kimi təqdim edir. Leyla Əliyeva şeirini “В Риме на грязной скамейке” adı ilə təqdim etmişdir. Belə ki, “на грязной скамейке” söz birləşməsini ana dilimizə çevirəndə “tozlu oturacaq” deyil, “çirkli, kirli oturacaq” və ya da Afaq Məsudun tərcümə etdiyi kimi “bulaşlıq skamyada” kimi təqdim edilməlidir. Afaq Məsud tərcümə etdiyi “В Риме на грязной скамейке” şeirini “Romada... tozlu oturacaqda” deyil, sadəcə “Romada...” kimi təqdim edir.

Nəticə

Leyla Əliyevanın poetik yaradıcılığını özündə əxz etdirən poetik nümunələrin toplandığı kitabları, həmçinin dünyanın müxtəlif dillərinə tərcümə edilmiş şeir kitabları təsdiq edir ki, Leyla Əliyeva siyasi xadim olmaqla yanaşı, bədii yaradıcılığı ilə də Azərbaycanın ədəbi-mənəvi tarixində poetik sözü ilə özünü diktə edən şairdir. Leyla Əliyevanın bir-birinin ardınca nəşr edilən, bədii tutumu ilə seçilən kitabları ədəbiyyatın zənginləşməsinə xidmət edir. Xalq yazıçısı Elmira Axundovanın vurğuladığı kimi “Leyla xanımın kitabları zövqlü, fəlsəfi və dərin mənalı kitablardır” (11). Leyla Əliyevanın istər rus dilində, istərsə də ana dilimizdə təqdim edilən bədii yaradıcılığı poetik xüsusiyyətləri, dilinin sadəliyinin və axıcılığının sirləri, insan idrakının qəbul edəcəyi dəyərləri əxz etməsi və s. seçilir.

Azərbaycan poeziyasına yeni ideyalarla nəfəs gətirən və sözün ölçüsündən məharətlə istifadə edən Leyla Əliyeva bir şair kimi də Azərbaycan ədəbiyyatında öz imzasını həkk etdirə bilir. Şairin dünya dillərinə tərcümə edilərək nəşr edilən şeir kitabları, şeirlərinin mahnı və nəğmələr kimi bəstələnməsi şairin yaradıcılığının aktual olmasını təsdiq edir. Leyla Əliyevanın şeirləri və mahnıları Azərbaycanda və ondan kənarda yayılır. Tərcümə edilərək təqdim edildiyi ədəbiyyatların yaddaqalan nümunələrinə çevrilir. Leyla Əliyevanın poetik yaradıcılığı “geniş oxucu kütləsinin sevgisini qazandı. Onun zamandan, sevgidən, gözəllikdən bəhs edən şeirləri bizi sonsuz poeziya aləminə aparır” (18).

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ЭТИЧЕСКИЕ АСПЕКТЫ ПЕРЕВОДА



<https://doi.org/10.5281/zenodo.14878284>

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Аннотация. Статья посвящена этическим аспектам перевода художественной литературы на примере арабского перевода повести Гафура Гуляма «Озорник». В ней рассматривается проблема передачи национально-специфических реалий и понятий, отражающих культурные особенности узбекского народа, таких как названия национальных блюд, одежды, праздников, игр, обращений, а также специфических обычаев и традиций.

В статье анализируются различные способы решения этой задачи, включая транслитерацию, кальку, описательный перевод, а также поиск функциональных аналогов в культуре перевода. Автор статьи рассматривает этические аспекты выбора того или иного способа с учетом необходимости сохранения авторского замысла, обеспечения понимания текста читателем и уважения к культуре исходного языка. Подчеркивается важность сохранения фольклорного колорита и глубокой народности произведения при переводе на другой язык. В статье также обсуждается роль переводчика как посредника между культурами и его ответственность за адекватное представление оригинального текста в инокультурной среде.

Annotatsiya. Maqola G'afur G'ulomning "Jovul odam" qissasining arabcha tarjimasini misolida badiiy adabiyot tarjimasining axloqiy jihatlarini yoritishga bag'ishlangan. Unda o'zbek xalqining milliy taomlari, kiyim-kechaklari, bayramlari, o'yinlari, manzillari, o'ziga xos urf-odat va an'analari nomlari kabi madaniy xususiyatlarni aks ettiruvchi milliy o'ziga xos voqelik va tushunchalarni yetkazish muammosi ko'rib chiqiladi.

Maqolada ushbu muammoni hal qilishning turli usullari tahlil qilinadi, jumladan transliteratsiya, iz qog'ozi, tavsifiy tarjima, shuningdek, tarjima madaniyatida funktsional analoglarni izlash. Maqola muallifi u yoki bu usulni tanlashning axloqiy jihatlarini ko'rib chiqadi, bunda muallif niyatini saqlab qolish, o'quvchi matnni tushunishini ta'minlash va manba til madaniyatini hurmat qilish zarurligini hisobga oladi. Asarning boshqa tilga tarjima qilinganda folklor didi va milliylikini saqlab qolish muhimligi ta'kidlangan. Maqolada, shuningdek, tarjimonning madaniyatlar o'rtasidagi vositachi roli va uning asl matnni xorijiy madaniy muhitda adekvat taqdim etish uchun javobgarligi muhokama qilinadi.

Annotation. This article focuses on the ethical aspects of literary translation, using the example of the Arabic translation of Gafur Gulyam's novella "Shum Bola" ("The Mischief-Maker"). It examines the challenges of conveying culture-specific realia and concepts that reflect the unique characteristics of the Uzbek people, such as names of national dishes, clothing, holidays, games, forms of address, and specific customs and traditions.

The article analyzes various approaches to addressing this challenge, including transliteration, calque, descriptive translation, and the search for functional equivalents in the target culture. The author explores the ethical considerations involved in choosing a particular method, taking into account the need to preserve the author's intent, ensure comprehension for the target audience, and respect the source language culture. The importance of maintaining the

folklore and national character of the work in translation is emphasized. The article also discusses the role of the translator as a cultural mediator and their responsibility for adequately representing the original text in a different cultural context.

Ключевые слова: *этика перевода, художественный перевод, национально-специфические реалии, описательный перевод, фольклорный колорит.*

Tayanch soʻzlar: *tarjima etikasi, badiiy tarjima, milliy oʻziga xos voqeliklar, tavsifiy tarjima, folklor ruhi.*

Keywords: *translation ethics, literary translation, culture-specific realia, descriptive translation, folklore.*

Бурное развитие взаимоотношений между различными народами мира, чем характеризуется двадцатый век, привели к интенсивному росту взаимообмена в различных областях жизни, в том числе и в области культуры. Развитие обмена культурными ценностями между народами немыслимо без взаимного ознакомления художественными произведениями.

Таким образом, вопросы, связанные с переводом художественных произведений, которые и до этого были предметом исследования, приобретают особо важное значение. За последние несколько десятилетий опубликован целый ряд трудов, посвященных теории перевода. В результате чего сложилась особая научная дисциплина – теория перевода. Задачей которой является: *«проследивать закономерности в соотношении между подлинником и переводом, обобщать в свете научных данных выводы из наблюдений над отдельными частными случаями перевода и опосредованно способствовать переводческой практике, которая могла бы черпать в ней доводы и доказательства в поисках нужных средств выражения и в пользу определенного решения конкретных задач»*²⁷⁸.

И так, основным предметом внимания для теории перевода являются соотношения между подлинником и переводом и различие тех форм, которые они принимают в конкретных случаях, требующих объяснения и обобщения.

Данная статья является попыткой осветить один из проблемных вопросов общей теории перевода, а именно передача реалиев и других понятий, отражающих национально-специфические особенности на примере одной работы – повести «Озорник» Гафур Гуляма на арабском языке²⁷⁹.

«Озорник» Гафур Гуляма – одно из оригинальнейших произведений узбекской прозы. И его оригинальность и своеобразие заключены в переплетении подлинного, жизненно достоверного автобиографического материала с неистощимой фантазией автора.

Следует подчеркнуть глубокую народность произведения. Множество истории, происходившие с Озорником напоминают сюжеты сказок, окрашены фольклорным колоритом. Наделенный живым воображением и наблюдательностью, Озорник легко «играет» народными пословицами и поговорками, Гафур Гулям обогащает его речь множеством метафор и сравнений, источником которых служат реальные черты и предметы народного быта.

Очевидно, что при переводе такого произведения перед переводчиком возникает целый ряд проблем, от удачного решения которых зависит как арабский читатель воспримет его.

²⁷⁸ Виноградов В.С. Лексические вопросы перевода художественной прозы. – Москва: МГУ, 1978. – С. 174.

²⁷⁹ Гафур Гулям. «Озорник». – Ташкент: Литературы и искусства, 1983. – С. 141.

Можно смело сказать, что переводчик Юсуф Аббуд справился с этой задачей. И повесть нашла своих читателей в арабском мире. В доказательство тому можно упомянуть статью литературного критика Абдураззак ал-Басира «Повесть «Озорник», которая вернула меня на 40 лет назад».

В этой статье Абдураззак ал-Басир дает высокую оценку повести, говоря о Гафур Гуляме он пишет: *«Он литератор, получивший высшую оценку своего узбекского народа, потому что он (народ) увидел в нем зеркало, отражающее его жизнь».*

Далее Абдураззак ал-Басир, отмечая свое бессилие дать должную, но нешаблонную оценку, пишет: *«Ограничусь тем, что скажу: этот поэт вернул меня к нашей жизни в Кувейте, которой мы жили 40 лет назад. Я в течение нескольких часов жил той жизнью ... Этот писатель успешно решил все проблемы, которые стояли перед ним (букв. которых он затрагивает), даже в названии, которое он дал своей повести. Он назвал ее «ал-Фахлави» (1. ловкий, умелый; 2. живой, веселый. (см. сл. Баранова), слово, которое не нуждается в объяснении, потому что оно известно всем».*

Если литературный критик дает высокую оценку произведению, прочитав его не в оригинале, а в переводе, то в этом большая заслуга переводчика и можно смело сказать, что перевод в общем был весьма удачным.

Большое значение для определения художественной ценности литературного произведения имеет уместное употребление различных фразеологических единиц, идиоматических выражений, крылатых слов, бытующих в народном языке. Разумеется при переводе подобных единиц возникают определенные проблемы.

Слова, обозначающие реалии общественной жизни и материального быта специфичных для определенного народа или страны, составляют довольно большой лексический пласт в каждом языке. При передаче реалиев одного языка средствами другого языка возможны значительные колебания, варианты. *«Это связано с тем, что по частоте употреблению, по роли в языке, по общезначимости содержания и по своему бытовому характеру слова, служащие названием таких реалий, не имеют терминологической окраски; они контрастируют даже с самым «обыденным» контекстом в подлиннике, не выделяются в нем стилистически, являясь привычными для языка подлинника и именно поэтому составляют особую трудность при переводе»²⁸⁰.*

Передача обозначения вещей, о которых идет речь в подлиннике, и образов, связанных с ними, предполагает наличие у переводчика определенных знаний о той действительности, которая изображена в переводимом произведении. За этими знаниями в последнее время закрепилось определение *«фоновые знания».*

«Фоновые сведения – это социокультурные сведения, характерные лишь для определенной нации или национальности, освоенные массой их представителей и отраженные в языке данной национальной общности»²⁸¹.

Как уже отмечалось выше, национально-специфические реалии многочисленны и могут быть установлены различные их группы и подгруппы в зависимости от того, к какой сфере материального быта или духовной жизни человека они относятся. Именно по этому принципу мы группировали реалии, которые рассмотрим ниже.

1. Передача собственных имен из области истории, географии, культуры, а также прозвищ, которые имеют свою семантику аналогична передаче или переводу слов,

²⁸⁰ Федоров А. В. «Основы общей теории перевода». – Москва, 1983. – С. 304.

²⁸¹ Федоров А. В. «Основы общей теории перевода». – Москва, 1983. – С. 304.

обозначающих национально-специфические реалии. Поскольку подобные имена употреблены в повести «Озорник» в большом количестве мы уделили им особое внимание.

Из общей теории перевода известно, что имена собственные могут передаваться способом транслитерации и перевода.

Имена собственные, встречающиеся в анализируемом произведении, можно разделить на следующие группы:

1. Название местностей;
2. Имена собственные;
3. Прозвища лиц.

Названия местностей, в свою очередь, могут быть разделены на две подгруппы:

а) названия исторически известных городов, стран и т.п.

б) названия местностей, присущих только для описываемого региона и исторически малоизвестных.

- В первом случае переводчик использует названия в той форме, в которой они вошли в арабский язык (*Хорасан, Туркестан, Пешавар* и т.п.).

Во втором случае, т.е. при передаче названий местностей, исторически неизвестных, вернее малоизвестных дело обстоит несколько сложнее (*Чиназ, Чорсу, Кок-Терак*). Как правило переводчик использует при этом метод транслитерации и следует отметить, что переводчик часто исходит из узбекского варианта.

Такой метод не всегда оказывается удачным, особенно в тех случаях, когда в арабском алфавите нет букв, передающих те или иные звуки, характерные для узбекского или русского языков. При таком написании названия становится неудобочитаемым для арабского читателя.

- Общеизвестно, что значительную часть узбекских собственных имен составляют слова или словосочетания арабского происхождения. В подобных случаях переводчик зачастую передает собственные имена людей в арабском варианте (*Абдул-Азиз, Рахим, Саид* и т.п.).

Что касается имен собственных происхождения, то они как правило передаются в транслитерации (*Атабай, Сарыбай, Карабай* и т.п.).

- Клички, прозвища, когда они употребляются отдельно и заменяют собой имена людей, даются в переводе, что соответствует принципам общей теории перевода (*Долговязый, Рыжая Тюбетейка* и т.п.).

В тех случаях, когда прозвища несут в себе определенную информацию о своем носителе и употребляются в сочетании с именем, то в соответствии с нормами арабского языка, они оформляются как приложение или согласованные определения (*Бадал-арабакеш, Карабай-таджик* и т.п.).

2. Ругательные и ласкательные слова и выражения часто употребляются в живом обиходном языке. Посредством их люди выражают свои отношения к другим людям, к тем или иным явлениям. При этом свои симпатии они выражают при помощи слов и выражений, которые на их взгляд обозначают понятия положительные, приятные, нужные и т.д., и наоборот, для выражения антипатии используются слова и выражения, обозначающие понятия, вызывающие отвращения.

Поскольку у каждого народа и каждого периода были и имеются устоявшиеся понятия добра и зла, хорошего и плохого, можно считать, что ласкательно-ругательные слова и выражения в определенной степени отображают специфические, национально-психические особенности того или иного народа, обозначающие нечто приятное для одного народа могут обозначать неприятное для другого народа. Например фраза

«*поросенок мой*» в русском языке имеет значение только ласкательное, а слово, обозначающее то же самое понятие «*чучкавачча*» в узбекском и «*хинзир*» в арабском могут быть только ругательными. Можно привести ряд других примеров, которые со всей очевидностью показывают, что перевод подобных слов и выражений – дело не простое, и требует от переводчика умения творчески осмысливать и находить правильное решение вопросов в каждом определенном случае.

Разумеется, в тех случаях, когда восприятие слова (в смысле положительности и отрицательности) у обоих народов, т.е. народа с языка которого делается перевод и народа на язык которого делается перевод, не отличаются друг от друга правильное будет делать просто перевод. А в других случаях видимо целесообразно находить на языке перевода эквивалентные слова и выражения.

Следует также отметить, что подобные выражения чаще всего употребляются в диалогах, придавая им живость и выразительность, и часто находит свое отражение в обращениях.

Юсуф Аббуд, в совершенстве владеющий литературным языком, хорошо знающий национальную специфику арабов, почти во всех случаях мастерски передает ласкательные слова и выражения.

3. Одним из важных элементов быта каждого народа являются блюда и кушания, тем более, что узбекская кухня отличается разнообразием блюд. Передача подобных понятий имеет немаловажное значение для отображения национальной окраски и черт подлинника, связанных со временем его создания и спецификой описываемой среды.

В подлиннике встречается свыше тридцати названия блюд и кушаний. Среди них конечно есть и такие, которые или подобные которым приготавливаются и арабами (*плов, шавля* и т.п.). И, естественно, передача таких понятий не вызывает никаких трудностей у переводчика.

В некоторых случаях переводчик дает названия блюд в транслитерации и поясняет их (*машхурда, манты, лагман* и т.п.).

4. Общеизвестно, что одной из проблем, стоящих перед переводчиком художественного произведения является передача названия предметов костюма. Каждый народ в соответствии с природно-климатическими условиями своей страны и обычаями создает различные виды одежды и обуви, свойственные ему.

Мы знаем, что у русских и арабов нет какого-либо слова, обозначающего то же самое понятие, что и «*чапан*» в узбекском языке. И переводчик в таких случаях вынужден использовать слова, в которые обозначают более или менее близко подходящее к денотату понятия как «*халат*» у русских и «*руб*» у арабов.

Гафур Гулям часто описывая жизнь и быт узбекского народа часто упоминает предметы, составляющие домашнюю утварь, предметы обихода, различного рода инструменты. В этих случаях переводчик использует транслитерацию названия и в сносках дает пояснения (*тандыр, карнай, сурнай* и т.п.).

Несомненно, что передача понятий, связанных с различными обрядами, обычаями, специфическими для того или иного народа того или иного исторического периода представляет один из проблемных вопросов художественного перевода. Очевидно, что здесь трудно обойтись без пояснения в тексте или в сносках (*улак, юлташиша* и т.п.).

Передача национально-специфических реалиев как мы убедились выше задача непростая и зачастую проблематичная. В научной литературе по теории перевода нет трудов, посвященных этому вопросу в связи с восточными языками и в том числе и с арабским языком.

Переводчик Юсуф Аббуд в целом успешно справился с этой задачей. Он умело использует различные способы передачи реалиев, начиная от их перевода кончая транслитерацией, снабженной с пояснением в сносках.

Главный вывод к которому мы пришли в ходе написания статьи это то, что исследование вопросов перевода на восточные языки и с них, особенно передача национально-специфических реалиев, устойчивых фразеологических единиц является актуальным вопросом, имеющим практическое значение для многих переводчиков.

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“FIRDAVS UL-IQBOL” ASARINING Y.BREGEL TARJIMASIGA XOS XUSUSIYATLARI



<https://doi.org/10.5281/zenodo.14878294>

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Annotatsiya. Munis va Ogahiyning “Firdavs ul-iqbol” asari o‘ziga xos usulda bitilgan bo‘lib, unda o‘sha davr tarixnavisligida tasdiqlangan va qat’iylashtirilgan uslubdan foydalanilgan. Asarda bugungi kitobxonga tushunilishi qiyin bo‘lgan arabiy va forsiy iboralardan tashqari, juda ko‘plab istiora, mubolag‘a, o‘xshatish kabi she’riy san’atlar, nazmiy parchalar keltirilgan. Ushbu maqolada Yu.Bregel “Firdavs ul-iqbol” asarini tarjima qilishda qanday usullardan foydalanganligi, maksimal darajada asar mazmunini ingliz kitobxoniga yetkazishga harakat qilganligi, tarixiy terminlar, realiyalar, she’rlar tarjimasini amalga oshirish olim uchun oson kechmaganligi va ushbu tarjima orqali bimalol asar mazmunini anglash mumkinligi yoritib berilgan.

Аннотация. Произведение Муниса и Огахи «Фирдавс уль-Икбал» было написано своеобразно, в стиле, утвержденном и закреплённом в историографии того времени. Помимо сложных для понимания сегодняшним читателем арабских и персидских фраз, в произведении содержится множество метафор, преувеличений, сравнений и поэтических отрывков. В данной статье объясняется, какие приемы использовал Ю.Брегель при переводе «Фирдавс уль-Икбал», как он старался максимально донести содержание произведения до английского читателя, что ученому было нелегко переводить исторические термины, реалии и стихи, и через этот перевод можно легко понять содержание произведения.

Annotation. The work *Firdavs ul-iqbol* by Munis and Ogahiy is written in a distinctive style, utilizing the techniques that were established and solidified in the historical writing of that era. Apart from many Arabic and Persian phrases that may be difficult for today’s reader to understand, the work also includes a large number of figures of speech, exaggerations, metaphors, and other poetic devices, along with verses of poetry. This article highlights how Yu. Bregel used various methods in translating *Firdavs ul-iqbol*, striving to convey the essence of the work to an English-speaking audience. It also discusses how translating historical terms, realities, and poetry was not an easy task for the scholar, and through this translation, the content of the work can be comprehensively understood.

Tayanch so‘zlar: *tarjima, transliteratsiya, kalkalash, struktura, ritm, realiya, istiora, mubolag‘a, o‘xshatish;*

Ключевые слова: *перевод, транслитерация, копирование, структура, ритм, реальность, метафора, преувеличение, сравнение;*

Keywords: *translation, transliteration, calque, structure, rhythm, reality, metaphor, hyperbole, simile;*

Ключевые слова: *перевод, транслитерация, копирование, структура, ритм, реальность, метафора, преувеличение, сравнение;*

Ma'lumki, ingliz tilidan o'zbek tiliga yoki turkiy tillardan ingliz tiliga tarjima muammolari bilan bog'liq bo'lgan bir qancha ilmiy ishlar yuzaga kelgan²⁸². Ularda tarjima tanqidi bilan bog'liq ancha fikrlar aytilgan.

Badiiy, tarixiy-badiiy asarlar tarjimasining o'ziga xos lisoniy xususiyati mavjud bo'lib, bu nafakat ma'no yetarli darajada yetkazilishi, balki badiiy jiloni til materiali orqali munosib yetkazish bilan ham bog'liqdir. "Firdavs ul-iqbol" asariga o'xshagan qomusiy asarlar tarjimasiga kirishgan tarjimondan nafaqat til, balki madaniyat, turmush, urf-odatlar, etnografiya, geografiya sohasida ham chuqur bilimlar talab qilinadi.

Ma'lumki, tarjima usullaridan eng ko'p tarqalganlari transliteratsiya, transkripsiya, kalkalash, tasviriy tarjima, yaqinlashtirilgan tarjima va transformatsion tarjimalar hisoblanadi. Qayerda qaysi tarjima usulidan foydalanish mumkinligi haqida ilmiy adabiyotlarda ancha fikrlar aytilgan.

Transliteratsiya usulida asl matndagi so'zning grafik shakli tarjima qilinayotgan tilning vositalari orqali ko'rsatiladi. Transkripsiya jarayonida esa – uning tovushli formasi ifodalanadi.

Kalkalash – chet tilidagi morfema yoki so'zlarni tarjima qilinayotgan tildagi leksik muqobillari yordamida tarjima qilish demakdir (masalan: Executive Committee – ijroiyo qo'mita). Bu usul ham birinchi usul singari kamchiliklardan xoli emas.

Tasviriy yoki boshqacha izohli tarjima usuli manbadagi til leksik birliklarining ma'nosini ochishda o'z foydasini ko'rsata oladi. Ammo bu usul originaldan biroz chekinishga olib keladi. Ko'pincha tasviriy tarjima snoska yoki izohlarda beriladi.

Yaqinlashtirilgan tarjimada tarjima qilinayotgan tilda aniq muqobillar bo'lmaydi, shu bois tarjimon asl matnda so'zlarning ma'nosiga ko'ra yaqin bo'lgan so'zlarni topishni maqsad qiladi.

Transformatsion tarjima tarjimonga gapning sintaktik strukturasi o'zgartirishga, biror so'zning ma'nosini to'liq o'zgartirish orqali hammaga tushunarli bo'lgan umumiy ma'noli so'zlar bilan almashtirishga imkon beradi.

Kuzatishlarimiz asosida shunga amin bo'ldikki, Xorazm turkiy tarixiy adabiy manbalar tarjimasida Yu.Bregel bu tarjima usullarining barchasidan o'z o'rnida foydalanadi.

Munis va Ogahiyning "Firdavs ul-iqbol" asari o'ziga xos usulda bitilgan bo'lib, unda o'sha davr tarixnavisligida tasdiqlangan va qat'iyalashtirilgan uslubdan foydalanilgan. Asarda bugungi kitobxonga tushunilishi qiyin bo'lgan arabiy va forsiy iboralardan tashqari, juda ko'plab istiora, mubolag'a, o'xshatish kabi she'riy san'atlar, nazmiy parchalar keltirilgan. Shuning uchun asarni ingliz tiliga tarjima qilish oson kechmagan, bu jarayon bir necha yillarga cho'zilgan. Asar ingliz tiliga so'zma-so'z tarjima qilinmagan, bu tarjimani badiiy tarjima deyishdan ham yiroqmiz.

Yu.Bregel asarni tarjima qilishda duch kelgan qiyinchiliklarni asar tarjimasi berilgan so'z boshida batafsil yoritadi. Olim bu kabi manbalarni g'arb tillariga mukammal tarjima qilish amri mahol ekanini, shunday izohlaydi: *"An unabridged translation of this work into a modern Western language is hardly possible. The stylistic ornaments which were familiar and necessary to the contemporaries of Munis and Agahi do not have the same (or sometimes any) meaning for the modern reader – not only Western, but also Central Asian – and they will only appear*

²⁸² Bakayeva M. Angliya, AQSH adabiyotidan o'zbek tiliga she'riy tarjima va qiyosiy she'rshunoslik muammolari. Filol. fan. dokt... diss. – Toshkent, 2004; Sidiqov Q. «Qutadg'u bilig» asarining inglizcha badiiy tarjimalari tadqiqi. Filol. fan. nomz... diss. – Toshkent, 2009; Odilova G. Ingliz va o'zbek mumtoz she'riyati tarjimalarida adekvatlik muammolari. Filol. fan. nom... diss. – Toshkent, 2011; Shirinova R.X. Olam milliy manzarasining ba'diyy tarjimada qayta yaratilishi. Filol. fan. dokt... dis. – Toshkent, 2017; Teshaboyeva Z. «Boburnoma» inglizcha tarjimalaridagi frazeologik birliklar va ularning milliy madaniy xususiyatlari. Filol. fan. bo'yicha fals. dokt.(PhD) diss. – Toshkent, 2017; Hoshimova D. «Boburnoma» matnidagi tasviriy vositalarning ingliz tiliga tarjimalari tadqiqi. Filol. fan. dokt... diss. – Toshkent, 2018; Teshaboyeva Z. «Boburnoma» inglizcha tarjimalaridagi frazeologik birliklar va ularning milliy madaniy xususiyatlari. Filol. fan. bo'yicha fals. dokt.(PhD) diss. – Toshkent, 2017.

verbose and clumsy in translation. they often cannot be properly understood without additional commentary explaining the numerous allusions and word plays which are hidden in the original text and cannot be translated, not to mention the impossibility of preserving the rhyming synonymical apithets which are a very important element of the stylistic system of the original. The passages of poetry interspersed with the prose text, in a great majority of cases, also serve purely stylistic purposes, being an element of the same ornate style and carrying no historical or any other substantial information whatsoever (very often they just repeat in a rhymed form what is said before in prose)²⁸³.

Yu. Bregel asar tilidan kelib chiqib, asl matnning barcha uslubiy bezaklarini saqlashni lozim topmagan va mutlaq tarjimani amalga oshirishni maqsad qilmagan. Masalan, asar debochasi juda murakkab sharqona uslubda bitilgan, uni tushunish nafaqat oddiy kitobxonga, balki mutaxassisning ham lug'atsiz anglashiga imkon bermaydi. Asar debochasidagi quyidagi parcha fikrimizga yorqin dalildir: *"Oliy makon sultonlarning dabdabai hashamati va garduntavon xoqonlarning kavkaba i davlati ul podshohi alalitloq ning qullug'i bilan intizom toparkim, olami nosut aning borgohi saltanati ollida bir qazo i muhaqqar dur va fazoi malakut dargohi uzmat idin bir sahni muqassar . Hudus u qidam ikki gavhari nosufta dur irodat i ummonidin, vujudu adam ikki g'unchai navshukufta san'at i gulistonidin. Ma'murai kavnu makon zobita i qudratidin mazbut , olami arvoh va abdon robita i hikmatidin marbut "*.

Shu birgina parchada, shuncha so'zni izohlashga to'g'ri kelganini inobatga olsak, tarjima faqat izohlardan iborat bo'lib qolishi tabiiy. Shuning uchun Yu.Bregel ingliz kitobxonini asarning ko'proq mazmuni bilan tanishtirishga, uslubiy unsurlar ummonida asarning tarixiy ahamiyati yo'qolib ketmasligiga harakat qilgan: *"An unabridged translation that tries to preserve all stylistic ornaments of the original would become unmanageably large; its historical content would become diluted in a mass of stylistic details which have no significance, and the commentary would be overburdened by additional explanations connected with these details. All this will make the translation barely readable not only to the general reader, but even to a specialist"*.

Olimning ta'kidlashicha, "Firdavs ul-iqbol"ning tarjimasi davomida eng katta qiyinchilik tug'dirgan izohlov jarayoni asosan Xorazm, shuningdek, boshqa qo'shni hududlar ko'p sonli toponimlarning kelib chiqish joyini aniqlashda kechgan. Bu o'rinda Yu.Bregel oldin hech qayerda nashr etilmagan Xiva topografik xaritasidan foydalangan: *"The most difficult part of the annotation of the Firdaws al-iqbal was the localization of numerous place names, mainly in Khorezm, but also in surrounding regions (the Qazaq steppes, the middle course of the Amu-Darya, southern Turkmenia and Khorasan), mentioned by Munis and Agahi. I was also able to use the sheets of an unpublished topographic map of the Khanate of Khiva at the scale of 2 versts per inch (1:83,464) prepared by Russian military topographers in the 1880s. (I am grateful to Professor Roman Zlotin, formerly of the Institute of Geography of the Russian Academy of Sciences, who provided me with the copy of this map, the original of which is kept in the Military Historical Archives in Moscow.)"*²⁸⁴.

Yu.Bregel tarjimasida tartib bilan raqamlanib, kitob so'nggidan joy oluvchi izohu ilovalardan tashqari, sahifa ostidan joy oluvchi lotin alifbosi harflari bilan ko'rsatilgan izohlar xam o'rin olgan bo'lib, ular yil hisobini (asosan hijriy), Qur'onga havolalar va ba'zi matnlar manbasini (maqollar, hadislar va x.k.) ko'rsatadi. Hijriy yil hisobini muvofiqlashtirishda olim doktor Gerard Berens (Myunxen)ning kompyuter dasturidan foydalangan: *"Besides the*

²⁸³ Firdavs al iqbal, 1999. – p.181

²⁸⁴ Firdavs al iqbal, 1999. – p. LXII

explanatory notes that are numbered consecutively and placed at the end of the translation, the translation also includes footnotes marked with the letters of the Latin alphabet and giving the conversion of dates (usually Hijri to the common era), references to the Qur'an and the sources of some sayings (proverbs, hadiths, etc.), and literal translations of certain passages. In converting the Hijri dates I have used the computer program "Computus Calendar Conversion"²⁸⁵.

Olimning ta'kidlashicha, tarjima ishlari bir necha marotaba uzilishlarga uchrab, faqatgina 1989-yilga kelib yakunlangan. Mazkur tarjimani uslub jihatdan mukammallashtirish va sayqallashda, olimga professorlar Eleazar Birnbaum (Toronto universiteti) va professor Devin Devislar yordam bergan. Tarjimaning o'ziga xos uslubi natijasida so'zma so'z tarjimaning, tarjima tilining idiomatik bo'lib qolishining oldi olingan. Buni olimning o'zi shunday izohlaydi: *"The work was interrupted several times and was finished only in 1989. Professor Eleazar Birnbaum (University of Toronto kindly agreed to be a reader, and he did much more than he was expected to do, meticulously collating my translation with the Chaghatay original and not only correcting in advertant oversights and errors, but also making numerous stylistic changes whose numerous was to make the translation not too literal and its language more idiomatic even when it attempts to give some idea of the Bowery language of the original"*²⁸⁶.

Olimning fikrlaridan shu narsa anglashiladiki, tarjimon maksimal darajada Munis va Ogahiy qalamiga mansub bo'lgan, ikki xil uslubda yozilgan "Firdavs ul-iqbol" asari mazmunini ingliz kitobxoniga yetkazishga harakat qilgan. Albatta, tarixiy terminlar, realiyalar (bir madaniyat yoki bir xalqagagina tegishli bo'lgan so'z va iboralar), she'rlar tarjimasini amalga oshirish olim uchun oson kechmagan, ammo Yu.Bregel tarjimasiga orqali bimalol asar mazmunini anglash mumkin. Ammo arab va fors terminologiyasidan bexabar bo'lgan kitobxon, asarning originalini o'qib, uning mazmunini to'liq tushuna olmaydi. Chunki asar o'ziga xos sifatlashlari, arabiy forsiy iboralarga, idiomalarga boy tarzda bitilgan.

Asardagi poeziya va diniy leksika tarjimasida tarjimon mahorati xususida shuni aytish lozimki, "Firdavs ul-iqbol" tarixga oid asar bo'lsa-da, u Munis va Ogahiy kabi ulug' so'z san'atkorlari qalamiga mansubligi hamda o'sha davr an'anasiga ko'ra xos kishilar, ya'ni, mualliflar tili bilan aytganda "fatnat ahli (o'tkir aql va zehn egalari)", "maxdum, mavlono" kabi olim va fozil kishilar nazarda tutilib yozilgan. Shu sababli asar tili, ayniqsa, Munis taklif qilgan qismlar juda murakkab bo'lib, arabcha, forsha so'z, ibora, maqol va she'riy parchalar bilan to'lib toshgan".

Xorazm turkiy adabiy manbalar tilini o'rgangan olim A.O'rozboyevning fikricha, manbalaridagi so'zlarning mavzuiy-semantik tasnifida tadqiqot obyekti materiallari, tadqiqot obyektida bayon qilingan davr yoki asar voqealarida bayon qilingan hududning ijtimoiy-siyosiy tuzumi, davlat boshqaruv tizimi, tadqiq qilinayotgan asar adabiy tilning qaysi tarixiy bosqichga mansubligi, asar muallifining xos (individual) uslubi, asar xarakteri kabi jihatlariga alohida e'tibor qaratish zarur bo'ladi. Zero, tildagi o'zlashmalar xalqlarning o'zaro ijtimoiy-siyosiy, madaniy, iqtisodiy aloqalari in'ikosi sifatida yuzaga keladi.

Xulosa. "Firdavs ul-iqbol" asarining Yu.Bregel tarjimasiga xos xususiyatlarini o'rganish asosida olimning transliteratsiya, transkripsiya, kalkalash, tasviriy tarjima, yaqinlashtirilgan tarjima va transformatsion tarjima kabi tarjima usullaridan foydalanganligi ma'lum bo'ldi. Munis va Ogahiyning "Firdavs ul-iqbol" asari o'ziga xos sharqona uslubda bitilgan bo'lib, asarda bugungi kitobxonga tushunilishi qiyin bo'lgan arabiy va forsiy iboralar, juda ko'plab istiora,

²⁸⁵ Firdavs al iqbal, 1999. – p. LXIII

²⁸⁶ Firdavs al iqbal History of Khorezm. Translated from Chaghay and Annotated by Yuri Bregel, Leiden Boston, 1999. – p.LXIII.

mubolag'a, o'xshatish kabi she'riy san'atlar, nazmiy parchalar keltirilgan. Shuning uchun asarni ingliz tiliga tarjima qilish oson kechmagan. Yu.Bregel asarni tarjima qilishda duch kelgan qiyinchiliklarni asar tarjimasi berilgan so'zboshida batafsil yoritgan. Yu.Bregel asar tilidan kelib chiqib, asl matnning barcha uslubiy bezaklarini saqlashni lozim topmagan va mutlaq tarjimani amalga oshirishni maqsad qilmagan. Shuning uchun olim ingliz kitobxonini asarning ko'proq mazmuni bilan tanishtirishga, uslubiy unsurlar ummonida asarning tarixiy ahamiyati yo'qolib ketmasligiga harakat qiladi.

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SULAYMON ASH-SHOTIY HIKOYALARIDA “SAHRO KEMASI” – TUYA OBRAZINING BADIY TASVIRI



<https://doi.org/10.5281/zenodo.14878304>

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Annotatsiya. Mazkur maqolada Fors Ko'rfazi (arablarda Xalij) siyosiy, iqtisodiy tomondan qadimdan xalqaro siyosiy mezonda katta ahamiyatga ega bo'lib, uning jo'g'rofiy nuqtai nazardan joylashishi strategik ahamiyatga ega ekanligi ta'kidlab o'tilgan. Ushbu mintaqa Sharq va G'arbni bog'lovchi savdo yo'li bo'lib, Buyuk Ipak yo'lining bir tarmog'i Xalij Ko'rfaziga borib taqalib, o'z tomonidan uning sohillarida joylashgan arab mamlakatlari uchun savdo-sotiq yo'li bo'lib xizmat qilgan. Bir tomondan Ko'rfaz orqali kemalar, ikkinchi tomondan esa, sohil bo'ylab unga tutashgan sahro yo'lida tuyalarga ortilgan yuklar karvoni o'tganligi xususida so'z yuritiladi.

Shuningdek, maqolada Xalij arab mamlakatlaridan biri bo'lgan Kuvayt adabiyotining yorqin namoyandasi Sulaymon Shotiy asarlarining obrazlar dunyosi eng avvalo, sahro, tuya, Ko'rfaz va sohilbo'yi dunyosi bilan bog'langanligi ko'rsatilib, uning “Tuya” hikoyacida o'z badiiy ifodasini topgan.

Аннотация. В статье отмечается, что Персидский залив (страны арабского халиджа) имеет свое политическое, экономическое значение на международном политическом уровне с древнейших времен, а его географическое положение также имеет стратегическое значение. Это также торговый путь, связывающий Восток и Запад, ответвление Великого шелкового пути, который тянется вдоль Персидского залива и служит торговым путем на берегах арабских стран. С одной стороны, он посвящен кораблям, проходящим через залив, а с другой стороны, каравану верблюдов, груженых товарами на пустынной дороге, прилегающей к берегу. В статье также показано, что Сулейман Шотий, яркий представитель кувейтской литературы из стран Арабского залива, связывал образы в своих произведениях, прежде всего, с дикой природой, верблюдом, заливом и прибрежным миром, которые нашли свое художественное воплощение в рассказах «Верблюд».

Annotation. This article notes that the Persian Gulf (Khaleej Arab countries) has its political, economic importance at the international political level since ancient times, and its geographical location is also of strategic importance. It is also a trade route linking East and West, a branch of the Great Silk Road that stretches along the Persian Gulf and serves as a trade route on the shores of Arab countries. On the one hand, it is devoted to the ships passing through the Gulf, and on the other hand, a camel caravan loaded with goods on a deserted road adjacent to the shore.

The article also shows that Suleiman Shotiy, a brilliant representative of Kuwaiti literature from the Arabian Gulf countries, associated images in his works, primarily, with wildlife, a camel, a bay and the coastal world, which found their artistic expression in the stories «Camel».

Tayanch so'zlar: *Buyuk ipak yo'li, Xalij Ko'rfazi, Sulaymon Shotiy, Kuvayt, sahro, dengiz, “Tuya”, Sharq va G'arb, milliy qadriyatlar, savdo yo'li.*

Ключевые слова: Великий Шелковый путь, Оманский залив, Сулейман Великолепный, Кувейт, пустыня, море, «Верблюд», Восток и Запад, национальные ценности, торговый путь.

Keywords: Great Silk Road, the Persian Gulf, Suleiman Shotiy, Kuwait, desert, sea, «Camel», East and West, national values, trade road.

Fors Ko'rfazining g'arbiy sohillarida qator arab davlatlari joylashgan bo'lib, ular Shimolda Kuvaytdan, janubda to Ummongacha boradi. Bu yerlarda Ko'rfaz Arab dengizini Hind okeani bilan birlashtiradi.

Butun arab olamida aholisi iqtisodiy va moddiy tomondan yaxshi ta'minlangan, rivoj topgan mamlakatlardan bo'lgan Kuvayt, Bahrayn, Qatar, Ummon, Birlashgan Arab Amirli kabi arab mamlakatlari Arabiston yarim orolida joylashgan bo'lib, sohillari Fors ko'rfazidan chiqadi. Shuning uchun mazkur davlatlarni Fors ko'rfazi atrofida joylashgan arab mamlakatlari deb nomlashadi, lekin arablar bu nomni tan olmasdan, "al-Xalij (Ko'rfaz)" mamlakatlari deb atashadi.

Mazkur mintaqa ko'p qismlarga bo'linishga qaramay jug'rofiy, diniy va tarixiy birlikni tashkil qiladi. Shuning bilan birga ularning hayotida ma'naviy-madaniy birlik ham kuzatiladi. Siyosiy, jug'rofiy tomondan Xalij qadimdan xalqaro siyosiy, iqtisodiy mezonda katta ahamiyatga ega bo'lib kelgan. Uning jo'g'rofiy nuqtai nazardan joylashishi strategik ahamiyatga ega, chunki u Sharq va G'arbni bog'lovchi savdo yo'li bo'lib kelgan. Biz bu to'g'risida, zamonaviy Ko'rfaz adiblari ijodida ko'p ma'lumotlarni kuzatganmiz²⁸⁷.

Xalij arab mamlakatlaridan biri bo'lgan Kuvayt adabiyotining yorqin namoyandasi Sulaymon Shotiy asarlarining obrazlar dunyosi ham boy va ko'p ma'nolidir. Ular, eng avvalo, sahro, tuya, dengiz va sohilbo'yi dunyosi bilan bog'liq hayotning badiiy ifodasidir.

Uning yozish mahorati o'nga yaqin hikoyalar to'plamlarida namoyon bo'ldi, bular, "Rul" (دقة) (1962), "Bo'g'i ovoz" (الاصوت الخافت) (1970), "Yuqori martabaga erishgan odam" (دجل الرف) (1982), va "Men ...boshqa" (انا الاخر) (1995)²⁸⁸ kabi hikoyalar to'plamidir.

Sulaymon Shotiy zamonaviy Kuvayt hikoyanavislarining ikkinchi avlodidir. U adabiyotga XX asr 70-yillarida kirib keldi va o'zining kuvaytliklar hayotining turli jabhalarini tasvirlovchi realistik hikoyalari bilan tezda tanildi. Sulaymon Shotiy tug'ma iste'dod egasi bo'lgani uchun uning hikoyalari boshidan ancha sayqallangan, konkretlashgan bo'lib yaratildi. Yozuvchining badiiy mahorati zamon o'zgarishlarini ilg'ab olishda va nozik did bilan asarda g'oyaviy-estetik maqsadga ko'ra ifoda etishda bilindi.

Oxirgi ikkita hikoyalar to'plami orqali "Yuqori martabaga erishgan odam" va "Men ...boshqa" asarlaridan Kuvayt hikoyanavisligida va nafaqat Kuvayt, balki butun arab hikoyanavisligini kuzatuvchisi, Shotiyni o'zi uchun o'ziga xos yangi uslub yaratganini ko'radi, bu uslub uni boshqa hikoyanavislardan ajratib turdi. Uning uslubi ancha murakkab bo'lib u hikoyanavislikda yangi shakllarni qo'lladi. U tayangan asosiy yozish texnikasi bu yozuvchini hozirdan o'tmish maydoniga kirib borishi va bu hozirgi davr o'sha o'tmish sirlarini ochishga kalit bo'lib xizmat qiladi. Hozirgi kun (davr) unda chegarlangan hikoyani bir lavhasini tashkil qiladi va o'tmishga qaratilib esdaliklarga yo'l ochadi. Yozuvchi fragmentarlik va assotsiativ bog'lash usullari texnikasini ishlatib va hozirgi kundagi ba'zi vaziyatlarga juda qisqa to'xtab o'tmish bilan bog'liq asarning maqsadini ochib berishga harakat qiladi.

²⁸⁷ عبد الكريم مقدر. مسألة سليمان الشاطئ والبيانية. مجلة الكويت، العدد 108، الكويت، 2015.
²⁸⁸ شرف محمد ياسر، القصة القصيرة في الخليج العربي، قراءات، مركز الكتاب العربي، الكويت، 1979. - ص. 44-58.

Masalan, adibning “Men...boshqa” (أنا الآخر)²⁸⁹ hikoyalar to‘plamini olsak, bu yerda ham shubhasiz o‘sha texnikani ko‘ramiz. Yozuvchi Shotiyning 80-yillarda o‘z ijodida intermatn usulini keng ishlatishi uning uslubida ijodiy evolyutsiyasidan dalolat beradi. “Men ...boshqa” (أنا الآخر) hikoyalar to‘plamida intertekstual usuli keng qo‘llaniladi. Masalan, “Tuya” (جمل) hikoyasida yozuvchi she‘riy matnni hikoya oldidan epigraf sifatida qo‘yadi. Yozuvchi bu qit‘a kitobxonda qanday tasavvur uyg‘otishidan aslo qo‘rqmaydi, chunki u kitobxonni hikoyadagi voqea hodisalarga tayyorlaydi va matn ostidagi ma‘noni tushunishiga ishonadi.

*“Yo‘q... Ularga o‘xshagan bo‘lmasin aslo
Hatto menga ham o‘xshamagin
Zaminimiz yerimiz haqqi!
Sen ehtiyot bo‘l ey do‘stim tuya!
Hech qachon yo‘qotma umiding, egilma!
Sen boshqalarga o‘xshashdan ehtiyot bo‘l
Ularning miyalariga bosilgan tamg‘a
Miyasi to‘lgan chirigan suyaklarga,
Ulardan kelgan qabih hidlar
Yaxshi tanish yonayotgan chirindilar,
Ehtiyot bo‘l ey, do‘stim, ey tuya!”²⁹⁰*

Taniqli Kuvayt shoiri Ahmad Udviyning ushbu she‘ri Sulaymon Shotiyning “Tuya” (جمل) hikoyasi uchun ham intermatn (التقاص), ham epigraf rolini o‘ynaydi, hatto epigraf mazmun jihatdan ekspozitsiya vazifasini o‘taydi. Chunki mazkur she‘r hikoyada tuya va uning xo‘jayini bilan bo‘ladigan voqea-hodisalarni idrok qilishga tayyorlaydi, bo‘lajak konfliktga ishora qiladi va munosabat bildiradi. Mazkur hikoyada hozirgi bo‘layotgan vaziyatda bemor otaning muolajasi uchun tuya suti davo sifatida ta‘kidlanadi, ammo ota negadir tuya bilan ona tuyani olib kelishga keskin norozi bo‘ladi. Tuya bilan bog‘liq obraz, otaning esdaliklarini ochib beradi va hikoyani butun sathini egallaydi.

Sulaymon Shotiyning “Tuya” hikoyasida ikki makon ko‘rinishini -sahro va dengiz muhitini kuzatsa bo‘ladi. Hikoyada ota sahroni eslaydi, bu xotiralar uning yuragiga juda yaqin va azizdir. Chunki, sahrada katta bo‘lgani uchun o‘sha muhitni yaxshi biladi. Hikoya qiluvchi ota sahraning oshig‘i ekanligi, u to‘g‘risida so‘zlayotganida hayajonlanib ketishi, junbushga kelishida bilinadi. Yozuvchi diyori aholisini o‘tmishdagi hayoti to‘g‘risida shunday deydi:

“Xalijlik inson hayoti mobaynida, sahra bilan kurashadi. Dengiz Xalijlik uchun ko‘proq sahra mashaqqatlaridan holi qiluvchi makon, lekin dengiz ham xavfsizmakon emas. Darhaqiqat, Xalijlik inson suv va sahra orasida ancha mashaqqatli dramatik holatda yashagan bo‘lib, bu ikki olam bilanularning hayoti va mamoti masalasi bog‘langan. Ammo sahrada o‘lim topish ochiqroq va sukunatda o‘tadi. Dengiz bilan esa, aloqasi bilim va harakatga asoslangan edi”²⁹¹.

Yozuvchi uchun sahra xavfli bo‘lsa ham odatiy tabiiy muhit, unda hamma narsa ayondir. Lekin yozuvchi shaharga nisbatan boshqacha fikrda.

Syujet tomondan hikoya ikkita chiziqqa bo‘linadi-o‘tmish hodisalari retrospektivada otaning esdaliklari orqali gavdalanadi, hozirgi kun voqea-hodisalari bemor otasiga muolaja izlab yurgan o‘g‘il nomidan bayon etiladi. O‘tmish va hozirgi kun vaqt kategoriyalari bir kompozitsiya yaxlitlikda berilmaydi, uning qismlari almashib turadi: hozirgi kun-o‘tmishga-o‘tmish hozirgi kunga va h.k. Xronotopik jihatdan makon kategoriyasiga kelsak, voqealar turli joylarda ro‘y beradi: sahrada, sohilda, shaharda. Ota hikoyasidan u sahradagi ko‘chmanchi

²⁸⁹ سليمان الشطي. أنا.. الآخر. (مجموعة قصصية) عمارة الكويت. 1994. - ص. 128

²⁹⁰ سليمان الشطي. أنا.. الآخر. (مجموعة قصصية) عمارة الكويت. 1994. - ص. 47

²⁹¹ سليمان الشطي. أنا.. الآخر. (مجموعة قصصية) عمارة الكويت. 1994. - ص. 47

badaviylardan kelib chiqqanligi, o'spirin yoshida oilasi qabilaviy qonli to'qnashuvlarning qurboni bo'lib, onasi zotli tuyaga mindirib sahro dan dengiz tomon uni qochirgani va unga yod bo'lgan sohildagi hayoti bilan tanishamiz. Sohil hayotiga o'rganmagan badaviy dastlab zotli tuyasidan ajralmasdan, mardikorlik qiladi, tuyasida og'ir yuklar tashiydi. Bahaybat jismli zotli tuya shaharchaning tor tosh ko'chalarida qiynalib yuradi. Ko'p mashaqqatlardan keyin tirikchilik uchun badaviy yigit joni dili bo'lgan tuyasini sotishga majbur bo'ladi va bu qilmishidan keyin umrbod afsuslanadi. Chunki, yangi xo'jayin tuyani shafqatsiz ravishda ishlatadi, ustiga haddan tashqari og'ir yuklar qo'yadi va oxiri katta temir baklarda suv tashishga majbur qiladi. Badaviy yigit chetdan tuyasini kuzatib yuradi, siqiladi. Jonivor tezda ozib-to'zib, holsizlanib qoladi va og'ir yuk bilan oyoqda turolmaydi. G'azablangan xo'jayin uni urdiradi, ustiga ustak uni azoblashadi. Ana shunda zotli aslida yovvosh tuya mag'rurligini ko'rsatib, isyon ko'taradi, bor kuchini yig'ib oyoqqa turadi, ustidan yukini uloqtiradi va xo'jayini tomon yuguradi. Bir amallab qochishga ulgurgan xo'jayini barcha xizmatchilarini tuyaga qarshi yo'naltirib, uni dengiz tomon siljitishadi va tuya butun og'irligi bilan suvga yiqiladi. O'nlab pichoqlar tanasini tilka pora qilib tashlaydi. Tuya jon beradi. Badaviy yigit umrini oxirigacha zotli tuyasini sotganidan nadomat chekadi. Bu voqealar Kuvaytda 50-yillarda yuz berib, unda neft pullari endi yopirilib kela boshlaganda, sahro va sohilda kuvaytliklar hayoti og'ir kechib, hatto ichimlik suv yetmagan davr edi. Syujetning ikkinchi chizig'i 90-yillar boshiga to'g'ri kelib, badaviyning o'g'li voyaga yetib bemor otasini xorijga muolajaga olib ketadi, ammo shifo topmay, tuya sutidan davo qidiradi. O'g'il otasiga ona tuya va zotli tuyasini eslatuvchi boshqa tuyani sotib olishni mo'ljallaydi. Tuya savdogarlarini u saylov markazlarida uchratadi. Ular tuyalarini deputat nomzodlarga ijaraga berar ekan, chunki ular saylovchilarni ovozlari olish uchun sun'iy ravishda markazlar atrofida qadimgi sahro muhitini yaratishadi: badaviy o'tovlar qurib uning yoniga zotli tuyalarni bog'lab qo'yishar edi. Bu bilan ular an'anaviy qadriyatlarini qanchalik e'zozlayotganliklarini ko'z-ko'z qilar edilar, vaholanki o'sha o'tovlarga qimmatbaho g'arb mashinalarda yetib kelishsa ham. Shu davrga kelib Kuvaytda allaqachon elektron axborot vositalari, televideniye va INTERNET tarmog'i rivojlangan bir paytda bunday qilmishlarga nisbatan yozuvchida postmodernizmga xos kinoyaviy modus paydo bo'lganidan dalolat beradi. Yozuvchi an'anaviy qadriyatlar ustidan kulmaydi, lekin ularga ba'zida murojaat qilish paradoks-sog'lom mantiqqa zid-vaziyatlar yaratishini ko'rsatdi. Hikoyada ayni shunday vaziyat kuzatiladi.

*"Shahar saylovlarga tayyorlanayotganda u yerda bir tuya hayronlikda uzun bo'ynidagi boshini har tomonga qimirlatar edi.. Uning nigohida bir ming yillik g'amning alomati bor edi. Balki u oxirgi oy ro'y bergan voqea-hodisalarni qaytarib eslayotgan edi. Bu oyda u bilan g'alati holat ro'y berdi. Uni yo'g'on arqon bilan o'rab yuk tashish mashinasiga chiqarishdi, so'ng bir o'tov oldida tushirib atrofiga bog'lab qo'yishdi. Bir ikki kun o'tganidan keyin uni boshqacha parvarish qilib, uni ko'rsatishga va boshqalarni nigohini tortishga harakat qilishayotganini sezdi. Oxirgi kunlari ham shunday o'tdi, uni bir joydan ikkinchisiga olib borib ko'z-ko'z qilishdi"*²⁹².

Tuya sotuvchisi molini maqtay boshlaydi. Shunda bo'lajak deputat nima maqsadda tuyani ijaraga olayotganini aytadi.

*"To'xta! Ko'p maqtayverma. Kim senga aytdi bular hammasi meni qiziqtiradi, deb. Menga faqat uni shakli kerak. Nima, meni uni minadi yoki yeydi deb, o'ylaysanmi?"*²⁹³.

Savdogar darrov maqsadni angladi:

"Kim undan foydalangan bo'lsa baraka topdi va ovozlari oldingi majlisda ko'tarildi".

²⁹² سليمان الشطي. أنا.. الآخر. (مجموعة قصصية) عمارة الكويت. 1994. - ص. 49.

²⁹³ سليمان الشطي. أنا.. الآخر. (مجموعة قصصية) عمارة الكويت. 1994. - ص. 51.

Hikoya syujetiga yozuvchining saylovlar to'g'risidagi mulohazasi kirib kelib, ijtimoiy chekinish qahramonning ichki monologi orqali ro'y berdi. Mamlakatida saylovlarga bo'lgan munosabati, sub'ektiv omillarni saylovdagi roli va shaxsning ovoz berish paytida avval boshqa fikrda bo'lsa ham fikrini o'zgarishi mumkinligi to'g'risida fikr yuritadi.

Sulaymon Shotiyning mazkur "Tuya" hikoyasi qahramoni – otada - shaharga nisbatan ma'yuslik alomatini ko'ramiz. U shaharda ko'p qadriyatlar yo'qolishini va odamlar orasida tarqoqlikni borligini ta'kidlaydi, erkinlik chegaralanishini, shahar odamlarida barakasizlikni ko'radi (saylov nomzodlari qilmishlari, safsatabozlik va h.k.).

"Senga aytsam, shaharda yillab nizo to's-to'polon bo'lmaydi, lekin u kengayib erib bormoqda, shakli yo'qolib bir xillik hukm surmoqda".

Hikoyani tahlil qilar ekanmiz, o'ziga xos syujet chiziqlari va kompozitsion qurilishi, intermatnlik va kinoyali modus bilan birga, biz hikoyani yana bir jihatiga e'tibor berdik. U ham bo'lsa hikoyaning badiiy nutqiga, u o'ziga xos ifoda va shoirona ta'birlar bilan ajralib turadi.

Mana zotli tuyaning tavsifi. U bolani qabilaviy nizolardan, qonli qasos olishdan, otishmalardan qutqarib sahroda olib ketmoqda:

"U go'yo sokin qimirlamagan suvdan ravon ketayotgan kemadek. Qanchalik sahroga ko'p kirsak, shunchalik bairim (tuyam) qomatini baland tutdi, go'yo ulkan haykaldek. Qadamlarini qattik bosadi, oyoqlari go'yo yerdan ko'tarilib chiqqan yoki osmondan tushgan ustunlarga o'xshaydi. Keng ko'kragi go'yo musobaqada raqiblarini yorib o'tayotgandek tuyuladi. Qattiq boshini mag'rur baland ko'targan, go'yo u ko'rgan narsasiga qanoat hosil kilib, o'zidan ishonch va tinchlik tarqatmoqda. Oldinda ufqlarni poyoni yo'q, ortda esa dahshatli nizo, g'azab va gazak olgan yaralar".

Bu tuyaning nashidasi. Unda milliy ruh yaqqol namoyon bo'lgan! Tuyaning vasfi johiliya va mumtoz arab adabiyoti she'riyatidagi tuya vasfiga o'xshaydi! Bu vasf o'sha an'ananing davomi – hozirgi zamonaviy adabiyotda! Arabcha matnida shoironalik, va hatto saj'ni ajratsa bo'ladi.

Bunday umumlashma ixcham fikr mumtoz arab adabiyotida "adab", "maqoma", "ibratli hikoya", "xitaba" janrlarida ko'p uchraydi va bu jihatdan Sulaymon Shotiy hikoyasida ayni mumtoz an'ana davomiyligini aforizmlarni qo'llashida ham ko'zga tashlanadi:

Umuman olganda Xalij adiblari shahar bilan murakkab munosabatda - bir tomondan undagi o'zgarishlarni, kengayishlarni, bezatilishlarni ko'rib ajablanadilar, ikkinchi tomondan unda ko'p illatlarni ko'rishadi va qishloq hayotini, oldingi kunlarni qo'msab, xotiralarga berilishadi va ko'pincha bu narsa retrospektiva orqali o'z ifodasini topadi.

Ammo buni romantik kayfiyat namoyishi desak ham bo'ladi, chunki o'tmishdagi xalijlikni qishloqdagi og'ir hayotga haqiqatdan qaytishi, nazarimizda hech kimni aqliga kelmaydi. Eski sahroviy hayotga sig'inish katta shahardagi ro'y beradigan yolg'izlik, tarqoqlik va boshqa shaharga xos illatlarga norozilikdan boshqa narsa emas.

Xulosa qilib shuni aytishimiz mumkinki, Xalij arab mamlakatlari hikoyanavisligi shakllarining yangilanishi, mavzular doirasining kengayishi, sahro, tuya, dengiz va sohilbo'yi dunyosi bilan bog'liq obrazlar va ifoda vositalarining izchillashuvida Sulaymon Shotiy milliy ijtimoiy holatlarnigina emas, balki, umuminsoniy qadriyatlar asosida insonni idrok etishda o'ziga xos yangi qarashlar olib kirayotganini kuzatishimiz mumkin.

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دراسة نقدية في الأدب الأوزبكي الحديث (فن القصة القصيرة نموذجاً)



<https://doi.org/10.5281/zenodo.14878467>

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الملخص: فن القصة القصيرة في الأدب الأوزبكي الحديث: دراسة نقدية وقصص مختارة يُعدُّ هذا الكتاب بمثابة نافذة يطل منها القراء على عالم الأدب الأوزبكي الحديث، حيث يتناول الكتاب دراسة نقدية شاملة لفن القصة القصيرة في الأدب الأوزبكي، مسلطاً الضوء على الجوانب النقدية والفنية التي تميز هذا الفن الأدبي. يتضمن الكتاب مجموعة مختارة من القصص القصيرة التي تمثل أبرز ما قدمه الأدباء الأوزبكيون في هذا المجال. تتميز هذه القصص بتنوع موضوعاتها وعمق معانيها، وتعكس تجارب حياتية وثقافية متنوعة، مما يُظهر الغنى والتنوع الذي يميز الأدب الأوزبكي الحديث.

Annotatsiya: “Zamonaviy o‘zbek adabiyotida qissa san’ati: tanqidiy o‘rganish va tanlangan hikoyalar” kitobi kitobxonlarning zamonaviy o‘zbek adabiyoti olamiga nazar tashlaydigan oynasi bo‘lib xizmat qiladi, chunki kitobda o‘zbek adabiyotidagi qissa san’atini har tomonlama tanqidiy o‘rganish, tanqidiy fikrlarni yoritib berilgan. Kitobda o‘zbek yozuvchilarining ushbu sohada qilgan diqqatga sazovor joylarini aks ettiruvchi qisqa va hikoyalar to‘plami mavjud. Ushbu hikoyalar mavzularining xilma-xilligi va ma’nolarining teranligi bilan ajralib turadi, xilma-xil hayotiy va madaniy tajribalarni aks ettiradi, zamonaviy o‘zbek adabiyotiga xos boylik va xilma-xillikni namoyish etadi.

Annotation. “The art of the short story in modern Uzbek literature: a critical study and selected stories” this book serves as a window from which readers look at the world of modern Uzbek literature, as the book deals with a comprehensive critical study of the art of the short story in Uzbek literature, highlighting the critical and artistic aspects that characterize this literary art. The book includes a selection of short stories that represent the highlights that Uzbek writers have made in this field. These stories are distinguished by the diversity of their themes and the depth of their meanings, reflect diverse life and cultural experiences, showing the richness and diversity that characterizes modern Uzbek literature.

الكلمات المفتاحية: القصة القصيرة – الأدب الأوزبكي – دراسة نقدية – الأدباء الأوزبكيون

Tayanch so‘zlar: qissa, o‘zbek adabiyoti, tanqidiy o‘rganish, o‘zbek yozuvchilari.

Keywords: short story, uzbek literature, critical study, Uzbek writers.

الأدب الأوزبكي غني ومتنوع، ويحتوي على العديد من الأعمال الأدبية المتميزة التي تعكس ثقافة وتراث هذه الدولة. في كتاب "فن القصة في الأدب الأوزبكي الحديث"، يقدم مجموعة من الأدباء الأوزبك أجمل القصص القصيرة التي تُشكّل جزءاً هاماً من تراث الأدب الأوزبكي. يتضمن الكتاب قصصاً وحكايات شعبية أوزبكية، بالإضافة إلى أعمال قصيرة للأدباء والأديبات الأوزبك.

الأقصوصة، أو ما يعرف بالقصة القصيرة، هي نوع من الأدب النثري يتميز بقصر حجمه مقارنةً بالرواية. تختص الأقصوصة بتوصيف حدث معين في مكان وزمان محددين، وتتألف من مجموعة من العناصر التي تساهم في تشكيلها. نشأت القصة القصيرة في القرن السابع عشر، تحديداً في أمريكا، وكانت في بادئ الأمر عبارة عن حكايات خرافية وأساطير. مع مرور الزمن، تطورت الأقصوصة لتصبح وسيلة لسرد القصص الواقعية التي تعكس أحداث الحياة اليومية. تتنوع الأقصوصة

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بين الخيال والرواية والأنواع الأخرى من الأدب النثري. يتطلب كتابة قصة قصيرة مهارات خاصة يجب أن يمتلكها الكاتب ليتمكن من جذب القارئ وإثارة اهتمامه من خلال قصص مشوقة ومثيرة.

القصة القصيرة، سواء كانت واقعية أو خيالية، تُعدّ وسيلةً فعالةً لسرد الأحداث بطريقة تُمتع القارئ وتثير فضوله. تتألف القصة القصيرة من مجموعة من الشخصيات والعناصر التي تشكّل بنية القصة. من أبرز أساسيات كتابة القصة القصيرة هي تقديم عناصر الإثارة والتعقيد، التي تعمل على جذب القارئ وتحفيزه لمتابعة القراءة حتى النهاية، مما يضمن تفاعل القارئ مع أحداث القصة وشعوره بالتشويق.

كتاب " فن القصة في الأدب الأوزبكي الحديث " هو عمل مميز يقدمه المترجم مرتضى سيد عمروف. يكشف هذا الكتاب عن ثراء الأدب الأوزبكي، ويعرض اتجاهاته وموضوعاته المتنوعة. من خلال انتقائه لهذه القصص، يمنحنا المترجم فرصة لاكتشاف جماليات هذا الأدب والفن القصصي الذي يتميز به. تعد هذه المختارات نافذة لرؤية تطور الأدب الأوزبكي عبر الزمن، وتقديم فهم أعمق للثقافة الأوزبكية وتقاليدها الأدبية.

حظي هذا الكتاب بشعبية كبيرة بين عشاق الأدب، وذلك لأنه يحتوي على قصص تُعبّر عن مختلف المشاعر والأحاسيس. تتميز هذه المختارات بأسلوبها الرائع والجذاب، حيث يتمكن الأدباء الأوزبك من إثارة اهتمام القارئ وجعله يشعر بالاندماج في أحداث القصص. إضافة إلى ذلك، يحتوي الكتاب على مقدمة مفصلة عن تاريخ الأدب الأوزبكي وأبرز أدبائه، مما يجعله قراءة ممتعة لكل محب الأدب.

يشار إلى أن المترجم أرفق ترجمته بسيرة ذاتية لكل كاتب من الكتاب الذين اختارهم لتمثيل الأدب الأوزبكي. هذه السيرة الذاتية تسلط الضوء على حياة وإنجازات هؤلاء الأدباء، ومن بينهم: عبدالله قادري (Abdulla Qodiriy)، جولبان (عبد الحميد سليمان أوغلي)، (Abdulla Qahhor) سيد أحمد حسن خوجاييف، (Said Ahmad) ناصر فاضلوف، (Nosir Fozilov) أولماس عمر بيكوف، (O'Imas Umarbekov) فرهاد موسى جانوف، (Farhod Musajonov) أوتكير هاشموف، (Otkir Hoshimov) أمان مختار، (Omon Muxtor) طاهر مليك، (Tohir Malik) طاغي مراد، (Tog'ay Murod) آيدن حاجييفا، (Oydin Hojiyeva) خورشيد دوست محمد، (Khurshid Dost Muhammad) نارمراد نارقالوف، (Normurod Norqobulov) خير الدين سلطانوف، (Khayruddin Sultonov) سعد الله سياف (Sa'dulla Siyoyev) نرجيزة غلاموفا، (Nargiza G'ulomova) أولوغبيك خمدّم (Ulug'bek Hamdam) هذه السيرة الذاتية توفر للقارئ معلومات مفصلة عن حياة الكتاب ومساهماتهم الأدبية، مما يعزز فهم الأدب الأوزبكي ويطعم تقدير القراء لهذا الفن.

القصة القصيرة في الأدب الأوزبكي الحديث

صدر هذا الكتاب عن مركز الإعلام والدراسات العربية - الروسية. تأليف مجموعة من الأدباء الأوزبك. ترجمه الدكتور / مرتضى سيد عمروف - الباحث الأكاديمي في المركز والحاصل على جائزة الشيخ حمد للترجمة والتفاهم الدولي - 2019م، ورئيس قسم اللغة العربية بجامعة الدبلوماسية بطشقند.

بدأ المؤلف كتابه بالحديث عن الحياة الثقافية للشعب الأوزبكي وتطور النهضة الوطنية والشعور بالذات مما أدى إلى ظهور مجموعة من الأدباء المجددين لفن القصة الواقعية في بداية القرن العشرين الميلادي والأدب الأوزبكي الحديث يعد أدباً ملتزماً يعني بقضايا المجتمع ومشكلاته، حيث يبدأ بطرحها، ثم البحث عن حلول لها، ومحاولة وضع هذه الحلول إذا أمكن. من المهم أن ننظر إلى هذا الأدب ليس من زاوية النقد الأدبي الحالي فقط، بل أيضاً في سياق الزمن والأحداث التي كتب فيها. هذا النهج يساعدنا على فهم قيمته وتأثيره واتجاهاته العامة بشكل أفضل. الأدب الأوزبكي يقدم لنا رؤية عميقة وشاملة عن المجتمع من خلال تسليط الضوء على قضاياها وأحواله المختلفة. الدراسة النقدية:

في "فن القصة في الأدب الأوزبكي الحديث"، قدم د. مرتضى سيد عمروف ترجمة لأكثر من عشرين قصة قصيرة، كتبها ستة عشر كاتباً وكاتبتان. تمتد هذه القصص عبر أكثر من ثلاثة أرباع قرن من الزمان، حيث يشمل الكتاب أعمالاً لأقدم كاتب في المجموعة، جولبان عبد الحميد سليمان أوغلي، المولود عام 1887م، وكذلك لأحدثهم، أولوغبيك حمدم، المولود عام 1968م. بالإضافة إلى ذلك، يحتوي الكتاب على مقدمة تسلط الضوء على تاريخ وتطور الأدب الأوزبكي، مما يمنح القارئ فهماً عميقاً لهذا الأدب العريق.

1- عبدالله قادري (Abdulla Qodiriy) (1894م - 1938م)

يعد بحق مؤسس النثر الأوزبكي الحديث في العقد الأول من القرن العشرين الميلادي. ترجم له المؤلف قصة (الزار) وهي قصة وهمية مضحكة - تدور أحداثها حول الفتى الصغير الذي يري أباه يجلس مع خالته في إحدى الليالي بعد العشاء يشربان الشاي ويتحدثان عن أشياء مختلفة - ومن ضمن هذه الأشياء التي توفقوا عندها الحديث عن الجن والغول. فهذه القصة تحكي عن الأب الذي يذهب إلى المزرعة لجمع العنب وبعد الانتهاء من الجمع والذهاب إلى البيت يأتي إلى مكان مهجور اسمه (الفخاري حمدم). وهذا المكان كانت تقام فيه حفلة للجن أو (الزار) وقد حضر الأب هذه الحفلة واستمع

إلى لحنين - اللحن الأول: جعله يبكى ويتأثر. واللحن الثاني: قام فيه ورقص مع بنت جميلة، وبدأ يتحدث عن الحفلة والتجهيزات وماذا حدث في الحفلة؟ ولكنه فجأة و أثناء رقصة يتعثّر ويقع على الأرض وحينما يحاول القيام يجد أن كل ما رآه ليس موجوداً وأنه واقف في وسط الساحة المظلمة.

وهنا يتحدث الفتى إلى استاذة عما كان يقصه أباه، فيخبره بأن هذا هو الوهم، وأنه سوف يتحدث عن الوهم في الجمعة القادمة، ويدعوا من قرأ القصة أن يأتي إلى هذا المجلس ليتعرفوا على الوهم. "إن وجدتم فرصة فتعالوا أنتم أيضاً يوم الجمعة القادمة"

والعنوان الفرعي للقصة، الذي يصفها بأنها قصة وهمية، يوضح النهج التعليمي والتربوي الذي يتبناه الكاتب منذ البداية. فالهدف النهائي الذي يسعى الكاتب لتحقيقه من خلال القصة هو تنقية الأفكار وتوجيه العقول نحو التفكير العلمي والتخلص من التوهم والخرافات. بهذا الأسلوب، يسهم الكاتب في تربية جيل قادر على التمييز بين الواقع والخيال، مع تعزيز التفكير النقدي والمنطقي.

2- جوليان (عبد الحميد سليمان أوغلي) (Cho'lon (Abdulhamid Sulaymon o'gly) (1887-1938م)

ساهم في تطوير الادب الأوزبكي مساهمة كبيرة ونشرت مؤلفاته الأولى في جريدتي صداى فرغانة " والتي تعني (صوت فرغانة) و "صداى تركستان" المحليتين، وكذلك في مجلة "شورا" (السوفييت) في أورينبورغ في روسيا. وقد ترجم له الدكتور / مرتضى سيد عمروف قصة بعنوان (زنبقة في غصون الثلج)، حيث كان الأدب يميل إلى وصف القضايا الحيوية الهامة.

في هذه القصة يتم عرض قضية بيع الآباء لبناتهم للزواج من المشايخ وكبار السن بحجة التقرب إلى الله وستر البنت. وفي هذه القصة يعلن جوليان عن نواياه بوضوح. وتغلب عليه العناصر الرومانسية، وتعد هذه القصة من القصص الواقعية، حيث كان الاتجاه في الأدب الأوزبكي يميل إلى وصف القضايا الحيوية الهامة، ووصف القضايا المجتمعية المختلفة في حياة الشعب الأوزبكي.

ولا تتفصل هذه القصة عن القصة السابقة، حيث يتابع الكاتب قصة التاجر الغني (سمندر) الذي واجه الفقر بعد أن عمل في خدمة طريقة صوفية. يمتلئ قلب (سمندر) بالاعتقاد العميق في كرامة شيخ الطريقة العجوز (الإيشان)، فيقدم ابنته الطفلة للشيخ ليتزوجها وكأنها قربان مقدس. هذا الفعل يثير استنكار أهل الحارة الذين لا يستطيعون فعل شيء سوى التعليقات الخافتة فيما بينهم، معربين عن غضبهم تجاه الأب والشيخ، بينما يرثون لمستقبل الفتاة المحزن.

3- عبد الله قهار (Abdulla Qahhor) (1907-1968)

نجد مباديء التعبير عن الواقعية، ففي إبداع عبد الله قهار نجد اختصار التعبير وبساطته، وقد ترجم له عمروف قصتين الأولى بعنوان: (معلم الآداب)، والثانية بعنوان: (المهد).

وفي القصة الأولى: يذكر عبد الله قهار زوج الاخت (مكرم) الذي كان معلماً للآداب وكان اسمه (باقي جان بقايف)، الذي كان متضايق من وجود قرادة في أذن البقر وعندما حاول أن يُخلص البقرة منها نخرت، ولم يستطع أن يزيل القرادة، وخرج من الحظيرة متأففاً متحذراً إلى نفسه بأن هذه البقرة حيوان غبي وأنه يحب أن يتخلص منها ويشترى خنزيراً بدلاً منها، لكن زوجته تنبهه بأن هذا ممنوع.

بعد ذلك تأتي أخت زوجه (حميدة) ذات الستة عشرة سنة والتي كانت تدرس في كلية العمال والعمالات. بعد أن حولت من المعهد العالى، وأخذاً يتحدثان عن قصة تشيكوف (رغبة في النوم) ويشرب الشاي وأخذت أخت زوجه تسأله ولم تستفد منه شيئاً لأنه لم يجب عن أى شيء!

ففي قصة "معلم الآداب" يقدم عبد الله قهار سخرية لطيفة من شخصية معلم الفنون الجميلة (باقي جان بقايف)، الذي يدّعي العلم بكل شيء وهو في الواقع جاهل تماماً. هذه السخرية تسلط الضوء على نقیصة اجتماعية هامة يعاني منها المجتمع، والتي يجب التغلب عليها لتحقيق التقدم. من خلال هذا النقد الساخر، يعبر قهار عن الحاجة إلى التخلص من الجهل والتظاهر بالمعرفة من أجل تحقيق التطور والازدهار.

وفي القصة الثانية والتي كانت بعنوان: (المهد)

وتحكي عن (غنى جان) الذي ينتظر مولوداً جديداً له، فيذهب إلى السوق ليشترى له مهداً ويحمله على جواده ويرجع به إلى البيت، وأثناء رجوعه من السوق كان الجو بارداً والدنيا مظلمة.

وعند مخرج قرية (بخته آباد) يجد شخصاً يجلس على جانب الطريق ويرفع يده ولكنه لم يعيره انتباهاً وذلك لأن هناك سيارة كانت تسير بجواره مما جعل الجواد يجفل، وبعد أن يقطع شوطاً من الطريق يُفاجأ بسماع صوت طلق نارى ويسمع نعيب الغربان، في تلك اللحظة تذكر الرجل الذي كان يرفع يده وأخذ يسأل نفسه يا ترى من هذا الرجل؟ ولماذا يجلس في الجو البارد؟ ولماذا يرفع يده؟ وماذا قال؟

شعر (غنى جان) بتأنيب الضمير فعاد بجواده إلى الوراء بحثاً عن هذا الرجل ولم يجده وفي النهاية يستسلم ويعود إلى طريق بيته منهكاً متعباً، وتنزعج زوجته من منظره، ولم يشغلها المهد الذي اشتراه وتسأله ماذا بك؟ ولكنه لم يحكى لها ما

حدث، وكأنه استحي أن يتحدث عما جرى، وتذهب الزوجة إلى النوم، ولكنه لم يستطع أن يخلد إلى النوم لأن منظر الرجل يطارده وكأنه يستتكر عليه لماذا تركه؟! وبعد أن يبحث عن التبغ ويدخن ويحاول أن يرقد في فراشه، وتحاول زوجته أن تهدأ من روعه وتسأله ماذا حدث له، يبدأ في الحكى لها عن الرجل الذي كان يشير إليه في الطريق ولم يستطع نجاته. تحاول زوجته أن تطمئنه، ولكنه لم يرتاح، ولبس ملابسه وذهب إلى سانس الخيل في القرية (نصيب على)، لكي يجهز له جواده ويسأله إلى أين تذهب في هذا الوقت؟ فيكذب عليه بأنه سيزور ابن عمه الذي عاد من الخدمة العسكرية ويقدم (نصيب على) النصيحة لـ (غنى جان) بأن لا يسرع في طريقه، فقد كان من الممكن أن تصدمه السيارة عند مخرج قرية (بخته آباد) وهنا تأكد أن (نصيب على) هو هذا الرجل الذي رفع له يده فيسأله (غنى جان) ماذا كان يفعل؟ فيجيبه بأنه كان يشتري الشعير، وهنا يكتشف (غنى جان) أن هذا الرجل الذي رفع يده هو (نصيب على) السانس، ويطلب منه أن يعيد الجواد فقد اطمئن قلبه. وهنا يعود إلى زوجته التي كانت ترضع الطفل، ونسى كل ما حدث ويتحسس المهد الذي اشتراه من السوق ويطلب منها أن تنجب أطفالاً وهو سوف يشتري لهم المهد. لقد ساهم عبد الله قهار في تطور الفن القصصي في الأدب الأوزبكي واشتهر شهرة واسعة وقد تعلم من مهارات الأدباء البارزين في الأدب العالمي بشكل عام، والأدب الروسي بشكل خاص، أمثال: أنطون تشيخوف، وغوغول، وتولستوي، وآ. هينري، وج. لندن، وطاغور، وغيرهم. وقد النقاد كثيراً من قصصة مما دفع الناقدة الروسية المشهورة سميرنوا، تقول " إن عبد الله قهار كاتب يستحق أن يكون في الصف الأول مع كتاب القصة العالميين" انظر : عبد الله قهار المؤلفات في ٥ مجلدات - دار غفور غلام للنشر، ج ١١، ١٩٨٧ ص: ١١

4- غفور غلام (Ghafur Ghulom) (1968-1903)

نجد في قصص غفور غلام خصائص وتقاليد الفولكلور والأدب الأوزبكي الكلاسيكي، كما أنه يستخدم نفس عناصر التعبير التي استخدمها عبد الله قادري في قصصه الساخرة وكذلك عادات وتقاليد شعبية تذكر نوادر "نصر الدين أفندي" (جحا الأوزبكي)، وقد ترجم عمروف له قصة "أيها الولد اللص" وفيها يموت الأب والأم ويتركان أربعة أيتام فتأتي جدتهم لترعاهم وتعيش معهم، وكانوا يسمونها "الجدة السمراء" التي كانت تبلغ من العمر ثمانين عاماً وكانت تتعاطى (الناصر) وهو نوع من التبغ الشعبي الذي يوضع تحت اللسان، ويمضغ مثل "القات" اليمنى وفي إحدى الليالي استيقظت الجدة على أصوات ضجة وكانت تتحدث مع اللص الذي جاء إلى البيت ليسرق ولكن الزكام فضحه عندما عطس، فبدأت بالحديث إليه وتوبخه بأنه من الأفضل أن يبدأ عمله في السرقة بعد أن يتخلص من الزكام حتى لا ينكشف أمره. ويبدأ أحد الأبناء في حكي ما دار بين جدته وبين اللص من حديث، فكل واحد منهما يبدأ في الشكوى من صعوبة العيش، وأن الزمن صعب، وبعد أن يقص كل واحد منهما على الآخر حاله، تشفق عليه الجدة وتقول له: طالما الأمر هكذا! لماذا لا تذهب إلى بيوت الأغنياء؟ - هذا أفضل لك - فيوضح لها أن الأمر صعب؛ لأن أسوارهم عالية، وأبوابهم من الحديد، وعندهم كلاب للحراسة، كما أن هناك منهم من يعين الحارس الروسي ومعه البندقية، فتؤمن الجدة على كلامه وتنصحه بأن يحافظ على نفسه ولا يضر بسمعته. وتطلب منه الجدة أن ينزل إلى البيت، ويأخذ الفأس لكي يُقَطِّع القرمة المصنوعة من خشب اللوز لكي تشعل النيران لعمل الشاي وتناول الخبز، فيعتذر اللص بأنه سوف يقطع لها الخشب فقط و لكنه لن يشرب معها الشاي؛ لأنها سوف تعرفه إذا طلع النهار وهو يستحي من ذلك. فتعرض عليه الجدة القدر الكبير الموجود بالمطبخ لكي يأخذه ويبيعه، لأنه لم يعد صالحاً لهؤلاء الصغار؛ فهو كبير وهم لا يحتاجونه، ولكنه يرفض بحجة أن هؤلاء الصغار سوف يكبرون ويحتاجون لهذا القدر، ويودعها، فتسلم عليه وتتطلب منه أن يزورها من حين لآخر. وفي النهاية يوضح (الإبن) الذي يروي القصة أنه يعرف ذلك اللص ولكنه لم يقل لأحد. وفي قصة "أيها الولد اللص" يعطي غفور غلام عنواناً فرعياً وهو: "قصة واقعية"، ليؤكد تماهي الكاتب مع السارد. يحكي الكاتب قصة واقعية حدثت عندما كان عمره أربعة عشر عاماً، حيث عاش هو وأخواته مع جدته بعد وفاة أبويهم في فقر مدقع. تتطور القصة عندما يهبط لص على منزلهم، فتوقفه الجدة وهي تتأدبه "أيها الولد اللص". تبدأ الجدة في حوار طويل معه حول سوء الأحوال المادية للجميع، والكساد، وانتشار الفساد والرشوة والفقر والشحاذين، وكل ذلك بسبب الحرب العالمية الأولى. تتعاطف الجدة مع اللص وتدعوه ليشرب معها الشاي، وهو الشيء الوحيد المتاح لديها، أو تأخذ آخر ممتلكاتها - إناء كبيراً - ليبيعه ويصرف منه على أسرته. اللص يرفض ويغادر، مما يعكس مدى التحديات والصعوبات التي تواجه الفقراء.

تهدف القصة من خلال هذا الحوار إلى شرح الواقع المرير للفقراء مقارنة بالأغنياء، حيث يخشى اللص سرقتهم لأن لديهم كلاباً ضخمة تحرسهم وحارساً روسياً يمكنه قتله أو نفيه إلى سيبيريا. هذه القصة تعكس التفاوت الاجتماعي والاقتصادي بين طبقات المجتمع في تلك الفترة.

5- سيد أحمد حسن خوجاييف، (Said Ahmad)

اقتفى أثر غفور غلام و تابع أسلوبه، ترجم له معروف قصه، "عصيان الكنائن" التي تصور سلطة الحماية على زوجات الأبناء، وكأنها "جنرال" يصدر أحكاماً وأوامر، وعلى الجميع أن يمتثل إليها، فقد كانت هناك فتاة تثرارة اسمها (إنابت) ويبدو أنها كانت سليطة اللسان ولا يستطيع أحد أن يقف أمامها، لدرجة أن عمتها كانت تقول لها "إن حماتك إذا كانت امرأة حلیمه وهادئة الطباع فإنها سوف تموت ناقصة عمر" لدرجة أن أم (إنابت) رفضت خاطبين أو ثلاثة اشفاقاً منها على أم الخاطبين، لأنها سوف تسبب لهم الألم والتعب.

وذات مرة كانت هناك أم لها سبعة أبناء تقدمت لخطبة (إنابت) فوافقت الأم، لأنها كانت امرأة شديدة تسيطر على كل من في البيت وتمسك بزمام الأمور لدرجة أن كل من البيت يطلق عليها العجوز الجنرال.

في هذا البيت كانت الأم تدبر كل شيء بدون أن تفعل شيء نظراً لوجود سبعة أبناء أبطال وأزواجهم اللاتي يقمن على خدمتها وتنظيف البيت وكانت إحداهن بمثابة الجاسوس الذي يعطى كل الأخبار للجنرال العجوز، وكانت تتقرب لها بكل الطرق من مثل تجديد الشاي دائماً ووضع مخدة لراحتها

باختصار كانت هذه العجوز مثل (المارشال) وكانت كل صغيرة وكبيرة تحت نظرها وإدارتها وكان البيت يشبه المملكة التي لها مليكتها ووزيرتها وكانت لهذه المملكة قوانينها وأنظمتها. وفي إحدى المرات قدمت (إنابت) الشاي بيدها اليسرى للأُم العجوز فسكبتها وقالت لها: أنا لا أشرب الشاي من يد امرأة قلبها أسود، اعتقاداً منها أن الذي يقدم الشاي بيده اليسرى يكون كذلك.

وقررت (إنابت) أن تنتقم من العجوز وأخبرت الأبنة الوسطى أن تخبرها بأنها سوف تضعها في فرامة اللحم، ومن هنا بدأت العجوز تعاملها بجفاء.

وفي الصباح اجتمع السلائف الست وعقدوا محكمة للأُم العجوز، وبدأت كل واحدة من السلائف تشكو مدي الظلم والقهر الذي تتعرض له في هذا البيت إلا واحدة وهي الوسطى التي كانت دائماً تأخذ صف الحماية العجوز، ولكن بقية السلائف هاجمنها واتهموها بأنها عميلة للمرأة العجوز، وهنا أصدرت (إنابت) الحكم بأنهم لن يعيشوا في هذا البيت إلا بالشروط الآتية:

- أن تعطيه الحماية مفتاح المخزن.

- وأن تعيش كل أسرة من أسر الأبناء السبعة عيشة مستقلة ولا تأخذ رواتب الرجال.

- وإذا لم توافق العجوز بهذه الشروط فسوف يغادرون البيت.

رفضت العجوزة في البداية وتركت المجلس ودخلت غرفتها، لكنها في النهاية رضخت لطلباتهن ورضيت وزاد احترام السلائف للأُم، وتخلت السلفة الوسطى عن وظيفتها؛ ألا وهي الجاسوسة.

6- ناصر فاضلوف (Nosir Fozilov)

وُلد عام ١٩٢٩ م في منطقة تركستان بجمهورية كازاخستان، نشر قصصاً وكتباً عديدة، و قام بترجمة قصص من الأدب الكازاخي إلى اللغة الأوزبكية، وقد ترجم له معروف قصة بعنوان "ذو الشعر الأزرق"، وفيها يكون الحديث عن الذئب ذو الشعر الأزرق الذي افترس الجواد ويريد الرجال أصحاب الجواد الإمساك به، ولكنه ذئب غير كل الذئاب فهو يتجنب الفخ ولا يأتي مكان فيه بندقية، ويشم رائحة الدواء (السم)، لقد كان كبيراً مثل الحمار، فأحضروا له كلباً يسمى (آق سوتقار) الذي عض الذئب من مؤخرته وقطع رجله الخلفية، وأطلق عليه الرصاص، وصاح الذئب. وهكذا انتهى عمر الذئب الوحش الذي أقلق الرعاة في مراعي (باسي) وظهرت الابتسامة على وجه الجميع وأخذ أحدهم سكينه ليسلخ جلد الذئب ذي الشعر الأزرق.

7- أولماس عمر بيكوف (Ulmas Umarbekov) (1932-1995)

وُلد في طشقند، نُشرت له رواية "من الصعب أن يكون إنساناً"، ومسرحيات "لا تسرع أيها الشمس"، و"أمانة القيامة" و"المحكمة" و"اللجنة"، و"اليوم الأول من الخريف" وعدد كبير من القصص القصيرة والطويلة، تولى منصب وزير الثقافة في أوزبكستان ورئيس لجنة في منظمة التضامن لدول آسيا وأفريقيا، وكان نائب رئيس مجلس الوزراء في أوزبكستان.

ترجم معروف قصة "أمانة القيامة"، وتحكي هذه القصة عن رجل كبير في السن "الأب سرسان باي" الذي اعتاد أن يذهب إلى السوق في يوم الأحد من كل اسبوع، وهذا الرجل وصلته رساله تعزية لابنه، وتحزن زوجته على ابنها. ورغم ذلك فقد ظل ينتظره عشر سنوات، ولكنه يأس من أمره فأعلن خير عزاءه،

وفي أحد الأيام جاء إليه شاب يدعى "حيدر على" وهو ابن صديقة "غفور جان" الذي ذهب إلى الجبهة ولم يعد ومعه غنمين يطلب منه أن يحفظهما عنده لأن أباه (غفور جان) كان يحب الغنم وعندما يعود فسوف يحتفل به، فوافق الأب (سرسان باي) ووضعهما مع قطيع الغنم.

مرت أكثر من عشرين سنة وتكاثر الغنمات اللتان تركهما (حيدر على) وصار العدد أكثر من أربعين، ولم يزره "حيدر على" ولم يرسل له أى خبر عن نفسه ولكن (سرسان باي) يحافظ عليها ولا يفرط في واحدة منها أملاً في عودة صاحبها. لأنها أمانة ليوم القيامة.

٨- فرهاد موسى جانوف (Farhod Musajonov)
وهو أديب ونائر وكاتب مسرح وسيناريوهات سينمائية، وُلد في طشقند ١٩٣٢ م نشر حوالى ثلاثين مجموعة قصصية. ويعمل حالياً في مؤسسة (أوزبك فيلم) السينمائية.
ترجم له معروف قصة بعنوان "المسألة الحساسة" وتخلص هذه القصة إلى أن ما تراه أنت صحيحاً يمكن أن يكون خطأ بالنسبة لغيرك وما تراه خطأ يمكن أن يكون صحيحاً بالنسبة لغيرك، وذلك لأن المسألة حساسة.
فالقصة تتناول حواراً بين مدير المسرح والممثل الهزلي. يسعى الممثل إلى إضحاك الجمهور من خلال تسليط الضوء على النواقص والعيوب الشخصية بهدف تطهيرهم منها. وعلى النقيض، يريد المدير عدم إظهار هذه النواقص والعيوب للحفاظ على صورة "حياتنا الزاهية والمزدهرة".

يبرز الحوار الساخر غفلة المدير، مما يجعله هو نفسه موضوعاً لسخرية الممثل وإضحاك القارئ. يُعبر الممثل عن خوف المدير المرضي من النقد، مشيراً إلى أن الأشخاص الذين لا يحبون النقد غالباً ما يمتلكون عيوباً يخشون اكتشافها، قائلاً: "إن للذين لا يحبون النقد عيباً ما، ولذلك السبب يكرهون النقد خوفاً من كشف عيوبهم".

٩- أوتكير هاشيموف (O'tkir Hoshimov)
وُلد في طشقند ١٩٤١ م ونُشرت له أول مجموعة مقالات عام ١٩٦٢ م بعنوان "الفارس الفولاذي"، تم نُشرت له مجموعات قصصية كثيرة وترجم مؤلفات هيمينغوي، وسيمونوف، وكوبرين، وبرهولتس إلى اللغة الأوزبكية، وكذلك تُرجمت مؤلفاته إلى مختلف اللغات الأجنبية. وفي الوقت الحاضر يشغل منصب رئيس لجنة المجلس الأعلى - ببرلمان أوزبكستان.
ترجم معروف قصته الموسومة باسم "الوليمة"، التي يتحدث فيها عن البروفيسور (عابد رسوليفيتش) الذي يستيقظ على غير عادته مبكراً على طرق الباب من أحد جيرانه "خالق تجنك" الذي يدعوه إلى وليمة ختان ابن أخ نسيب "شاكر وغوغ" ثم يأتي في اليوم الثاني فيأتي إليه نفس الرجل ليدعوه إلى وليمة أخرى وبعدها يأتي اليوم الثالث ويدعوه إلى وليمة ثالثة وهكذا في كل يوم، وكان هذا الرجل يعمل حائوتيا ويحمل التابوت الكفن.
وفي هذه القصة نرى عادات الأوزبيك وكثرة الاحتفالات بالمناسبات وكرم الضيافة.

١٠- أمان مختار (Omon Mukhtor)
شاعر ونائر وكاتب مسرحيات وُلد في بخارى ١٩٤١ م، نشر كثيراً من المجموعات الشعرية والكتب من مثل "عروس من المدينة"، و"الوظيفة"، ويشغل حالياً رئيس تحرير مجلة (شرق بولدوزى).
ترجم له معروف قصة "التلج الأبيض"، وفيها يحكي عن عجوز اسمه (نعمان خان) وكان كبيراً في السن وكان له ابنان أحدهما مات في صغره والآخر ذهب إلى الحرب ولم تات منه رسالة واحدة، وكانت هناك بنت تأتي إلى العجوز اسمها (ميرم) لكى تقرأ له الرسائل، ويبدو أنها وصلتها رسالة تبلغ بأن الابن قد مات، ولكنها تخشى على الرجل العجوز وتحاول أن تخفي عنه الخبر وتقول إنه لا بد أنه خطأ وليس صحيح، ويحاول الأب أن يتماسك ويخرج إلى السوق وهناك يشاهد ولد معطفه ممزق، ووجه شاحب، ويتفحص أعين الناس والباعة، وعندما حاول العجوز العودة إلى بيته لقي في الطريق هذا الولد صاحب المعطف الممزق وكان الجو بارداً، فاقترب الأب من الولد وسأله لماذا تجلس هنا؟ فيجيبه الولد بأن زوج أمه طردة ولا يعطيه الطعام، ويضرب أمه، فأخذ الرجل العجوز إلى البيت وأجلسه إلى الفراش بجانب المدفأة، وأطعمه، وأعطاه قبعه ابنه الذي ذهب ولم يعد، فيفرح الولد فرحاً شديداً فيأخذه الرجل في حضنه ويبكى وكأنه تخيل هذا الولد أنه ابنه. اعتنى به وكبر وتزوج وأنجب طفلاً وأصبح العجوز ذا حفيد.

١١- أيدىن حاجييفا (Oydin Hojiyeva)
وُلدت في بخارى، ونُشر لها أكثر من عشرين مجموعة شعرية منها "الأغاني التي أحبها"، و"ندى الصباح" باللغة الروسية، و"زهرة الحلم" ولها عدة مقالات منشورة في كتاب (أبحث عن الينابيع) - وقصص وقصائد للأطفال، تعمل رئيس هيئة التحرير في (مجلة كولخان) أي "الشعلة" الخاصة للأطفال
ترجم لها معروف قصه بعنوان "رمضان" وتحكي عن طفل صغير ينام كثيراً بالنهار ويستيقظ بالليل مثل كثير من الأطفال وتكثر طلباته في الليل، فلا تجد الأم وسيلة لحل هذا الموضوع إلا عن طريق تخويفه بأن هناك عفريت يرتدي لباساً أبيضاً - وهو في الحقيقة أخته. كبر رمضان وتزوج وأصبح عنده أسرة ودار يحسده من يراه عليها، ودائماً مائتته مملوءة بالحلوى والشكولاتة، وإذا ذهب لزيارة أصدقائه فإنه يأخذ معه كثيراً من الحلوى، فيطلب الأولاد منه الحلوى دائماً.

١٢- خورشيد دوست محمد (Khurshid Dostmuhammad)
وُلد عام ١٩٥١ م في طشقند، نُشر له عدد من القصص القصيرة والطويلة منها: "الظفرة"، و"المأوى" و"الاستجواب" و"القتل الأوزبكي الصافي"، يعمل الآن رئيس تحرير صحيفة (الحرية) ورئيس لجنة في المجلس الأعلى (البرلمان) بجمهورية أوزبكستان.

ترجم له عمروف قصتين ، قصه بعنوان "الصف"، وتحكي عن عجز اسمه "رئيم" كبير السن، وأصبحت خطواته بطيئة وكأنه عاد إلى صبي يحبو، خطواته محسوبة وعلى العكس تمامًا كان هناك الأب "غلام" يمشى أمامه، وكان ضخمًا وذا صدر عريض، ويدخن السجائر ولم يمرض مرة واحدة في عمره، وعلى الرغم من ذلك مات قبل (رئيم) الذي كان عجوزًا والكل يتوقع موته وكان يقف في صف الحياة وكان عليه الدور، ولكن الله . يفعل ما يريد، فهذه القصة تصور الحياة بأنها طابور طويل وكله يقف صفًا و ينتظر أن يأتي دوره وتنتهي الحياة، فلكل أجل كتاب

وفي هذه القصة تُشبه الحياة بالصف الذي يقف فيه الناس بترتيب السن الأكبر فالأصغر وهو رمز قوي يعكس ترتيب الحياة الطبيعية. في هذا الصف، يذهب الناس للأفراح والعزاء، لكن الموت يأخذ من يشاء دون التقيد بترتيب الصف. تمثل القصة أيضًا المجاملات والعداوات والطمع بين الناس كما هي في الحياة الواقعية، مما يجعلها تعكس تعقيدات وتناقضات الحياة البشرية بطريقة رمزية وفعالة.

القصة الثانية بعنوان "أعلى قمة"، وفيها يتحدث عن عبادة الحج بوصفها أعلى قمة وأن الذي يذهب إلى الحج يظهر نفسه روحياً وبدنياً؛ فالحج عبادة لها وجهتان باطنية وظاهرية، فهذه القصة تحاول الإجابة عن حقيقة الحج وخصائصه المعنوية والباطنية والروحية، وما الذي يمنحه الحج للإنسان، كما تحاول أن تبحث عن كل الأسئلة وتنتهي الإجابة إلى أن الحج "أعلى قمة" في العالم -وليس قمه أفرست في "جومولونغما"- فهي عبادة يريدها كل مسلم ويتطهر بها.

13- نارميراد نارقابولوف (Normurod Norqobulov)

وُلد عام ١٩٥٤ م في محافظة "يگاباغ" بمنطقة "قاشقاريا"، تخرج في كلية الصحافة عام ١٩٨٢ م ويعمل في إدارة البرامج الأدبية والدرامية في تليفزيون أوزبكستان.

وله قصة بعنوان "قوس المطر"، وفيها يحكي عن طفل صغير اسمه "نوريك" الذي يحاول أن يستكشف العالم من حوله؛ فقد أرسله أبواه إلى الروضة وتركوه مع جدته، وهو لا يحب الروضة ودائمًا ما يريد الهروب منها ليكتشف ما حوله، حتى وصل إلى قوس قزح وفي تلك اللحظة تأتي المربية وتقطع عليه لحظة الإستمتاع.

14- خير الدين سلطانوف (Khayruddin Sultonov)

وُلد عام ١٩٥٦ م في طشقند ونشرت له كتب كثيرة، كما قام بترجمة مؤلفات الكتاب الروس: "ي. ناغيبين"، و"س. أليكسييف"، و"ف. شوكشين" إلى اللغة الأوزبكية.

وترجم له عمروف قصة تاريخية بعنوان "النقطة" وقصه "ما ألد هذه الحياة المرة"، أما القصة الأولى تعد سيرة ذاتية لظهير الدين محمد بابر الذي يتخيل فيها الكاتب أن خمانيون ابن الملك ظهير الدين محمد بابر أرسل إليه رسالة، وهو يرد عليه في هذه الرسالة وأثناء الرد يعرض كل ما كان بداخله من صراعات حاول أن يخفيها، ولكنه في النهاية يفصح عنها وكأنها ثورة بداخله أعلنها في الرسالة التي رد فيها على ابنه، وفي نهاية الرسالة شغله الحديث عن الخط العربي كثيرًا وقارنه بالخط الباطري الذي هو قريب من التركي، كما تحدث عند قدسية الخط العربي كونه خطأ للقرآن الكريم - كتاب الله المنزل على رسوله محمد - صلى الله عليه وسلم. وفي نهاية الرسالة يعطي لابنه بعض التعليمات ويضع نقطة في نهاية القصة - ثم يلفت المؤلف النظر إلى نقطة مهمة وهي أنه بسبب النقطة والحركة في العربية تغير اسم بابر إلى بائر من الكسرة إلى الضمة.

القصة الثانية: بعنوان "ما ألد هذه الحياة المرة"، وهذه القصة تصور مدى المعاناة والظلم الذي لقيه أهل فرغانة من الإحتلال وتحدث عن أحد الشباب الذي كان يناهض حركة الإحتلال بكل قوته وشجته على ذلك أمه، وفي يوم إعدامه -بعد أن جُهِز كل شيء- يسقط الشاب وينقطع الحبل ويبدو أنه كان يريد أن يستلذ بالحياة المرة ولو مرة أخيرة ، فقد سحنت له الفرصة بأن يأخذ نفسًا عميقًا، وبعدها يُعدم وتنتهي الحياة.

وكانت هذه الأم (قربان جان دادخاه - ملكة آلاي) قائدة المقاومة المسلحة وتجاهد ضد الجنرال (فون كاؤفمان) - وكانت شجاعة لدرجة أنها جاءت إلى ساحة الإعدام وخاطبت ابنها قائلة "وداعًا يا بني، لقد استشهد جدك وأبوك في يد العدو - وورثنا الاستشهاد وإنني راضية عن تربيته واللبن الذي أَرْضَعْتِك إياه . ثم تركت ساحة الإعدام تاركة ابنها لمصيره المحتوم.

15- سعد الله سيوايف (Sa'dulla Siyoyev)

وُلد في بلدة قرناق في كازاخستان عام ١٩٣٩ م - ودرس في جامعة طشقند الحكومية ونشر له عدد من المجموعات القصصية، ورواية "عوض" و الرواية التاريخية "الرجل المقدس من تركستان"، وترجمت قصصه إلى اللغة الروسية والكازاخية والقرغيزية والطاجيكية كما ترجم مؤلفات زوشينكو، وأركانوف، وغورين من الروسية إلى الأوزبكية. وترجم له عمروف قصة "مستر لشهر واحد" وفي هذه القصة يتضح من هم الأوزبيك، فهي تحكي عن شاب أمريكي اسمه (تشارلي) جاء لكي يتعرف على عادات وتقاليد الشعب الأوزبيكي لكي يكتب كتابًا، فاستضافه "حكمة الله" الذي أصبح بعد ذلك (مستر حكمتلدا) كما يناديه تشارلي، وأخذ تشارلي يدون كل شيء حتى انتهى الشهر، وبعده ذهب إلى أمريكا

وبعدها بفترة أرسل رسالة إلى "حكمة الله" يقول له أنه لم يستطع أن يفهم هذا الشعب ويطلب منه أن يشرح له من هم الأوزبيك؟ وما نفسية هذا الشعب؟ وماذا عن قلوبهم من الداخل؟ وما الخصائص التي يتميز بها الشعب الأوزبيكي عن غيره؟ أو بمعنى آخر: من هم الأوزبيك؟ فيبدأ مستر (حكمتلدا) يكتب رسالة ويلخص فيها من هم الأوزبيك بثلاثة أشياء: - الأوزبيك هم "البيروني" الذي اكتشف أمريكا ورسم خرائطها قبل أن يكتشفها كولومبوس.

- الأوزبيك هم "ابن سينا" الذي علم أوربا الطب حتى أن كلمه (مديسين) مأخوذه من "مدد سينا".
-الأوزبيك هم "الخوارزمي" الذي اخترع الجبر واللوغاريتمات، وغير الأوربيون اسمه إلى الجراتمي ، لأنهم لا يحسنون نطق كلمه الخوارزمي.
فالأوزبيك شعب بسيط ، ينشط أحياناً ويكون كسولاً أحياناً أخرى، دائماً ما يستخدم أمنية "طال عمرك" بدلاً من أن يقول عش تسعين عاماً. وها هو يتمنى لشارلي طول العمر في نهاية رسالته.

16- نرجيزه غلاموفا (Nargiza G'ulomova)

وُلدت في طشقند عام ١٩٦٥م وتخرجت في كلية علوم الأحياء والأراضي بجامعة طشقند، نُشرت لها قصص قصيرة في عدد من المجلات والجرائد الدولية، كما نُشرت لها مجموعته القصصية. بعنوان "اللقاء" ٢٠٠٨م في دار غفور غلام للنشر.
ترجم لها عمروف قصة "عروس من المدينة" وتحكي هذه القصة عن العلاقة بين الحماة وزوجة الابن؛ وخاصة إذا كانت هذه العروس من المدينة وليست من القرية، فهذه الحماة (جنّت) تزوج ابنها (أوميد) من بنت المدينة (رنا) ولكنها لم تكن في البداية تتأدي حماتها بكلمة (أمي)، وذلك يعد عدم احترام للحماة، غير إنها إلى الآن تنتظر منها مولوداً جديداً مثل أي حماة، ودائماً ما كانت تلقى اللوم على (قدرت) زوجها الذي وافق على تزويج ابنه من هذه البنت، شيئاً فشيئاً تحسّس العلاقة بينهما عندما تعرف الحماة أن زوجة ابنها حامل وتبدأ الزوجة تناديه (بأمي) كما تريد وتعم السعادة أرجاء البيت لدرجة أن الحماة أصبحت لا تستطيع البعد عن زوج ابنها ولو لمدة زيارة أهلها في المدينة وتطلب منها ألا تتأخر عليها.
نجحت هذه القصة في تعريف القارئ من خارج المجتمع الأوزبيكي بإحدى أهم المسائل الصعبة في حياة المجتمع الأوزبيكي، وهي العلاقة بين الحماة والكنة (زوج الابن) بشكل عام، يعيش نحو تسعين في المئة من الفتيات الأوزبكيات، عندما يتزوجن، في بيت العائلة مع والدي الزوج. تتوقع الأسرة من العروس أن تخدم الأسرة وتقوم بتنظيف فناء الدار من الداخل، كما ورد في القصة من خلال التفاصيل المذكورة. هذه القصة تعكس التحديات الاجتماعية والتقاليد التي تواجهها الفتيات المتزوجات في المجتمع الأوزبيكي.

17- أولوغبيك حَمْدَم (Ulug'bek Hamdam)

وُلد في عام ١٩٦٨م ودرس في جامعه طشقند، وحصل على درجة الدكتوراه من نفس الجامعة ١٩٩٧م، نُشرت له روايات ومجموعات قصصية منها رواية "التوازن" و "الإنسان والإطاعة" ومجموعة قصصية بعنوان "الإنفراد" وكتاب المنظومات بعنوان "الوردة" وغيرها.

ترجم له عمروف قصة بعنوان "الزنبقة"، وتصور هذه القصة حياة الإنسان والبحث عن القمة وإن الإنسان عندما يصل إلى القمة (الزنبقة التي في أعلى الجبل) التي يحاول الكل الوصول إليها) لن يستطيع العودة مرة أخرى، وهذه هي الحياة فهناك قمم راسية متتالية بلا عدد لا يستطيع الإنسان أن يتصور بلوغها، وعندها يستيقظ من الحلم.
هذه القصة تعتمد على التفاصيل الدقيقة، لكنها تتميز بأسلوب مختلف، ومن بين تفاصيل هذه القصة، نقراً: «استفاد شخص من شرودي وتفكيرتي، فقد وضع رجله على كتفي ودفع نفسه مستنداً إليّ، وثبت يده على حجارة في الأعلى...». توضح هذه التفاصيل تصويراً حياً للحظات والحركات الدقيقة، مما يعزز تجربة القارئ ويجعله يشعر بأنه جزء من الحدث.
نعم، "الزنبقة" هي القصة الوحيدة التي لا تتبع تقاليد الحكيم الشفاهي فهي تستخدم تيار الوعي لسرد فكرة وجودة عميقة دون التطرق إلى الظلال الاجتماعية أو السياسية. تحاول القصة وصف المشاق والمنافسات والجرائم التي يمكن أن يقترفها الإنسان في سبيل الوصول إلى الزنبقة الموجودة على قمة جبل صعب الارتفاع. الزنبقة ترمز إلى الحقيقة الكلية للوجود، حيث يعتقد كل إنسان بقدرته على الوصول إليها، لكن كلما ظن أنه اقترب اكتشف أن الطريق لا يزال طويلاً وأن مئات غيره سقطوا دون أن يصلوا إلى شيء.

وفي نهاية المطاف يمكن القول إن قراءة القصص الأوزبكية في هذا الكتاب، ومن خلال تسليطها الضوء على تفاصيل الحياة الأوزبكية، أظهرت أن المجتمع الأوزبيكي يتمتع بخصائص تتشابه مع بقية المجتمعات وتختلف عنها في نفس الوقت. هذه التباينات والتمائلات تعد من خصائص كل مجتمع، سواء كان أوزبكياً أو غيره، مما يعكس التنوع الثقافي والاجتماعي لكل مجتمع بأصالته وتقاليدته الفريدة.

الخاتمة

وفي النهاية يمكن إيجاز ما انتهى إليه القراءة من نتائج كالآتي:

1- تنقسم الفترة الزمنية التي انتقى المترجم قصص المختارات إلى مرحلتين مميزتين. المرحلة الأولى هي فترة الحكم الروسي التسلسلي الغاشم، حيث عاش الشعب الأوزبيكي في ظل الخوف والاضطهاد. كان أبناء الشعب المسكين يرتجفون من قبعة الروسي إذا رأوها، إذ كانت تُخيفهم وتوقعهم لبعض الوقت. هذه الفترة تجسد المعاناة والاضغوط التي عاشها الناس تحت هذا الحكم.

والمرحلة الثانية هي فترة ما بعد الاستقلال، حيث استقلت أوزبكستان في 31 أغسطس 1991م، وتحفل بعيد الاستقلال في الأول من سبتمبر من كل عام. في هذه المرحلة، بدأ المجتمع الأوزبيكي إعادة النظر في الذات وقيمها، ومحاولة الارتقاء بها وتحديد هويتها ورسم مستقبلها.

تتطلب طبيعة هاتين المرحلتين أدبًا ملتزمًا يعالج قضايا المجتمع ومشكلاته، بدءًا من التعبير عنها، مرورًا بالبحث عن حلول لها، ووصولًا إلى وضع هذه الحلول إذا أمكن. هذا النوع من الأدب يجب أن يُقرأ في سياق الزمن والأحداث التي كُتبت فيها، لفهم قيمته وتأثيره واتجاهاته العامة بشكل أفضل، بدلًا من النظر إليه من منظور النقد الأدبي الحالي فقط.

2- يُعدُّ نقد المجتمع السمة الأبرز في قصص هذه المختارات، حيث يتم تقديمه من منظور إصلاحي يسعى إلى تحسين الواقع والتأكيد على القيم الإيجابية. يتميز هذا النقد بكونه مغلقًا بالتفهم والتضامن والمحبة، مما يجعله بناءً ومثمرًا. كما تُضفي السخرية اللطيفة طابعًا مرحًا على النقد، بحيث تنبه دون أن تجرح، مُشجعة القارئ على التفكير والتأمل في القضايا الاجتماعية المطروحة بوعي وإيجابية.

3- تدور أحداث القصص المختارة في "فن القصة القصيرة في الأدب الأوزبكي الحديث" بين المدينة والقرية، وتعكس الحياة العائلية بكل ما فيها من علاقات معقدة، خاصة بين المرأة وحمايتها. كما تتناول آثار الحرب والفقر، وذكريات الطفولة. تُعبّر هذه القصص عن مختلف جوانب الحياة الاجتماعية بأسلوب يعكس التنوع والغنى في الأدب الأوزبكي. بالإضافة إلى ذلك، تحتوي المختارات على قصة تاريخية بعنوان "النقطة" لخبر الدين سلطانوف، والتي تحمل هدفًا إصلاحيًا أيضًا.

4- يتم سرد القصص في "فن القصة القصيرة في الأدب الأوزبكي الحديث" بأسلوب سردي يمزج بين الحكى الشفاهي والحميمية، حيث يتوجه السارد أحيانًا بالخطاب إلى القارئ أو السامعين، مما يضفي على القصص طابعًا شخصيًا وجذابًا. ومع ذلك، تتميز القصة الأخيرة في الكتاب، "الزنبقة" لأولوغبيك حمد، بأنها تختلف عن هذا الأسلوب الشفاهي، حيث تستخدم تيار الوعي في سرد فكرة وجودية عميقة.

تتجنب "الزنبقة" الضلال الاجتماعية والسياسية، مركزة على وصف المشاق والمنافسات والجرائم التي قد يرتكبها الإنسان في سبيل الوصول إلى الزنبقة الموجودة على قمة جبل صعب الارتفاع. ترمز القصة إلى السعي نحو الحقيقة الكلية للوجود، حيث يظن كل إنسان أنه قادر على الوصول إليها، لكنه يكتشف دائمًا أن الطريق لا يزال طويلًا، وأن هناك الكثيرين ممن سقطوا دون أن يصلوا إلى شيء.

وكذلك نجد في القصة الرمزية "الصف" لخورشيد دوست محمد تشبيهًا للحياة بصف يقف فيه الناس بترتيب الأعمار، من الأكبر إلى الأصغر. في هذا الصف، يذهب الناس للأفراح والعزاء، لكن الموت يأخذ من يريد دون التقيد بترتيب الصف. يُعبّر الصف عن العلاقات الاجتماعية بما فيها من مجاملات وعداوات وطمع، مما يجسد الحياة ذاتها بكل تناقضاتها.

الدكتور حُسَيْن مُجِيب المِصْرِيّ (1916 – 2004 م) وجُهوُدهُ في ترجمةِ الآدابِ الشَّرْقِيَّةِ وتاريخِها



<https://doi.org/10.5281/zenodo.14878487>

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مُلخَص:

لُعُتْنَا العَرَبِيَّةُ لَيْسَتْ أَقَلَّ أَهْمِيَّةٍ مِنَ اللُّغَاتِ الأَجْنِبِيَّةِ الَّتِي غَنِيَتْ بِهَا أَهْلُهَا عَنَايَةً فَانْفَقَتْ، وَزَالُوا الْعَقَبَاتِ الَّتِي تُعَرِّقُ تَعَلُّمَهَا؛ فَأَنْشَأُوا لَهَا الْمَرَاكِزَ التَّعْلِيمِيَّةَ فِي كُلِّ الدُّنْيَا، وَوَضَعُوا أَكْفَأَ الْمُعَلِّمِينَ، وَوَقَّعُوا الْوَسَائِلَ الْمُسَاعِدَةَ، بَدَأُوا مِنَ الْقَلَمِ، وَلَيْسَ انْتِهَاءُ بِالْكِتَابِ فِي أَهْبَى حُلَّةٍ، وَفَقَّ أَحَدٌ مَا تَوَصَّلَ إِلَيْهِ الْعِلْمُ فِي طُرُقِ تَدْرِيسِ اللُّغَاتِ وَتَذَلِيلِهَا لِلنَّاطِقِينَ بِغَيْرِهَا، وَتَرْجُمَةُ آدَابِهَا وَثَرَاثِهَا إِلَيْهِمْ.

إِنَّ التَّرْجُمَةَ لَيْسَتْ مُجَرَّدَ نَقْلِ الْمَعْنَى الظَّاهِرِ مِنَ النَّصِّ، فَهَذَا أَمْرٌ يُمَكِّنُ أَنْ يَقُومَ بِهِ كُلُّ مَنْ لَهُ أَدْنَى إِلْمَامٍ بِاللُّغَةِ، وَلَا سِيَّما مَعَ وَجُودِ الْوَسَائِلِ الْحَدِيثَةِ الَّتِي تُعِينُهُ عَلَى التَّرْجُمَةِ، وَلَيْسَ هَذَا هُوَ الْمَرَادُ مِنَ التَّرْجُمَةِ، وَإِنَّمَا التَّرْجُمَةُ الَّتِي تَسْتَقُ أَنْ تُطْلَقَ عَلَيْهَا هَذِهِ التَّسْمِيَّةُ، هِيَ التَّرْجُمَةُ الَّتِي تَنْقُلُ رُوحَ اللُّغَةِ؛ فَلَكَ لُغَةٌ سِمَاتُهَا وَخَصَائِصُهَا الَّتِي تُمَيِّزُهَا عَنْ غَيْرِهَا، وَلَا بُدَّ لِلْمُرْجِمِ الْحَقِّ أَنْ يُدْرِكَ هَذِهِ الْخَصَائِصَ، وَيَعْرِفَ تِلْكَ السِّمَاتِ، حَتَّى يَتِمَكَّنَ مِنَ نَقْلِ النَّصِّ بِصُورَةٍ تَلَامِسُ الْمَعْنَى الَّتِي أَرَادَهَا صَاحِبُهَا. مِنْ هُنَا نَجِدُ الْمُرْجِمِينَ أَنْوَاعًا؛ فَهَنَّاكَ مُرْجِمٌ يَنْقُلُ النَّصَّ نَقْلًا حَرْفِيًّا، وَهَذَا أَمْرٌ لَا غَنَاءَ فِيهِ؛ فَهُوَ أَشْبَهُهُ بِالتَّرْجُمَةِ الْآلِيَّةِ الَّتِي تَقُومُ بِهَا الْوَسَائِلُ الْمُخْتَرَعَةُ حَدِيثًا، وَهَنَّاكَ مُرْجِمٌ مُتَوَسِّطٌ يَحُومُ حَوْلَ الْمَعْنَى، وَلَا يَصِلُ إِلَيْهَا، وَهَنَّاكَ مُرْجِمٌ مُخْتَرَفٌ، يَغُوصُ عَلَى الْمَعْنَى، وَيَسْبُرُ أَغْوَارَهُ، وَيُدْرِكُ مَرَامَهُ، وَهَذَا هُوَ أَعْلَى طَبَقَاتِ الْمُرْجِمِينَ؛ لِأَنَّهُ أَدْرَكَ طَبِيعَةَ اللُّغَةِ، وَعَرَفَ رُوحَهَا، لِذَلِكَ يَجِدُ الْقَارِئُ فِي تَرْجُمَتِهِ لَذَّةً لَا يَجِدُهَا فِي تَرْجُمَةِ غَيْرِهِ، وَمِنْ هَذَا النَّوْعِ الْآخِرِ الْأُسْتَاذُ الدُّكْتُورُ حُسَيْنُ مُجِيبِ الْمِصْرِيِّ (1916 – 2004 م).

التعريف بالدكتور حُسَيْن مُجِيبِ الْمِصْرِيِّ: (294)

هو الأستاذ الدكتور حُسَيْن مُجِيبِ الْمِصْرِيِّ.

مَوْلُودُهُ فِي التَّاسِعِ عَشَرَ مِنْ فَبْرَايِرَ عَامِ أَلْفٍ وَتِسْعِمَائَةٍ وَسِتَّةَ عَشَرَ لِلْمِيلَادِ (1916/2/19 م).

وُلِدَ فِي حَيٍّ شَبْرًا بِالْقَاهِرَةِ، فِي قَصْرِ جَدَّتِهِ كَرِيمَةَ مُحَمَّدٍ ثاقِبَ بَاشَا الَّذِي كَانَ وَزِيرًا فِي عَهْدِ الْخِديو إِسْمَاعِيلِ.

أَمَّا وَالِدُهُ فَكَانَ عَمِيدًا لـ " دار العلوم " فِي عَامِ أَلْفٍ وَتِسْعِمَائَةٍ وَتِسْعَةَ عَشَرَ لِلْمِيلَادِ (1919 م).

مَاتَ وَالِدُهُ وَهُوَ فِي الثَّلَاثَةِ مِنْ عُمُرِهِ.

تَلَقَّى تَعْلِيمَهُ الْأَوَّلِيَّ فِي الْقَاهِرَةِ حَتَّى التَّحَقَّقَ بِكَلِيَّةِ الْآدَابِ جَامِعَةِ الْقَاهِرَةِ عَامَ 1935 م، وَتَخَرَّجَ فِيهَا عَامَ 1939 م، وَحَصَلَ

عَلَى الدُّكْتُورَاةِ فِي خَمْسِينِيَّاتِ الْقَرْنِ الْعَشْرِينَ، وَكَانَتْ عَنِ الشَّاعِرِ التُّرْكِيِّ " مُحَمَّدِ بْنِ سَلِيمَانَ " الْمَعْرُوفِ فِي التُّرْكِيَّةِ بـ " فضولي بغدادي " الَّذِي كَانَ يَعِيشُ فِي الْقَرْنِ السَّادِسِ عَشَرَ الْمِيلَادِيِّ، وَكَانَ يُنْظِمُ بِالْفَارْسِيَّةِ وَالْعَرَبِيَّةِ وَالتُّرْكِيَّةِ، وَسَافِرٌ مِنْ أَهْلِ

ذَلِكَ إِلَى تَرْكِيَا لِمَجْمَعِ الْمَادَةِ الْعِلْمِيَّةِ وَخَاصَّةً الْمَخْطُوطِ مِنْهَا.

عَمِلَ الدُّكْتُورُ حُسَيْنُ مُجِيبِ الْمِصْرِيِّ فِي كَثِيرٍ مِنَ الْجَامِعَاتِ وَالْمَرَاكِزِ الْعِلْمِيَّةِ فِي مِصْرَ وَخَرَجَهَا، مِنْهَا فِي مِصْرَ جَامِعَةُ

عَيْنِ شَمْسٍ وَالْأَزْهَرِ،، وَنُحِّلَ الدُّكْتُورَاةَ الْفَخْرِيَّةَ أَكْثَرَ مِنْ مَرَّةٍ، وَقُلِّدَ أَوْسَمَةً كَثِيرًا مِنَ الدُّوَلِ الْإِسْلَامِيَّةِ، وَظَلَّ مُخْلِصًا لِقَضِيَّتِهِ

فِي تَرْجُمَةِ آدَابِ اللُّغَاتِ الشَّرْقِيَّةِ الْإِسْلَامِيَّةِ، مُجَاهِدًا فِي سَبِيلِ ذَلِكَ رَغْمَ فَقْدِهِ بَصَرَهُ إِلَى أَنْ لَقِيَ رَبَّهُ فِي يَوْمِ السَّبْتِ

12/11/2004، عَنْ عُمُرٍ نَاهَزَ الثَّلَاثَةَ وَالْثَمَانِينَ.

كُتِبَتْ عَنْهُ عِدَّةُ رِسَالَةٍ جَامِعِيَّةٍ فِي مِصْرَ وَغَيْرِهَا مِنَ الْبِلَادِ الْإِسْلَامِيَّةِ.

وَكَانَ مَوْلَعًا بِدِرَاسَةِ وَقَرَاءَةِ أَدَبِ الشُّعُوبِ الْأَسْيُويَّةِ مِنْذَ كَانَ عُمُرُهُ 13 عَامًا.

كَانَ الْأُسْتَاذُ الدُّكْتُورُ حُسَيْنُ مُجِيبِ الْمِصْرِيِّ - رَحِمَهُ اللَّهُ تَعَالَى - يُجِيدُ ثَمَانِيَّ لُغَاتٍ، هِيَ: الْفَرَنْسِيَّةُ، وَالْإِنْجِلِيزِيَّةُ،

وَالْأَلْمَانِيَّةُ، وَالْإِيطَالِيَّةُ، وَالرُّوسِيَّةُ، وَالْفَارْسِيَّةُ، وَالتُّرْكِيَّةُ، وَالْأُورْدِيَّةُ.

294- من لقاء معه- رحمه الله تعالى- في برنامج " علماء مبدعون " بتاريخ 2002/9/9م، أي إنه سَجَّلَ قَبْلَ وَفَاتِهِ بِعَامٍ وَنِصْفٍ تَقْرِيْبًا، تَقْدِيمَ جَاسِمِ مُحَمَّدِ الْمَطْوُوعِ، مَوْجُودَ عَلَى شَبَكَةِ التَّوَاصُلِ الْاجْتِمَاعِيِّ (الْإِنْتَرْنِت) مَوْقِعَ الْيُوتْيُوبِ، وَمَقَالَ بِعَنْوَانِ: " حُسَيْنُ مُجِيبِ الْمِصْرِيِّ رَاهِبُ التَّرَاثِ الْأَسْيُوي " لِلْأُسْتَاذِ مُحَمَّدِ ثَرُوتٍ، فِي جَرِيدَةِ الْيَوْمِ السَّابِعِ الْمِصْرِيَّةِ، بِتَارِيخِ 2020/12/17م، وَمَقَالَاتٍ أُخْرَى.

وقد بدأ في تعلُّم اللُّغات الشرقيَّة- الفارسيَّة، والتُّركيَّة، والأورديَّة- عندما كان في التاسعة عشرة من عَمَره، وظلَّ يقرأ ويكتب ويؤلِّف بها شِعْرًا ونثرًا أكثر من خمسة وستين عامًا!!

يُعَدُّ الدكتور حسين مجيب المصري رائد الدراسات الشرقية المقارنة؛ فقد أنفق عُمُرَه فيها، وبالرغم من أنه فقد غَلَبَ بصره أثناء إعدادهِ رسالة الدكتوراه، استطاع أن يجيد ثمانِي لغاتٍ، ترجمةً وكتابةً، من أبرزها: الفارسية، والتركية، والأوردية. وقد فتحت له تلك اللغات آفاقًا ومعلومات واسعة، جعلت المصري مرجعًا في حد ذاته، وليس مجرد ناقلٍ لأدب الشعوب الآسيوية وتراثها.

منهج في ترجمة آداب اللُّغات الشرقيَّة:

كان منهجه يقوم على

- 1- ترجمة مقارنة يُظهر خلالها خصائص كلِّ طرفٍ، ويُعلِّم القارئ العربيَّ ما لم يكن يعلم من تراثه الإسلاميِّ من شعوبٍ أخرى غير العربية، وقد نجح في إبراز مظاهر الوحدة والمُشترَكَات الإنسانية بين العرب وشعوب آسيا الإسلامية.
- 2- كان في ترجمته الشَّعْرَ وغيره من هذه اللُّغات لا يكتفي بالنقل فقط، بل كان يشرح النصوص ويُعلِّق عليها مُضيفًا فوائد كثيرة تُعين القارئ العربيَّ على فهم هذه النصوص واستيعابها، وتُبين له مدى صِلَتها بلغته، مُقدِّمًا لهذا كُلِّه دراساتٍ شافيةٍ وافيةٍ.

مؤلفاته:

كان الأستاذ الدكتور حسين مجيب المصري غزير الإنتاج؛ فقد ألَّف أكثر من سبعين كتابًا، منها عدَّة معاجم؛ ذلك بأنه دائم الإطلاع، نظرًا لإجادته عدَّة لغاتٍ، ولعشقه العِلْم، وكان أغلب هذه الكتب في آداب اللُّغات الشرقية الإسلامية والمقارنة بينها، ومن كتبه في هذا الجانب:

- 1- صلات بين العرب والفرس والتُّرك.
 - 2- بين الأدب العربيِّ والفارسيِّ والتُّركيِّ.
 - 3- بين الأدب العربيِّ والتُّركيِّ.
 - 4- غزوات الرسول بين شعراء لشعوب الإسلام.
 - 5- أثر المعجم العربيِّ في لغات الشعوب الإسلامية الأورديَّة والتُّركيَّة والفارسيَّة = (الألفاظ العربية التي دخلت الفارسية والتركية والأوردية واختلقت معانيها فيها).
 - 6- مصرُّ في الشَّعْر التُّركيِّ والفارسيِّ والعربيِّ دراسة في الأدب الإسلاميِّ.
 - 7- الأسطورة بين العرب والفرس والتُّرك دراسة مقارنة.
 - 8- بين والِدٍ وولَدِه في الأدب العربيِّ والفارسيِّ.
 - 9- معجم الدولة العثمانية.
 - 10- المسجد بين شعراء العربية والفارسية والتركية والأوردية.
 - 11- أثر اللغة التركية في اللهجة المصرية العامية.
 - 12- بين شوقي وإقبال.
 - 13- بدائع إقبال في شعره الأورديِّ.
 - 14- في السماء، ترجمة مؤلِّفٍ لمحمد إقبال، شِعْرًا.
 - 15- رباعيات إقبال، ترجمة شِعْريَّة.
 - 16- معجم أورو عربيِّ.
 - 17- معجم فارسيِّ عربيِّ.
 - 18- معجم تركيِّ عربيِّ.
 - 19- صُبْح ديوان شِعْرٍ بالفارسية.
 - 20- زهرة ذابلة ديوان شعر بالتركية.
- وكُتِبَ أخرى كثيرة في هذا المجال.

نموذج من ترجمته للشعر:

من ترجمته لرباعيات شاعر الباكستان الأشهر محمد إقبال²⁹⁵
قال مُترجمًا عن الفارسيَّة:

في مَكَّة كانَ بالبُشْريِّ رَجِلي وبِي فَـرَحُ اللَّقاءِ مَعَ الخَليـلِ
كَأني الطَّيْرُ قَبْلَ اللَّيْلِ يَمْضِي وتَبْغِي العُشُّ في الرُّوضِ الحَميلِ

295 - من لقاء معه قبيل وفاته على شبكة التواصل الاجتماعي سبقت الإشارة إليه، وقد ذكر رحمه الله هذا الشعر وكذلك التعليق المذكور بعده.

أَقُولُ لِنَاقَتِي بِالرَّفَقِ سِيرِي وَرَفَقًا بِالْفُؤَادِ الْمُسْتَجِيرِ
فَسَارَتْ وَهِيَ تَطْوِي الْأَرْضَ طَيًّا أَتَخَطُّو فِي رِمَالِ أُمِّ حَرِيرٍ !!
وَيَا جَمَالَ عَنْهَا أَطْرَحُ عِقَالًا لِرُوحِي رُوْحَهَا كَانَتْ مِثْلًا
هِيَ النَّعْمَاءُ أَهْوَالُ الطَّرِيقِ فَكُنْ مَفْئُوتُهُ غَيْرَ الْمُفْهِيقِ
طَرِيقٌ طَالٌ يَا حَادِي عَلَيْنَا وَأَشْوَاقُ الْمُنْتَمِ مِنْ حَرِيقِ
أَنْبَسَ الرُّوحُ بِأَدْلَانِي شَكَايَتِي وَقُلْ مِثْلِي: لِيَذِي حُسْنِ حَيَاتِي
لِنَلْمَسْ مَوْضِعَ الْقَدَمَيْنِ فَاهْمَسْ بِأَجْفَانِ رَقَاقٍ دَامِغَاتِ
تَمَهَّلْ لَا تُقِمْ تِلْكَ الْخِيَامَا دَلِيلُ الرُّكْبِ فِي الْبَيْدَاءِ هَامَا
وَهَذَا الْعَقْلُ نَعْدُمُهُ دَلِيلًا لَذَا لِلْقَلْبِ أَسْلَمْتُ الزَّمَامَا
فهذا الشاعرُ يَصَوِّرُ لَنَا، وَيَنْطِقُ لَنَا عَنْ حنينِ الْمُؤْمِنِ الْمُؤَقِنِ إِلَى بَيْتِ اللَّهِ لِيُوَدِّيَ مَنَاسِكَ الْحَجِّ، وَهُوَ يَتَنَاوَلُ هَذَا بِتَعْبِيرٍ
جَدِيدٍ، وَبِتَعْبِيرٍ شَيِّقٍ، وَيَصْدُقُنَا التَّعْبِيرُ عَنْ نَفْسِيَّةِ هَذَا الْحَاجِّ وَهُوَ فِي طَرِيقِهِ إِلَى بَيْتِ اللَّهِ وَقَدْ حَنَّ حَنِينُهُ إِلَى زِيَارَةِ بَيْتِ اللَّهِ.

مما سبق نخرج بما يلي:

- 1- كان الأستاذ الدكتور حسين مجيب المصري أكثر الناس اهتمامًا باللغات الشرقية وآدابها في عصره.
- 2- أبرز الصِّلات الوثيقة بين شعوب هذه اللغات من خلال آدابها وتراثها الثقافي.
- 3- كان من أكثر الناس اهتمامًا بتراث شاعر الباكستان الأشهر محمد إقبال، لذلك ترجم كثيرًا من أعماله للعربية.
- 4- لم يقتصر جهده على اللغة الفصيحة وحدها، لذلك أتحفنا بكتابه: " أثر اللغة التركية في اللهجة المصرية العامية ".
- 5- كان يرى أن الشعر لا يُترجم إلا شعْرًا، وهذا ما فعله في ترجمته للشعر.
- 6- من أهم ما توصل إليه الدكتور حسين مجيب المصري- من خلال معرفته باللغات الشرقية، وهي لغات شعوب أغلبيتها مسلمون- أن التراث الإسلامي لا يتمثل في اللغة العربية وحدها، بل يبرز في هذه اللغات كلها، وأن من يقرأ الحضارة الإسلامية معتمدًا على اللغة العربية وحدها سنجيب عنه أشياء كثيرة، ولن تكتمل عنده صورة الحضارة الإسلامية بشكل صحيح.
- 7- ترجم كثيرًا من أشعار العلامة الفيلسوف محمد إقبال شعْرًا، وشَرَحَهَا، وپَسَرَهَا للقارئ العربي، وهذا لا يتأتى إلا لمترجم محترف مقتدر أَلَمَ بخصائص اللغتين المترجم عنها والمترجم إليها، لا سيما أن جانبًا غير قليل من شعر إقبال يكتنفه الاتجاهان الصوفي والفلسفي، وشرح شعر هذين الاتجاهين صَغُبَ في العربية، فما بالنا بترجمته من اللغات الأخرى ؟

BADIIY ADABIYOTLAR TARJIMASI VA MADANIYATLARARO TAFOVUTLAR



<https://doi.org/10.5281/zenodo.14878507>

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Annotatsiya. Mazkur maqola fors va o'zbek adabiy aloqalari tarixi, ushbu aloqalar rivojida badiiy tarjimaning ahamiyati hamda bugungi kuniga oid masalalarga bag'ishlangan. Shuningdek maqolada fors adabiyotining o'zbek tiliga tarjima jarayonidagi muammolariga ham to'xtalib o'tilgan.

Аннотация. Статья посвящена истории литературных связей персидской и узбекской литературы, значению художественного перевода в развитии этих связей и современным проблемам, связанным с ними. В статье также рассматриваются проблемы, возникающие в процессе перевода персидской литературы на узбекский язык.

Annotation. This article is dedicated to the history of the literary relations between Persian and Uzbek literature, the importance of artistic translation in the development of these relations, and contemporary issues related to them. The article also addresses the challenges encountered in the process of translating Persian literature into Uzbek.

Tayanch so'zlar: *adabiy aloqalar, badiiy tarjima, o'zbek adabiyoti, adabiy-nazariy tafakkuri, badiiy did*

Ключевые слова: *Литературные связи, литературный перевод, западная литература, литературно-теоретическое мышление, художественный вкус.*

Keywords: *Literary connections, literary translation, Western literature, literary theoretical thinking, artistic taste*

Tarjima adabiy aloqa va o'zaro ta'sirning eng faol, eng ommalashgan va eng mahsuldor formasidir. Tarjima do'stlik ilmidir, tarjima uzoqni yaqin qiladi, tarjima o'zgani birodar, tanishni qadrdon, do'stni qarindosh kiladi, shuningdek tarjima madaniyatlararo muloqotning muhim vositasidir. Xorijiy asarlarning tarjimasi orqali xalqaro madaniy aloqalar va adabiyotlar o'rtasidagi muloqotning o'sadi. Tarjima qilingan asarlarning mahalliy o'quvchilar uchun yangi g'oyalar va fikrlarni yaralishiga olib kelishi.

Tarjima asarlar orqali mumtoz fors adabiyoti na faqat g'arb, balki butun jahon adabiyot ixlosmandlari orasida shuhrat topdi. Shuningdek, aynan tarjima san'ati orqali eronliklar g'arb dunyosi va madaniyati bilan tanishdilar. Mumtoz fors adabiyotining butun jahon adabiyotiga ko'rsatgan ta'siri shu kungacha olimlar va tadqiqotchilar tomonidan ko'p o'rganilgan bo'lib, zamonaviy fors adabiyotining tarjimalariga nisbatan kamroq e'tirbor berilmoqda. Mazkur maqolada zamonaviy fors adabiyoti tarjimalari, xususan ushbu jarayonning muammolari haqida so'z boradi.

1851 yilda Tehronda "Dorulfunun", ya'ni zamonaviy oliy o'quv yurtining ochilishi katta tarjima adabiyoti rivojida katta voqea bo'lgan edi. Aynan shu yerda – dorulfununda avval ilmiy, keyinroq badiiy asarlar tarjima qilina boshlandi. Yevropa adabiyotining ko'plab asarlari bilan tanishish Eron adabiyoti rivojiga katta hissa qo'shdi. G'arb yozuvchilarining asarlari fors tiliga

tarjima qilindi. Alixon Nozimuddavla tomonidan tarjima qilingan fransuz yozuvchisi Fransua Fenelonning “Telemakning sarguzashtlari” asari, Muhammad Tohir Mirza Iskandariy tomonidan tarjima qilingan Aleksandr Dyumaning “Uch mushketyor”, “Lui o‘n to‘rtinchi” va “Lui o‘n beshinchi” asarlari, Mirza Habib Isfahoniy tomonidan tarjima qilingan Daniel Defoning “Robinzon Kruzo”, Jonatan Sviftning “Gulliverning sayohatlari”, Nosirulmulk tomonidan tarjima qilingan Shekspirning “Otello” asarlari shular jumlasidandir.

Tarjima asarlar xalqni g‘arb jamiyati bilan tanishtirishdan tashqari, badiiy tilning soddalashuviga olib keldi. Tarjimonlar asarlarni fors tiliga tarjima qilar ekanlar, nasrda azaldan an‘anaga aylangan jimjimadorlik, sertakalluflik, dabdabadorlikdan holi bo‘lgan sodda va ravonlikka erishdilar. Bundan tashqari, keyingi davr Eron yozuvchilarining ijodiy uslubi shakllanishida tarjima adabiyotining ahamiyati katta bo‘ldi. Juda ko‘plab fors nasri namunalari XX asrga kelib o‘zbek tiliga tarjima qilindi va kitobxonlar tomonidan iliq kutib olindi. Albatta, tarjimon adiblar fors adabiyoti namunalarini o‘zbek tiliga mahorat bilan tarjima qildilar va fors-o‘zbek adabiy aloqalarini yangi bosqichga olib chiqdilar.

Biroq tarjimonlar oldida oddiy kitobxonlarning ko‘ziga ko‘rinmaydigan, ilg‘amas qiyinchiliklari borligi mutaxassilarga sir emas. Mumtoz fors adabiyoti, shuningdek, XX asr fors adabiyoti namunalarini o‘zbek tiliga tarjima qilishda bir qancha yutuqlar va muammolar mavjud. Fors adabiyoti o‘zining boy va qadimiy tarixiga ega, shu bilan birga o‘zbek tiliga tarjima qilinishi bir qancha qiyinchiliklarni keltirib chiqaradi. Quyida ushbu masalada yuzasidan ba’zi asosiy yutuqlar va muammolarni ko‘rib chiqamiz. Yutuqlar:

1. *Madaniy va adabiy aloqalar rivojlanishi:* Fors mumtoz adabiyotini o‘zbek tiliga tarjima qilish orqali o‘zbek o‘quvchilari fors madaniyati, tarixi va adabiyoti bilan tanishish imkoniyatiga ega bo‘lishdi. Misol uchun, “Shahnoma”, Xayyomning ruboiylari yoki Nizomiyning “Xamsa” kabi asarlari o‘zbek adabiyotiga jahon adabiyotining qiymatli durdona asarlari sifatida kirib keldi. O‘zbek tarjimonlari fors adabiyotining yirik namoyandalari – Firdavsiy, Sa‘diy, Xusrav Dehlaviy, Umar Xayyom va boshqalar ijodi, g‘oyalari va qadriyatlarini bilan yaqindan tanishdi.

2. *Tilni boyitish:* Fors tilida ishlatiladigan juda go‘zal va betakror iboralar, she‘riy obrazlar o‘zbek tiliga tarjima qilinishi, o‘zbek tilining lug‘at boyligini oshirishga yordam berdi. Tarjimonlar fors adabiyotining poetik uslubini o‘zbek tilida saqlab, yangi leksik va stilistik yondashuvlarni kiritishga muvaffaq bo‘lishdi.

3. *O‘zbek adabiyotining universalizatsiyasi:* Fors adabiyoti namunalarini tarjima qilish o‘zbek adabiyotini kengroq xalqaro maydonga olib chiqdi. O‘zbek tarjimonlari fors adabiyoti bilan bog‘liq asarlarni dunyo miqyosida tanitib, o‘zbek adabiyoti va madaniyatining xalqaro sahnadagi obro‘sinini oshirishga yordam berdi.

Shu bilan birga, tarjimonlar duch kelishi mumkin bo‘lgan ayrim muammolarni ham sanab o‘tish lozim.

1. *Madaniy va tarixiy kontekstni saqlash:* Fors adabiyotida mavjud bo‘lgan madaniy, tarixiy va ijtimoiy kontekstlarni o‘zbek tilida to‘g‘ri ifodalash juda murakkab. Masalan, fors tilidagi diniy, falsafiy va siyosiy atamalarni o‘zbek tilida izohlamasdan yetkazish murakkablik tug‘dirishi mumkin. Fors adabiyotida ko‘plab o‘ziga xos atamalar mavjud bo‘lib, ularni to‘g‘ri tarjima qilish uchun chuqur bilim kerak.

2. *Poetik uslub va ritmning saqlanishi:* Fors adabiyoti, ayniqsa she‘riyatida ishlatiladigan ritmik tuzilmalar, metaforalar, musiqiy leksikani o‘zbek tilida aynan tarjima qilish imkonsiz. Shuning uchun, tarjimonlar fors she‘riyatidagi ritm va musiqiy ohangni o‘zgacha tuzilmalarga ega bo‘lgan iboralarni o‘zbek tiliga moslashtirishda qiyinchiliklarga duch keladilar. Bu esa asarning estetik jihatlarni to‘liq saqlab qolishni talab qiladi.

3. *Sinonimlar va leksik muammolar*: Fors tilida ko'plab sinonimlar va leksik boyliklar mavjud bo'lib, ularni o'zbek tiliga tarjima qilishda to'g'ri ekvivalentni topish muammo tug'diradi. Ayrim fors so'zlari o'zbek tilida to'liq o'xshash ekvivalentlarga ega emas. Bu tarjimonning mahorati va ijodiy yondashuviga bog'liq bo'ladi.

4. *Tarjimonning shaxsiy talqini*: Fors adabiyotidagi murakkab g'oyalar va she'riy tuzilmalarni o'zbek tilida to'g'ri ifodalashda tarjimonning shaxsiy talqini muhim ahamiyatga ega. Biroq, ba'zida tarjimonning talqini o'zbek o'quvchilari tomonidan tushunilishi yoki qabul qilinishi oson bo'lmasligi mumkin. Bunday noaniqliklar va farqlar, asarlarning original mazmunini to'liq aks ettirishda qiyinchiliklar yaratadi.

5. *Diniy va falsafiy elementlar*: Fors adabiyotida ko'plab diniy va falsafiy tushunchalar, g'oyalar mavjud. Bu, o'zbek o'quvchilari uchun yangilik bo'lishi mumkin, chunki O'zbekistondagi diniy va falsafiy kontekstlar fors madaniyatidan farq qiladi. Bunday asarlarda diniy motivlar va falsafiy mushohadalar o'zbek madaniyatiga moslashtirilishi kerak, bu esa o'z navbatida tarjimonga qo'shimcha murakkabliklar yaratadi.

Fors adabiyotida ilk ijtimoiy roman hisoblangan, G'ofur G'ulom tomonidan o'zbek tiliga tarjima qilingan Mushfiq Kozimiyning "*Qo'rqinchli Tehron*" romani misol tariqasida ko'rib chiqish natijasida bir qancha murakkabliklarni sanab o'tish mumkin. Romanning o'zbek tiliga tarjima qilinishi juda qiziqarli va o'ziga xos bir jarayon bo'lgan. Bu asar, shubhasiz, XX asar boshlaridagi Tehron shahrining murakkab va asosan qorong'u obrazini o'zida aks ettiradi. O'zbek tiliga tarjima qilishda bir qancha muammolar va imkoniyatlarni sanab o'tish mumkin:

1. *Madaniy farqlar va tilning muammolari*: "*Qo'rqinchli Tehron*" romani asosan Tehron shahrining ijtimoiy va siyosiy muhitini tasvirlaydi. Bunday asarlarda, ko'pincha, milliy va mahalliy madaniyatga oid juda nozik nyanslar mavjud. Ushbu koloritni, shu muhitni o'zbek tilida o'quvchiga yetkazish uchun juda ehtiyotkorlik talab qilinadi. Ayrim forscha iboralar o'zbek o'quvchisiga to'liq tushunarli bo'lishi uchun qo'shimcha izohlar va izohlovchi tushuntirishlar kiritilishi mumkin.

2. *Til va leksika o'zgarishlari*: "*Qo'rqinchli Tehron*"dagi ayrim so'zlar yoki iboralarning o'zbek tiliga tarjimasi aynan mos kelmasligi mumkin. Bu romanda fors tiliga xos shaxsiy va xususiy leksikalar mavjud, masalan, Shahar ko'chalari, tarixiy joy nomlari yoki qahramonlarining o'ziga xos tasvirlari. Bunday joylarda tarjimon juda ehtiyotkorlik bilan ishlashi kerak, chunki o'zbek tilidagi sinonimlar o'rtasidagi nozik farqlar asar mazmunining to'liq tushunilishi uchun muhimdir.

3. *Tarjimonning roli va shaxsiy talqini*: Tarjimada tarjimonning talqini muhim rol o'ynaydi. Mushfiq Kozimiyning asarida insoniy tuyg'ular, ijtimoiy muammolar va siyosiy ziddiyatlar batafsil bayon etilgan. Tarjimon bu tuyg'ularni va g'oyalarni o'zbek tilida ayni holatda saqlab qolish, lekin shu bilan birga o'zbek o'quvchisiga tushunarli qilib yetkazish uchun o'z mahoratini namoyon qilishi kerak. Aynan shu nuqtada tarjimonning shaxsiy yondashuvi ko'p narsani hal qilishi mumkin.

4. *Tanqidiy nuqtai nazar*: "*Qo'rqinchli Tehron*" romanining o'zbekcha tarjimasi tahlil qilinsa, uning haqiqatan ham original asar bilan qanchalik mos kelishi, o'zbek tilida qanday qabul qilinishi va o'quvchilarga qanchalik ta'sir qilishi muhim savollarni keltirib chiqaradi. Tarjimaning sifati, uning adabiy jihatlari va original asarning mohiyatini qanday aks ettirishi haqida tanqidiy fikrlarni o'rta qo'yish foydali bo'lishi mumkin.

Bu asar, shubhasiz, o'zbek adabiyotidagi xorijiy tildan qilingan tarjimalar orasida o'ziga xos egallaydi, chunki u o'zbek o'quvchilariga XX asr fors adabiyoti va madaniyatini yaxshiroq tushunishga yordam beradi. asarni Tarjimaning muvaffaqiyati esa uning asar mazmunini, ruhini va g'oyalarni qanday saqlab qolishiga bog'liq. Tarjimon bu vazifalarning uddasidan chiqqan.

Xulosa qilib shuni ta'kidlash mumkinki, fors adabiyotini o'zbek tiliga tarjima qilish o'zining boy imkoniyatlar yaratish bilan bir qatorda, o'ziga yarasha qiyinchiliklar ham tug'diradi. Tarjimada madaniyatlararo aloqalar, til va uslubiy farqlar, diniy va falsafiy tushunchalar kabi omillarni inobatga olish zarur. Biroq, tarjimaga bo'lgan ehtiyoj va bu asarlarning o'zbek tili va adabiyoti rivojiga qo'shgan qo'shgan hissasi, bu jarayonning har qancha murakkab bo'lsa-da, davom ettirishni taqozo etadi. Tarjimon adabiy asarni o'zbek tiliga faqat tarjima qilibgina qolmay, balki uning estetik va madaniy ma'nosini ham saqlab qolishi kerak.

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SINXRON TARJIMA JARAYONIDAGI MUAMMOLAR VA ULARNING YECHIMLARI



<https://doi.org/10.5281/zenodo.14878517>

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Annotasiya. Ushbu maqola sinxron tarjimada duch keladigan qiyinchiliklarni o'rganib, til farqlari, madaniy kontekst, texnik terminologiya va hissiy nuanslar kabi turli masalalarni yoritadi. Unda stress va bosimning tarjimonlarga ta'siri, shuningdek, nutqda ravshanlik va ritmni saqlash muhimligi muhokama qilinadi. Bundan tashqari, maqolada ushbu qiyinchiliklarni yengish uchun amaliy yechimlar, jumladan samarali tayyorgarlik, uzluksiz amaliyot va tarjimaning aniqligini oshirish uchun texnologiyadan foydalanish keltirilgan.

Annotation. This article explores the challenges encountered in simultaneous interpretation, highlighting various issues such as linguistic differences, cultural context, technical terminology, and emotional nuances. It discusses the impact of stress and pressure on interpreters, as well as the importance of maintaining clarity and rhythm in speech. Additionally, the article presents practical solutions to overcome these difficulties, including effective preparation, continuous practice, and the use of technology to enhance translation accuracy.

Аннотация. В данной статье изучаются трудности, возникающие при синхронном переводе, освещаются различные вопросы, такие как языковые различия, культурный контекст, техническая терминология и эмоциональные нюансы. Обсуждается влияние стресса и давления на переводчиков, а также важность сохранения ясности и ритма речи. Кроме того, в статье предлагаются практические решения для преодоления этих сложностей, включая эффективную подготовку, постоянную практику и использование технологий для повышения точности перевода.

Tayanch so'zlar: *Sinxron tarjima, tarjima muammolari, lingvistik tafovutlar, madaniy kontekst, texnik terminologiya, emotsional nuans, stressni boshqarish, tarjima texnikasi.*

Keywords: *simultaneous interpretation, translation challenges, linguistic differences, cultural context, technical terminology, emotional nuances, stress management, interpretation techniques.*

Ключевые слова: *синхронный перевод, проблемы перевода, языковые различия, культурный контекст, техническая терминология, эмоциональные нюансы, управление стрессом, техники перевода.*

Kirish.

Sinxron tarjima, nutqni real vaqtda tarjima qilish jarayoni global muloqot, diplomatiya, xalqaro konferentsiyalar va ko'p tilli tadbirlarda muhim rol o'ynaydi. O'zining muhimligiga qaramay, tarjimaning bu shakli tarjima sifati va to'g'riligiga ta'sir qilishi mumkin bo'lgan o'ziga xos qiyinchiliklarga to'la. Tarjimonlar tez nutq, murakkab jumla tuzilmalari, madaniy nuanslar va turli urg'ularni o'z ichiga olgan bir qator qiyinchiliklarga duch kelishadi, bularning barchasi tez fikrlash va aniq lingvistik ko'nikmalarni talab qiladi. Bu muammolar tarjimonning nafaqat til bilimini, balki kognitiv qobiliyatlarini ham sinab ko'radi, chunki ular tinglash, qayta ishlash va gapirishni deyarli bir vaqtda bajarishi kerak.

Ushbu maqola sinxron tarjimada duch keladigan umumiy muammolarni, masalan, vaqt bosimi, kognitiv ortiqcha yuk va madaniy moslashuv zaruriyatini o'rganishga qaratilgan. Bundan

tashqari, u tarjimonlar ushbu qiyinchiliklarni yengish uchun qo'llashi mumkin bo'lgan amaliy yechimlar va strategiyalarni taklif qiladi, jumladan, xotirani saqlashni yaxshilash, lingvistik moslashuvchanlikni oshirish va stressni boshqarish usullari. Ushbu muammolarni hal qilish orqali maqola tarjimonlar, o'qituvchilar va tarjimonlik sohasi bilan shug'ullanadigan har bir kishi uchun qimmatli tushunchalar berishga intiladi va natijada butun dunyo bo'ylab sinxron tarjima amaliyotini yaxshilashga hissa qo'shadi.

1. Lingvistik farqlar. Sinxron tarjimaning asosiy muammolaridan biri tillar o'rtasidagi o'ziga xos farqlardan kelib chiqadi. Grammatika, sintaksis va lug'atdagi o'zgarishlar tarjimonning vazifasini murakkablashtirishi mumkin. Masalan, bir tildagi idiomatik iboralar boshqa tilda to'g'ridan-to'g'ri ekvivalentiga ega bo'lmasligi mumkin, bu esa tarjimonlardan o'z yondashuvlarini moslashtirishni talab qiladi.

2. Madaniy kontekst. Madaniy nuanslar samarali tarjimada muhim rol o'ynaydi. Madaniy kontekstda o'ziga xos ma'noga ega bo'lgan so'zlar yoki iboralar boshqa madaniyatda xuddi shunday rezonanslasha olmaydi. Tomoshabinning madaniy kelib chiqishini tushunish to'g'ri talqin qilish uchun zarurdir va tarjimonlar ko'pincha mo'ljallangan xabarni etkazish uchun qo'shimcha kontekstni taqdim etishlari kerak.

3. Texnik terminologiya. Tibbiyot yoki texnologiya kabi ixtisoslashgan sohalarda texnik jargon katta qiyinchiliklar tug'dirishi mumkin. To'g'ri muloqotni ta'minlash uchun tarjimonlar tegishli terminologiyani yaxshi bilishlari kerak. Bu keng qamrovli tayyorgarlikni va ko'pincha muayyan sohalarda doimiy ta'limni talab qiladi.

4. Hissiy nuance. Tarjimonlar asl nutqning hissiy ohangini ham egallashlari kerak. Bu nafaqat so'zlarni tarjima qilishni, balki so'zlovchining his-tuyg'ularini va niyatini etkazishni ham o'z ichiga oladi. Hissiy chuqurlikni yo'qotish xavfi, ayniqsa, vaqt cheklovlari ostida sezilarli.

5. Stress va bosim. Sinxron tarjimaning yuqori bosimli muhiti ishlashga ta'sir qilishi mumkin. Tarjimonlar ko'pincha qattiq muddatlarda ishlaydi, bu esa stress va xavotirga olib kelishi mumkin. Ushbu stressni boshqarish diqqatni jamlash va to'g'ri tarjimalarni etkazib berish uchun juda muhimdir.

6. Qiyinchiliklarga yechimlar

Ushbu muammolarni hal qilish uchun bir nechta strategiyalardan foydalanish mumkin:

- Tayyorgarlik: Topshiriqlardan oldin mavzular va atamalarni chuqur o'rganish tushunishni kuchaytirishi mumkin.

- Amaliyot: Muntazam mashq bosim ostida tarjima qilishda tezlik va aniqlikni oshirishga yordam beradi.

- Texnologiyadan foydalanish: Tarjima dasturlari kabi vositalardan foydalanish murakkab terminologiyani boshqarish va samaradorlikni oshirishga yordam beradi.

- Jamoa hamkorligi: Boshqa tarjimonlar bilan ishlash qo'llab-quvvatlashni ta'minlaydi va umumiy tajribaga imkon beradi, ayniqsa ixtisoslashgan sohalarda.

Xulosa

Sinxron tarjima mahorat, moslashish va manba va maqsad tillarni chuqur tushunishni talab qiladigan noyob muammolar majmuasini taqdim etadi. Til farqlari, madaniy kontekst, texnik terminologiya va hissiy nuanslar bilan bog'liq muammolarni tan olgan holda, tarjimonlar o'zlarini to'g'ri va samarali tarjima qilish uchun yaxshiroq tayyorlashlari mumkin. Puxta tayyorgarlik, uzluksiz amaliyot va texnologiyadan foydalanish kabi strategiyalarni amalga oshirish tarjima natijalarini sezilarli darajada oshirishi mumkin. Oxir oqibat, bu qiyinchiliklarni yengib o'tish nafaqat tarjimalar sifatini yaxshilaydi, balki madaniyatlar o'rtasidagi muloqotni ham yaxshilaydi.

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DUNYONING ISHLARI INGLIZ TILIDA (Mark Riss tarjimasini tahlili)



<https://doi.org/10.5281/zenodo.14878533>

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Annotatsiya. Ushbu maqolada O'tkir Hoshimov qalamiga mansub "Dunyoning ishlari (Such as Life)" asarining Mark Ris tomonidan qilingan tarjimasini tahlilga tortilgan. Tarjima, bir qarashda, oddiy ish jarayoniga o'xshasa-da, asar boshqa tilda qayta yaratilgan ekan, tarjimon ijodiy vazifa bilan band bo'lib, muallif singari har bir so'z, birikma, jumlaning ishonchli bo'lishi uchun butun mas'uliyatni o'z zimmasiga oladi. Agar u so'z zamiridagi muallif ko'rgan narsani ko'rmas, u his qilgan narsani tuymas ekan, tarjimada so'z qanchalik maqbul tanlangan bo'lmasin, ma'no anglashilmay qolaveradi. Chunki tarjimadagi so'z har jihatdan aslyat so'ziga monand bo'lish bilan birga voqelikka zid bo'lmasligi kerak.

Annotation. This article analyzes the translation of *Dunyoning Ishlari (Such as Life)*, a work by O'tkir Hoshimov, translated by Mark Ris. Although translation may seem like a straightforward process at first glance, it is, in fact, a creative endeavor where the translator takes on full responsibility—just like the original author—to ensure the accuracy of every word, phrase, and sentence. If the translator fails to perceive what the author saw or feel what the author experienced, the meaning may be lost in translation, no matter how well the words are chosen. This is because the words in the translation must not only correspond to the original but also remain true to reality.

Аннотация. В данной статье анализируется перевод произведения *Dunyoning Ishlari (Such as Life)* Уткира Хошимова, выполненный Марком Рисом. Хотя перевод на первый взгляд может показаться простым процессом, на самом деле это творческая работа, где переводчик, подобно автору, берет на себя полную ответственность за точность каждого слова, выражения и предложения. Если переводчик не увидит того, что видел автор, или не почувствует того, что испытывал он, смысл может быть утерян, независимо от того, насколько точно подобраны слова. Это объясняется тем, что слова в переводе должны не только соответствовать оригиналу, но и оставаться верными реальности.

Tayanch so'zlar: *Dunyoning ishlari (Such as Life)*, bevosita tarjima, milliylik, shakl va mazmun birligi, supa, rayhon, tillaqosh, diydor, surp yaktak, fotiha.

Keywords: *Such as Life*, direct translation, national identity, unity of form and content, supa, rayhon, tillaqosh, diydor, surp yaktak, fotiha.

Ключевые слова: *Such as Life*, буквальный перевод, национальная самобытность, единство формы и содержания, супа, райхон, тиллакош, дийдор, сурп яктак, фотиҳа.

Kirish. Mustaqil O'zbekistonning umumjahon hamjamiyatiga integratsiyalashishi uchun milliy adabiyot namunalarining ingliz tiliga tarjima qilinishi va ularning dunyo xalqlari e'tiboriga havola etilishida muhim islohotlarni amalga oshirishga e'tibor kuchaymoqda. Ayniqsa, adabiyotshunos va tilshunos olimlar oldiga nasriy asarlarni zamonaviy adabiyotshunoslikning yangi yo'nalishlari vositasida davr ijtimoiy-madaniy munosabatlari bilan bog'liq holatda o'rganish, jahon tillariga tarjima qilish, o'zbek xalqi madaniyatini tarannum etgan romanlarni

dunyo xalqlari o'rtasida keng targ'ib etish kabi muhim vazifalarni qo'yadi. Adabiyotshunoslik, tilshunoslik va tarjimashunoslik bo'yicha amalga oshirilayotgan ilmiy tadqiqotlar sifati hamda ko'lamini oshirishda "Jahon adabiyotining eng sara namunalarini o'zbek tiliga va o'zbek adabiyotining eng yaxshi asarlarini chet tillariga tarjima qilish chora-tadbirlari dasturi" dasturilamal vazifasini bajarmoqda. Shu sababli O'tkir Hoshimov qalamiga mansub "Dunyoning ishlari" asarining ingliz tiliga tarjimalarini qiyosiy tadqiq etish, tarjimada milliylikning ifodalanishi, tarjimaning haqqoniyligini ilmiy baholash, tarjima asarda tarixiy-milliy manzarani qaytadan yaratish, shuningdek, mazkur muammolarni ilmiy-nazariy jihatdan tahlil qilish dolzarbdir.

"Dunyoning ishlari" - O'zbekiston xalq yozuvchisi O'tkir Hoshimov qalamiga mansub memuar qissa bo'lib asar katta-kichik hikoyalardan iborat, uzoq yillar davomida yozilgan va to'liq tarzda 2005-yilda "Sharq nashriyoti" tomonidan nashr etilgan. Jumladan 2015-yilda Yangi asr avlodi nashriyoti tomonidan 336 betli qattiq muqovada nashr etildi. Shu yili Meriyus nashriyoti tomonidan 272 betda, 3000 nusxali qattiq muqovada nashr etildi. Ushbu nashrning ustki qismida qishloq ko'chasidagi uylar va adibning onasi tasvirlangan.

O'zbekiston xalq yozuvchisi Said Ahmad qissani shunday tariflagan: "Dunyoning ishlari" asarini qissa emas, doston deb atashni istardim. U qo'shiqday o'qiladi. Uni o'qib turib, o'z onalarimizni o'ylab ketamiz. Shu mushfiq, shu jafokash onalarimiz oldidagi bir umr uzib bo'lmas qarzlrimizning aqalli bittasini uza oldikmi, degan bir andisha, bir savol ko'z oldimizda ko'ndalang turib oladi. Qissa bizni insofga, insonni qadrlashga, hurmat qilishga chaqiradi.

O'zbekiston xalq yozuvchisi O'tkir Hoshimov XX asr o'zbek adabiyotida o'z o'rni va uslubiga ega bo'lgan adib. Uning asarlari oddiy va xalqchilligi bilan ajralib turadi. Dunyoning ishlari asari ham ana shunday xalqchil asarlar sirasiga kiradi. Asar 2024-yilda tarjimon Mark Ris tomonidan ingliz tiliga o'girilgan.

Jonli va hayotiy tasvirlar, o'zbekona yondashuv va xarakter, qahramonlar o'rtasidagi suhbatlar mutolaa ta'sirini kuchaytiradi. Asar adibning bolalik davridagi voqealari asosida qurilgan. Sovet davridagi oddiy qishloq oilalaru, odamlar turmush tarzi adibning onasi bilan uyg'unlashtirib tasvirlangan. O'tkir Hoshimov shu kichik asarida ham dunyoning ishlarini mujassamlashtirgan.

Asosiy qism: Jonli va hayotiy tasvirlar, sof o'zbekona yondashuv va xarakter, qahramonlar o'rtasidagi suhbatlar mutolaasi o'quvchini o'z ta'siriga oladi. Nafaqat millat, balki chin insoniylik tarannumi yozuvchi asarlarida yetakchilik qilishi kitobxon uchun tarbiyaviy va hayotiy saboq boladi. Xoh jiddiy, xoh hajviy bolsin O'tkir Hoshimov asarlarida hayot qaynaydi: unda har birimiz o'zimizni, oilamizni, do'st-u yorimizni, hatto hech kimga o'xshamagan onamizni ko'ramiz... Bir inson umrini qamragan roman bolsin, qator novellalardan iborat qissa yoki hikoya bolsin, janridan qat'iy nazar, Otkir Hoshimov asarlarida dunyoning ishlari mujassam. Mutolaa har qanday o'quvchi uchun katta hayotiy xulosa berishga ishonamiz.

Ma'lumki, har bir xalq madaniyatida o'ziga xos xususiyatlar mavjud bo'lib, ular madaniyatlararo tafovutlarni, ya'ni farqli jihatlarni namoyon etadi hamda tarjima jarayonida tarjimonga qiyinchiliklar tug'diradi. Yozuvching "Dunyoning ishlari" qissasi oddiy va xalqchilligi bilan ajralib turgani bois xorijiy tillarga, shu jumladan, ingliz tiliga ham o'girilgan.

Qissaning Mark Riz tomonidan bevosita o'zbek tilidan tarjima qilingan inglizcha variantini asar asliyatini bilan qiyoslab, o'girmada milliylikning ifodalanishini kuzatamiz:

Asliyatda: ... Shu bodom tagida supa bor edi. Kun botishi bilan onam hovliga ko'loplatip suv separ, kun bo'yi oftobda qizigan er hidi supa oldidagi rayhonlar isiga qo'shilib, ajib bir tarovat taratar, atrof jimjit bo'lib qolar edi.

Tarjimada: *There was supa under that almond tree. As soon as the sun sat down my mother used to water the yard, the smell of the land which had been heated during the whole day by the sun gave out a scent with basil, by that bench and everywhere would get silent then .*

Asliyat matnida keltirilgan supa etnografizmining ingliz tilida supa tarzida transliteratsiya qilinishi, rayhon o'simligining basil deb tarjima qilinishi orqali, milliy-madaniy xususiyat kasb etgan so'zlarni tarjimada berishning ikki xil usulini kuzatamiz. Shuningdek, tarjimada ko'loplatib aniqlovchisi tushurib qoldirilib, asliyatdagi bo'rttirib ko'rsatilgan ko'p miqdorda suv sepish jarayoni, shunchaki water so'zi yordamida ingliz tiliga o'girilishi ekspressivlikning susayishiga olib kelgan.

Tarjimada: *The moon used to stop sailing as if it wanted to listen to this enchants again, stars glanced with sad eyes, and mother used to tell fairy-tales.* Muallif asliyat matnida oymoma va yulduzlarni jonlantirib, bolalarcha erkalangani, o'ychan ko'zlarini muloyim tikib turganini ta'sirli ifodalaydi. Kitobxon ko'z o'ngida bolakay yuzi gavdalanadi. Xuddi mana shunday jonlantirish badiiy tasvir ifodasi ingliz tili o'girmasida ham kuzatiladi. Biroq o'ychan ko'zlarni sad eyes, ya'ni g'amgin ko'zlar, deb tarjima qilinishi natijasida yulduzning g'amgin ko'rinishi gavdalanadi. Aslida esa oymomaning ona qo'shig'idan bolalarcha zavqlangani, yulduzlarning esa sokinligi anglashiladi. Shu o'rinda thoughtful eyes birikmasini qo'llash maqsadga muvofiq bo'lardi. Asliyat matnida keltirilgan yana bir parchaga e'tibor qaratamiz:

Asliyatda: *Ochil. Ochil. Oq toshlar-a, Men onamni ko'rayin-a, Diydoriga to'yayin-a .*

Tarjimada: *Open up; open up, dear white stones. Let me see my mother again. Let me be satisfied of her face*

Tarjima jarayonida shakl va mazmun birligi asar badiiyatini saqlashning muhim unsurlaridan biridir. Tarjimonning vazifasi esa Y.I.Resker ta'kidlaganidek, boshqa til vositasi orqali asliyatning stilistik va ekspressiv xususiyatlarini saqlagan holda uning mazmunini aniq va butunligicha tiklashdir . Tarjima butunligi deganda, olim tarjima tilida mazmun va shakl birligining saqlanishini nazarda tutadi. Yuqorida keltirilgan she'riy parchaning asliyatidagi a-a-a qofiyasi tarjima variantida a-b-a shaklida ifodalanganbo'lib, birinchi va uchinchi misralar qofiyadorligiga erishilgan, ammo mazmundan yiroqlashilgan.

Asliyatdagi diydor so'zi biron narsa yoki kishi husnidan to'yib-to'yib zavq olish manosini beradi. Xuddi shu diydoringga to'yayin-a birikmasi ingliz tiliga be satisfied of birikmasi orqali o'girilgan. Satisfy leksemasi qoniqmoq ma'nosini ifodalaydi. Biroq Kembridj izohli lug'atida satisfied of – to make someone believe that something is true, ya'ni biror bir narsaning haqqoniyligiga birovni ishonitirish,deb izohlangan.Ko'rinib turibdiki, mazkur ma'no diydorga to'ymoq ma'nosini ifodalamydi. Odatda, uzoq muddat ko'rishmaganlar, ayniqsa, onalar farzandlarini biror erga jo'natish oldidan yoki aksincha, uzoq safardan qaytganida uning diydoriga to'yib olgisi, sog'inchini shu orqali ifoda etgisi keladi. Bu o'rinda diydor sog'inchni, qo'msashni ifodalovchi ingliz tilidagi miss so'ziga ekvivalent bo'lishi mumkin. Chunki miss – to feel sad that a person or thing is not present degan ma'noni anglatadi. Yuqorida keltirilgan qo'shiqdan qizaloq onasini juda ham sog'ingani va uning diydoriga to'yishni istagani talqin qilinadi. Hozirgi kunda badiiy tarjimaga oid ko'plab manbalarda badiiy asar mazmun-mohiyatini etkazib berish muhimligi ta'kidlanib kelmoqda. Shundan kelib chiqqan holda keltirilgan she'riy parchani quyidagicha tarjima qilish mumkin:

Open up, open up, open white stones, Let my mother's face be seen, I have missed that so much .

O'zbek xalqi azaldan bolajon xalq bo'lgani bois, farzandni ulug' ne'mat hisoblashadi. Mahallakuy har bir bola tarbiyasiga birdek mas'ul bo'lib, mehr-muruvvat ko'rsatishadi. Ikkinchi jahon urushi vaqtlarida ham eng ko'p etim bolalarni asrab olib, o'z bolalaridek mehribonchilik

qilishgan. Xalqning e'tiqodiga ko'ra etim bolani boshini silash savob hisoblangan. Quyidagi parchada ham etim bolalar haqida so'z yuritilgan.

Asliyatda: Ko'rdingmi, yaxshi o'smay qolgan. Yetimlarga rahm qilish kerak.

Tarjimada: *You see, it is smaller than others, we must take care of orphans.* Asliyatda keltirilgan rahm qilmoq fe'li insoniylikni ifodalab, ingliz tilida to look after someone or something, bironvga g'amxo'rlik qilish ma'nosini anglatuvchi take care of frazeologik birligi ekvivalent sifatida tanlangan. Asliyat va tarjima variantida berilgan rahm qilmoq va take care of davlatimiz bosh siyosatiga ko'tarilgan yosh avlodni tarbiyalash g'oyasi bilan hamohang, chunki bu orqali yoshlarda insonparvarlik tuyg'usi shakllanadi.

Asliyatda: Gazetachining ishi bir tomondan uloqchi otga, ikkinchi tomondan omoch tortadigan otga o'xshaydi. Uloqchi otdek manzilga yuguradi-yu, er haydaydigan otdek har kuni omoch tortadi...

Tarjimada: *The work of the newspaper editor resembles to two horses: horse in the uloq and horse of plough. He runs to the address like a horse in uloq and ploughs land like a horse of plough...*

Asliyatda ta'kidlangan gazetachi uloqchi otga o'xshatilib, hamma ishni doim chaqqonlik bilan bajarishini anglatasa, omoch otga mengzalishi uning mehnati og'irligini bildiradi. Uloqchi ot tarjimada a horse in uloq singari ifodalanib, uloq so'zi transliteratsiya qilingan. Milliylikni ifodalovchi yana shunday bir misolni ko'rib chiqamiz. Asliyatda: Oyim kun chiqmasdan turib yo'laklarni supurardi. Biz aka-ukalar suv sepamiz.

Tarjimada: *Mother would sweep the passages in early dawn. We, brothers watered the street.* O'zbek xalqida erta sahardan turib, hovlini, yo'laklarni supurib, suv sepish odat tusiga kirib qolgan va bu bilan xonadonga fayzu baraka kirishiga ishonishgan lgan va bu bilan xonadonga fayzu baraka kirishiga ishonishgan.

Xulosa qismi: Har bir xalqning o'ziga xos xususiyatlari, milliyligini namoyon etuvchi qadriyatlari, an'analari mavjud. Bunday milliylikka yo'g'rilgan asarlarni o'zga tilga o'girish tarjimondan katta mahorat talab etadi. Tarjimon tilni bilishdan tashqari shu xalq madaniyati bilan yaqindan tanishgan bo'lishi lozim. Umuman olganda, bir tildan o'zga tilga o'girilgan asarlar orqali madaniyatlararo aloqalar mustahkamlanadi, bir-biriga yaqin bo'lmagan xalqlar yaqinlashib, do'stlik rishtalari bo'g'lanadi.

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STUDY ACTUAL PROBLEMS OF LITERARY TRANSLATION ISSUES FROM UZBEK INTO ENGLISH



<https://doi.org/10.5281/zenodo.14878547>

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Annotation. This article discusses about some of the problems that may arise in the process of literary translation and their solutions and it is explained through examples.

Annotatsiya. Ushbu maqolada badiiy tarjima jarayonida yuzaga kelishi mumkin bo'lgan ayrim muammolar va ularning yechimlari haqida so'z yuritiladi hamda misollar orqali yoritilib beriladi.

Аннотация. В данной статье рассматриваются некоторые проблемы, которые могут возникнуть в процессе художественного перевода и пути их решения, а также приводятся примеры.

Keywords: *translation, literature, literary translation, source text, target text, morphological changes*

Tayanch so'zlar: *tarjima, adabiyot, badiiy tarjima, asliyat tili, tarjima tili, morfologik o'zgarishlar*

Ключевые слова: *перевод, литература, художественный перевод, язык оригинала, язык перевода*

The matter of the observation of a literary linguistic text and its reproduction in another language has long attracted the attention of translation practitioners and theorists, and various, sometimes contradictory, scientific views on this problem have been expressed. In particular, such well-known scholars as E.G. Etkind, I. Kashkin, A.V.Fyodorov have made a significant contribution to the development of this field with their works on literary translation and the problems of reproduction of poetic and prose texts in other languages.

Translation is the art of re-creating information in a certain language in another language. Translation is a creative process related to the art of words, as noted by translation scholar Gaybullat Salomov. We can read the works of William Shakespeare, one of the mature representatives of world literature, in the translations of Yusuf Shomansur and Khurshid Davron. Also, the works of the great representatives of Uzbek literature, such as Abdulla Kadiri, Cholpon, O'tkir Hashimov, Pirimkul Kadirov, have been translated into many languages of the world and are increasing their value.

High-quality translation of literary samples from one language to another requires hard work, experience and research from the translator. Considering the diversity of the world's languages, it is natural that various problems and difficulties arise in the process of translating a work of art. For example, grammatical, lexical and morphological changes are observed in the process of translation from an inflected language to an agglutinative language. In addition, an equivalent, i.e. an alternative option, is sought in the translated language for various proverbs, sayings, expressions and metaphors spoken in the language of the characters in the artistic work. For example, in Uzbek, we use the phrase "the camel's tail hits the ground" to express an action that will never happen, and in English, we use the phraseology "when pigs fly" to express this

meaning. In this case, it is not appropriate to translate the phrase literally, so its equivalent is chosen in the translation language. Because phraseologisms are words or combinations of words whose meaning is equal to one word or sentence, and which are used in a figurative sense as a whole. One of the most difficult problems in translating literary texts is conveying to the reader the difference between the cultures of nations. In the process of translation, the translator needs great skill and vocabulary to convey the characteristics of one nation in another language. In addition, one of the problems that may arise in artistic works is to be faithful to the original work, to convey the feelings and experiences from the original work to the reader, and to preserve the unity of form and content. [2, p. 25] it can be seen that the translation of an artistic work is quite complicated and requires sufficient knowledge and skill from the translator. Every fiction has its own history. When a translator is engaged in the translation of a certain work, he must also have encyclopedic knowledge. That is, searching for answers to the questions of the period when the work was created, what was the social life, culture and traditions of the people of that period, is one of the first tasks before every skilled translator. In addition, the translator who is engaged in the translation of historical literary works comes across historical or archaic words that are unfamiliar to him. When describing the lexical layer of any literary work, it is necessary to take into account the language of the period in which it was written. Because it is better to use archaic words in works devoted to the current period, as it is impossible to use new words in works devoted to historical subjects does not give results. [3, p. 177] For example, it would be funny if the word “soldier” was used instead of the word “navkar” in the following passage from the poem “Nurjon botir” describing the events during the Khiva Khanate by Amon Matjon.

Oddiy misol, birdan uning loyga botdi ulovi,
 Quriqlikdan chiqarolmay qirqta navkar ovvora. [3, p. 177]

Metaphor is one of the other image tools that show the original beauty of works of art. Metaphor is one of the important features of figurative thinking. It should also be noted that a functional approach to metaphor is used in the process of analysis. Because, on the one hand, metaphor helps the writer or poet to express his feelings and deliver the work in a meaningful and beautiful way, on the other hand, it helps the reader to understand and imagine the presented work more easily, or to feel them in himself and draw a conclusion. helps to do. It can be seen from this that the place of metaphor in poetry and in artistic creation in general is incomparable. In poetry, metaphor exists not only in Uzbek, but also in English, and in English literature, John Donne is the poet who most often uses metaphor, as well as Abdulla Oripov in Uzbek literature. As an example, his poem "The sun rising" can be analyzed [4, p. 91.]

She`s all states, and all princes, I,
 Nothing else is.
 Princes do but play us, compared to this,
 All honors mimic, all wealth alchemy. [4, p. 93]

The first line of this poem, “She`s all states, and all princes, I,” means “she`s all states and all princes”, and here a metaphor has arisen due to the comparison of man to states.

Therefore, we think that the translator should first of all try to convey the national spirit of creativity. V.Golishev`s opinion that “in translation the letter is necessary as the soul is necessary” is proved by the examples given in the scientific work.

If the translation focuses only on the dictionary, then there is no such thing as a national psyche. However, it is also ignorant to give terms in translation without just explaining the name. It is necessary to achieve the best translation of both, because the preservation of the national spirit is the responsibility of the translator.

The topical issues of translation mentioned above have not always lost their value. The more translations are made from the original into the target language, the more criticism is made and the basis for the creation of new rules, guidelines, recommendations for the theory of translation.

In conclusion, the translation of an artistic work is a complex and responsible process. The translator should try to convey the meaning that the author wants to convey to the reader in the translated text. If the above problems are encountered during the translation process, it is advisable for the translator to study the work in depth and search for a comprehensive quality translation.

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INGLIZ TILI PREDLOGLI SO'Z BIRIKMALARINING O'ZBEK TILIGA TARJIMA MUAMMOLARI



<https://doi.org/10.5281/zenodo.14878555>

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Annotatsiya. So'z birikmalari sohasida olib borilgan tadqiqotlar shuni ko'rsatdiki, ushbu sintaktik birlikni o'rganish muammosi ko'p qirrali, shuning uchun zamonaviy tilshunoslik fanida so'z birikmalari muammosining keskinligi uning sintaktik tizimida xuddi so'z birikmasi tuzilishi kabi, jumla yoki gap tuzilishini ham rivojlantirishda faol bo'lgan bir qator jarayonlarning mavjudligi bilan tavsiflanadi. Ushbu jarayonlar tizimli xususiyatga ega bo'lgan tildagi har qanday faktlar singari doimo bir-biriga o'zaro ta'sir qiladi.

Аннотация. Исследования в области словосочетаний показали, что проблема изучения этой синтаксической единицы многогранна, поэтому сложность проблемы словосочетаний в современном языкознании характеризуется наличием в ее синтаксической системе ряда процессов, активных в развитии структуры предложения или предложения, так же, как и структуры словосочетания. Эти процессы всегда взаимодействуют друг с другом, как любые факты в языке, имеющие систематический характер.

Annotation. Studies in the field of word combinations have shown that the problem of learning this syntactic unit is multifaceted, therefore, the complexity of the problem of word combinations in modern linguistics is characterized by the presence of a number of processes in its syntactic system that are active in the development of the structure of a sentence or a sentence, just like the structure of a word combination. These processes always interact with each other, like any facts in a language that has a systematic nature.

Tayanch so'zlar: *kognitiv, so'z birikmalari, strukturalistik, komponent, prototip, valentlik, yadro, konseptual, kontekst.*

Ключевые слова: *когнитивный, словарный запас, структуралистский, компонент, прототип, валентность, ядро, концептуальный, контекст.*

Keywords: *cognitive, vocabulary, structuralist, component, prototype, valence, core, conceptual, context.*

Sintaksis sohasida olib borilgan so'nggi tadqiqotlar natijasida asosiy sintaktik birlik sifatida ilgariidek gap emas, balki yuqori darajadagi fraza (superphrase, "phrase") deya nomlanuvchi birlik deb hisoblash uchun zamin yaratildi, chunki real nutqda odamlar odatda alohida jumlar orqali emas, balki jumlar majmuasi orqali fikrlarini bayon etadilar. Binobarin, gapning salohiyatini so'z emas, balki SBlari ko'rsatadi, zero yuqori darajadagi fraza birligi so'zlar emas, balki SBlari to'plamidan tashkil topgan. Ushbu fikrlar SBni tadqiqotlarning tubdan yangi, yuqori darajasiga ko'taradi va ushbu sintaktik birlikning nutq tuzilishiga doir fanda ahamiyatga ega ekanligini isbotlaydi.

Sintaktik birliklarni kognitiv tilshunoslikning doirasida o'rganish ularni zamonaviy tilshunoslik fanlari kesimida va boshqa tegishli fanlarning tadqiqot ma'lumotlari bilan birgalikda o'rganish imkonini beradi. Kognitiv tilshunoslik tushunchalari odamning atrofdagi voqelikni

idrok etishini boshlang'ich nuqta sifatida qabul qiladi. An'anaviy tarzda o'rganib kelingan lisoniy hodisalarga murojaat qilish asnosida, kognitiv tilshunoslik lisoniy birliklarning konseptual tuzilishini ko'rib chiqish uchun tubdan yangi strategiyalarni taklif etadi. Kognitiv tilshunoslik nuqtayi nazaridan predloglarni o'rganish dolzarb hisoblanadi, chunki predlogli konstruksiyalar yordamida atrofdagi voqelikni tilda aks ettirish hududiy vaziyatlarning subyektiv ko'rinishi va olingan ma'lumotlarning o'zlashtirilishi bilan bog'liq.

Makon kategoriyasi borliqning eng muhim kategoriyalaridan biridir. Kategoriya, bu shakli va o'lchamlari bo'yicha o'zgarib turadigan va obyekt (obyektlar) ning joylashishi yoki harakati uchun ma'lum parametrlarni o'rnatadigan moddiy yoki nomoddiy darajadagi o'lchovni anglatadi.

Makon va zamon munosabatlari tilda turli yo'llar bilan ifodalanishi mumkin. Predloglar bu munosabatlarni leksik darajada ifodalaydi. Ushbu lisoniy birliklar inglizcha jumlada so'zlarni bog'lashning asosiy vositalaridan biri bo'lib, gapning ma'nosini shakllantirishda katta rol o'ynaydi. Predloglarning semantikasini tasvirlashda turli xil yondashuvlar mavjud: strukturalistik yondashuv, komponent tahlil va boshqalar. Biroq, predloglarning semantikasini o'rganish uchun fanlararo aloqalarni hisobga oladigan kognitiv yondashuv eng istiqbolli hisoblanadi. Ushbu yondashuv doirasida predloglarni o'rganish insonning atrofdagi voqelik bilan o'zaro aloqasini hisobga oladi, bu tilda sodir bo'layotgan hodisalarni obyektiv baholashga imkon beradi. Mavjud nazariyalar an'anaviy grammatika doirasida o'rganilmagan lingvistik hodisalarni tushuntirishga harakat qiladi. Kognitiv grammatikada polisemantik birliklar, shu jumladan predloglarning ma'nolarini ifodalash usullaridan biri, bu tarkibiy qismlari kategorial munosabatlar orqali bog'langan leksik tarmoqdir. Leksik tarmoq-bu o'xshashlik, konkretlashtirish va tarqatish munosabatlari prototip (badiiy obrazning real hayotdagi nusxasi) va markaziy bo'lmagan a'zoldan iborat kategoriya ko'rinishidagi lingvistik materialning tarkibiy tuzilmasi. Ayrim SBlari keng miqyosda takrorlanishi sababli frazeologik birliklar darajasigacha yetib boradilar. Shunday birliklar qatoriga kiradigan *Pandora's box*, *Trojan horse*, *kill the fatted calf*, *Sodom and Gomorrah*, *the massacre of innocents* kabilarning prototip manbasi qadimgi mif, afsona, rivoyatlar bo'lib, ular badiiy matnlar konseptual maydonida turli stilistik va pragmatik vazifalarni o'taydilar.

Tarmoq komponentlari tugunlar, sxemalar va yuqori darajadagi sxemalar shaklida tasvirlanadi. Predlog tildagi munosabatlarni kategoriyalashtiruvchi bo'lib, atrofdagi olam manzarasi haqidagi tasavvur va tushunchalarni yetkazish vositasidir. Predloglar predlogli so'z birikmasini tashkil qilishda asosiy rol o'ynaydi. Qaysidir ma'noda uni predikatlar bilan tenglashtirish mumkin, chunki u so'z birikmasida o'ziga xos yadro vazifasini o'taydi. Aynan shu omilga ko'ra predloglar ma'lum bir kontekstda qo'llanishi yoki qo'llanmasligi mumkin, qo'llaniladigan predlogli birikmalar yangi kontekstda doimo tayyor birliklar sifatida qabul qilinadi.

Valentlik tashuvchisi sifatida predlog va u bilan birikib kelgan komponentlar jumla ma'nosini shakllantirishga xizmat qiluvchi minimal qurilish materiallaridir. Valentlik lingvistik tushuncha sifatida S.D.Katsnelson hamda S.M.Kibardina asarlarida batafsil o'rganib chiqilgan, oxirgi paytda esa valentlik tushunchasini predlogli so'z birikmalari bilan birgalikda o'rganish an'anasi kuzatilmoqda.

Predloglarning valentligi gap bo'laklarini aniqlashtirish va minimal kontekstni aniqlash maqsadida ishlatilishi mumkin. Zamonaviy ingliz tilidagi *in*, *on*, *at* predloglari ko'pincha haqiqiy makon va zamonga oid vaziyatlarni aks ettirish uchun ishlatiladi. Shu bilan birga, ulardan amaliy foydalanish nuqtayi nazaridan eng "muammoli" ham hisoblanadi, chunki ular polisemantik, ya'ni ko'p ma'nolilik xususiyatiga ega. Quyida T.Drayzer qalamiga mansub "Baxtiqaro Kerri"

(Sister Carrie) asaridan olingan, *in* predlogi yordamida yasalgan soʻz birikmalaridan bir nechitasi keltirilgan:

- *Then he sat down in his chair* (P.184) – stulga (ustiga) (B.160);
- *Hands were hidden in the pockets* (P.184) – choʻntaklarida (ichida) (B.160);
- *In about an hour and three-quarters the boy returned* (P.187) – chamasi bir soatlarda (atrofida) (B.162);
- *She moved to and fro, in deep and varied thoughts* (P.191) – chuqur xayol ogʻushida (B.179);
- *which was considerably in the public eye* (P.193) – xalqning koʻz oldida (B.180);
- *in Van Buren Street* (P.194) – koʻchada (tashqarida) (B.182);
- *the two men in the room should not hear* (P.196) – xonada (ichkarida) (B.183);
- *in the little jacket* (P.199) – kostyumda (egniga kiygan) (B.184);
- *he wanted some clean linen in the morning* (P.200) – ertalab (B.185);
- *She was in no mood* (P.202) – yomon kayfiyatda (B.186).

Birgina *in* predlogi yordamida turli maʼnoga ega boʻlgan SBlar mavjud. Agar *in* predlogining oʻrnida boshqa predlog bilan yasalgan SBlarini koʻrib chiqqanimizda ham aynan shu kabi manzara hosil boʻlishiga hech qanday shak-shubha yoʻq. E.Hemingueyning “Alvido, qurol” (A Farewell to Arms) romanida *in* predlogining maʼnosiga zarar yetkazilmagan holda “*with*” predlogi bilan almashtirilishi mumkinligi holatini uchratishimiz mumkin, garchi “to be rich in” tuzilmasi *in* predlogining ishlatilishini talab etsada, muallif: - The plain was rich with crops; there were many orchards of fruit trees and beyond the plain the mountains were brown and bare gapining tarkibida ushbu tuzilmani *with* predlogi yordamida bergan. Misollar tanlashda E.Hemingueyning “A Farewell to Arms” (Alvido, qurol!*) asariga murojaat etdik, misollarning tarjimalari ushbu asarning Ibrohim Gʻofurov tomonidan oʻzbek tiliga oʻgirilgan variantidan olindi. Tahlillar natijasi shuni koʻrsatdiki, predlogli soʻz birikmalarining tarjimasida doimo ham amal qilinishi lozim boʻlgan qoidalar mavjud emas. Yuqorida berilgan misollarni tarjimasini bilan solishtirganda, baʼzilari eʼtiborni oʻziga qaratadi. Masalan, Outside the window it was a lovely spring morning. – Tashqarida koʻklamning ertalabki alomat havosi edi. Outside predlogi Tashqarida deb emas, balki the window soʻzi bilan birgalikda “deraza tashqarisida” yoki “deraza ortida” qabilida tarjima qilinganda, predlogning maʼnosi kengroq yoritib berilgan boʻlur edi. Yana bir misol, The wheels spun round throwing brush and mud. - Gʻildiraklar yana loy va shoxlarni otib chir-chir aylana boshladi*. Ushbu jumla tarkibidagi round predlogi tarjimada aks etmagan. Bu oʻrinda Gʻildiraklar yon-atrofga loy va shoxlarni otib chir-chir aylana boshladi tarjimasini koʻproq mos tushgan boʻlar edi degan fikrdamiz. Keyingi misol I got out and walked ahead, going between the trucks and carts and under the wet necks of the horses. - Mashinadan tushib oldinga yurib ketdim, yuk mashinalar, aravalar va otlarning hoʻl tumshuqlari tagidan oʻtdim. Tarjima jumla tarkibidagi “tagidan” soʻzining oʻrniga “oralab” soʻzi qoʻllanilishi maqsadga muvofiq, zero inglizcha gapdagi “between” predlogining semantikasida “oralab” maʼnosi mavjud.

Asar oʻzbek tiliga toʻgʻridan-toʻgʻri tarjima qilinmagan, asarning rus tilidagi tarjimasiga murojaat etilgani ehtimol shu kabi mulohazalar tugʻilishiga sabab boʻlayotgandir. Predlogli soʻz birikmalarining oʻzbek tiliga tarjimasini murakkab masalalardan biri hisoblanadi. Bunga asosiy sabab, avvalo, ingliz va oʻzbek tillarining turli xil til oilalariga mansubligi boʻlsa, predloglarning polisemantiklik xususiyati, predloglarga sinonimiya hodisasining xosligi kabi omillar ham tarjimini qiyinlashtiruvchi sabablardan hisoblanadi. Makonga oid, zamonga oid, yoʻnalishni anglatuvchi, harakatni bildiruvchi, shuningdek, maqsad (sabab, holat) ni ifodalovchi guruhlariga boʻlinib oʻrganilsada, baʼzi predloglar barcha beshta guruhga ham mansub boʻlishi mumkin.

Yoki aksincha, bir nechta predlog bir xil ma'noni anglatishi mumkin. Binobarin, rus olimasi V.V. Burlakova in predlogi yordamida turli semantik munosabatlar yuzaga kelishini ta'kidlaydi: a) mahalliy belgisiga ko'ra xarakterlanishi mumkin – a worker in Africa; b) makon munosabati – a hospital in the village; v) zamon munosabatlarini – a train in the morning; g) kiyim kiygan ma'nosida – a student in University uniform; d) biror narsaga boy/ega – rich in minerals; e) kasb-korga oid xarakteristikani o'zida mujassam etishi mumkin – Masters Degree in Philology va boshqalar. Bundan tashqari, predlogli so'z birikmalari metaforizatsiyalashgan ma'noda ham qo'llanilishi kuzatiladi. Masalan: in shallow water (o'z ma'nosida), in deep water (metafora - in trouble - muammo ichida).

Leksik moslik ushbu tuzilmaning uning tarkibiy qismlarining ma'nosi bilan mutanosibligi asosida o'rganiladi. Predloglarni o'z ichiga olgan konstruksiyalarni modellashtirish lingvistik tadqiqotning muhim jarayonidir, chunki bu predlog model komponentlarini o'z atrofida qanday tashkil qilishini kuzatishga imkon yaratadi. Ba'zi hollarda predlogni tanlash stilistik xususiyatlar bilan bog'liq holda kechadi. Chunonchi, badiiy adabiyotdan olingan bir qator misollarda predloglardan foydalanish til sohiblarining tasavvurlariga mos kelmaydi.

Demak, predlogli so'z birikmalari va so'z birikmalarini tahlil qilish jarayonida leksik-grammatik transformatsiyalarning umumlashtirish, konkretlashtirish va tushirib qoldirish turlari aniqlanmadi. Tarjimaning leksik-grammatik muammolarini yuqorida ko'rsatilgan transformatsiya tarjima turlari orqali bartaraf etsa bo'ladi. Qaysi tarjima turini qayerda qo'llash tarjimonning mahorati va tajribasiga bog'liq. Buning uchun tarjimon ikki tilni ham mukammal bilishi kerak, o'shanda ko'zlangan maqsadga erishiladi.

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FRANSUZ VA O'ZBEK BOLALAR NASRIDA IJTIMOY-PSIXOLOGIK KONFLIKTLAR



<https://doi.org/10.5281/zenodo.14878566>

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Annotatsiya. Ushbu maqolada fransuz va o'zbek bolalar nasridagi ijtimoiy-psixologik konfliktlarning o'ziga xos xususiyatlari va ta'limiy ahamiyati qiyosiy tahlil qilingan. Fransuz adabiyotida ichki izlanishlar, yolg'izlik va ekzistensial masalalar qahramon xarakterini shakllantiruvchi asosiy omillar sifatida ko'rsatilsa, o'zbek bolalar nasrida ijtimoiy munosabatlar, oilaviy qadriyatlar va ma'naviy tarbiya yetakchi o'rin tutadi. Asardagi konfliktlar qahramonning rivojlanish yo'lini belgilab, kitobxonlarda empatiya, tanqidiy fikrlash va bag'rikenglikni shakllantiradi. Maqolada fransuz va o'zbek adabiyoti namunalarini taqqoslash orqali konfliktlarning ta'lim jarayonida bolalarning ma'naviy, psixologik va kommunikativ ko'nikmalarini rivojlantirishga xizmat qilishi haqida fikr yuritiladi. Ijtimoiy-psixologik konfliktlar turli milliy adabiyotlarda rang-barang talqin etilgan bo'lsa-da, ularning ta'limiy salohiyati globallashtirish jarayonida madaniyatlararo aloqalarni chuqurlashtirishda muhim omil bo'lib xizmat qiladi.

Annotation. This article presents a comparative analysis of the distinctive features and educational significance of socio-psychological conflicts in French and Uzbek children's literature. In French literature, internal quests, loneliness, and existential themes are depicted as key factors shaping the character's personality, while in Uzbek children's literature, social relations, family values, and moral education take center stage. Conflicts in literary works outline the character's development path and foster empathy, critical thinking, and tolerance among readers. The article explores how the comparison of French and Uzbek literary samples demonstrates the role of conflicts in enhancing children's moral, psychological, and communicative skills within the educational process. Despite the diverse interpretations of socio-psychological conflicts across different national literatures, their educational potential plays a crucial role in deepening intercultural communication in the context of globalization.

Аннотация. В статье представлен сравнительный анализ особенностей и воспитательного значения социально-психологических конфликтов во французской и узбекской детской литературе. Во французской литературе внутренние поиски, одиночество и экзистенциальные темы изображены как ключевые факторы формирования личности персонажа, в то время как в узбекской детской литературе на первый план выходят социальные отношения, семейные ценности и нравственное воспитание. Конфликты в литературных произведениях очерчивают путь развития персонажа и способствуют развитию у читателей эмпатии, критического мышления и толерантности. В статье рассматривается, как сравнение французских и узбекских литературных образцов демонстрирует роль конфликтов в повышении моральных, психологических и коммуникативных навыков детей в образовательном процессе. Несмотря на различные трактовки социально-психологических конфликтов в разных национальных литературах, их воспитательный потенциал играет решающую роль в углублении межкультурной коммуникации в условиях глобализации.

Tayanch so'zlar: *Bolalar nasri, ijtimoiy-psixologik konflikt, qiyosiy tahlil, fransuz nasri, o'zbek adabiyoti, ta'limiy ahamiyat.*

Ключевые слова: *Children's literature, socio-psychological conflict, comparative analysis, French literature, Uzbek literature, educational significance.*

Keywords: *Детская литература, социально-психологический конфликт, сравнительный анализ, французская литература, узбекская литература, воспитательное значение.*

Adabiyotshunoslikda asarning jozibadorligi uning syujet dinamikasi, qahramonlarning hissiy kechinmalari va voqealarning dolzarbligi bilan bog'liq. Bolalar adabiyotida ijtimoiy-psixologik konfliktlar asar voqealar rivojini jonlantirish, qahramonlar xarakterini ochish va kitobxonni chuqur o'yg'a chorlashda muhim ahamiyatga ega. Fransuz va o'zbek bolalar nasrida bunday konfliktlardan samarali foydalanish asarlarning bolalar orasida ommalashishi va ularning ta'sir kuchini oshiradi.

Fransuz bolalar adabiyotida konfliktlarning asosiy manbai qahramonning ichki izlanishlari, yolg'izlik va dunyoni anglashga bo'lgan intilishidir. Bunday konfliktlar asar syujetini yanada falsafiy, hissiy jihatdan boyitadi. Masalan: "Kichkina shahzoda" asarida kichkina shahzoda turli sayyoralarga sayohat qilib, har bir joyda o'zini o'rab turgan ijtimoiy munosabatlar tizimini tahlil qiladi. Asardagi ijtimoiy-psixologik konflikt (insonning ma'naviy izlanishlari va yolg'izlik kechinmalari) asar jozibadorligini oshirib, uni butun dunyodagi bolalarning sevimli kitobiga aylantirgan. Kichkina shahzoda va uchuvchi o'rtasidagi samimiy suhbat kitobxonni fikr yuritishga undaydi va o'z hayotidagi muhim qadriyatlarni qayta baholashga chorlaydi.

"Jan Reno hikoyalari" kabi bolalar asarlarida bola qahramonning o'z oila a'zolari, jamiyat talablari va ichki istaklari o'rtasidagi qarama-qarshiliklari tasvirlangan. Konfliktlar voqealarni tabiiy oqimda rivojlantiradi va qahramonlarning qiyinchiliklarni qanday yenggani bolalarda hayotiy saboqlarni uyg'otadi. Fransuz bolalar nasrida konfliktlar ko'pincha falsafiy va psixologik darajada bo'lganligi sababli, o'quvchilar asardagi hayotiy savollarga javob izlab, hissiy jihatdan chuqur taassurot oladi. Natijada asar faqat ko'ngilochar o'qish emas, balki ma'naviy izlanish vositasiga aylanadi.

O'zbek bolalar nasrida ijtimoiy-psixologik konfliktlar qahramonlarning oilaviy munosabatlari, do'stlari, mahalladagi jamiyat vakillari bilan bog'liq muammolarni hal etish jarayonida namoyon bo'ladi. Ushbu konfliktlar orqali milliy qadriyatlar va axloqiy me'yorlar o'quvchiga singdiriladi. "Shum bola" asarida asosiy konflikt bolalarning odatlari va kattalarning jiddiy ko'rsatmalari o'rtasidagi to'qnashuvda ko'rinadi. Asar qahramonining sho'xliklari o'quvchini kuldiradi, ammo shu bilan birga hayot saboqlari ham beradi. Asardagi o'ziga xos hazil, quvnoq voqealar o'quvchilarni o'ziga jalb qiladi va konfliktning tabiiy hal bo'lish jarayoni kitobni yanada qiziqarli qiladi.

"Ona mehri" kabi asarlar esa oilaviy qadriyatlar, mehr-muhabbat va insoniy fazilatlar bilan to'yingan. Bu kabi asarlar bolalarni ruhiy tarbiyalashda, ularning kattalarga bo'lgan hurmatini mustahkamlashda ahamiyatlidir. O'zbek xalq ertaklari va zamonaviy nasrda ijtimoiy konfliktlar orqali qahramonlar odatda to'g'ri yo'lga qaytadi yoki yomon fe'llarini yengadi. Bunday final o'quvchini axloqiy saboq olishga undaydi.

Ijodiy uslub va jozibadorlikni oshiruvchi elementlarga quyidagilarni kiritish mumkin:

1. Qahramon xarakterining dinamik rivoji - har ikki adabiyotda ham konfliktlar qahramonlarning xarakterini yanada to'liq ochishga yordam beradi. Ularning qarorlari va kechinmalari asarning voqelik bilan uyg'unlashishiga xizmat qiladi;

2. Bolalar o'z hayotida ham asardagi muhitni his qiladi va shu sabab asar yanada jozibador bo'ladi;

3. Hissiy ishtirok - ijtimoiy-psixologik konfliktlar o'quvchini qahramonlarning hissiyotlari bilan hamnafas qiladi. Asardagi qiyinchiliklarni boshidan o'tkazayotgan bola voqeani yanada jonli qabul qiladi va o'z tajribasini boyitadi.

Fransuz va o'zbek bolalar nasrida ijtimoiy-psixologik konfliktlardan foydalanish asar jozibadorligini oshirishda muhim vosita hisoblanadi. Fransuz nasrida konfliktlar falsafiy chuqurlik va psixologik izlanishlar orqali asarni boyitadi, o'zbek nasrida esa ma'naviy qadriyatlar va ijtimoiy tarbiya syujet dinamikasiga xizmat qiladi. Natijada har ikki adabiyotdagi konfliktlar bola kitobxonni o'z-o'zini tahlil qilishga, atrofdagi muhitga boshqacha nigoh bilan qarashga undaydi. Shu bilan birga, ular o'z xalqining madaniyati va hayotiy qadriyatlarini chuqur his etib, insoniy fazilatlarni o'rganadi.

Ijtimoiy-psixologik konfliktlarning asar jozibadorligiga ta'sirini baholashda shuni ta'kidlash kerakki, bunday konfliktlar qahramon bilan o'quvchi o'rtasida hissiy aloqa o'rnatib, ularning asarga bo'lgan qiziqishini oshirishda beqiyos ahamiyatga ega.

Ijtimoiy-psixologik konflikt adabiyotda qahramonlarning ichki kechinmalari va tashqi dunyo bilan ziddiyatlari orqali tasvirlanadi. Adabiyotshunoslikda bu konflikt turli milliy madaniyatlarda turlicha talqin qilinadi. Fransuz adabiyotida, xususan J.P. Sartr va L. Vaillant tadqiqotlarida ijtimoiy-psixologik konflikt insonning mavjudlikdagi izlanishlari, erkinlik va javobgarlik o'rtasidagi kurash sifatida qaraladi. Fransuz nasrida qahramonlar odatda o'zining kimligini anglash, yolg'izlik va ijtimoiy cheklovlariga qarshi kurash jarayonida namoyon bo'ladi. Masalan, "Kichkina shahzoda"da bola va kattalar dunyosi o'rtasidagi tafovut qahramonning psixologik kechinmalarini ochib beradi.

Boshqa tarafdin, ingliz adabiyotida ijtimoiy-psixologik konfliktlar, masalan, Charlz Dikkinsning asarlarida, bola qiyinchiliklarga bardosh berish orqali o'z irodasini mustahkamlaydi. "Oliver Twist" kabi asarlarda qahramonning ichki konflikti ijtimoiy tengsizlik va shafqatsizlik fonida kuchayadi.

O'zbek bolalar nasrida esa bunday konfliktlar tarbiya, oilaviy muhit va ijtimoiy mas'uliyat orqali yoritiladi. G'afur G'ulomning "Shum bola" asarida qahramonning oila bilan munosabatlarida muloqotdagi tushunmovchiliklar ichki kechinmalarni kuchaytiradi va uning erkinlikka intilishiga turtki bo'ladi. Bu holat o'zbek xalqining tarbiyaviy qadriyatlari bilan bog'liq bo'lib, qahramonning konfliktlari ko'pincha an'anaviy va zamonaviy dunyoqarashlar to'qnashuvi orqali tasvirlanadi.

Shuningdek, rus bolalar adabiyotida (Lev Tolstoy va Anton Chexov hikoyalari) ijtimoiy-psixologik konfliktlar ko'proq bolalarning axloqiy tanlovi va oilaviy qadriyatlarga moslashuvi bilan bog'liq. "Bolalik" asarida oiladagi ziddiyatlar va tashqi muhit boladagi ichki kechinmalarni shakllantiradi.

Demak, har bir milliy adabiyotda ijtimoiy-psixologik konfliktlar o'ziga xos tarzda aks etgan bo'lib, ular qahramonning rivojlanishi va ongini shakllantiruvchi asosiy vosita hisoblanadi. Bu turdagi konfliktlar ta'lim jarayonida bolalarda tanqidiy fikrlashni va muloqot ko'nikmalarini rivojlantirish uchun muhim manba bo'lib xizmat qiladi.

Fransuz va o'zbek bolalar nasrida bolalarning ichki va tashqi ziddiyatlarini aks ettirish bir qator omillarga bog'liq bo'lib, avvalo har bir xalqning madaniy, tarixiy va ijtimoiy xususiyatlari bu adabiyotlarda namoyon bo'ladi. Fransuz bolalar nasrida, xususan, ekzistensial va psixologik konfliktlar kuchliroq sezilib, bola ongida o'zlikni anglash va o'z-o'zini kashf qilish ustun mavzu sifatida e'tirof etiladi.

O'zbek bolalar nasrida esa mavzu doirasida ma'naviy tarbiya, oilaviy munosabatlar, ijtimoiy muhitning bola ruhiyatiga ta'siri hamda an'anaviy qadriyatlarning aks etishi ustunlik qiladi. Shuningdek, folklor janrlaridagi ertaklar hamda zamonaviy nasr asarlarida bola uchun hayot saboqlari, oilaga sadoqat va do'stlik kabi g'oyalar birinchi planda turadi.

1-jadval.

Fransuz va o'zbek bolalar nasrida ijtimoiy-psixologik konfliktlar mavzulari bo'yicha qiyosiy tahlil

Mavzu	Fransuz bolalar nasri	O'zbek bolalar nasri
Yolg'izlik va izlanish	“Kichkina shahzoda” (A. Sent-Ekzyuperi)	“Shum bola” (G'. G'ulom)
Oila va jamiyat bosimi	“Jan Reno hikoyalari”	“Ona mehri” (H. Olimjon, h.k.)
Tarbiya va do'stlik	Fransuz bolalar ertaklari	O'zbek xalq ertaklari

Yuqoridagi 1-jadvalda keltirilgan asarlar tahlili shuni ko'rsatadiki, fransuz adabiyotida qahramonning ichki konfliktini anglash, o'zligini topish va hayotdagi o'rnini aniqlash masalasi ustuvor ahamiyat kasb etadi. Misol uchun, A. Sent-Ekzyuperining “Kichkina shahzoda” asarida bola qahramonning hayotga nisbatan savollari, yolg'izlikda o'zini kashf etishi, ekzistensial izlanishlari birlamchi o'ringa chiqadi.

O'zbek adabiyotida esa ichki konfliktidan tashqari, *ijtimoiy-psixologik* muhit bola ongiga kuchli ta'sir ko'rsatishi, oilaviy va jamiyat bosimlari, tarbiya masalalari ko'proq tilga olinadi. Masalan, G'afur G'ulomning “Shum bola” qissasida bola qahramonning sarguzashtlari, oila va mahalla munosabati hamda ma'naviy qadriyatlarga e'tibor beriladi. Shuningdek, o'zbek xalq ertaklari hamda zamonaviy bolalar nasrida ham do'stlik, sadoqat, ota-ona hurmati kabi mavzular yetakchi o'rinni egallaydi (Nazarova, 2017).

Fransuz adabiyotida bola ichki konfliktlar orqali o'zini anglashga intiladi, o'zbek nasrida esa oilaviy va ijtimoiy muhit bola ruhiyatiga kuchli ta'sir qiladi. Bu fikrni adabiyotshunoslar ham e'tirof etadi (Chapal, 2016; Nazarova, 2017). Fransuz yozuvchilari asarlarida bola psixologiyasi aks etgan dialogik shakllar, chuqur falsafiy mulohazalar tez-tez uchrasa, o'zbek nasrida esa milliy urf-odatlar, shakllangan jamiyat qonun-qoidalari va oila tarbiyasi yetakchi unsur sifatida namoyon bo'ladi.

Bolalar nasridagi ijtimoiy-psixologik konfliktlar, psixologlarning ta'kidlashicha (Piaget, 1977; Vygotsky, 1978), bolalarning shaxs sifatida shakllanishi va rivojlanishida muhim omil hisoblanadi. Chunki konfliktli vaziyatlar bolalarga o'z his-tuyg'ularini anglash, boshqalar bilan muloqot qilish, o'ziga va atrofdagilarga hamdardlik bilan yondashish (empatiya) ko'nikmalarini o'rgatadi. Bunday qahramonlar orqali bolaning nafaqat kitobxonlik saviyasi, balki ma'naviy-axloqiy tarbiyasi ham boyib boradi.

Bolalar adabiyoti ta'lim jarayonida faqat estetik zavq berish vositasi bo'lib qolmasdan, yosh avlodning axloqiy, ruhiy va intellektual rivojlanishida muhim manba hisoblanadi. Adabiyotdagi ijtimoiy-psixologik konfliktlar qahramonlarning ichki dunyosi va ularning jamiyat bilan munosabatlari orqali bola kitobxonni chuqur fikrlash, empatiya qilish va muloqot ko'nikmalarini rivojlantirishga yo'naltiradi. Tadqiqotlar shuni ko'rsatadiki, konfliktli syujetlar bolalarga o'z his-tuyg'ularini anglash, turli vaziyatlarni tahlil qilish va xulosa chiqarishda katta yordam beradi. Shu bilan birga, fransuz va o'zbek bolalar nasri namunalariidagi ijtimoiy-psixologik konfliktlarni tahlil qilish orqali ularning didaktik ahamiyati oshib, o'quvchilarda lingvistik va madaniy kompetensiyalarni shakllantirish imkoniyati ortadi. Ushbu ma'lumotlar ta'lim jarayonida turli milliy adabiyotlar namunalari asosida ijodiy fikrlash va madaniyatlararo muloqot ko'nikmalarini rivojlantirish uchun keng qo'llaniladi:

1. Ijtimoiy-psixologik konfliktlar asar o'qish jarayonida bolalarni o'zaro hamdardlik qilish, tengdoshlar bilan muloqotda hissiy reaksiyalarni to'g'ri ifodalash va boshqalarning his-tuyg'ularini tushunishga o'rgatadi. J. Piajening (Piaget, 1977) rivojlanish psixologiyasi bo'yicha tadqiqotlarida bolalar xulq-atvori va o'zaro aloqalarining shakllanishida adabiy asarlarning roli alohida ta'kidlangan;

2. Konfliktli syujetlar bolaning o'z-o'zini tahlil qilishiga, voqealarga turli nuqtai nazardan qarashiga rag'bat beradi (Bettelheim, 1976). Fransuz bolalar nasrida bu jarayon mustaqil fikrlash, tanqidiy yondashuv va subyektiv xulosa chiqarish orqali namoyon bo'ladi. O'zbek bolalar nasrida esa konfliktlar xotima qismlarida an'anaviy tarzda hal etiladi, shu bilan birga bola jamiyatga moslashish jarayoniga e'tibor qaratiladi (Nazarova, 2017);

3. Bolalar nasrini xorijiy til sifatida o'qitishda fransuz va o'zbek adabiyotidagi ijtimoiy-psixologik konfliktlarni qiyoslash ikki xil madaniy muhitda bola ruhiyati, turmush tarzi va qadriyatlarining o'xshash va farqli jihatlarini ochib beradi. Shu orqali o'quvchilar xorijiy tilni puxta o'zlashtirish bilan birga, xorijiy mentalitetni chuqurroq anglab boradilar (Chapal, 2016). Natijada madaniyatlararo muloqot kompetensiyalari, ayniqsa, kelajak avlodning globallashuv sharoitidagi raqobatbardosh shaxs sifatida shakllanishi uchun nihoyatda muhimdir;

4. Ijtimoiy-psixologik konfliktlarni inobatga olgan holda yaratilgan dars metodikasi bolalarga hayotiy situatsiyalarni taqlid qilish, rolli o'yinlar orqali xulosa chiqarish imkonini beradi. Shuningdek, bu jarayon bolalarda notiqlik, nutq madaniyati, ijodiy tafakkur va analitik fikrlashni rivojlantiradi (Atkinson, 2018). Ayniqsa, fransuz va o'zbek bolalar nasridan tanlab olingan matnlarning qiyosiy tahlili o'quvchilarni turli madaniy kontekstlarda ham ma'noli suhbat qurishga o'rgatadi.

Yuqoridagilardan kelib chiqib aytish mumkinki, fransuz va o'zbek bolalar nasrini ta'lim jarayonida parallel tarzda o'qitish bolalarga nafaqat lingvistik kompetensiyalarni, balki jamiyatdagi turli ijtimoiy-psixologik vaziyatlarda o'zini tutish, mustaqil qaror qabul qilish hamda boshqa madaniyatlarga nisbatan bag'rikeng munosabatda bo'lish kabi ko'nikmalarni ham shakllantirishda beqiyos ahamiyatga ega (Nazarova, 2017; Chapal, 2016).

Fransuz va o'zbek bolalar nasridagi ijtimoiy-psixologik konfliktlar bola obrazining shakllanishida muhim omil hisoblanadi. Ushbu konfliktlar bolaning ichki dunyosi va tashqi dunyo bilan bog'liq munosabatlarini yoritib, ta'limiy jarayonda bolalarni chuqur fikrlash va muloqotga jalb qilish imkonini beradi. Xorijiy til sifatida fransuz va o'zbek bolalar adabiyotlarini o'rganish esa madaniyatlararo aloqani chuqurlashtiradi va ta'lim jarayonini boyitadi.

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INGLIZ-O'ZBEK TILLARI SINXRON TARJIMASIDA SIYOSIY-DIPLOMATIK NUTQNING QIYOSIY TAHLILI



<https://doi.org/10.5281/zenodo.14878583>

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Annotatsiya. Ushbu maqolada ingliz-o'zbek tillarida siyosiy-diplomatik nutqlarning sinxron tarjimasi tahlil qilinadi. Tarjima jarayonida uchraydigan lingvistik, madaniy va pragmatik muammolar yoritilib, ushbu qiyinchiliklarni bartaraf etish uchun yechimlar taklif etiladi. Qiyosiy tahlil sifatida AQSh sobiq prezidentlari Jozef Bayden va Barak Obama, shuningdek, O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning nutqlari misol qilib olingan. Tahlilda siyosiy leksika, madaniy kontekst va pragmatik jihatlar chuqur ko'rib chiqilgan.

Annotation. This article analyzes the simultaneous translation of political-diplomatic speeches between English and Uzbek languages. It highlights the linguistic, cultural, and pragmatic challenges encountered during the translation process and offers solutions to overcome these difficulties. The comparative analysis includes speeches by former US Presidents Joseph Biden and Barack Obama, as well as Uzbek President Shavkat Mirziyoyev. The study delves into political lexicon, cultural context, and pragmatic aspects.

Аннотация. В данной статье в основном анализируются лингводидактические проблемы, возникающие при развитии письменной речи студентов на иностранном языке. В процессе анализа были сравнительно рассмотрены теории российских лингвистов Бимм, Аракина, Соловьёвой и Пермышевой, а также взгляды узбекского методиста Ж. Джалолова. Лингводидактика является важной областью для различения письма и письменной речи, так как письмо представляет собой совокупность графических и орфографических знаков, тогда как письменная речь – это совокупность мыслей.

Tayanch so'zlar: *Lingvodidaktika, yozuv, yozma nutq, grafik va orfografik kompetensiya, psixolingvistika*

Keywords: *translation, political-diplomatic speech, English language, Uzbek language, linguistics, cultural adaptation, pragmatic analysis.*

Ключевые слова: *лингводидактика, письмо, письменная речь, графическая и орфографическая компетенция, психолингвистика.*

Siyosiy va diplomatik nutqlar davlatlararo munosabatlarda hal qiluvchi ahamiyatga ega bo'lib, ular xalqaro siyosatni shakllantirish va millatlar o'rtasida o'zaro aloqalarni mustahkamlashda muhim rol o'ynaydi. Siyosiy-diplomatik nutqlarni tarjima qilish jarayoni nafaqat lingvistik bilimlarni, balki madaniy va pragmatik omillarni ham hisobga olishni talab etiladi. Ingliz va o'zbek tillaridagi siyosiy nutqlarni qiyoslash orqali ikki tilning o'ziga xosliklarini aniqlash va tarjimada uchraydigan muammolarni aniqlash mumkin.

Ushbu tezisda asosan siyosiy arboblarning xalqaro muhim masalalar yuzasidan so'zlashgan nutqlaridan olingan misollar tahlil qilinadi. Tarjima jarayonida lingvistik va semantik farqlarning siyosiy nutqlarning asosiy maqsadi bo'lgan ta'sir o'tkazish va auditoriya bilan aloqani mustahkamlash qanday tarzda aks etishi yoritiladi. Shuningdek, siyosiy va

diplomatik uslubning milliy o'ziga xosligi va tarjima qiluvchi uchun yuzaga keladigan qiyinchiliklar muhokama qilinadi. Qiyosiy tahlilda AQSh sobiq prezidenti Jozef Bayden, Barak Obama hamda O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning nutqlaridan olingan misollar ko'rib chiqiladi. Quyidagi misollar orqali tarjimada uchraydigan lingvistik va madaniy o'ziga xosliklar, shuningdek, nutqning pragmatik maqsadini saqlab qolish qanchalik muhimligi yoritib beriladi:

1. Siyosiy leksika va ifoda uslubi

Siyosiy leksika har bir tilda muhim uslubiy vosita sifatida qaraladi. U xalqaro siyosiy muloqotda aniqlik va ta'sirchanlikni ta'minlaydi. Ingliz tilida siyosiy iboralar ko'pincha to'g'ri va qat'iy ohangda ifodalanadi, o'zbek tilida esa yumshoq va ehtiyotkorlik bilan moslashtiriladi. Siyosiy leksika asosan kuchli ta'sirchan so'zlar, takrorlashlar va ijtimoiy qadriyatlarga asoslangan iboralardan tashkil topadi. Masalan, Jozef Baydenning "We will work with our allies to confront the challenges of the 21st century, including climate change and global security threats", degan so'zlari o'zbek tiliga "Biz 21-asrning dolzarb muammolari, jumladan, iqlim o'zgarishi va global xavfsizlik tahdidlariga qarshi kurashda ittifoqchilarimiz bilan hamkorlik qilamiz" deb tarjima qilingan. Bu yerda "confront" so'zi o'zbek tiliga "kurash" deb yumshatilgan holda tarjima qilingan. Ushbu moslashuv o'zbek tilida diplomatik nutqning yumshoq ohangda o'girilishi bilan ifodalanadi. Shuningdek, Shavkat Mirziyoyevning "Biz yangilanayotgan O'zbekistonni ochiq, demokratik va adolatli jamiyat sifatida barpo etamiz" iborasi ingliz tiliga "We are building a renewed Uzbekistan as an open, democratic and just society" tarzida tarjima qilingan. Bu tarjimada "yangilanayotgan" so'zi "renewed" bilan almashtirilib, davlat imijini global maydonda mustahkamlash maqsadida ishlatilgan.

2. Madaniy va kontekstual moslashuv

Madaniy va kontekstual omillar tarjima jarayonida hal qiluvchi ahamiyatga ega. Siyosiy nutqlar ko'pincha o'z xalqining qadriyatlari va urf-odatlariga mos ravishda shakllantiriladi. Tarjima jarayonida ushbu madaniy unsurlarni saqlash muhim hisoblanadi. Misol tariqasida, Barak Obamaning "Our nation's strength lies in its unity and commitment to democracy", degan bayonoti o'zbek tiliga "Bizning millatimiz kuchi uning birligi va demokratiyaga sadoqatidir" deb tarjima qilingan. Bu misolda "commitment" so'zi "sadoqat" deb tarjima qilingan bo'lib, milliy birlik va demokratiyaga bo'lgan hurmatni ta'kidlash maqsadida qo'llanilgan. Boshqa bir misol sifatida, Shavkat Mirziyoyevning xalqaro muloqotlarida tez-tez uchraydigan "biz dunyoga ochiq siyosat yuritmoqdamiz" iborasi "we are pursuing an open policy towards the world" shaklida tarjima qilinadi. Ushbu ibora orqali xalqaro hamjamiyatda ijobiy milliy imij shakllantirishga e'tibor qaratiladi. Ingliz tilidagi tarjimada "ochiq" so'zi "open" bilan ifodalangan, bu esa pragmatik jihatdan mos keladi. Madaniy va kontekstual omillar tarjima jarayonida hal qiluvchi ahamiyatga ega. Siyosiy nutqlar ko'pincha o'z xalqining qadriyatlari va urf-odatlariga mos ravishda shakllantiriladi. Tarjima jarayonida ushbu madaniy unsurlarni saqlash muhim hisoblanadi.

3. Pragmalingvistik xususiyatlar

Pragmalingvistika siyosiy nutqlarning maqsad va vazifalarini tarjimada to'g'ri aks ettirishni talab qiladi. Nutqning ta'sirchanligi va ma'nosini saqlab qolish uchun tarjimon pragmatik muvofiqlikka rioya qilishi kerak. Masalan, Entoni Blinken tomonidan aytilgan "We reaffirm our support for human rights and freedom of speech worldwide" iborasi o'zbek tilida "Biz butun dunyo bo'ylab inson huquqlari va so'z erkinligini qo'llab-quvvatlashga bo'lgan sodiqligimizni yana bir bor tasdiqlaymiz", deb tarjima qilingan. Bu yerda "support" so'zi "qo'llab-quvvatlash" va "reaffirm" esa "yana bir bor tasdiqlash" tarzida moslashtirilgan. Bundan tashqari, Shavkat Mirziyoyevning BMT minbarida so'zlagan "Bugungi dunyo o'zaro hurmat va

ishonchga asoslangan munosabatlarga muhtoj” iborasi “Today’s world needs relations based on mutual respect and trust”, deb tarjima qilingan. Bu yerda “hurmat” va “ishonch” soʻzlari “mutual respect” va “trust” shaklida uzviy bogʻliq tarzda ifodalangan, bu esa diplomatik taʼsirni oshiradi. Pragmatiklingvistika siyosiy nutqlarning maqsad va vazifalarini tarjimada toʻgʻri aks ettirishni talab qiladi. Nutqning taʼsirchanligi va maʼnosini saqlab qolish uchun tarjimon pragmatik muvofiqlikka rioya qilishi kerak.

Tarjima jarayonidagi muammolar

Tarjima jarayonida siyosiy-diplomatik nutqlarni aniq va samarali tarjima qilishda qator muammolar yuzaga keladi. Bunday tarjima jarayoni nafaqat til bilimi, balki madaniy farqlarni anglash va ularga moslashishni talab qiladi. Siyosiy nutqlarda ishlatiladigan terminologiya, pragmatik elementlar va muloqot maqsadlari tarjimon uchun muhim qiyinchiliklar yaratishi mumkin. Ushbu muammolar quyidagi jihatlarida batafsil yoritiladi:

1. **Tarjimada lingvistik muammolar.** Ingliz tilidagi murakkab grammatik tuzilmalarni oʻzbek tiliga moslashtirish tarjimondan yuqori darajadagi til bilimini talab qiladi. Masalan, ingliz tilidagi passiv tuzilmalarning oʻzbek tilida faol shaklda ifodalanish zarurati koʻpincha murakkablik tugʻdiradi. Shuningdek, ingliz tilida keng qoʻllaniladigan modallik ifodalari (“can, may, might”) oʻzbek tiliga tarjima qilinganida aniq mos ekvivalent tanlashda qiyinchiliklar tugʻiladi. Bundan tashqari, sinonimlarning koʻpligi va ularning kontekstga mos tanlanishi tarjimonning tajribasiga bogʻliq boʻladi.

2. **Tarjimada madaniy oʻziga xoslik.** Siyosiy nutqlarda tez-tez uchraydigan madaniy xususiyatlarni tarjima qilish koʻpincha muayyan murakkablikni keltirib chiqaradi. Masalan, amerika siyosiy nutqlarida keng qoʻllaniladigan “freedom”, “democracy” kabi tushunchalar baʼzan oʻzbek tiliga koʻchirilganda noaniq talqin qilinishi mumkin. Shu bilan birga, oʻzbek tilidagi “xalq manfaatlarini” yoki “tinchlik siyosati” kabi iboralar boshqa madaniyatlarda aniq ekvivalentga ega emas. Tarjima jarayonida ushbu madaniy unsurlarni saqlash uchun qoʻshimcha izohlar va nisbatan aniqroq kontekst yaratish talab etiladi.

3. **Tarjimada pragmatik nuqtai nazar.** Siyosiy bayonotlarning asosiy maqsadi — tinglovchilarga taʼsir oʻtkazish va ularning xulq-atvorini shakllantirishdir. Biroq, tarjimonlar ushbu maqsadni saqlab qolish uchun pragmatik moslashuvga eʼtibor qaratishi kerak. Masalan, “We will fight for our people” kabi iboralar oʻzbek tilida yumshoqroq “Biz xalqimiz uchun kurashamiz” tarzida tarjima qilinadi, bu esa pragmatik jihatdan yanada maqbul boʻladi. Bundan tashqari, auditoriyaning madaniy xususiyatlarini hisobga olish orqali nutqning samaradorligini oshirish mumkin.

4. **Tarjimada konseptual farqlar.** Baʼzan siyosiy nutqlarda ishlatiladigan tushunchalar va metaforalar oʻzbek tiliga tarjima qilinganida toʻgʻri anglash muammosini keltirib chiqaradi. Masalan, “the melting pot” kabi metaforalar oʻzbek tilida toʻgʻridan-toʻgʻri tarjima qilinsa, kontekstga mos kelmaydi va tushunilmay qolishi mumkin. Bu holatlarda tarjimonning madaniy va semantik bilimlari muhim ahamiyatga ega. Yana bir muhim masala, muloqotning konnotatsiyalarini saqlab qolishdir, chunki notoʻgʻri tarjima siyosiy xabarni buzishi yoki nojoʻya talqin qilinishiga olib kelishi mumkin.

5. **Tarjimada texnik muammolar.** Sinxron tarjima jarayonida texnik jihozlar, vaqt chegaralari va notiqning tez soʻzlagan nutqi kabi omillar ham tarjimaning sifatiga taʼsir koʻrsatadi. Bu, ayniqsa, xalqaro sammitlar va konferensiyalar paytida dolzarb hisoblanadi. Tarjimonlar tezkorlik bilan qaror qabul qilishga va nutqning mazmunini qisqa vaqt ichida yetkazishga majbur boʻladilar. Shuningdek, real vaqt rejimida tarjima qilishda konsentratsiyaning saqlash qiyin boʻlishi mumkin.

6. Tarjimada nutqdagi emotsional va stilistik ohangni saqlash. Siyosiy nutqlarning muhim jihatlaridan biri bu emotsional va stilistik ohangni auditoriyaga to'g'ri yetkazishdir. Tarjima jarayonida ohangning pasayishi yoki kuchayishi xabarni noto'g'ri qabul qilinishiga sabab bo'lishi mumkin. Shuning uchun stilistik moslashuv siyosiy tarjima jarayonining muhim qismi hisoblanadi.

Xulosa sifatida aytish mumkinki, ingliz-o'zbek sinxron tarjimasi jarayonida siyosiy-diplomatik nutqlarni aniq va to'g'ri tarjima qilish uchun lingvistik, madaniy va pragmatik omillar hisobga olinishi lozim. Nutqlarni tarjima qilish jarayonida leksik va kontekstual muvozanatni saqlab qola olish dolzarb ahamiyatga ega. Shu bilan birga, siyosiy nutqlarning ta'sirchanligi va tinglovchilar auditoriyasiga moslashuvchanligini saqlash tarjimonning asosiy vazifalaridan biridir.

Madaniy kontekstning muhimligini yodda tutgan holda, tarjima jarayonida xalqaro siyosiy aloqalar uchun ahamiyatli bo'lgan qadriyatlar va tushunchalar to'g'ri yetkazilishi zarur. Diplomatik nutqlarni tarjima qilishda lingvistik ekvivalentlikni ta'minlash bilan birga, siyosiy ohangni va notiqning intensionalligini saqlab qolish muhimdir. Shuningdek, zamonaviy texnologiyalarni qo'llash va tarjimonlarning malakasini oshirish ushbu jarayonning samaradorligini oshirishga xizmat qiladi. Kelgusida siyosiy-diplomatik nutqlarning tarjimasi bo'yicha chuqur tadqiqotlar olib borilishi, ushbu sohaning yanada rivojlanishiga turtki beradi. Ingliz-o'zbek sinxron tarjimasi jarayonida siyosiy-diplomatik nutqlarni aniq va to'g'ri tarjima qilish uchun lingvistik, madaniy va pragmatik omillar hisobga olinishi lozim. Nutqlarni tarjima qilish jarayonida leksik va kontekstual muvozanatni ta'minlash dolzarb ahamiyatga ega.

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RANG MA'NOLI SO'ZLARNING BADIY ASARLARDAGI MA'NOLARI



<https://doi.org/10.5281/zenodo.14878597>

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Annotatsiya. Ushbu maqola adabiyotdagi ranglarning ramziy ahamiyatini o'rganadi, mualliflarning his-tuyg'ularni, mavzularni va xarakter xususiyatlarini etkazish uchun ranglardan qanday foydalanishini tahlil qiladi. Poklik yoki o'limni anglatuvchi oq, o'sish yoki hasadni ifodalovchi yashil va sir yoki umidsizlikni qo'zg'atuvchi qora kabi umumiy vaziyatlarni o'rganiladi.

Annotation. This article examines the symbolic significance of colors in literature, analyzing how authors use colors to convey emotions, themes, and character traits. Common situations are explored, such as white, which represents purity or death, green, which represents growth or envy, and black, which evokes mystery or despair.

Аннотация. В данной статье рассматривается символическое значение цветов в литературе, анализируется, как авторы используют цвета для передачи эмоций, тем и характеристик персонажей. Исследуются распространенные случаи, такие как белый цвет, символизирующий чистоту или смерть, зеленый – рост или зависть, а черный – таинственность или отчаяние.

Tayanch so'zlar: *rangtasvir, ramz, konnotatsiya, inqilob.*

Keywords: *color image, symbol, connotation, revolution.*

Ключевые слова: *цветовой образ, символ, коннотация, революция.*

Ranglar insonlarni hamma joyda o'rab oladi, hayotning ajralmas qismiga aylangan. Qadimdan adabiyotda ham ranglar kuchli vosita bo'lib, ramzlar, metaforalar va chuqurroq ma'nolar berish uchun xizmat qiladi. Yozuvchilar o'z asarlarida rangdan nafaqat yorqin tasvirlarni bo'yash uchun, balki his-tuyg'ular, mavzular va madaniy ahamiyatga ega bo'lish uchun ham foydalanadilar. Ranglarning adabiy asarlarga integratsiyalashuvi mualliflarga o'quvchi tajribasini oshirishga imkon beradi, hikoyaning vizual va hissiy qatlamini ta'minlaydi.

Badiiy matndagi rang atamalarini tahlil qilishda nafaqat lingvistik birlikning o'zi ahamiyatga ega, balki butun matnga ham e'tibor berish kerak, chunki umuman olganda, har qanday badiiylikning asosiy lingvistik birliklari matnlar, bir vaqtning o'zida til va madaniyat tizimlari bilan bog'liq. Rangli tasvir hissiyotlarni etkazish va adabiy matn ichidagi ohangni o'rnatish uchun vosita bo'lib xizmat qiladi. Turli xil ranglar turli xil psixologik reaksiyalarni keltirib chiqarishi mumkin. Masalan: qizil rang ko'pincha ehtiros yoki g'azabni, ko'k esa xotirjamlik yoki qayg'uni anglatadi.

Ranglarning madaniy talqinlari sezilarli darajada farq qilishi mumkin, masalan, oq rang g'arb madaniyatlarida ko'pincha poklik bilan bog'liq bo'lsa, ba'zi sharq an'analarida motamni anglatishi mumkin. Turli tillarda ma'lum ranglar uchun to'g'ridan-to'g'ri ekvivalentlari bo'lmasligi yoki ranglarni turlicha tasniflashi mumkin. Misol uchun, rus tilida ranglarning idrok etilishi, uning och va to'q ko'k (голубой и синий) o'rtasidagi farqi bilan tarjimada tasvirning qanday uzatilishiga ta'sir qilishi mumkin. Ayrim ranglar yaxshi tarjima qilinmasligi mumkin bo'lgan alohida madaniy ahamiyatga ega bo'lishi mumkin. Tarjimonlar asl ma'noni saqlab

qolish uchun ranglarning manba va maqsadli madaniyatlarda olib boradigan konnotatsiyalardan xabardor bo'lishi kerak. Ushbu jihatlarni tushunish tarjimonlar uchun juda muhimdir, chunki rangli tasvirlarning his ifodalovchi tomonini tan olmaslik noto'g'ri talqin qilinishiga va o'quvchi uchun adabiy tajribaning pasayishiga olib kelishi mumkin. Badiiy asarlarda esa ranglar eng asosiy vosita bo'lib, ular orqali mualliflar asarning muhitini, go'yasini va kompozitsiyasini ko'rsatib bera olishadi. O'zbek adabiyotiga taqaladigan bo'lsak badiiy asarlardagi muhim omil bu rangtasvir deb hisoblanadi, chunki uning yordamida asarning estetik qiyofasini shakllantirish mumkin. Bugungi kunda "rang" atamasi ko'p qirrali hisoblanib, turli jihatlarni va talqinlarni o'z ichiga oladi. Ranglarni nafaqat tilshunoslar balki boshqa kasb egalari ham o'rganishadi, fizika fanida ranglar to'lqinlari va zarrachalarini o'rganiladi, kimyoda turli elementlarning molekulyar tarkibini ranglar yordamida o'rganiladi, madaniyatshunoslikda ranglarning qanday ramziy ma'no berishi va psixologiyada ranglarning insonlarning ongiga ta'sirini ko'rib chiqiladi.

Adabiyotda ranglar ko'pincha o'ziga xos xususiyatlar yoki g'oyalarni anglatadi. Rang go'zallik, dahshat, sir yoki bashorat tuyg'usini uyg'otishi mumkin. Ko'p hollarda o'quvchilar ongida muayyan assotsiatsiyalarni uyg'otish uchun ranglar ataylab tanlanadi. O'zbek adabiyotida rangning, jumladan, qizil rangning qo'llanilishi ramziy va madaniy ahamiyatga ega bo'lib, ko'pincha hissiy shiddat, ishtiyoq yoki kuch dinamikasini aks ettiradi. Qizil rang sevgi, g'azab, xavf va inqilob kabi kuchli ma'nolarni o'zida mujassam etgan rang bo'lsa-da, u Markaziy Osiyo madaniyatida ham o'ziga xos ma'nolarga ega bo'lib, u hayot, hayotiylik va hatto muqaddaslikni anglatishi mumkin.

Temuriylar davrining mashhur shoir va adiblaridan biri bo'lgan Alisher Navoiy chuqur falsafiy va ma'naviy g'oyalarni ifodalash uchun ko'pincha rangli tasvirlardan foydalangan. Uning "Qizil gul" she'riy to'plamida qizil gulning o'zi inson muhabbatining musaffoligi va ishtiyoqi, haqiqat va ma'rifat uchun kurash timsoli sifatida namoyon bo'ladi. Navoiyning asarlarida qizil rang ko'pincha ikki tomonlama ma'noga ega: u donolikka bo'lgan yonish istagini, shuningdek, erishib bo'lmaydigan sog'inchi yoki javobsiz sevgidan kelib chiqadigan chuqur hissiy azobni anglatishi mumkin. Navoiyning qizil rangdan foydalanishi uning qahramonlarining ruhiy va axloqiy kurashlari bilan chambarchas bog'liq, chunki ular hissiy va intellektual sayohatlari orqali haqiqat va shaxsiy o'zgarishlarni izlaydilar. Ushbu asarlarda qizil rang o'ziga xos jismoniy assotsiatsiyalardan ustun bo'lib, insonning yuksak intilishlarini tasvirlab beradi.

Erkin Vohidov O'zbekistonning eng mashhur shoirlaridan biri bo'lib, insoniyat ahvoli, inqilobiy o'zgarishlar va milliy o'zlikni chuqur o'rganishi bilan tanilgan. Uning ayrim she'r va nasrida qizil rangdan foydalanish ramziy ahamiyatga ega. Uning asarlarida qizil rang inqilob, kurash va hatto qurbonlikni ifodalovchi rang sifatida qaralishi mumkin. Erkin Vohidovning "Shaytoning ishi" asarida siyosiy kurash va shaxsiy mojaro mavzulari o'rganilgan va qizil rang isyon olovini yoki ozodlik uchun kurashda to'kilgan qonni anglatgan. Vohidovning ko'pincha tabiat elementlari va inson tuyg'ularini uyg'unlashtirgan jonli tasvirlardan foydalanishi qizil rang ramziyligini o'zgaruvchan jamiyat sharoitida yangilanish va halokat mavzulari bilan bog'lashi ham mumkin.

O'zbek adabiyotida oq rang esa ko'pincha poklik, beg'uborlik, samimiylilik ramzidir. Bu timsol Usmon Azim kabi zamonaviy o'zbek shoirlari ijodida yaqqol namoyon bo'lib, u o'z she'riyatida ana shu mavzularni oqdan yetkazadi. Qolaversa, o'zbek ertaklarida oq rang tinchlik, osoyishtalik va iffat bilan bog'lanib, xalq folklorida rangning madaniy va tarixiy ahamiyatini aks ettiradi. Bu misollar oq rangning o'zbek adabiy an'analarida poklik va axloqiy poklik g'oyalarini o'zida mujassamlashtirgan teran o'rni borligini ko'rsatadi. Oq rang ingliz adabiyotida takrorlanadigan vosita bo'lib, ko'pincha kontekstga qarab poklik, aybsizlik va boshqa mavzularni ifodalaydi. Masalan, Sharlotta Brontening mashhur "Jeyn Eyr" romanida oq rang

ko'pincha begunohlik va ma'naviy poklikni ramziy qiladi. Misol uchun, oq kiyimlarning tasviri va Helen Bernsning xarakteri bu mavzularni ta'kidlaydi. Oq rang rus adabiyotida esa muhim ramziy ma'noga ega bo'lib, ko'pincha poklik, aybsizlik, ma'naviyat yoki hatto bo'shliq va o'lim mavzulari bilan bog'liq. Yozuvchi Mixail Bulgakovning "Oq gvardiyachilar" asari bunga yorin misol bo'la oladi. Ushbu romanning nomi Rossiya fuqarolar urushi davrida Oq armiyaning ramzi bo'lgan oq rangga urg'u beradi. Asarda oq rangning ikki tomonlamaligini kuzatish mumkin ham yaxshi kelajakka umid qilish, ham urush va yo'qotishlarning og'irligi.

Uning aksi, qora rang adabiyotda kuchli va ko'p qirrali ramz bo'lib, ko'pincha zulmat, o'lim, sir, yovuzlik, nafislik yoki hatto qarshilik va kuch bilan bog'liq.

Yashil rang bo'lsa adabiyotda ko'p qirrali ramz bo'lib, ko'pincha o'sish, tabiat, unumdorlik, umid va yangilanishni ifodalaydi, lekin u hasad, chirish yoki boshqa murakkab his-tuyg'ularni ham uyg'otishi mumkin. F. Skott Fitsjeraldning "Buyuk Getsbi" asarida yashil chiroq eng mashhur ramzlardan biridir. Bu Getsbining Deysiya etishish va Amerika orzusi - umid va intilish, ammo erishib bo'lmaydigan istaklar va umidsizlikni anglatadi. Ko'k rang esa adabiyotda tez-tez osoyishtalik, g'amginlik, ma'naviyat, tasavvur yoki cheksizlikni ramziy qilish uchun ishlatiladi.

Xulosa qilib aytganda, adabiyotda rangdan foydalanish shunchaki tasvirlash vositasi emas, bu ramziylikni bildiruvchi va xarakterni rivojlantirish uchun kuchli vositadir. Yozuvchilar o'z asarlarining hissiy ta'sirini chuqurlashtirish, o'quvchilarning mavzularni talqin qilishiga yordam berib, madaniy, psixologik yoki ijtimoiy nuanslarni etkazish uchun ranglarni diqqat bilan tanlaydilar. Qizilning iliqqligidan tortib to ko'kning melankoliyasigacha rang ma'no qatlamlarini uyg'otib, adabiyot olamini boyitib, o'quvchilarga vizual va hissiy taassurot qoldirishi mumkin. Tuyg'ularni ramziy qilish, xarakter yoylarini boshqarish yoki madaniy qadriyatlarni aks ettirish orqali ranglar adabiy an'ananing ajralmas qismi ekanligini isbotladi.

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THE STUDY OF *FIRDAWS AL-IQBAL* IN WESTERN ACADEMIA



<https://doi.org/10.5281/zenodo.14878610>

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Annotation. The historical and literary contributions of Central Asian scholars Munis and Agahi, particularly through their work *Firdaws al-Iqbal*, have long attracted interest among historians and scholars of Central Asian history. This article traces the journey of *Firdaws al-Iqbal* from its initial misinterpretations in the 19th century to its eventual recognition in Western academia. Drawing on primary and secondary sources, it examines key figures such as H. Vambery, A.L. Kun, and V.V. Bartol'd, and the role they played in the manuscript's dissemination. It also discusses the gradual shift from fragmented, often inaccurate accounts to more rigorous and nuanced research, particularly in the Soviet Union and Central Asia. The article concludes by emphasizing the importance of *Firdaws al-Iqbal* as an invaluable source for understanding Khorezm and Central Asian history, despite challenges related to access to the original manuscripts.

Аннотация. Историческое и литературное наследие среднеазиатских ученых Муниса и Агахи, особенно их произведение *Фирдавс аль-Икбал*, давно привлекает внимание историков и исследователей истории Центральной Азии. В данной статье рассматривается путь *Фирдавс аль-Икбал* от его первоначальных ошибочных интерпретаций в XIX веке до окончательного признания в западной академической среде. Опираясь на первичные и вторичные источники, анализируются ключевые фигуры, такие как Г. Вамбери, А.Л. Кун и В.В. Бартольд, и их роль в распространении рукописи. Также обсуждается постепенный переход от фрагментарных и часто неточных описаний к более строгим и детализированным исследованиям, особенно в советский период и в Центральной Азии. В заключении подчеркивается значимость *Фирдавс аль-Икбал* как ценнейшего источника для изучения истории Хорезма и Центральной Азии, несмотря на сложности, связанные с доступом к оригинальным рукописям.

Annotatsiya. Markaziy osiyolik olimlar Munis va Agahiyning tarixiy va adabiy merosi, ayniqsa ularning *Firdavs al-Iqbol* asari tarixchilar va Markaziy Osiyo tarixi tadqiqotchilarining doimiy e'tiborini tortib kelgan. Ushbu maqolada *Firdavs al-Iqbol* asarining XIX asrdagi dastlabki noto'g'ri talqinlardan tortib, g'arb akademik doiralarida tan olinishi jarayonigacha bo'lgan yo'li yoritiladi. Tadqiqotda asosiy va ikkilamchi manbalarga tayanilgan holda G. Vamberi, A.L. Kun va V.V. Bartold kabi muhim shaxslarning qo'lyozmaning tarqalishidagi o'rni tahlil qilinadi. Shuningdek, parchalanib ketgan va ko'pincha noto'g'ri talqin qilingan yondashuvlardan aniqroq va ilmiy asoslangan tadqiqotlarga o'tish jarayoni, ayniqsa Sovet davri va Markaziy Osiyodagi ilmiy ishlarda, ko'rib chiqiladi. Maqola yakunida *Firdavs al-Iqbol* asarining Xorazm va Markaziy Osiyo tarixini o'rganishdagi bebaho manba sifatidagi ahamiyati ta'kidlanadi, shuningdek, uning asl qo'lyozmalariga kirish imkoniyati bilan bog'liq qiyinchiliklarga e'tibor qaratiladi.

Keywords: *Firdaws al-Iqbal*, Munis, Agahi, Khorezm, Central Asia, Western academia, manuscript discovery, historical scholarship, Soviet scholarship, V.V. Bartol'd, H. Vambery, A.L. Kun, translation studies.

Ключевые слова: Фирдавс аль-Икбал, Мунис, Агахи, Хорезм, Центральная Азия, западная академическая наука, открытие рукописи, историческое исследование, советская историография, В.В. Бартольд, Г. Вамбери, А.Л. Кун, переводоведение.

Tayanch soʻzlar: *Firdavs al-Iqbol*, Munis, Ogahiy, Xorazm, Markaziy Osiyo, gʻarb akademik doiralari, qoʻlyozma topilishi, tarixiy tadqiqotlar, sovet ilmiy ishlari, V.V. Bartold, G. Vamberi, A.L. Kun, tarjima tadqiqotlari.

The historical and literary works of the Central Asian scholars Munis and Agahi have long been subjects of interest among historians and scholars of Central Asian history. Among their most notable contributions is the historical chronicle *Firdaws al-Iqbal*, a work that explores the history and culture of Khorezm. The dissemination of this work outside of Central Asia, especially in the West, has been a complex process spanning several decades, with numerous scholars and explorers contributing to its recognition. However, much of the early information about Munis and Agahi was marred by misinformation, misattributions, and distorted accounts, particularly in the Western world. This article examines the development of Western interest in *Firdaws al-Iqbal*, starting from the first mentions of Munis and Agahi, to the significant scholarly efforts that ultimately brought the work to a broader audience.

The study of *Firdaws al-Iqbal*, a key historical work by the Central Asian scholars Munis and Agahi, has been a complex and evolving process. In the 19th century, Western scholars often misrepresented or misattributed the works of these two figures, leading to the dissemination of incomplete or inaccurate knowledge. Early Western interest in *Firdaws al-Iqbal* is largely attributed to Hungarian scholar H. Vambery, whose travel accounts of Central Asia in *Travels in Central Asia*²⁹⁶ introduced Munis and Agahi to a broader European audience. However, Vambery's reliance on hearsay rather than direct contact with the scholars, coupled with the misidentification of key facts, left the early Western accounts of *Firdaws al-Iqbal* riddled with inaccuracies²⁹⁷.

The first significant scholarly engagement with *Firdaws al-Iqbal* occurred through the work of A.L. Kun, a Russian orientalist who, during the Russian military expedition to Khiva in 1873, encountered a wealth of manuscripts, including *Firdaws al-Iqbal*. Kun's brief publication of a summary of the work's last chapter in the *Turkestanskije Vedomosti* marked the initial scholarly recognition of the text in the West.²⁹⁸ Despite this, Kun's findings were initially met with little scholarly attention, as access to the full manuscript was limited.

A more thorough academic engagement began in Russia with the historian N.I. Veselovskii, who referenced Kun's article in his 1877 *History of Khorezm*. However, the lack of access to the original manuscripts continued to hinder progress. It wasn't until after Kun's death in 1888 that the Asiatic Museum in St. Petersburg acquired the manuscripts, allowing for further study and the cataloging of the works in 1890 by C. Salemann. This marked the first systematic reference to *Firdaws al-Iqbal* in scholarly circles.

The most significant breakthrough in the study of *Firdaws al-Iqbal* came with the work of V.V. Bartol'd, whose early 20th-century translations and analyses of Central Asian texts helped establish the scholarly importance of Munis and Agahi's works. Bartol'd's 1910 Russian translation of the last section of Agahi's *Shahid-i-Iqbal* was accompanied by a detailed history of the manuscript's discovery and its place in Central Asian historiography. His 1914 work *Khistorii Orosheniia Turkestana* (To the History of Irrigation in Turkestan) further

²⁹⁶ Vambery, H. *Travels in Central Asia*, London, 1864, p.347

²⁹⁷ Vambery, H. "Zwei modern centralasiatische Dichter, Munis und Emir", vol. 6, 1892

²⁹⁸ Kun, A.L. "Zametki o Khivinskom Khanstve" in *Turkestanskije Vedomosti*, 1873, # 40

contextualized *Firdaws al-Iqbal*, particularly regarding its discussion of irrigation systems in Khorezm (Bartol'd, 1910; Bartol'd, 1914). These contributions were pivotal in recognizing *Firdaws al-Iqbal* as a crucial resource for understanding the history and culture of Khorezm.

Interest in *Firdaws al-Iqbal* also spread to Turkey in the early 20th century, though initial Turkish studies were brief and did not lead to widespread academic recognition. However, the work appeared in important surveys of Turkic literature published in the mid-20th century, such as those by M.F. Koprulu and J. Eckmann (Koprulu, 1942; Eckmann, 1969). Additionally, in the Soviet Union, the study of *Firdaws al-Iqbal* continued to flourish with the publication of Russian translations and scholarly works by figures like P.P. Ivanov, A.K. Borovkov, and Z. Akzakov in the 1950s and 1960s (Ivanov et al., 1958). More recently, Uzbek scholars such as Q. Munirov have offered detailed analyses of the historical significance of Munis and Agahi's writings²⁹⁹

Despite these advancements, challenges persist in Western scholarship due to the lack of direct access to the original manuscripts, with much of the research still relying on translations and secondary sources. However, the continued study of *Firdaws al-Iqbal*, particularly in the context of its original language and manuscript versions, promises to yield further insights into the historical, cultural, and literary richness of Central Asia.

This study is based on an extensive review of primary and secondary sources related to the history of the *Firdaws al-Iqbal* manuscript, its discovery, translation, and scholarly reception. Sources include travel accounts, newspaper articles, scholarly publications, and catalogues of manuscripts housed in various academic institutions, primarily in Russia and Europe. We trace the history of the text's dissemination, examining key publications and the contributions of scholars in Europe, Russia, and Central Asia, from the mid-19th century to the late 20th century. Particular attention is paid to the role of specific individuals such as H. Vambery, A.L. Kun, and V.V. Bartol'd, among others.

Early Western Interest: H. Vambery and Initial Misunderstandings

The first Western mention of Munis and Agahi came through the Hungarian scholar H. Vambery, who visited Khiva in 1863. In his travelogue, *Travels in Central Asia*, Vambery introduced the two scholars, Munis and Agahi, based on hearsay rather than direct contact, as he did not meet them personally. He misidentified certain facts about their works, and his account was somewhat distorted, suggesting that Munis was still alive when he visited Khiva, though he had actually passed away long before. Despite these inaccuracies, Vambery brought to the West a limited selection of Munis's poetry, which he published in a German translation, though he did not delve into the historical texts by Munis and Agahi.

The Discovery of Manuscripts: A.L. Kun and the Russian Expedition

The first significant breakthrough in the study of *Firdaws al-Iqbal* occurred in 1873, when the Russian orientalist A.L. Kun, accompanying the Russian military expedition to Khiva, encountered a large number of confiscated manuscripts in the Khan's palace after the Russian conquest. Among the manuscripts was a copy of Munis's historical work, *Firdaws al-Iqbal*. Kun, as the only trained orientalist in the expedition, examined the manuscripts and published a brief summary of the last chapter of *Firdaws al-Iqbal* in *Turkestanские Вedomosti*, a newspaper based in Tashkent. This article, published the same year, marked the first serious mention of the work in the West. However, Kun's findings did not immediately attract the attention of scholars.

Early Scholarly Reception: N.I. Veselovskii and the Russian Scholars

Kun's article had limited impact until it was referenced by the Russian historian N.I. Veselovskii in his 1877 history of Khorezm. However, due to the difficulty of accessing the

²⁹⁹ Munirov, Q. Munis. On Bayani. Tashkent, 1960

original manuscripts, Veselovskii and his contemporaries could only work with Kun's published materials. It wasn't until after Kun's death in 1888 that the manuscripts were purchased by the Asiatic Museum in St. Petersburg, opening the door for further study. The collection, which included works by both Munis and Agahi, was catalogued by C. Salemann in 1890, and this catalog featured the first systematic reference to *Firdaws al-Iqbal* as part of Kun's legacy.

Scholarly Developments: V.V. Bartol'd and Detailed Studies

The most significant advancement in the study of *Firdaws al-Iqbal* came in the early 20th century with the work of the Russian scholar V.V. Bartol'd. In 1910, Bartol'd published a Russian translation of the last section of Agahi's *Shahid-i-Iqbal*, a companion piece to *Firdaws al-Iqbal*. His introduction to this translation included a detailed history of the manuscript's discovery and discussed the authorship of the works, contextualizing them within the broader framework of Central Asian historiography. In 1914, Bartol'd expanded on his research in *Khistorii Orosheniia Turkestana* (To the History of Irrigation in Turkestan), where he discussed the particular attention Munis and Agahi paid to irrigation systems in Khorezm. Bartol'd's contributions were instrumental in recognizing the works of Munis and Agahi as key sources for understanding the history of the region.

Interest in Turkey and the Broader Scholarly Community

In the late 19th and early 20th centuries, scholars in Turkey also began to show interest in *Firdaws al-Iqbal*. In 1909, Necip Azim published an article on Munis in *Turk Derneği*, followed by a second article in 1933 by Abdulkadir Inon. However, these early Turkish studies were brief and did not spark significant scholarly attention within Turkey. Despite this, the work was included in several important surveys of Turkic literature in the mid-20th century, such as those by M.F. Koprulu, J. Eckmann, and H.F. Hofman.

Soviet Scholarship and Later Developments

In the Soviet Union, the study of *Firdaws al-Iqbal* continued to grow. In 1935, the Institute of Oriental Studies in Leningrad published a volume containing abridged Russian translations of fragments from *Firdaws al-Iqbal* and other works by Agahi, alongside translations of the *Riyaz ad-Dawla* by A.N. Samoilovich. Further translations and scholarly work continued into the 1950s and 1960s. In particular, P.P. Ivanov, A.K. Borovkov, and Z. Akzakov published a comprehensive collection of Russian translations of works by Munis and Agahi in 1958. Later, Uzbek scholars like Q. Munirov began to analyze the historical writings of Munis and Agahi in greater detail, contributing to a more thorough understanding of their historical importance.

The transmission of the works of Munis and Agahi, particularly *Firdaws al-Iqbal*, from Central Asia to the West has been a protracted process, beginning with fragmented and often inaccurate accounts in the 19th century. Initial interest, spurred by explorers like Vambéry and Kun, was limited in scope and did not lead to significant scholarly attention. However, over time, through the efforts of scholars such as Bartol'd, and the continued work of Soviet and Central Asian researchers, the significance of these historical texts became more widely recognized. The detailed studies of *Firdaws al-Iqbal* have made it clear that the work is an invaluable source for understanding the history of Khorezm and Central Asia, especially in the context of irrigation, political history, and the socio-economic systems of the region. The lack of direct engagement with the original manuscripts in the West, however, remains a challenge, as most Western scholarship has relied on translations and secondary sources. The continued study of these texts, especially in the context of their original language, promises to yield deeper insights into the history and culture of the Central Asian world.

The study of *Firdaws al-Iqbal* abroad has been marked by a gradual accumulation of knowledge, beginning with distorted accounts and progressing to more nuanced and

comprehensive research. Scholars from a variety of backgrounds have contributed to the growing understanding of Munis and Agahi's works, although much remains to be done, particularly in terms of access to the original manuscripts and further translations. The work remains a cornerstone of Central Asian historiography, providing rich material for future scholarship on the region's history, culture, and literature.

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RUS VA O'ZBEK ADABIYOTIDA OTA OBRAZINI YARATISH MASALALARI



<https://doi.org/10.5281/zenodo.14878614>

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Annotatsiya. Ushbu maqolada muallif rus va o'zbek badiiy adabiyotida Ota obrazini yaratish masalalari haqida fikr yuritadi. Otalar va farzandlar orasidagi ziddiyatlar masalalari har qanday ijtimoiy formatsiyada va jamiyatda mavjud. Mana shuning uchun ham bu mavzuni o'rganish adabiyotshunoslikning asosiy mavzularidan biri hisoblanadi.

Аннотация. В данной статье автор размышляет над вопросами создания образа Отца в русской и узбекской художественной литературе. Проблемы конфликта между отцами и детьми существуют в любой социальной формации и обществе. Именно поэтому изучение этой темы считается одной из основных тем литературоведения.

Annotation. In this article, the author reflects on the issues of creating the image of the Father in Russian and Uzbek fiction. The problems of conflict between fathers and children exist in any social formation and society. That is why the study of this topic is considered one of the main topics of literary criticism.

Tayanch so'zlar: ota obrazi, farzandlar, munosabatlar, oila, an'analar, urf-odatlar.

Ключевые слова: образ отца, дети, взаимоотношения, семья, традиции, обычаи.

Keywords: image of the father, children, relationships, family, traditions, customs.

XX asrda Rossiya kabi O'zbekistonda sodir bo'lgan siyosiy, ijtimoiy, iqtisodiy, ma'naviy-ma'rifiy o'zgarishlar an'anaviy turmush tarzining barcha jabhalariga, jumladan, o'zbek oilasida otaning mavqei, uning farzandlar bilan munosabatiga o'z ta'sirini o'tkazdi.

Hozirda an'anaviy va zamonaviy an'analar kontekstida ota-onalar va bolalar o'rtasida munosabatlarni o'rganish muhim ahamiyat kasb etmoqda.

Rus va o'zbek badiiy adabiyotida Ota obraziga bag'ishlangan kuzatishlarimiz shuni ko'rsatadiki, Otaning "Zamonaviy" pozitsiyasi va xulq-atvori "an'anaviy"dan qanday farq qiladi? "Zamonaviy" stereotip, otalikning me'yoriy qiyofasi va "an'anaviy" o'rtasidagi farq nima?, Otaning oiladagi mavqei va rolining o'zgarishiga qanday omillar ta'sir ko'rsatadi? O'zbeklarda ota-bola munosablarida qanday o'ziga xos ruhiy xususiyatlarni kuzatish mumkin? -degan savollar ushbu tadqiqotning mazmun-mohiyatini ko'rsatadi.

Said Axmadning "Ufq" roman-trilogiyasi ikkinchi jahon urushi yillarida mamlakat ichkarisida bo'lgan voqealarni o'z ichiga oladi. Asarda urush azoblarini ko'zi bilan ko'rgan, urushdan yog'och oyoqda qaytib kelgan Ikromjon Ota obrazining hayotiy kechinmalari aks ettirilgan.

Ikromjon ota urushdan qaytgach, bor kuch-qudratini front ortidagi jangga safarbor qiladi. U qishloqdoshlarini juda murakkab sharoitlarda, ochlik va kasalliklar xalqning tinka-madorini quritayotgan bir paytda ularni g'alabaga bo'lgan ishonch bilan mehnat qilishga undaydi va o'zi boshqalarga o'rnak bo'lish maqsadida mehnat frontida oldingi safda bo'ladi.

U o'g'li Tursunboyning urushdan qochib kelganiligini sezib qolib, u yashirib yotgan qamishzor ichiga borib, o'g'lini hassasi bilan urib o'ldiradi va shu yerning o'zida hassasi bilan jasadni ko'madi.

Ushbu asarda hayot zarbasiga uchragan, ezilgan, Ota obrazi yozuvchi tomonidan ustalik bilan yoritilgan. Vatan ozodligi har narsadan kuchli, buyuk tuyg'u ekanligini obraz orqali sezamiz.

Jahon adabiyotida, xususan, mumtoz nasrida ota obrazini yaratish har qanday jamiyatda ham dolzarb masalalardan biriga aylangan. Jumladan, rus badiiy adabiyotida ota obrazi ko'plab ijodkorlar tomonidan talqin qilingan.

S.Axmadning "Ufq" romanidagi Ota obrazi A.S.Pushkinning "Dubrovskiy" romanidagi Andrey Gavrilovich Dubrovskiy qiyofasidagi Ota obrazi qaysidir jihatlari bilan bir-biriga o'xshaydi. Ikromjon ota ham Andrey Gavrilovich Dubrovskiy ham armiya safida urush azoblarini ko'rgan, armiya safidan qaytgach, qishloq odamlari bilan bir safda turib, og'ir mehnat qiladi.

Ikkalasi ham adolatsizlik qurboni. A.Dubrovskiy eng yaqin do'sti, boy pomeshik Kirill Petrovich Troekurov tomonidan mol-mulkidan ajralib, oilasi parokanda bo'lgan bo'lsa, Ikromjon ota esa o'g'li urushdan qochib kelgan Tursunboyning hatti-harakati bilan otaning qaddi-qomati buklanib qoladi.

A.Dubrovskiyning o'g'li Vladimir Andreyevich Dubrovskiy otasiga qilgan yovuzlik va adolatsizlik uchun jonini fido qilib, dushmanlardan o'ch oladi. U o'zining yoniga adolatsizlik qurboniga aylagan yaqin do'stlarini yig'ib, hukumatga qarshi kurashadi va shu muqaddas adolat yo'lida qurbon bo'ladi.

XIX asr rus mumtoz adabiyotining yirik vakili I.S. Turgenevning "Otalar va bolalar" ("Отцы и дети") muammosini aks ettirilgan. Keksa avlod har doim ham yoshlarni tushuna olmaydi. Bu esa yozuvchi romanning dolzarbligini ko'rsatadi.

Shaxsni tarbiyalash masalalari badiiy adabiyotning muhim vazifalaridan hisoblanadi. Ammo, avlodlar o'rtasida bog'liqlik, urf-odatlarining tasvirlanishi, otalar tajribasining davomiyligi, ota va bolalar orasidagi munosabatlar to'qnashuvi bugungi kunda ham rus badiiy adabiyoti singari o'zbek nasrida ham dolzarbligicha qolmoqda.

Romanda ikki holat– Arkadiyning ota-onasi bilan Bazarovning ota-onasi o'rtasidagi munosabatlar ko'rsatilgan. Yevgeniy haqiqatdan ham ota-onasidan uzoqda, ular orasida qarashlar, pozitsiyalarda tafovut mavjud. Lekin Yevgeniy ota-onasini hurmat qilishga, ular bilan har bir daqiqani qadrlashga urinadi.

Arkadiy esa, umuman aksincha, o'zining otasi va libirial amakisi bilan munosabatlari qarama-qarshi ziddiyatli bo'lsada, lekin, uning o'zi ham ularga o'xshaydi, sevgiga ishonadi, san'atni qadrlaydi. Avlodlar orasida farq aslida unchalik katta emas va roman oxirida barcha qaxramonlar bir-birini yaxshiroq tushuna boshlaydilar; Arkadiy otasi va uning Feneshka bilan munosabatlarini tushunadi, Bazarov Pavel Petrovichning ichki fojeasini tushunadi va hatto Pavel Petrovich Bazarovni tushuna boshlaydi.

Hozirda jamiyatda – ijtimoiy hayotda, badiiy adabiyotda va umuman madaniyatda "Ideal ota" nima o'zi, degan savol tug'ilishi turgan gap.

M.Sholoxovning "Inson taqdiri" da Andrey Sokolov yetim bola uchun haqiqiy otaga aylanadi. Baxt va inson taqdiri moddiy boylik bilan o'lchanmaydi.

Ikkinchi jahon urushi boshlanishi bilan haydovchi Andrey Sokolov oilasini tashlab, frontga ketadi. Urushning dastlabki oylaridanoq u yarador bo'lib, fashistlar tomonidan asirga olinadi. Asirlikda u konslagerning barcha qiyinchiliklarini boshidan kechiradi, mustahkam iroda ko'rsatib, lagerdan qochadi.

Andrey frontda qisqa ta'til olib, o'zining kichik vataniga qaytadi va u yerda sevimli rafiqasi Irina hamda ikkala qizlari fashistlarning bombasi ostida halok bo'lganligini biladi. So'ng yana frontga qaytadi.

Andreyning yaqinlaridan faqatgina o'g'li qolgan bo'lib, u frontda ofitser bo'lib, u ham urushning so'nggi kuni halok bo'ladi. Urushdan so'ng Andrey xaydovchi bo'lib ishlab yurib, ko'chada Vanya degan yetim bolani topib oladi va unga o'zini otasi deb tanishtiradi va murg'akkina bolaga hayotga bo'lgan umidini uyg'otadi. Andrey butun hayotini, mehrini mana shu bolaga bag'ishlaydi.

M.Sholoxov Andrey Sokolovni ideal ota darajasida tasvirlaydi va bu asar jahon adabiyotining ulkan hazinasini boyitishga xizmat qiladi.

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O'ZBEK VA INGLIZ TILLARIDA "AQL"/"MIND" KONSEPTLARINING QIYOSIY TAHLILI



<https://doi.org/10.5281/zenodo.14878629>

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Annotatsiya. Muayyan xalqning tasavvurlar tizimi, tafakkurining o'ziga xos xususiyatlari haqidagi ma'lumotlar milliy tilda qayd etilgan. Bu holatda eng foydali material xalqning kundalik, ijtimoiy va intellektual tajribasining o'ziga xos "xazinasini" hisoblangan va odamlarning atrofdagi dunyo, odamlarning o'zaro munosabatlari va qadriyatlari haqidagi tasavvurlar tizimini aks ettiruvchi maqol va matallardir. O'zbek va ingliz maqollari va matallari bilan ishlashda turli tillar tizimida ko'pincha aniq ekvivalentlar mavjud emasligi hisobga olinadi. Shubhasiz, shunga o'xshash iboralar mavjud, ammo ular semantik mazmuni bilan farqlanadi. Mazkur maqolada biz o'zbek va ingliz tillaridagi "aql"/"mind" konseptlarini leksikografik manbalardagi ta'riflari va o'zbek va ingliz tillaridagi maqol va matallar misoli asosida tavsifiy va qiyosiy tahlil qildik.

Аннотация. Информация об особенностях системы воображения и мышления конкретного народа фиксируется на национальном языке. Наиболее полезным материалом в этом случае являются пословицы и поговорки, которые считаются особым «сокровищем» повседневного, социального и интеллектуального опыта народа и отражают систему представлений людей об окружающем мире, взаимоотношениях и ценностях людей. При работе с узбекскими и английскими пословицами и поговорками учитывается, что точные эквиваленты в разных языковых системах зачастую отсутствуют. Несомненно, подобные выражения существуют, но они различаются по смысловому наполнению. В данной статье мы провели описательный и сопоставительный анализ понятий «ум» в узбекском и английском языках на основе их определений в лексикографических источниках и примеров пословиц и поговорок на узбекском и английском языках.

Annotation. Information about the peculiarities of the imagination and thinking system of a particular people is recorded in the national language. The most useful material in this case are proverbs and sayings, which are considered a special "treasure" of the everyday, social and intellectual experience of the people and reflect the system of people's ideas about the world around them, relationships and values of people. When working with Uzbek and English proverbs and sayings, it is taken into account that exact equivalents in different language systems are often absent. Undoubtedly, such expressions exist, but they differ in semantic content. In this article, we conducted a descriptive and comparative analysis of the concepts of "mind" in the Uzbek and English languages based on their definitions in lexicographic sources and examples of proverbs and sayings in the Uzbek and English languages.

Tayanch so'zlar: *aql, fahm-idrok, zehn, donishmandlik, mind, wit, intellect, mod, men, bosh, kalla.*

Ключевые слова: *интеллект, мудрость, ум, остроумие, разум, человек, голова, голова.*

Keywords: *intellect, wisdom, mind, wit, intellect, mod, man, head, head.*

Kirish.

Maqollar xalq og'zaki ijodining o'ziga xos xususiyati bo'lib, o'zi mansub bo'lgan xalq hayotini, uning tafakkuri va xarakterini aks ettiradi. Garchi maqollar orasida ma'lum o'zlashtirishlar uchrab tursa-da, bu maqollarning kelib chiqishi, bu xalqlarning milliy qiyofasini bildiradi, Shuning uchun ham maqollarni o'rganish bilan dastlab tarixchi va etnograf olimlar shug'ullanganlar. Lingvistik nuqtai nazaridan, maqollarda ma'lum lisoniy vositalar qanday aniqlanganligi, his-tuyg'ularni ifodalash uchun qanday badiiy nutq vositalaridan foydalanilganligi qiziq. Bu jihatlarning barchasini hisobga olgan holda, o'rganilayotgan xalqlar dunyoqarashining asosiy xususiyatlarini ajratib ko'rsatish mumkin. Maqollarda ifodalangan xalq hikmatlari milliy madaniyatlarning o'ziga xos manbai sifatida, albatta, ilmiy-tadqiqot ishlari uchun qiziqish uyg'otadi.

Jahon tilshunosligida til voqeligini tizimli o'rganish uning ijtimoiy ahamiyatini anglashda tub burilish yasadi. Til sotsiolingvistik va kommunikativ voqelik sifatida baholandi. Bir qator yangi yo'nalishlar, xususan, tilning struktur-funksional qatlamlarini chuqur o'rganishga oid nazariy paradigmlar vujudga kelib, dunyo tillarini qiyosiy, tipologik, chog'ishtirma o'rganish boshlandi. Xalqlar o'rtasidagi madaniy munosabatlarda til va tarjimalarning kommunikativ roli e'tirof etildi. Insoniyat taraqqiyotining hozirgi bosqichida, yangi siyosiy va iqtisodiy evrilishlar va qarama-qarshiliklar davrida milliy qadriyatlar masalasi har qachongidan ham dolzarbroq ko'rinadi. Binobarin, o'zbek va ingliz tillaridagi "aql"/"mind" konseptlari o'rganish har qanday til dunyosi milliy lingvistik manzarasining muhim tarkibiy qismlaridan biri bo'lib, maqollar xalqning umumiy va o'ziga xos xususiyatlarini va ularning til va madaniyat o'rtasidagi o'zaro ta'sir muammosi jihatidan nazariy aniqlash, bu olamning til manzarasida aks ettirilgan milliy dunyoqarashni yaxshiroq tushunishga yordam beradi.

Adabiyotlar tahlili

Ma'naviy-ruhiy soha konseptlarini o'rganish eng faol rivojlangan yo'nalishlardan biridir. Biroq, bu soha to'liq o'rganilgan deb taxmin qilish mumkin emas, chunki ma'naviy-ruhiy soha eng murakkab va chuqur sohalaridan biri bo'lib, ona tilida so'zlashuvchi xalqning mentalitetini tushunish uchun kalit bo'lib xizmat qilishi mumkin.

Ishimizda biz o'zbek va ingliz tillarida nashr etilgan nufuzli izohli, etimologik, falsafiy lug'atlaridan olingan ma'lumotlardan unumli foydalandik. Undan tashqari, boshqa konseptlar qatorida "aql"/"mind" konsepti haqida o'zi ilmiy ishlarida, maqolalarida so'z yuritgan rus lingvist olimlari I.M.Kamova, I.V.Blinova, I.V.Burnos, Y.A.Soloveva va boshqa olimlar bu sohada ishlarini amalga oshirganlar.

O'zbek tilshunosligida ham konsept masalasiga doir turli ishlar, ya'ni A.Nurmonova, N.Maxmudova, Sh.S.Safarova, A.E.Mamatova, E.Begmatova, M.X.Xakimova, S.M.Muminova, D.S.Xudayberganovoy, S.Boymirzayevoy, I.A.Azimovoy, R.U.Madjidovoy, N.Maxmudov, Sh.X.Shaxabitdinova, Z.A.Akbarova, R.Abdullayeva, Z.M.Baynazarov, D.K.Baxronova, Sh.R.Usmanova, Z.I.Saliyeva, A.M. Bazarbayeva, K.M. Amanullayeva, Sh.Q. Shamsiyeva, N.B. Kuldosheva, D.K. Baxronova, Z.R. Gulyamova, Y.T. Nosirov va boshqalarning ilmiy tadqiqot ishlari amalga oshirilgan, turli konseptlar, turli yo'nalishlarda tadqiq etilgan. Biroq aynan "aql"/"mind" konsepti o'zbek lingvistikasida alohida tadqiqot darajasida o'rganilmagan.

Tadqiqot metodologiyasi.

Maqolada yetakchi tadqiqot usullari sifatida qiyosiy, tavsifiy, uzluksiz tanlab olish usuli, konseptual tahlil usuli, lingvokulturologik usul va lug'at ta'riflarini tahlil qilish metodlari qo'llanildi. "Aql"/"mind" konseptlarining mazmuni va tuzilishini tavsiflashda o'zbek va ingliz tillaridagi leksikografik manbalar – lug'atlar va tezauriyalarni tahlil qilishning ilmiy tadqiqot usullaridan foydalanildi.

Tahlil va natijalar

Jamiyat ongida “aql” konsepti an’anaviy ravishda insonning aqliy faoliyati bilan bog‘lanadi. Bu tushuncha izohli lug‘atlarda tegishli leksemalarning ma’nolarida o‘z aksini topgan. Dastlab “aql” so‘zining kelib chiqishi haqida so‘z yuritadigan bo‘lsak, Sh.Raxmatullayevning “O‘zbek tilining etimologik lug‘ati” da u shunday talqin etiladi: “Bu arabcha so‘z عقل shakliga ega [1. 68]... bu so‘z asli arab tilidagi “yuksak darajada fikr yuritish qobiliyatiga ega bo‘ldi” ma’nosini anglatuvchi عَقْل (‘aqala) fe’lining I bob masdari bo‘lib, o‘zbek tilida “yuksak darajada fikr yuritish qobiliyati”, “zehn”, “es-xush” kabi ma’nolarni anglatadi” [2. 58].

“O‘zbek tilining izohli lug‘ati”da “aql” so‘ziga quyidagicha ta’rif berilgan: “1. Odamning bilish, fikr yuritish qobiliyati. 2. Zakovat darajasi; fahm-idrok, zehn, donishmandlik, yetuklik. 3. Es-xush, miya. 4. Mulohaza, maslahat [6. 67].

Muayyan madaniy hodisaning konseptual mazmunini tahlil qilish uchun ensiklopedik lug‘atdan olingan ta’rifni ham ko‘rib chiqaylik: “Aql – inson miyasining dunyoni aks ettirish va shaxsning voqelikka bo‘lgan munosabatini boshqarib turadigan faoliyati. Aql ob’ektiv dunyo voqea-hodisalarining muhim qonuniy aloqa-munosabatlarini aks ettirish va shu tariqa voqelikni ijobiy o‘zgartirish imkonini beradi. Fikrning teranligi, tarqidiyligi, uyg‘unligi, kengligi, tezligi aqlning eng muhim sifatleri hisoblanadi. Aql yashash sharoiti ta’sirida, faoliyat va ayniqsa ta’lim-tarbiya jarayonida rivojlanadi” [4. 37].

Shunday qilib, biz quyidagilarni aniqlashimiz mumkin: aql so‘z- konseptining o‘zgarmas semalari quyidagilardir: “aqliy qobiliyat”, “tafakkur va tushunish qobiliyati”. Ko‘pincha “aql, lug‘atlarga ko‘ra, ong, ruh va intellekt tushunchalari bilan belgilanadi.

Ingliz tilida o‘zbekcha “aql” so‘z-konsepti mind, wit, intellect birliklariga mos keladi.

Collins English Dictionary lug‘atida biz “mind” leksemasining quyidagi asosiy ma’nolarini ko‘ramiz:

1) The human faculty to which are ascribed thought, feeling, etc.; often regarded as an immaterial part of a person;

2) Intelligence or the intellect, especially as opposed to feelings or wishes;

3) Recollection or remembrance; memory;

4) The faculty of original or creative thought; imagination;

5) A person considered as an intellectual being;

6) Opinion or sentiment;

7) Condition, state, or manner of feeling or thought;

8) An inclination, desire, or purpose;

9) Attention or thoughts;

10) Intelligence, as opposed to material things and others meanings [Collins English Dictionary 2006].

Oxford school dictionary lug‘atida bu konseptning birmuncha boshqacha talqini berilgan:

1. The ability to think, feel, understand and remember, originating in the brain.

2. A person’s thoughts, opinion, or intention [Oxford school dictionary 2007].

“Wit” so‘zi Collins English Dictionary lug‘atida quyidagi ma’nolarda namoyon etilgan:

1) The talent or quality of using unexpected associations between contrasting or disparate words or ideas to make a clever humorous effect;

2) Speech or writing showing this quality;

3) A person possessing, showing, or noted for such an ability;

4) Practical intelligence [Collins English Dictionary 2006].

“Intellect” so‘zi quyidagicha talqin etilgan:

1) The capacity for understanding, thinking, and reasoning, as distinct from feeling or wishing;

2) A mind or intelligence;

3) Informal a person possessing a brilliant mind; brain [Collins English Dictionary 2006].

“Mind” ingliz tilining eng qadimgi va eng muhim tushunchalaridan birini ifodalaydi, bu tildagi leksemaning yuqori chastotasi, frazeologiyasi va polisemiyasidan dalolat beradi.

“Mind” – got tilidagi gamunds “xotira” dan (qarang: lotincha mentem (mens), zamonaviy inglizcha remind “eslatma”, memory “xotira”, xuddi shu qadimgi o‘zakli remember “eslab qolish”) olingan. Bu so‘zdan kelib chiqqan hind-evropa o‘zagi men – juda qadimiy, shuning uchun qadimgi yunon tilida biz jisvoc – “kuch, hayotiylik kuch, hayot, nafrat, g‘azab, jon, fikr” kabilarni ko‘rishimiz mumkin, avesto tilida spenta – mainyav – “o‘lmas avliyolar”dan biri Axuramazdaning ijodiy gipostazi, shaxsiylashtirilgan Muqaddas Ruh Spenta Mainyu nomi ostida yotgan birikma bo‘lib, mainyav so‘zi men o‘zagidan olingan [3. 1987]. Demak, qadimgi davrlarda ingliz tilining asosiy va eng murakkab konseptlaridan biriga asos bo‘lgan o‘zakning asosiy ma’no doirasi shakllangan.

Qadimgi ingliz tilida bir o‘zakdan olingan kamida ikkita leksema mavjud - mod aql, his-tuyg‘ular, kayfiyat, intilishlar (insonning ichki hayoti bilan bog‘liq bo‘lgan hamma narsa) va zerikalli aql, istak, intilish, moyillik. Mod - o‘sha paytda tushunilganidek, insonning ichki ma’naviy va intellektual mohiyatini barcha ko‘rinishlarida ifodalaydi, chunki “O‘rta asrlarda tuyg‘ular va intellekt haqidagi haqiqiy tasavvurning bo‘lishi ham mumkin emas edi” [5. 57]. Qadimgi ingliz tilidagi mod, biz hozir insonning fe‘l-atvori, xarakteri deb ta’riflaydigan narsani anglatadi.

O‘zbek tilida barcha taqdim etilgan ma’nolar uchun quyidagi ekvivalentlarni topish mumkin: aql, fahm-idrok, zehn, fikrlash qobiliyati, donishmandlik, yetuklik, es-xush, miya, mulohaza. Demak, ingliz tilida “mind” so‘zining mutlaq ekvivalenti yo‘q, bir vaqtning o‘zida u yoki bu birikmada turli semalarga ega bo‘lgan, “mind” so‘zi ma’nosida birikkan bir nechta leksemalar aniqlanadi; Biroq, shuni aniqlashtirish kerakki, ingliz ekvivalentlarining har biri, o‘z navbatida, kengroq ma’noga ega. Shunday qilib, asosiy semalar (“fikrlash / think, tushunish / understand”) bilan bir qatorda, ingliz konseptining tuzilishi quyidagi tarkibiy qismlarni o‘z ichiga oladi: “his qilish qobiliyati / feel”, “fikrlarning mavjudligi” / thoughts”, “o‘z fikrining mavjudligi / opinion”, “niyatning mavjudligi / intention”. Ushbu komponentlar leksikografiyaga ko‘ra o‘zbek tilidagi “aql” so‘z-konseptining ma’no tarkibiga kiritilmagan.

Shunday qilib, ko‘rib chiqilayotgan tillar uchun “aql” haqidagi umumiy tasavvur insonning fikrlash va tushunishning eng yuqori qobiliyatini namoyon etishi hisoblanadi. Biroq, ingliz tilida ma’naviyat kategoriyasi bilan bog‘liqlik aks ettirilmagan (shuning uchun mavhumlik, jonsizlanish); aksincha, fikrlash jarayonining aniq kelib chiqish joyi, vujudga kelishi ko‘rsatilgan: “originating in the brain” (miyadan kelib chiqadi). O‘zbek tilida “aql” kategoriyasi insonning his-tuyg‘ulari va fikrlari bilan hech qanday bog‘liqligi yo‘q, lekin bu ingliz tilida juda aniq ifodalangan. “Aqlga xotira, eslash sifatida” ma’no berilishi o‘zbek tilida ham aks etmaydi, ingliz tilida esa u dolzarb bo‘lib qoladi.

O‘zbek va ingliz tillarda “aql inson hayotining ajralmas qismi sifatida” semantik komponenti muhimdir. Ya’ni, “aql” nafaqat hayot va o‘rganish jarayonida ega bo‘lgan qobiliyat, balki har bir insonga tug‘ilishdan beri beriladigan fazilatdir. Bundan tashqari, o‘zbeklarning lingvistik ongida aqlsiz hayot juda qiyin, hatto og‘riqli deb hisoblanadi, masalan: *Aqlga – ishorat, nodonga – kaltak; Ahmoqning joni azobda; Ahmoqning o‘zi bilmas, bilganning so‘ziga kirmas.* Ingliz maqollarida ham aql haqidagi tasavvur tug‘ma xususiyat sifatida mustahkamlangan, faqat u vaqti-vaqti bilan o‘zini namoyon qiladi, masalan: *No man is wise at all times* (Hech kim har

doim dono bo'lolmaydi); *Wisdom is oft-time nearer when we stoop* (Ba'zida donolik biz o'ylagandan ham yaqinroq).

Shu bilan birga, o'zbek va ingliz tillaridagi ko'plab maqollarda "aql insonga tabiat tomonidan berilgan" degan ma'no qayd etilgan. Bu xususiyat har bir kishiga xosdir va u qachon, qayerda va qanday namoyon bo'lishi odamning o'ziga bog'liq, masalan: *Aql bozorda sotilmas; Aqlsiz og'zidagini oldirar; Aql bo'y bilan o'lchanmas*. Ingliz maqollarida qiyoslash uchun ishlatiladigan namunalar birmuncha farq qilib, ular milliy o'ziga xos xususiyatlarni aks ettiradi, masalan: *A bird may be known by its songs* (Qushni kuylashidan tanib olish mumkin); *Every herring must hang by its own gill* (Har bir baliq o'zining gilliga osilishi kerak); *Let every sheep hang by its own shank* (Har bir qo'y o'z oyog'idan osilishiga qo'yib bering). Ingliz madaniyati uchun qo'y tasviri ahamiyatli, bundan tashqari, eshak ahmoqlikning ramzi bo'lib, uni aqlli mavjudot - odam bilan solishtirishga imkon beradi.

Demak, ko'rib chiqilayotgan o'zbek va ingliz madaniyatlarida insonning tug'ma fikrlash va tafakkur qobiliyati ta'kidlangan, ammo konseptning obrazli vakillari etnospetsifik bo'lib chiqadi.

Shuni ta'kidlash kerakki, turli tillarda aql konseptining semantik mazmuni bir xil emas. O'zbek va ingliz maqollarini tahlil qilish jarayonida quyidagi xususiyatlar aniqlandi. O'zbek maqollari va matallarida "bosh (kalla) aql o'rni sifatida" semantik komponenti ko'proq tegishli bo'lib chiqdi, masalan: *Aqlsiz kallaning xom qovoqdan farqi yo'q; Aql yoshda emas, boshda*. Bu maqollar aqlning qadr-qimmatini ta'kidlaydi, usiz odamning boshi tananing mutlaqo yaroqsiz va keraksiz qismiga o'xshaydi. Bosh insonning barcha harakatlarining manbai sifatida talqin qilinadi, masalan: *Tog'ning ko'rki tosh bilan, odamning ko'rki bosh bilan; Aql boshdan chiqar, oltin - toshdan*. Bu yerda shuni ta'kidlash kerakki, har qanday amalga oshirilishi kerak bo'lgan ish aql ishlatilsa natijali bo'ladi, aqlining ishi samara va boylik keltiradi. Qolaversa, ba'zi maqol va matallarda aql-idrok xususiyati boshi bor har bir kishiga beriladi, masalan: ; *Boshda aql bo'lmasa, oyoqda tinim bo'lmaydi*; . Biroq, o'zbeklarning lingvistik ongida aynan qarama-qarshi ma'noni aks ettiruvchi shunday maqollar ham mavjud, masalan: *Aqlli bosh o'ylaguncha, tentak suvdan o'tar*.

Ingliz tilida bunday semantik komponentli maqollar kamroq uchraydi, bundan tashqari, ular tabiatan keskin istehzoli, masalan: *A big head and little wit* (Boshi katta, lekin aqli kalta); *You have a head and so has a pin* (Sening boshing bor, lekin u to'nog'ichda ham bor); *More wit in his little finger than in your whole body* (Sening butun tanangdagi aqldan uning jimjilog'idagi aql ko'proq); *Fat paunches have lean pates* (Semiz qorin oriqla aqlga ega). Albatta, bunday iboralar qat'iy milliy hisoblanadi. O'zbek tilida intellektual jihatidan foydasiz (kalta bosh - to'nog'ichning boshi) bo'lgan ma'no bilan bunday majoziy taqqoslashlarni topa olmaymiz, Shuni ta'kidlash kerakki, ingliz tilida ahmoqlikka nisbatan nafrat bilan munosabat leksik foydalanishni tanlash darajasida ham namoyon bo'ladi (bu, masalan, *pate* - (so'zlashuvda) "kalla" sifatida ko'rsatilgan "bosh" muhim komponentli iboralarga tegishli).

Ma'lumki, og'zaki va yozma nutq aqliy qobiliyatlarni namoyon etish vositasi hisoblanadi. Og'zaki so'zning sifat xususiyatlari yoki uning yo'qligi intellektual rivojlanish darajasining ko'rsatkichiga aylanadi. Demak, quyida semantik komponentni ajratib ko'rsatishimiz mumkin: "nutq aqlning mavjudligi yoki yo'qligi ko'rsatkichi sifatida".

Ko'rib chiqilayotgan o'zbek va ingliz tillarida bunday semantik mazmundagi maqollar keng tarqalgan, masalan: *Til - aql tarozusi; Fikri ravshanning so'zi ravshan; O'ylab gapirgan maqtovda bo'lar, o'ylamay gapirgan mazaqda qolar; Nodonga so'zlagan esiz so'zim, o'likka yig'lagan esiz ko'zim; Gapi to'qmoqning o'zi to'qmoq; Talking should be an exercise of the brain not of the tongue* (Nutq tilning emas, boshning mashqi

bo'lishi kerak); *First think, then speak* (Avval o'yla, keyin so'yla); *A word is enough to the wise* (Donolarga bir so'z kifoya).

Aql ko'rsatkichi ko'pincha qisqa, ixcham, mazmunli nutq bo'lib, ba'zan esa u nutqning o'zi ham bo'lmaydi. Sukunat yaxshi xulq, xushmuomalalik, aql-zakovat belgisi sifatida qaraladi, masalan: *Axmoqqa javob – sukut*; *Nodon so'zlar, dono ibrat olar*; *Gapirgandan gapirmagan yaxshiroq, gapirdim tegdi boshimga tayoq*; *So'zlovchi nodon bo'lsa, tinglovchi dono bo'lsin*; *Oz so'z – soz so'z*; *Chin so'z – mo'tabar, yaxshi so'z – muxtasar*; *Aytar so'zni ayt, aytmas so'zdan qayt*; *A still tongue makes a wise head* (Qisqalik - aqlning joni); *There is a time to speak and a time to be silent* (Gapirishning ham, jim turishning ham vaqti bor); *He knows much who knows how to hold his tongue* (Tilini tiyishni bilgan ko'p biladi); *No wisdom like silence* (Sukunatdan buyukroq hikmat yo'q); *Silence is wisdom* (Sukut - donolik); *Who knows most, speaks least* (Kim ko'p bilsa, kam gapiradi); *He is wise who says nothing when he has nothing to say* (Aqlli odam aytadigan gapi bo'lmaganda jim turadi); *It often needs an open mind to keep one's mouth shut* (Og'zini yopish uchun ko'pincha ochiq fikr kerak).

Bu holatda ingliz maqollarining ustunligini milliy xususiyatlar bilan izohlash mumkin. Inglizlar o'zini tutish, kamso'zlikka moyillik, sukut bilan chegaralangan lakonizm bilan ajralib turadi, bu ba'zan izolyatsiya va befarqlikka olib keladi. Masalan, ekspertlarning qayd etishicha, muzokarlarda britaniyaliklar juda moslashuvchan va boshqa tomon tashabbuslariga e'tiborliroqdirlar. Ular suhbatdoshini unga e'tiroz bildirmasdan sabr-toqat bilan tinglash qobiliyati bilan ajralib turadi, ammo bu har doim ham kelishuvni anglatmaydi, lekin ko'pincha ularning fe'l-atvorining muhim xususiyati – jim turib, his-tuyg'ularni ochiq ko'rsatmay o'zini tuta bilishning namoyon bo'lishi hisoblanadi.

Truth comes out of the mouth of babes and sucklings (Chaqaloqlar va tentaklarning og'zidan haqiqat chiqadi) degan ingliz maqoli qiziq. Inglizlar bolalar va ahmoq odamlar nima degani haqida o'ylamasligini, o'z fikrini, xayoliga kelganini ifoda etishlarini ta'kidlashga intiladilar. Lekin ko'pincha bu aniq haqiqatdir. Aqlli odam vaziyatni diqqat bilan baholaydi, nutqini tahlil qiladi, shuning uchun uning gaplari doimo yaxshilab o'ylangan bo'ladi.

Aql va nutq o'rtasidagi munosabatni baholashda inglizlarning milliy va madaniy xususiyatlari quyidagi iboralarda namoyon bo'ladi: *A clever man can always tell a woman's age – a wise one never does* (Aqlli erkak har doim ayolning yoshini ayta oladi, dono esa hech qachon buni aytmaydi); *A wise woman is one who has a great deal to say, and remains silent*

(Aqlli ayol aytadigan gapi bo'lsa ham sukut saqlashni afzal ko'radi). Agar o'zbek tilida maqolda aks ettirilgan haqiqatning o'zi muhim bo'lsa: ko'p gap – eshakka yuk, u holda ingliz tilida fikr va nutq o'rtasidagi bog'liqlik axloqiy (aniqrog'i, odob-axloq) ma'noga ega bo'lib, bu shubhasiz, inglizlarning nutq va odob-axloqlarning barcha qoidalariga ataylab rioya qilishlari, ularning milliy o'ziga xoslik g'oyasini tasdiqlaydi.

Xulosa va takliflar

Shunday qilib, o'zbek va ingliz xalqlari madaniyatidagi insonlarning intellektual qobiliyati turli qadriyatlarga va turli semantik tarkibga egadir. Ko'rib chiqilgan maqol va matallar misolidan foydalanib, biz umumiy va turli xil xususiyatlarni ajratib ko'rsatishimiz mumkin.

Ish jarayonida aql - bu insonga xos bo'lgan fikrlash va mulohaza yuritish qobiliyati ekanligi aniqlandi. Aynan aqlning mavjudligi insonni tirik dunyoning boshqa vakillaridan ajratib turadi. Shu bilan birga, aql odamlarni bir-biridan ajratib turadi. Va o'zbek va ingliz lingvistik ongida har bir insonning aqlidroki mavjudligi aks ettirilgan, ammo u turli, ya'ni kimdir uchun ko'proq, boshqalar uchun esa kamroq yo'llar bilan namoyon bo'ladi. Hayotiy tajriba jarayonida inson aqliy qobiliyatlarini rivojlantirishi, to'planishi yoki aksincha - yo'qotishi mumkin.

Demak, barcha tillarda har bir inson o'z taqdirini o'zi yaratadi, tabiat unga bergan narsalarni boshqaradi, degan g'oya o'rnatildi. Va bu u aqlli yoki ahmoq bo'ladimi faqat unga bog'liq.

O'zbek va ingliz maqollarini o'rganishda milliy o'ziga xoslik bilan bog'liq bir qator farqlar ham aniqlanadi.

Inglizlarning lingvistik ong uchun "aql va nutq o'rtasidagi munosabat" semantik komponenti ayniqsa dolzarbdir. Nutq insonning intellektual qobiliyatlari ko'rsatkichiga aylanadi. Avvalo, yevropaliklar kamgaplik va lakonizm istagi bilan ajralib turadi. Bu odobli insonning belgisidir. Bundan tashqari, ingliz maqollarida erkaklar va ayollarning xatti-harakatlari qoidalarini tartibga soluvchi odob-axloq formulalari ham aks ettirilgan.

O'zbek maqollari, shuningdek, odamning so'zlariga qarab, uning aqlli yoki ahmoqligini, savodli yoki savodsizligini ko'rsatadi. Bu maqollarda hayotiy tajribalar natijasida kelib chiqqan qimmatli fikrlarning xulosasi ifodalangan bo'lib, ular ixcham, pishiq va puxtaligi bilan ajralib turadi.

Shunday qilib, "aql" konsepti aqliy faoliyat bilan bog'liq bo'lgan ma'lum bir inson qobiliyatlari, tajribalari va iqtidorini ifodalaydi, shu bilan insonning ichki dunyosi haqidagi boshqa konseptlardan o'zining qadriyat holati bilan farq qiladi. Bundan tashqari, "aql" insonni hayvonlardan, shu bilan birga, odamlarni bir-biridan ajratib turuvchi xislatlarini belgilovchi xususiyat bo'lib, bu ushbu ishda o'rganilgan o'zbek va ingliz tillar uchun dolzarbdir.

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MAQOL VA MATALLAR TARJIMASINING O'ZIGA XOSLIGI (A.Qodiriyning "Mehrobdan chayon" asari misolida)



<https://doi.org/10.5281/zenodo.14878645>

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Annotatsiya. Ushbu maqolada maqol va matallarning tarjimasi jarayonida uchraydigan o'ziga xosliklar tahlil qilinadi. Ayniqsa, A. Qodiriyning "Mehrobdan chayon" asari misolida milliy va badiiy ifoda vositalarining tarjimada qanday aks etishi o'rganiladi. Asliyat va tarjima matnlari solishtirilib, ma'no va uslubiy o'zgarishlar tahlil qilinadi. Shuningdek, tarjimonning xalqona iboralarni berish usullari ham ko'rib chiqiladi. Maqola maqol va matallarning tarjimada to'g'ri aks ettirilishi muhimligini ta'kidlaydi.

Аннотация. В статье анализируются особенности, встречающиеся в процессе перевода пословиц и поговорок. В частности, на примере произведения А.Кадири «Мехробдан Чайан» будет изучено, как национальные и художественные средства выразительности отражаются в переводе. Сопоставляются оригинальный и переведенный тексты, анализируются смысловые и стилистические изменения. Также рассматриваются переводчиковские приемы подачи народных фраз. В статье подчеркивается важность правильного перевода пословиц и поговорок.

Annotation. This article analyzes the peculiarities encountered in the process of translation of proverbs and sayings. In particular, the example of A. Qadiri's work "Mehrobdan Chayan" will be studied how national and artistic means of expression are reflected in translation. The original and translated texts are compared, meaning and stylistic changes are analyzed. Also, the translator's methods of giving folk phrases are considered. The article emphasizes the importance of correct translation of proverbs and sayings.

Tayanch so'zlar: *maqol va matallar, badiiy tarjima, A. Qodiriy, "Mehrobdan chayon", milliy ifoda, tarjima usullari, xalq maqollari, lingvistik xususiyatlar, adabiy tahlil.*

Ключевые слова: *пословицы и поговорки, художественный перевод, А. Кадири, «Скорпион из Мехроба», народное выражение, методы перевода, народные пословицы, языковые особенности, литературный анализ.*

Keywords: *proverbs and sayings, literary translation, A. Qadiri, "Scorpion from Mehrob", national expression, translation methods, folk proverbs, linguistic features, literary analysis.*

Kirish. Tarjima san'ati adabiyot va tilshunoslikning muhim yo'nalishlaridan biri bo'lib, u muayyan xalqning madaniyati, an'analari, ma'naviy va ruhiy olamini boshqa tillarga yetkazishda beqiyos ahamiyatga ega. Xususan, badiiy asarlarning tarjimasida milliy koloritni saqlash, muallifning uslubini to'g'ri yetkazish, obraz va voqealarni tabiiy ifodalash muhim masalalar sirasiga kiradi. Bunda ayniqsa, xalq og'zaki ijodi namunalari, jumladan, maqol va matallarni tarjima qilish jarayoni alohida ahamiyatga ega.

Maqollar xalqning ko'p asrlik tajribasi, hayotiy qarashlari va donishmandligi mahsuli bo'lib, ular qisqa va lo'nda shaklda xalq dunyoqarashini ifoda etadi. Shuning uchun ham ularni

tarjima qilish faqatgina til vositalarini o'zgartirish bilan cheklanib qolmay, balki muayyan xalqning mentalitetini boshqa til vositalari orqali yetkazishni ham talab qiladi. Shu bois maqollar tarjimasi tarjimon uchun qiyin va mas'uliyatli jarayonlardan biri sanaladi. Ularni so'zma-so'z tarjima qilish ko'pincha mantiqiy yoki uslubiy xatolarga olib kelishi mumkin. Tarjimada har ikki tilning frazeologik birliklarini, badiiy vositalarini va madaniy kontekstini hisobga olish talab etiladi.

O'zbek adabiyotining atoqli namoyandalaridan biri Abdulla Qodiriyning "Mehrobdan chayon" romani XX asr o'zbek nasrining eng sara asarlaridan bo'lib, unda xalqona iboralar, maqollar va matallar keng ishlatilgan. Bu esa asarning milliy ruhini va badiiy qimmatini oshiradi. Ushbu maqolada asarning turli tarjimalarida maqol va matallarning qanday aks ettirilgani tahlil qilinadi. Bunda ularning to'g'ri yoki noaniq tarjima qilingani, muallif uslubining saqlangan-saqланmagani va tarjima jarayonida yo'l qo'yilgan o'ziga xosliklar o'rganiladi.

Asosiy qism. Ba'zi maqollarni to'g'ridan-to'g'ri tarjima qilish mumkin bo'lsa-da, ko'pchilik maqollar badiiy jihatdan mos tushmaydi yoki ma'nosi o'zgarib ketishi mumkin. Maqollar muayyan xalqning hayot tarzi va urf-odatlarini bilan bog'liq bo'lgani sababli, tarjima jarayonida ularni boshqa madaniyat vakillari tushunadigan shaklda ifodalash muhimdir. Ko'pgina holatlarda boshqa tillarda mazmun jihatidan mos keladigan maqollar topilishi mumkin. Lekin ba'zi hollarda ekvivalent maqol topilmasa, tarjimon uning mazmunini erkin shaklda ifodalashga majbur bo'ladi.

Misol tariqasida, "Mehrobdan chayon" romanidan quyidagi maqollarni ko'rib chiqamiz, masalan:

"O'g'ri oldin o'z uyidan boshlaydi"

Ushbu maqol o'zbek xalq hikmatlaridan biri bo'lib, uning ma'nosi shundaki, yomon ishni boshlagan odam avval o'z atrofiga zarar yetkazadi. Agar so'zma-so'z tarjima qilinsa, bu ibora boshqa tilda tushunarli bo'lmazligi mumkin. Masalan, ingliz tiliga bevosita "A thief starts from his own home" tarzida tarjima qilingan taqdirda, u anglashilmovchilik tug'dirishi mumkin. Shu sababli, uni ingliz tilida mavjud "Charity begins at home, but so does sin" (Savob ham, gunoh ham uyidan boshlanadi) maqoliga moslashtirish maqsadga muvofiq.

"O'roqcha yo'q – bug'doyni qo'l bilan o'r"

Bu maqol muayyan vaziyatda muqobil yo'l bilan muammoni hal qilish zarurligini anglatadi. Uni rus tiliga bevosita "Нет серпа – жни пшеницу руками" deb tarjima qilish mumkin. Biroq bu ibora rus tilida keng qo'llanilmaydi. Shu sababli, rus tilidagi "На безрыбье и рак – рыба" (Baliq yo'q joyda qisqichbaqa ham baliq hisoblanadi) maqoliga moslashtirilishi maqsadga muvofiqdir.

"El og'ziga elak tutib bo'lmaydi"

Ushbu maqol insonlarning gap-so'zlarini to'xtatib bo'lmazligi, har qanday gap baribir tarqalishini anglatadi. Ingliz tilida unga mos keladigan maqol "You cannot stop people from talking" yoki "Rumors spread like wildfire" (G'iybat olov kabi tez tarqaladi) bo'lishi mumkin.

A. Qodiriy o'z romanida maqol va matallardan keng foydalangan. Asarning turli tarjimalarida bu maqollarning qanday o'zgarganini tahlil qilish muhim. Ba'zan maqolning bevosita tarjimasi ishlatiladi, lekin bu har doim ham tushunarli yoki tabiiy bo'lavermaydi. Ba'zi maqollar boshqa tilning madaniyati va tiliga mos keladigan analog bilan almashtiriladi. Maqolning asosiy ma'nosini saqlagan holda, uni tarjima tilining uslubiga moslashtirish.

Misol sifatida "Birovning itini siylasang, seni tishlaydi" maqolini olaylik. Ingliz tiliga bevosita "If you pet someone else's dog, it will bite you" deb tarjima qilish mumkin, lekin bu tabiiy jaranglamaydi. Inglizcha ekvivalent sifatida "No good deed goes unpunished" (Yaxshilik jazosiz qolmaydi) maqolining ishlatilishi yanada mos keladi.

Maqollar va matallar xalqning tarixiy va madaniy xotirasi bo'lib, ularni tarjima qilishda ehtiyotkorlik talab etiladi. "Mehrobdan chayon" romanining tarjimalarida maqollarni o'zgartirish yoki bevosita tarjima qilish holatlari uchraydi. Asl nusxadagi badiiy ruhni saqlab qolish uchun tarjimon milliy koloritni yo'qotmaslikka harakat qilishi lozim. Shu sababli, tarjimada ekvivalent maqollarni izlash yoki erkin tarjima qilish usulidan foydalanish samarali hisoblanadi.

Maqol va matallar tarjimasi badiiy tarjimaning eng murakkab va muhim jihatlaridan biri bo'lib, tarjimonning mahorati, til va madaniyatni chuqur bilishini talab etadi. Ular milliy tafakkur, tarixiy tajriba va xalqning donishmandligini aks ettirgani bois, tarjima jarayonida nafaqat so'zma-so'z ma'no, balki ularning badiiy-estetik qiymati ham saqlanishi kerak.

Abdulla Qodiriyning "Mehrobdan chayon" romani o'zbek adabiyotining badiiy jihatdan yetuk asarlaridan biri bo'lib, unda xalq maqollari va matallari juda keng qo'llanilgan. Ushbu maqollar asarning umumiy uslubini, qahramonlarning nutqini tabiiylashtirish va milliy koloritni yetkazishda muhim rol o'ynaydi. Ularni tarjima qilish jarayonida tarjimon turli usullardan – so'zma-so'z tarjima, ekvivalent maqollarni izlash yoki erkin tarjima usulidan foydalanadi. Har bir yondashuvning o'ziga xos afzalliklari va kamchiliklari bor, lekin eng muhim jihati shundaki, tarjimon maqol va matallarni boshqa tilda ham o'zbek xalqiga xos ruh va ma'noda ifodalashi kerak.

Tahlil qilingan tarjimalar shuni ko'rsatadiki, so'zma-so'z tarjima har doim ham samarali bo'lavermaydi. Chunki har bir xalqning til va madaniyati turlicha bo'lib, bir tildagi frazeologik birliklar ikkinchi tilga ko'chirilganda o'z ma'nosini yo'qotishi yoki noaniq bo'lib qolishi mumkin. Shu bois tarjimonlar analogik ekvivalent maqollarni izlash yoki erkin tarjima qilish usullarini qo'llashlari lozim. Masalan, "*El og'ziga elak tutib bo'lmaydi*" maqolini ingliz tiliga "*Rumors spread like wildfire*" (G'iybat olov kabi tez tarqaladi) deb tarjima qilish uning ma'nosini aniqroq yetkazadi.

Shuningdek, milliy kolorit va badiiy uslubni saqlash tarjimada juda muhim ahamiyatga ega. A. Qodiriyning uslubi jonli, xalqona tilda yozilgani uchun tarjimon uning mazmuni bilan birga, nutq ohangini ham saqlab qolishi lozim. Badiiy jihatdan noto'g'ri tarjimalar asarning ohangini o'zgartirib yuborishi, qahramonlarning nutqini sun'iy ko'rsatishi yoki asarning estetik ta'sirini pasaytirishi mumkin.

Xulosa qilib aytganda, maqol va matallar tarjimasi faqat lingvistik jarayon emas, balki madaniy vositachilik hamdir. Tarjimon faqatgina so'zlarni emas, balki ular ortidagi tarixiy va madaniy kontekstni ham yetkazishi kerak. "Mehrobdan chayon" romanidagi maqollar tarjimasi misolida shuni anglash mumkinki, samarali tarjima so'zma-so'z emas, balki mazmun va ruhni yetkazishga asoslangan bo'lishi lozim. Bu esa, o'z navbatida, tarjimonning ijodiy yondashuvi, til bilimdonligi va madaniyatlararo tafakkurini talab qiladi.

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XORIJIY ADABIYOTLARNI TARJIMA QILISHDAGI TANQIDIY MUAMMOLAR



<https://doi.org/10.5281/zenodo.14878661>

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Annotatsiya. Adabiy tarjima xalqlar o'rtasida fikr va madaniyat almashinuvini ta'minlaydigan ijodiy jarayondir. Bu jarayon faqatgina so'zlarni so'zma-so'z o'girish emas, balki matn ruhini va uning badiiy go'zalligini saqlab qolishni ham o'z ichiga oladi. Adabiy tarjimada bir qator muhim tanqidiy muammolar uchraydi. Jumladan, badiiy go'zallikning yo'qolishi, madaniy tafovutlar, so'zma-so'z va erkin tarjima o'rtasidagi qarama-qarshilik, shuningdek, ohang va ritmni yetarli darajada aks ettirish qiyinligi. Bundan tashqari, shevalar, metaforalar va madaniy terminlar tarjimaning aniqligiga ta'sir qiladigan asosiy omillar hisoblanadi.

Ushbu muammolarni hal qilish uchun tarjimonlarni doimiy ravishda tayyorlash, tarjimon va tanqidchilar o'rtasidagi hamkorlikni rivojlantirish hamda ijodiy tarjima usullaridan foydalanish tavsiya etiladi. Shuningdek, tarjima matnlarini mutaxassislar tomonidan tekshirish va zamonaviy texnologiyalardan foydalanish adabiy tarjima sifatini oshirishga yordam beradi. Asl matnga sodiqlik va uni yangi tilda ijodiy ifodalash o'rtasida muvozanatni ta'minlash adabiy tarjimaning muvaffaqiyatli bo'lishining asosiy omilidir.

Аннотация. Литературный перевод играет решающую роль в передаче идей и культур между народами, поскольку это творческий процесс, который выходит за рамки буквальной передачи слов и направлен на сохранение сути и литературной красоты текста. Литературный перевод сталкивается с несколькими критическими проблемами, такими как потеря эстетической ценности, культурные различия, конфликт между буквальным и свободным переводом, а также сложность передачи ритма и языкового тона. Диалекты, метафоры и культурно-специфические термины также представляют собой серьезные проблемы, которые влияют на точность перевода.

Для решения этих проблем рекомендуется постоянное обучение переводчиков, содействие сотрудничеству между переводчиками и критиками и использование творческих методов перевода. Кроме того, проверка переведенных текстов экспертами и использование технологий могут повысить качество литературного перевода. Достижение баланса между верностью исходному тексту и творческим воспроизведением на целевом языке является ключевым фактором успеха литературного перевода.

Annotation. Literary translation plays a crucial role in transferring ideas and cultures between nations, as it is a creative process that goes beyond the literal transfer of words to preserving the essence and literary beauty of the text. Literary translation faces several critical challenges, such as the loss of aesthetic value, cultural differences, the conflict between literal and free translation, and the difficulty of conveying rhythm and linguistic tone. Dialects, metaphors, and culturally specific terms also present major challenges that affect the accuracy of translation.

To address these issues, continuous training for translators, fostering collaboration between translators and critics, and employing creative translation techniques are recommended. Additionally, reviewing translated texts by experts and utilizing technology can enhance the

quality of literary translation. Striking a balance between fidelity to the original text and creative rendering in the target language is the key factor in the success of literary translation.

Tayanch so'zlar: *adabiy tarjima, tanqidiy muammolar, lingvistik tahlil, madaniy kontekst, badiiy uslub, ijodiy tarjima*

Keywords: *Literary translation, critical challenges, linguistic analysis, cultural context, literary style, creative translation.*

Ключевые слова: *литературный перевод, критические проблемы, лингвистический анализ, культурный контекст, литературный стиль, творческий перевод*

Adabiy tarjima xalqlar o'rtasida fikr va madaniyat almashinuvini ta'minlaydigan asosiy vositalardan biridir. U shunchaki so'z va jumalarni bir tildan ikkinchisiga o'girish emas, balki matnning asl mohiyati va badiiy go'zalligini saqlashni talab qiladigan ijodiy jarayondir. Tarjimon matnning madaniy kontekstini chuqur anglab, yuqori til bilimi va tarjima mahoratiga ega bo'lishi lozim. Biroq, adabiy tarjima jarayonida turli tanqidiy muammolar uchraydi, jumladan, til strukturasining farqliligi, ritm va ohangning yo'qolishi, madaniy va badiiy ifodalar tarjimasining qiyinligi. Ushbu maqola adabiy tarjimada uchraydigan muhim tanqidiy muammolarni tahlil qiladi va ularni yengib o'tish bo'yicha taklif etiladigan yechimlarni muhokama qiladi.

Adabiy tarjimaning eng katta muammolaridan biri matnning badiiy ifodaviyligini saqlab qolishdir. Asl matnda qo'llanilgan obrazli ifodalar, badiiy san'at vositalari (metafora, kinoya, tajnis va ziddiyat) boshqa tilda ekvivalenti topilmaganda tarjima jarayonida yo'qolishi mumkin.

Adabiy matnlar ko'pincha yozilgan jamiyatning madaniyatiga oid ma'lumotlarni o'z ichiga oladi. Tarjimon bunday madaniy atamalarni mos ravishda izohlash yoki ijodiy yo'l bilan o'zgartirish yo'lini tanlashi kerak, aks holda matn yangi o'quvchi uchun tushunarsiz bo'lib qolishi mumkin.

Adabiy matnlar, ayniqsa she'riy va badiiy nasr asarlari, o'ziga xos ritm va ohangga ega bo'ladi. Agar tarjimon ushbu ohangni boshqa tilda qayta yaratishning yo'lini topmasa, matn o'quvchi uchun o'z jozibasini yo'qotishi mumkin.

Ko'pgina adabiy asarlarda qahramonlarning til xususiyatlarini aks ettirish uchun sheva va so'zlashuv tili qo'llaniladi. Bu tarjima jarayonida katta qiyinchilik tug'diradi, chunki har bir tilning o'ziga xos sheva va dialektlari mavjud.

Turli tillarning grammatik va sintaktik tuzilmalari farqli bo'lgani uchun, tarjima jarayonida ba'zan jumlar tuzilishini o'zgartirish yoki yangi so'zlarni kiritish zarurati tug'iladi. Bu esa tarjimon oldiga qo'shimcha qiyinchiliklarni keltirib chiqaradi.

Tarjimonning madaniy va intellektual saviyasi tarjima sifatiga katta ta'sir ko'rsatadi. Tarjimon faqatgina tilni yaxshi bilishi emas, balki tarjima qilinayotgan asarning madaniy va tarixiy kontekstini ham chuqur tushunishi kerak.

Adabiy tarjima sifatini oshirish strategiyalari

- Ikki madaniyatni chuqur o'rganish
- Madaniy moslashtirish usullaridan foydalanish
- Maxsus lingvistik va madaniy manbalar bilan ishlash
- Adabiy tanqidchilar va mahalliy mutaxassislar bilan hamkorlik qilish

Metaforalar va badiiy ifodalar adabiy asarning eng muhim badiiy unsurlaridan biridir. Ular ko'pincha muayyan madaniyatga xos bo'lib, tarjima jarayonida o'z ta'sir kuchini yo'qotishi mumkin.

Metaforalarni tarjima qilishning asosiy muammolari:

– **Madaniy kontekstning o'ziga xosligi:** Metaforalar muayyan madaniyatning tarixiy yoki ijtimoiy xususiyatlariga asoslangan bo'lishi mumkin.

– **So'zma-so'z va ijodiy tarjima o'rtasidagi muvozanat:** Tarjimon metaforalarni aynan o'girish yoki ularga mos keladigan ifodalarni topish yo'lida qaror qabul qilishi kerak.

Metaforalarni tarjima qilish strategiyalari:

- Asl tildagi ekvivalent ifodani topish
- Ma'noni saqlagan holda qayta so'zlash
- Zarurat bo'lsa, izohlar kiritish
-

Yechimlar va tavsiyalar

1. Tarjimonlarning doimiy o'qitilishi: Tarjimonlar o'z mahoratlarini rivojlantirish uchun tanqidiy nazariyalar va maxsus til mashg'ulotlari bilan muntazam ravishda tanishib borishlari kerak.

2. Tarjimonlar va tanqidchilar hamkorligi: Adabiy tanqid tarjimalarning sifatini yaxshilashga yordam beradi, chunki u aniq fikr-mulohazalar orqali asarni takomillashtirishga ko'maklashadi.

3. Ijodiy tarjima texnikalaridan foydalanish: Tarjimon so'zma-so'z tarjimadan ko'ra, matnni ijodiy yetkazishga harakat qilishi lozim, bunda adabiy uslubni hisobga olish kerak.

4. O'quvchi uchun izoh va tushuntirishlar taqdim etish: Agar tarjima davomida notanish madaniy atamalar yoki ishoralar uchrasa, tarjimon izoh yoki qo'shimcha tushuntirish berishi mumkin.

5. Adabiy tarjima bo'yicha ixtisoslashish: Tarjimon adabiyot sohasida ixtisoslashsa, matnni va uning uslubini chuqurroq tushunish imkoniyatiga ega bo'ladi.

6. Tarjimada texnologiyalardan foydalanish: Tarjima dastaklovchi vositalar tarjimaning aniqligini oshirish va samaradorligini yaxshilashga yordam beradi.

7. Adabiy tahrirdan o'tkazish: Tarjima adabiyot mutaxassisleri tomonidan ko'rib chiqilishi lozim, bu asl matnga sodiqlik va uslubiy ravonlik o'rtasida muvozanatni ta'minlash uchun muhimdir.

Chet el adabiyotini tarjima qilish murakkab jarayon bo'lib, matnning asl ruhini saqlab qolish bilan birga madaniy va lingvistik tafovutlarni ham hisobga olishni talab qiladi. Sifatli adabiy tarjimaga erishish – asl matnga sodiqlik bilan yangi tilda uni ijodiy ifodalash o'rtasidagi muvozanatga bog'liq. Shu bois, tarjimonlarning malakasini oshirish va tarjimonlar bilan tanqidchilar o'rtasidagi hamkorlikni rivojlantirish adabiy tarjimalar sifatini oshirishga xizmat qiladi.

Bundan tashqari, adabiy tarjima sohasidagi doimiy tadqiqotlar va tanqidiy muammolarni yengib o'tish uchun yangi strategiyalar ishlab chiqish tarjimaning umumiy darajasini oshirishga va xalqlar o'rtasida chuqur madaniy yaqinlikni ta'minlashga yordam beradi. Chunki adabiyot faqat tarjima qilinadigan so'zlar yig'indisi emas, balki har bir jamiyatning madaniy va intellektual o'ziga xosligini aks ettiruvchi muhim omildir. Shu sababli, adabiy tarjimaning kelajagi doimiy rivojlanish va tarjimonlar hamda tanqidchilar o'rtasidagi o'zaro ta'sirga bog'liq bo'lib, u tarjima qilingan matnlarning asl asarlarga xos mohiyat va ruhini saqlab qolishini ta'minlaydi.

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PHRASEOLOGICAL UNITS AND PROBLEMS OF TRANSLATION



<https://doi.org/10.5281/zenodo.14879731>

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Abstract. English is getting increasingly popular over the world these days. It is not only spoken as a mother tongue by around 60 million people in different nations, but it is also widely used as an international language. English, as a means of communication, brings people from all over the world together, allowing them to better understand one another and exchange material, cultural, and spiritual values from their respective countries. Before getting into techniques of translating phraseological units, it's best to start with a discussion of translation theory in general and stories about how it came to be. To talk about techniques of transferring phraseological units, it's required to divide all of this language's phraseology into groups this or that reception, and this or that method to transferring phraseological units to the translating language, would be observed.

Аннотация. В наши дни английский язык становится все более популярным во всем мире. Он не только является родным языком примерно для 60 миллионов человек в разных странах, но и широко используется как международный язык. Английский как средство общения объединяет людей со всего мира, позволяя им лучше понимать друг друга и обмениваться материальными, культурными и духовными ценностями своих стран. Прежде чем перейти к техникам перевода фразеологических единиц, лучше начать с обсуждения теории перевода в целом и истории ее возникновения. Для рассмотрения методов передачи фразеологических единиц необходимо разделить всю фразеологию этого языка на группы, определить тот или иной прием, а также соответствующий метод передачи фразеологических единиц на язык перевода.

Annotatsiya. Bugungi kunda ingliz tili butun dunyoda tobora ommalashib bormoqda. U nafaqat turli davlatlarda taxminan 60 million kishi tomonidan ona til sifatida qo'llaniladi, balki xalqaro til sifatida ham keng foydalaniladi. Ingliz tili kommunikatsiya vositasi sifatida butun dunyo odamlarini birlashtirib, ularning bir-birini yaxshiroq tushunishiga, shuningdek, o'z mamlakatlarning moddiy, madaniy va ma'naviy qadriyatlarini almashishiga yordam beradi. Frazelogik birliklarni tarjima qilish usullariga o'tishdan oldin, avvalo, umumiy tarjima nazariyasini va uning shakllanish tarixini muhokama qilish maqsadga muvofiqdir. Frazelogik birliklarni tarjima qilish usullari haqida gapirish uchun avval tilning barcha frazeologik birliklarini guruhlariga ajratish, har bir uslub va usulni aniqlash hamda frazeologik birliklarni tarjima tiliga o'tkazishning tegishli yo'llarini ko'rib chiqish zarur.

Keywords: *phraseological unit, phrase, theory, semantically, methods, term idioms, linguists, classification, phraseological expressions, word.*

Ключевые слова: *фразеологическая единица, фраза, теория, семантически, методы, термин идиомы, лингвисты, классификация, фразеологические выражения, слово.*

Tayanch so'zlar: *frazelogik birlik, ibora, nazariya, semantik jihatdan, usullar, idiomalar atamasi, tilshunoslar, tasnif, frazeologik ifodalar, so'z.*

Nowadays, it is impossible to learn a language without first understanding its phraseological system. Knowing phraseology helps reading promotional and aesthetic literature much easier. The use of consciousness in phraseological units provides an idiom sense. The usage of phraseological phrases that are not translated but refined enhances the visual appeal of the tongue. The research is a comprehensive examination of modern English language phraseological units drawn from fiction. This component of the Phraseology study is crucial because most phraseological units are derived from fiction, not only in English but also in other languages³⁰⁰.

Such famous linguists as Sh. Balli, V. V. Vinogradov, B. A. Larin, N. M. Shansky, as a starting point take the linguistic classifications which are adjusted generally on criterion of a decomposed of the phraseological unit, on unity of its components depending on which and from a number of additional signs of motivation of value, metaphoricalness – the place of phraseological unit in one of the following sections is defined: phraseological unions (idioms), phraseological unities (metaphorical units), phraseological combinations and phraseological expressions.

Phraseological units are fully motivated word-groups whose meanings can be derived readily from the meanings of their contingents. Not only are phraseological collocations motivated, but they also comprise one component that has a direct meaning while the other is figuratively utilized. The following examples of phraseological collocations are provided: To gain power, establish a rule, assume one's seat, fulfill the prerequisites, and achieve success. The Kunin classification is the most recent significant breakthrough in Russian phraseology theory. The classification is based on a combination structural-semantic principle that also takes the stability quotient of phraseological units into account³⁰¹.

1. Nominative phraseological units - are represented by word groups, including the ones with one meaningful word, and coordinative phrases of the type “wear and tear”, “well and good”.

2. Nominative - communicative phraseological units - include word - groups, of the type “to break the ice” - “the ice is broken”, that is, verbal word – groups which are transformed into a sentence when the verb is used in the Passive voice.

3. Phraseological units - which are neither nominative nor communicative, include interjectional word- groups.

4. Communicative phraseological units - are represented by proverbs and sayings. The proverb: “An hour in the morning is worthy two in the evening”, Never say “Never” Sayings, unlike proverb, are not evaluative and didactic.

5. Interjection phraseological unit -express the people's emotions and feelings and attitudes to the other things, for example: “Good God!”, “God damn it”. To sum up, we pointed out the essence of phraseological units. Phraseological units are habitually defined as non-motivated word - groups that cannot be freely made up in speech but are reproduced as ready-made units. This term habitually used by linguistics is very often treated as synonymous with the term idiom. Phraseological units can be categorized in a variety of ways and play a significant function in the English language. In the theory and practice of translation, such a classification, indicative of creative use, can be considered the work of V. Fedorov. After sorting through the major linguistic schemes of the day, he settles on V. V. Vinogradov's proposal and analyzes it from the standpoint of translation theory. He emphasizes, for example, the lack of a clear

³⁰⁰ Амосова, Н. Н. (1963). Основы английской фразеологии. Москва: Издательство.

³⁰¹ Kunin, A. B. (1970). English phraseology. Moscow: Издательство.

boundary between various headings, varying degrees of motivation, internal form transparency, and national specificity of units, all of which can need the translator to take a similar approach as idioms³⁰².

According to Ya. I. Retskera, the same classification is highly useful for both theory and practice of translation, but it only extracts unities and unions, because it is required to apply unequal ways of transfer in regard to these two groups of phraseological units. As a result, he believes that phraseological unity should be translated as figuratively as possible, and that phraseological union should be transferred primarily by total transformation reception.³⁰³ Vlahov and Florin note that possibility of achievement of the adequate dictionary translation of phraseological unit depends on ratios between unit source language (SL) and the target language (TL).

1. Phraseological unit has in TL the exact, not depending on a context full-fledged compliance (semantic value + connotations), i.e. the phraseological unit SL equal to the phraseological unit of TL is translated by an equivalent.

2. Phraseological unit can be transferred to SL this or that compliance, usually with some derogations from an adequate translation, i.e. the phraseological unit of SL approximately equal to the phraseological unit of TL is translated by option (analog).

3. Phraseological unit has no in TL equivalents, analogs, untranslatable in a dictionary order, i.e. the phraseological unit of SL, unequal to the phraseological unit of TL, is transferred by other, not phraseological means.

To simplify the scheme, phraseological units transfer or the phraseological unit – phraseological translation, or other means not phraseological transfer can be determined. There are two types of phraseological equivalents.

The constant equivalent compliance is a one-of-a-kind translation that is independent of context. In an article in which the subject of natural compliances during translation into the original language was highlighted for the first time, Ya.I.Retsker named this sort of translation “equivalent”. Because any comparable compliance is an equivalent, the defined form of translation is referred to as a mono-equivalent. These conformities can occur as a result of a literal translation of English phraseological units, such as: dumb as a fish - «baliqqa o‘xshab jim turmoq»,³⁰⁴ to kill like a dog - «itdek o‘ldirmoq».

time is money – «vaqt puldir », to dance to somebody’s tune - «birovning asabiga o‘ynamoq», tired as a dog - «itdek charchamoq»³⁰⁵

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ARABIC PROVERBS AND ADAGES IN THE IMPERATIVE MOOD



<https://doi.org/10.5281/zenodo.14879742>

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Annotation. The topic “Arabic proverbs and adages in the imperative mood” is one of the current topics, and the main issue in the research process is the collection of proverbs and adages in Arabic, the study of the verb tenses in which they are used, the study of the similarities and features of Arabic and Uzbek proverbs.

Keywords: *proverbs, adages, imperative mood, moods, الامر*

Introduction

The category of the verb that expresses the relation of the action or state to reality is called the **mood of the verb**.

The verb in the 2nd and 3rd person means imperative mood, request (read, let him read), and in the 2nd person expresses the meaning of desire, wish (like let me read, let us read) [1, 124]

The imperative mood in Arabic is called "الامر" and is formed on the basis of the conditional mood.

Main body

The imperative mood for the second person is formed by omitting the suffix ta before the conditional mood. In this case, two consonants at the beginning of a word, located next to each other and within the same syllable, are separated into two syllables by placing a hyphen before them. For example,

افْتَحْ → فُتِحْ → تَفْتَحْ → يَفْتَحْ → فَتَحْ

When the imperative verb is at the beginning of a sentence or is a separate word, the past tense action depends on the action of the second root consonant of the verb. If the movement of the second root consonant is “ ُ ”, then the linking hamza is also pronounced as “ ُ ”. For example,

اَدْخُلْ → اُدْخُلْ - come in!, اُكْتُبْ → اُدْكُتْبْ - write!.

If the movement of the second main consonant in the verb is “ َ ” or “ ِ ”, then the past tense takes the movement “ ِ ”.

For example,

اِفْتَحْ → اِفْتَحْ - open, اَجْلِسْ → اَجْلِسْ - sit down.

The first and third persons of the imperative mood are formed by placing the preposition “ لِ ” before the conditional mood of the verb in this person. For example:

لِيَدْخُلْ - let him come in,

لِيَدْخُلْ - let us enter.

Sometimes, instead of a command in the third person, you can use a past tense verb. For example:

عاش السَّلام - Long live peace.

طَابَتْ لَيْلَتُكُمْ – "May your evening be pleasant".

Now let's give some proverbs and adage in the imperative mood..

أَتْرَكَ الشَّرَّ يَتْرَكَ – Leave the evil and it will leave you.

لَا تُؤَخِّرْ عَمَلَ الْيَوْمِ لِغَدٍ – Don't put off today's work until tomorrow!

This adage is also available in Uzbek and looks like this. "Don't leave today's work for tomorrow, the rest of the work will snow".

بَقِّ نَعْلَيْكَ وَابْدُلْ قَدَمَيْكَ – Leave the galoshes on and use your legs as much as possible.

The Uzbek idiom "get a move on" corresponds to the example given above.

إِحْفَظْ مَا فِي الْوِعَاءِ بِشَدِّ الْوِكَاءِ – keep it under wraps.

That is, if you want to protect something, first strengthen it.

يَا حَامِلٌ أَذْكَرَ خَلًا – The Uzbek phrase "Ey tashuvchi (hammol), yukni tushirishni ham esla" conveys a moral or advice about not overexerting oneself, thinking ahead, and approaching tasks wisely. While there isn't an exact equivalent idiom in English, the following phrases convey a similar meaning.

1. "Work smarter, not harder" – This idiom emphasizes planning and working efficiently rather than overexerting oneself.

2. "Don't bite off more than you can chew" – This phrase advises people to assess their abilities realistically and not take on more than they can handle.

3. "Remember to pace yourself" – This phrase suggests moving forward thoughtfully and avoiding overloading oneself.

That is, when someone takes on a task, he should always think whether he can do it or not, and then make a decision.

لَا تُحْيِ الْبَيْضَ وَتَقْتُلِ الْفِرَاحَ – The Uzbek phrase "Tuxumga hayot berib, jo'jani o'ldirmagin" advises against losing what you have achieved through excessive caution or incorrect actions. In English, the following idioms and phrases convey a similar meaning:

1. "Don't ruin what you've built" – Emphasizes not destroying what you have worked hard to create.

2. "Don't kill the goose that lays the golden eggs" – Warns against making a decision that could eliminate a valuable or beneficial source.

3. "Handle with care, don't break it" – Suggests being careful while ensuring not to lose the result or outcome.

خَفَّفْ طَعَامَكَ تَأْمَنَ سَقَامَ – The Uzbek phrase "Taomingni yengillat, kasalligingdan (forig') omonda bo'lasan" emphasizes maintaining health by paying attention to one's diet. While there isn't a direct English equivalent, the following idioms or sayings convey a similar idea:

1. "You are what you eat" – Highlights the direct impact of diet on health.

2. "Let food be thy medicine and medicine be thy food" – A famous quote attributed to Hippocrates, suggesting food should be seen as a primary means of maintaining health.

3. "Eat light to feel right" – A rhythmic phrase indicating the benefits of eating lightly for better health.

خَالَفَ نَفْسَكَ تَسَّرَحَ [3, 115] – The Uzbek phrase "Nafsingga xilof qil (qarshi chiq), rohat topasan" emphasizes that true contentment can be achieved by restraining desires and controlling one's impulses. In English, similar meanings are expressed through the following phrases and sayings:

1. "Discipline yourself and find freedom" – Highlights that self-discipline leads to true freedom.

2. "Master your desires, and you master your life" – Suggests that controlling desires is the key to controlling one's life.

3. "Say no to temptation, and yes to peace" – Implies that resisting temptation brings peace of mind.

4. "Control your cravings, and you'll control your happiness" – Emphasizes that managing cravings leads to happiness.

خَلِّ مَنْ قَلَّ خَيْرُهُ. لَكَ فِي النَّاسِ غَيْرُهُ – Leave the person who is less good, maybe there will be someone else for you among people.

أَطْلُبِ الرَّفِيقَ قَبْلَ الطَّرِيقِ وَالْجَارَ قَبْلَ الدَّارِ – The Uzbek phrase "Yo'lga tushishdan oldin hamroh, uy olishdan oldin qo'shni tanla" emphasizes the importance of careful consideration when choosing companions or neighbors before making significant decisions. In English, the following phrases convey a similar meaning:

1. "Choose your companions before you choose your path" – Stresses the importance of selecting the right companions over the journey itself.

2. "Good fences make good neighbors" – Highlights the importance of maintaining healthy and respectful relationships with neighbors.

3. "Think twice before you act" – Encourages thoughtful decision-making before taking action.

4. "Surround yourself with the right people" – Emphasizes the value of being around the right individuals for success and harmony.

أَطْلُبِ الْعِلْمَ وَ لَوْ فِي الصِّينِ – The Uzbek phrase "Ilmni Xitoydan bo'lsa ham o'rgan" emphasizes that there are no limits or distances too great when it comes to seeking knowledge. In English, similar meanings are expressed through the following phrases:

1. "Seek knowledge, even if it takes you to the ends of the earth" – Emphasizes the need to go to any lengths to acquire knowledge.

2. "Knowledge knows no boundaries" – Suggests that learning and education have no limits.

3. "Learn wherever you can, no matter how far" – Encourages learning from any place, regardless of the distance.

4. "Pursue knowledge, no matter the distance" – Stresses the importance of seeking knowledge, irrespective of how far it may be.

أَطْلُبِ الْعِلْمَ مِنَ الْمَهْدِ إِلَى اللَّحْدِ – The hadith "Beshikdan to qabrgacha ilm izla" emphasizes the importance of lifelong learning and seeking knowledge throughout one's life. In English, the following phrases and translations convey the same meaning:

1. "Seek knowledge from the cradle to the grave" – A direct translation of the hadith.

2. "Pursue knowledge throughout your life" – Highlights the lifelong significance of acquiring knowledge.

3. "Never stop learning, from birth to death" – Emphasizes the continuous journey of learning without pause.

4. "A lifelong quest for knowledge is the key to wisdom" – Reflects the idea that consistently seeking knowledge leads to wisdom.

لِسَانُكَ حِصَانُكَ؛ صُنْ لِسَانَكَ صَانِكَ ، خُنْ لِسَانَكَ خَانَكَ – Your tongue is your vulture: if you protect it, it will protect you; if you sell it, it will sell you.

كُلْ لُقْمَةً كَبِيرَةً وَ لَا تَحْكِي كَلِمَةً كَبِيرَةً – Even if you take a big bite, don't talk too much.

An alternative to this adage in Uzbek is the "a big bite is better than a big talk".

قُلْ الْحَقَّ وَ لَا تُخَافْ، وَ لَوْ كَانَ فَوْقَ رَأْسِكَ سَيْفٌ – Even if there are swords over your head, don't be afraid to speak the truth.

The Uzbek version of this adage is: "Speak the truth, even if a sword hits your head". This adage calls on a person to always be honest, even when there is a sword on his head, i.e. when his death is inevitable.

إصبر على جار السوء، يا يرحل يا يموت – Be patient with your bad neighbor, one day he will either leave or die.

سكّر بابك و أمن جارك – The Uzbek phrase "Eshigingni qulfla, qo'shningni saqla" emphasizes the importance of ensuring your own security while also valuing and maintaining good relationships with your neighbors. In English, similar meanings can be expressed with the following phrases:

1. "Lock your door, but trust your neighbor" – Encourages taking security precautions while trusting your neighbors.

2. "Good fences make good neighbors" – Suggests that clear boundaries and mutual respect strengthen neighborly relations.

3. "Secure your home, but value your neighbors" – Highlights the importance of balancing personal security and neighborly connections.

4. "Protect yourself while maintaining harmony with your neighbors" – Stresses the need to safeguard oneself while preserving peaceful neighborly relations.

أَتعب أقدامك و لا تُتعب لسانك – Tire your legs, not your tongue.

That is, before you talk a lot, work a lot.

يا طبيب طب نفسك – O doctor, heal yourself!

جَوِّع كَلْبَكَ يَتَّبِعَكَ – Starve a dog and it will follow you.

This proverb has a story of its origin. Once upon a time there was a tyrant in the state of Himyar. He oppressed his people and left them to starve. One day, one of the assistants of the Horn informs the Horn that his people are going to rebel against him and kill him. Then the Horn woman advises him to stop oppressing the Horn, not to torment his people, but in response to this advice of the Horn woman, he uttered a phrase that later became a proverb: "leave your dog hungry, it will follow you". Then, as expected, a rebellion occurs and the Horn is overthrown. The people trample the Horn to death, and at this moment a man from the people says the following, which later became a proverb:

ربما أكل الكلب مؤدبه إذا لم ينل شبعه – If a dog can't stand hunger, it can eat its owner." he answered.

One of the unique features of Arabic proverbs and adages is that in each Arab country, one proverb or adage can be expressed in different words. Let's look at an example of a proverb below.

إبعد عن الشر و غي له – Turn away from evil and make him happy. (Syria)

إبعد عن الشر و صفق له – Turn away from evil and greet it. (Kuwait)

إبعد عن الشر و أرقص له – Move away from evil and dance to it. (Yemen)

Conclusion

Summarizing the section on imperative moods and proverbs, we can say that the imperative mood in Arabic proverbs and adages is as fertile as in Uzbek proverbs and adages. Also, as a result of our research, among proverbs and adages that go in the imperative mood of the Arabic language, we found proverbs and adages that are completely compatible with the Uzbek language. This indicates a cultural connection between our people and the Arab people.

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INTERNET MATNLARINING TARJIMAGA OID XUSUSIYATLARI



<https://doi.org/10.5281/zenodo.14879755>

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Annotatsiya. Ushbu maqola internetdagi matnlarni o'zbek tiliga tarjima qilishda uchraydigan muammolarni, hamda matnlar orasida texnik, ijtimoiy va madaniy ma'lumotlar mavjud bo'lib, bu sohalarga oid maxsus terminlarni tarjima qilishdagi muammolar keng yoritiladi. Shuningdek, o'zbek tilidagi so'z brikmalari va ularning grammatik, semantik jihatlarini tarjima jarayonida chuqur tahlilni qilgan holda so'z va so'z brikmalarining turli ma'nosini to'g'ri topish va ifodalash va tarjima qiyinchiligiga qaratilgan masalalarni ochib beradi.

Annotation. This article explores the challenges encountered when translating internet texts into Uzbek, highlighting the presence of technical, social, and cultural information within these texts. It delves into the complexities of translating specialized terminology related to these fields. Apartment, the article examines Uzbek word combinations and their grammatical and semantic aspects, emphasizing the importance of thorough analysis in identifying and accurately conveying the various meanings of words and phrases. It also addresses issues related to translation difficulties and offers insights into overcoming these challenges.

Аннотация. В данной статье подробно рассматриваются проблемы, с которыми сталкиваются при переводе текстов из интернета на узбекский язык, особенно при работе с технической, социальной и культурной информацией, содержащей специализированную терминологию в этих областях. Также анализируются грамматические и семантические аспекты узбекских словосочетаний для точного нахождения и выражения их различных значений в процессе перевода. Кроме того, статья затрагивает вопросы подбора подходящих выражений и преодоления трудностей перевода.

Tayanch so'zlar: *global, texnik, ijtimoiy va madaniy ma'lumotlar, tarjimonlik Viral, Meme, Troll.*

Ключевые слова: *Therefore, As well, Also, as is known, global, however, but, Troll, LOL, OMG, BTW, BRB, TTYL.*

Ключевые слова: *Вирусный (контент), перевод Троль, ЛОЛ специализированная терминология, словосочетаний.*

Tobora rivojlanib borayotgan texnologiya insonlarni ma'lumotlarni o'qish va almashish tarzini tubdan o'zgartirib yubordi. Shuningdek kundalik yumushlar, turli ma'lumotlar bazasidan kerakli ma'lumotlarni topish, turli ko'rinishdagi matnlarni tahlil qila bilish, turli tillardagisini tarjima qilish, o'rgana oladigan va shiddat bilan o'zgarib borayotgan zamonga moslashib keta oladigan insonlar uchun jiddiy talablarni qo'ymoqda. Ayniqsa ma'lumotlar bazasi ko'pligi va turli tillarda bo'lishi insonlarni tarjimon dasturlariga murojat qilishiga to'g'ri kelmoqda.

Tarjima va tarjimonlik uzoq asrlardan buyon dunyo xalqlari tarixi va madaniyatida shakllanib kelayotgan ko'hna ijodiy faoliyat sohalaridan biridir. Yer yuzining turli qit'alari va

mintaqalarida bir necha ming yildan buyon umrguzaronlik qilib kelayotgan odamzod nasllari o'z ijodkorlik havaslari, qiziqishlari, imkoniyatlari, manfaatlarini tarjima vositasida ham namoyon qildi. Bu esa tarjimonlik aloqa vositasiga aylantirdi, undan doim samarali tarzda foydalandi.

Tarjimonlar xalqlarning bir-birlarini bilish va o'rganishlariga tengsiz hissa qo'shdi. Birinchi tarixchilar, geografiya, geodeziya bilan shug'ullanuvchi kishilar ham tarjimonlar ichidan yetishib chiqdi.

Lekin hozirgi kunda zamonaviy texnologiyalar oldinga chiqib kelmoqda. Tarjima qilish jarayonlarda qulayliklar yaratish, tezlik va osonlik imkonini bermoqda. Veb-saytlar va bloglardan tortib, ijtimoiy media va elektron tijorat platformalarigacha, internet matnlarini tarjima qilishga bo'lgan ehtiyoj tez sur'atlar bilan o'smoqda. Biroq, ushbu matnlarni tarjima qilishda turli til shakllari, uslublar, madaniy murojaatlar va multimedia elementlari kabi onlayn kontentning xilma-xilligi sababli o'ziga xos qiyinchiliklar yuzaga keladi. Ushbu maqola internet matnlarini tarjima qilishning asosiy xususiyatlarini o'rganadi va tarjima jarayoniga ta'sir ko'rsatadigan lingvistik, madaniy va texnologik omillarni ko'rib chiqadi. Shuningdek, maqolada onlayn kontentni global auditoriya uchun moslashtirishda lokalizatsiya, neologizmlar va mashina tarjimasining roli yoritib beriladi.

Internetning ko'p tilli va ko'p madaniyatli tabiati barchamizga ma'lum hisoblanadi. Shuningdek Internet – bu turli tilga ega odamlar muloqot qiladigan va ma'lumot almashadigan ko'p tilli makon. Internet matnlarini tarjima qilish raqamli kontentni butun dunyo foydalanuvchilari uchun ochiq va tushunarli qilishda muhim ahamiyatga ega. Grin (2005) ta'kidlashicha, tarjima raqamli dunyoda madaniyatlararo tushunishni rivojlantirish uchun zarurdir, chunki u til to'siqlarini bartaraf etib, muloqotni osonlashtiradi. Internet matnlari juda ko'p tillarda yaratiladi va ko'plab foydalanuvchilar o'z ona tilidan boshqa tillarda kontentga kirishadi. Shuning uchun ushbu matnlarni tarjima qilish ularni turli auditoriyalar uchun tushunarli va dolzarb qilishni ta'minlaydi.[1]

Internet matnlari til xilma-xilligi va uslubga juda boy. Internet matnlari rasmiy akademik maqolalardan tortib, norasmiy ijtimoiy media postlarigacha bo'lgan turli til uslublarini namoyon etadi. Ushbu uslubiy xilma-xillik tarjimonlar uchun qiyinchilik tug'diradi, chunki ular matnning asl ohangi va uslubini aniq ifoda etilishida, tushunchalarni anglab olishda qiyinchiliklar tug'diradi. Shuningdek qisqartmalar va og'zaki iboralar, ayniqsa, Twitter va Facebook kabi platformalarda keng tarqalganini ta'kidlaydilar. Tarjimonlar asl uslubni saqlagan holda, mo'ljallangan auditoriya uchun madaniy jihatdan mos bo'lgan ekvivalent ifodalarni sinchkovlik bilan tanlashlari kerak [2].

Qisqartmalar, Akronimlar va Slang. Internet matnlarining muhim xususiyatlaridan biri qisqartmalar, akronimlar va slangning keng qo'llanilishidir.

Akranuslar - bu ibora yoki so'zlar ketma-ketligining dastlabki harflaridan tashkil topgan qisqartmalardir. Internetda keng tarqalgan akronimlar quyidagilarni o'z ichiga oladi:

Masalan,

“**LOL**” – Laugh Out Loud (Baland ovozda kulish),

“**OMG**” – Oh My God (Voy xudoyim),

“**BTW**” – By The Way (Aytgancha),

“**BRB**” – Be Right Back (Tez orada qaytaman),

“**TTYL**” – Talk To You Later (Keyinroq gaplashamiz).

Ushbu iboralarni boshqa tillarga to'g'ridan-to'g'ri tarjima qilish qiyin bo'lishi mumkin, chunki ular maqsadli tilga mos keladigan ekvivalent iboralarga ega bo'lmasligi mumkin.

Slang - bu norasmiy, ko'pincha o'yin-kulgi va yangi so'zlar bo'lib, ayniqsa raqamli makonlarda tez rivojlanadi. Internet slangi quyidagi atamalarni o'z ichiga oladi:

Masalan:

Selfie – Smartfon yoki kamera yordamida olingan o'z-o'zini portret rasmi,

Viral – Tez tarqalgan, ayniqsa video yoki meme kabi content,

Meme – Kulgu yoki viral kontent, odatda rasm yoki video bo'lib, internetda keng tarqalgan.

Troll – Onlayn muhokamalarda odamlarni g'azablantirish yoki qasddan provokatsiya qilish uchun izohlar qoldiradigan shaxs.

Slang ko'pincha aniq madaniyatlarga, submadaniyatlarga yoki onlayn jamoalarga bog'liq bo'ladi, bu tarjimaga qiyinchiliklar tug'diradi. Ba'zi slang so'zlar boshqa tillarda to'g'ridan-to'g'ri ekvivalentlarga ega bo'lmasligi mumkin, shuning uchun tarjimonlar madaniy jihatdan mos ekvivalent topish, atamani moslashtirish yoki tushuntirib berish zaruriyatiga duch kelishi mumkin.

Tarjimadagi qiyinchiliklarga ko'pchilik uchrashi tabiiy holdir. Ayniqsa madaniy va millatlarga taluqli bo'lgan so'zlarni tarjima qilish.

Akranuslar va slangni tarjima qilishda bir nechta qiyinchiliklar mavjud:

Madaniy farqlar: Slang ko'pincha ma'lum madaniy kontekstlarga bog'liq bo'ladi, bu esa maqsadli tilga mos ekvivalentlarni topishni talab qiladi.

Ekvivalentlarning yo'qligi: Ko'p akronimlar va slang atamalar faqat ma'lum tillarga yoki internet jamoalariga xos bo'ladi. Tarjimonlar asl atamani saqlash yoki funktsional ekvivalentni ishlatish kerakligini hal qilishlari kerak.

Tez o'zgarish: Slang va akronimlar tezda o'zgaradi va yangi atamalar har kuni paydo bo'lishi mumkin. Tarjimonlar bu o'zgarishlarga moslashish va to'g'ri tarjima qilish uchun doimo yangiliklardan xabardor bo'lishlari kerak.

Yus.F (2011) ta'kidlashicha, internet slangi tez sur'atlar bilan rivojlanadi va tez-tez yangi iboralar paydo bo'ladi. Tarjimonlar zamonaviy tendensiyalardan xabardor bo'lishlari va slangni mos ravishda moslashtirishlari kerak, bu esa ekvivalent atamalarni ishlatish yoki zarur bo'lganda tushuntirishlar berish orqali amalga oshiriladi.[3]

Internet matnlarini tarjima qilishda lokalizatsiya juda muhim rol o'ynaydi, chunki madaniy murojaatlar va frazeologik iboralar global auditoriya tomonidan tushunilmasligi mumkin. Esselink (2000) yozishicha, lokalizatsiya matnni maqsadli auditoriyaning madaniy kontekstiga moslashtirishni o'z ichiga oladi. Bu jarayon nomlar, sanalar, o'lchov birliklari va madaniy murojaatlarni o'zgartirishni talab qilishi mumkin. Masalan, mahalliy sport jamoasi yoki milliy bayramga oid murojaatni maqsadli madaniyatga yanada tanish bo'lgan o'xshash murojaat bilan almashtirish zarur bo'lishi mumkin. Lokalizatsiya, shuningdek, kontentni maqsadli auditoriyaga yaqinroq qilish uchun hazil va vizual elementlarni moslashtirishni ham o'z ichiga oladi [4].

Neologizmlar va texnologik atamalar. Internet neologizmlar va yangi texnologik atamalar yaratishda asosiy manba hisoblanadi. Raqamli dunyo rivojlanib borar ekan, yangi tushunchalar, vositalar va platformalar paydo bo'ladi, bu esa ko'pincha yangi so'zlarning shakllanishiga olib keladi. Masalan, **“selfie”**, **“hashtag”** va **“viral”** kabi atamalar ijtimoiy tarmoqlardagi ahamiyati tufayli kundalik tilning bir qismiga aylangan. Tarjimonlar ushbu o'zgarishlarga moslashib, eng so'nggi terminologiyadan foydalanishni ta'minlashlari kerak. Yangi atamalarni tarjima qilishda tarjimonlar maqsadli tilda ekvivalent atamalarni yaratishlari yoki xorijiy atamani to'g'ridan-to'g'ri qabul qilishlari mumkin. Lörscher (2005) ta'kidlaganidek, texnologik atamalarni tarjima qilish uchun manba va maqsadli tillarning texnik leksikonini chuqur tushunish zarur [5].

Internet matnlarida ko'pincha videolar, maqolalar va rasmlar kabi tashqi kontentga olib boruvchi giperhavolalar mavjud. Bunday matnlarni tarjima qilish faqat lingvistik tarjima bilan cheklanib qolmaydi; bu jarayon bog'langan kontentning konteksti va ahamiyatini tushunishni

ham talab qiladi. Kohn (2009) fikriga ko'ra, tarjima qilingan matnlardagi giperhavolalarni, agar bog'langan kontent maqsadli auditoriya uchun mavjud bo'lmasa yoki dolzarb bo'lmasa, o'zgartirish yoki almashtirish zarur. Shuningdek, rasmlar, videolar va infografikalar kabi multimedia elementlarini lokalizatsiya qilish ham kerak, bu ularning tushunarli va madaniy jihatdan mos bo'lishini ta'minlaydi. Internet matnlarini tarjima qilishda SEO (qidiruv tizimini optimallashtirish) ham muhim ahamiyatga ega, chunki tarjimonlar kalit so'zlarni maqsadli matnga samarali joylashtirish orqali qidiruv tizimlarida yaxshi ko'rinishni ta'minlashlari kerak [6].

Mashina tarjimasi va post-tahrirlash. Google Translate kabi mashina tarjimasi vositalarining rivojlanishi bilan tarjima jarayoni tezroq va samaraliroq bo'ldi. Biroq, Garcia (2010) ta'kidlashicha, mashina tarjimasi hali ham internet matnlarining ba'zi jihatlari bilan, masalan, slang, frazeologik iboralar va madaniy murojaatlar bilan kurashmoqda. Mashina tomonidan yaratilgan tarjimalar asl matnning nozikliklarini to'liq aks ettirmasligi mumkin, ayniqsa, norasmiy yoki og'zaki kontekstlarda. Post-tahrirlash, ya'ni mashina tarjimasi tomonidan yaratilgan tarjimalarni ko'rib chiqish va tuzatish jarayoni tarjima sanoatida keng tarqalgan amaliyotga aylangan. Inson tarjimonlari mashina tarjimalarining aniqligi va madaniy mosligini ta'minlashda muhim rol o'ynaydi [7].

Internet matnlarini tarjima qilish – bu lingvistik mahorat, madaniy sezgirlik va texnologik bilimlarni talab qiladigan murakkab va ko'p qirrali vazifadir. Tarjimonlar til uslublarining xilma-xilligi, internet slanglari, madaniy moslashuv va multimedia kontentlarini tarjima qilish kabi qiyinchiliklarni yengib o'tishlari kerak. Texnologiyaning tez o'zgarishi va internet kommunikatsiyasining rivojlanib borayotgan tabiati sharoitida yangi terminologiya va tendensiyalardan xabardor bo'lish zarur. Mashina tarjimasi vositalari tobora keng tarqalgan bo'lsa-da, inson tarjimonlari tarjima qilingan internet matnlarining aniqligi, ravonligi va madaniy mosligini ta'minlashda muhim ahamiyatga ega. Internet rivojlanib va kengayib borayotgan bir paytda, samarali tarjima global kommunikatsiyaning muhim tarkibiy qismi bo'lib qoladi.

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ENAXON SIDDIQOVA SHE'RLARIDA MILLIY-MADANIY KONSEPTNING IFODALANISHI



<https://doi.org/10.5281/zenodo.14879763>

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Annotatsiya. Mazkur maqolada olamning lisoniy tasviri elementlarining mantiqiy mazmuni, poetik tasvir, badiiy asar yaratishga asos bo'ladigan voqeliklar, yetakchi motivlar hamda unda ayol mavzusi haqidagi masalalar shoira E.Siddiqova she'rlari orqali yoritiladi.

Аннотация. В данной статье рассматриваются логическое содержание элементов языковой картины мира, поэтического образа, реалии, составляющие основу создания художественного произведения, ведущие мотивы, вопросы женской темы в нем освещаются стихами поэтессы Э. Сиддиковой.

Annotation. This article examines the logical and objective content of the elements of the linguistic picture of the world, the poetic image, the realities that form the basis for the creation of a work of art, the leading motives, and the issues of women's themes in it. illuminated by the poems of the poetess E.Siddikova.

Tayanch so'zlar: *olamning lisoniy tasviri, lisoniy ong, lisoniy shaxs, ekspressiv-majoziy, hissiy-baholash mazmuni, poetik tasvir, individual konsept, ayol konsepti.*

Ключевые слова: *языковой образ мира, языковое сознание, языковая личность, экспрессивно-образное, эмоционально-оценочное содержание, поэтический образ, индивидуальный концепт, женский концепт.*

Key words: *linguistic image of the world, linguistic consciousness, linguistic personality, expressive-figurative, emotional-evaluative content, poetic*

“Mohiyatan konsept ifodalovchi leksik birliklar miqdori chegaralangan, chunki har qanday voqelikni anglatadigan nom konsept bo'la olmaydi. Konseptni borliqdagi shunday voqeliklar tashkil qiladiki, ular ma'lum bir madaniyat egalari uchun dolzarb, qimmatli sanaladi hamda uni ifodalovchi ko'p miqdordagi til birliklari mavjud bo'ladi, bular jamiyatdagi muhim ijtimoiy voqeliklar, millatning o'ziga xos bo'lgan qadriyatlarida o'z aksini topadi” [1,41-42].

O'zbek tilida **ayol** konseptosferasidagi leksik-semantik birliklar sifatida quyidagilarni belgilashimiz mumkin: *ona, buvi, opa, singil, qiz, nabira, yor, ma'shuqa, zavja, kelin, qaynona, qayinegachi, qayinsingil, quda, quda xola, quda buvi, qo'shni, ustoz, olima, raqqosa, beka, hamshira, shifokor, o'qituvchi, chevar, sarishta, mehnatkash, iboli, xayoli...* Bu qatorni cheksiz davom ettirish mumkin. Ana shunday nazariy xulosalarga tayangan holda, ishimizning mohiyatini Enaxon Siddiqova ijodi namunalari asosida *ayol* konseptining badiiy talqini masalasiga qaratamiz.

“Ayol” konseptosferasida “go'zallik” tushunchasi zohiriy, ham botiniy ma'noda yetakchi belgilardan biri hisoblanadi. Ayniqsa, **“bo'y yetgan qiz”** tushunchasi o'zbek milliy mentalitetida *poklik, bokiralik, qadr-qimmat, or-nomus, oila sha'ni* xislatlarini o'z ichiga oladi. “Sharq mutafakkirlari nazarida qiz bola go'zalligi qalbidadir. Insonning tafakkur go'zalligi, ma'naviy ruhiy go'zalligi islom estetikasining asosini tashkil etadi va inson avvalo, axloqi tufayli ulug'lanadi. Islom madaniyatida insonda asosiy go'zallik ma'naviy go'zallik bo'lgan” [2]. Zero,

hadislarda “Alloh sizning suratlarigiz va amallaringizga emas, balki qalblaringizga va niyatlaringizga boqar,” – deyilgan[3,153].

O‘zbek mentalitetiga ko‘ra “*opa*” tushunchasi “*ayol*” konseptosferasidagi muhim bo‘g‘inlardan biri hisoblanadi.

Opa. 1. Bir ota-onadan tug‘ilgan farzandlar ichida o‘zidan kichiklarga (ukalarga, singillarga) nisbatan katta qiz.

2. O‘zidan katta, ba‘zan kichik ayollarga hurmat yuzasidan ularning ismlariga qo‘shib ishlatiladi, mas, Mastura opa.

3. O‘zidan katta, ba‘zan kichik ayollarga hurmat bilan murojaat qilish shakli. (O‘TIL, 3-jild, 128-b.)

Shevaga xos “egachi” so‘zi ham “opa”ning sinonimi sifatida qo‘llanadi.

Abduvohid Hayit egachi so‘zi haqida: “Bu so‘z “ega” so‘zidan yasalmagan, “Devonu lug‘otit-turk”da “ekā” so‘zi bor va shunday izohlangan: “ekā – opa. O‘g‘uzlar *özā* deydilar”. Ba‘zi o‘zbek shevalarida bu so‘z “acha”, “eja”, qirg‘izlar ham “opa”ni “eja” deydilar. egachi” – “opa”ning sinonimi, “-chi” qo‘shimchasi e‘zozlash, erkalash ma‘nosida, ba‘zi shevalarda akaning xotiniga nisbatan ham “egachi” deb aytilishini esa hurmat yuzasidan deb tushunish mumkin, – deb izoh beradi[4].

Ma‘lumki, Zahiriddin Muhammad Boburning opasi Xonzodabegimning ukasini qutqarish uchun qilgan xatti-harakati opalarning o‘z jigarlariga fidoyiligi ramzi sifatida tarixga muhrlangan. Xonzodabegimning jasorati badiiy asarlarda ham o‘z in‘ikosini topgan. Xususan, E.Siddiqovanning “Xonzodabegim” she‘ri ham ana shu yo‘nalishda yozilgan. Xonzodabegimga ham oson bo‘lmaganligi, ukasi uchun jonini tikkanligi katta fidoyilik ekanligini quyma satrlar orqali ifodalaydi.

Ko‘ksiga xanjarlar ekib borodir,
Jonin inisi-chun tikib borodir,
Oh yongan yuragin yelpib borodir,
Qovrilib esladim Xonzodabegim,
Ko‘zda yosh qo‘msadim Xonzodabegim (E.Siddiqova).

Shoira Xonzodabegimga murojaat orqali “opalik” qadriyatining ham oxori to‘kilib borayotganidan yozg‘iradi, opa-uka, aka-singillarning bir-biriga mehr ko‘rsatishi u qadar saqlanib qolmaganligidan o‘kinadi.

Bu kun vafo-hayo kun ko‘rmay qo‘ygan,
Qizlar selkillatib soch o‘rmay qo‘ygan,
Opalar iniga jon bermay qo‘ygan,
Qovrilib esladim Xonzodabegim,
Ko‘zda yosh qo‘msadim Xonzodabegim. (E.Siddiqova)

Ulamolarning ta‘kidlashicha, siylayi rahmda opa-singil ota-onadan keyin aka-ukalardan ham oldingi o‘ringa qo‘yiladi.

Singil. 1. Bir ota-onadan tug‘ilgan qizlarning kichigi (opalariga, akalarga nisbatan) (O‘TIL, 3-jild, 509-b.)

Aytishlaricha, bug‘doyzor oralash hech kimga ruxsat berilmas ekan. Hatto, onasini axtarib ketayotgan kichik bolaga ham, bolasini yo‘qlab ketayotgan onaga ham. Sababi, bug‘doy – rizq-nasiba, aziz ne‘mat bo‘lmish nonning asosi. Shunday bo‘lishiga qaramay, bug‘doyzorni oralab o‘tish uchun faqat bir kishiga, ya‘ni, singlisini yo‘qlab borayotgan akaga ruxsat berilar ekan.

E.Siddiqovanning “Paxtakor singillarimga” she’ri ham shunday yondashuv asosiga qurilgan bo‘lib, faqat bunda *singil* tushunchasi fonida muallif xotin-qizlar masalasidagi ijtimoiylashuvning noqis tomonlarini kuyunchaklik bilan qalamga oladi:

Jang-u jadal derlar paxtazor bu kun
Yelkasida ketmon, qo‘lida bola,
Boshida belanchak, yaratar xirmon,
Ko‘ksi but bo‘lsin deb shu yupun dala.
Saraton o‘t purkar hasratlariga,
Chatnagan labida og‘rig‘u savol,
Tutlar panoh bo‘lsin go‘daklarimga –
G‘o‘zaga egilar bedarmon ayol. (E.Siddiqova)

Demak, birinchi misolda *singil* etaloni mehr ko‘rayotgan, shod hurram - “e‘zozdagi singillar” tasvirlangan bo‘lsa, ikkinchi she’riy parchada *singil* tushunchasidagi “*mehrga muhtoj*” semasi xiralashgan, *singilni avaylash kerak* degan qadimiy milliy qadriyatlardan uzoqlashilgan, mehnat va qiyinchiliklarga tashlab qo‘yilgan holat aks etgan.

O‘zbek adabiyotida ayol ijodkorlarning o‘ziga xos o‘rni va ovozi bo‘lib, bu uzoq yillik tarixiy jarayonni qamrab oladi. Xususan, ularning ijodida “ayol” konseptining olmos qirralari *mehribon ona, sadoqatli yor, latofatli yor, kurashchan ayol* kabi lirik, epik yoki dramatik qahramon sifatida har jihatdan badiiy talqiniga ega.

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دور النظريات الدلالية في تلبية احتياجات المتعلمين للغات الأخرى العربية نموذجاً



<https://doi.org/10.5281/zenodo.14879769>

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Annotation. Since I joined the work in the field of teaching Arabic to non-native speakers, I have been thinking of writing these papers in which I wanted to address the learning problems that confront the learners' paths, trying to introduce a general vision for the proposed solutions, a vision resulting from practical interaction and personal experience in this field.

The question that always arises in my mind is what do learners need to learn a language other than their native language, and in light of the discussion of those needs, should we differentiate between what is called language acquisition and language study?

This subject has many aspects. If language education is a branch of applied linguistics, it has intimate links with other sciences such as psychology, pedagogy and sociology. And the overlap of these sciences - as well as linguistics - in this field, confirms that language is a human phenomenon, and that it is a means of expressing thought, and it is also a faculty, as Ibn Khaldun mentioned, "And the faculties do not arrive except by repetition of verbs....., then they are repeated and become Adverb, and the meaning of the adverb is that it is a non-fixed adjective, then the repetition increases, so it becomes faculty.

Ibn Khaldun's text confirms to us the idea of the actual practice of the language until it becomes a faculty, and this practice has requirements in order to produce results, and the student can reach a degree of proficiency that may be similar to the degree of proficiency in his original language, and in this research we will address some of those requirements that the student needs to reach language proficiency stage.

منذ أن التحقت بالعمل في مجال تعليم اللغة العربية للناطقين بغيرها وأنا أفكر في كتابة هذه الورقات التي أردت أن أتناول فيها مشكلات التعلم التي تعترض سبل المتعلمين، محاولاً وضع رؤية عامة للحلول المقترحة، وهي رؤية ناتجة عن التفاعل العملي والتجربة الشخصية في هذا المجال.

وكانت التساؤلات التي تثار في ذهني دائماً هي:

- ماذا يحتاج المتعلمون لتعلم لغة أخرى غير لغتهم الأصلية، وفي ظل مناقشة تلك الاحتياجات، هل يجب أن نفرق بين

ما يسمى اكتساب اللغة و دراسة اللغة؟

- هل دور المعلم هو تلقين الصحيح أم تصحيح الخطأ لتعليم الصحيح؟

ولهذا الموضوع جوانب متعددة، فتعليم اللغات إن كان فرعاً من علم اللغة التطبيقي، فإن له روابط وصلات حميمة بعلوم أخرى مثل علم النفس وعلم التربية وعلم الاجتماع. وتداخل هذه العلوم - فضلاً عن علم اللسانيات - في هذا المجال إنما يؤكد أن اللغة ظاهرة إنسانية، وأنها وسيلة التعبير عن الفكر، وهي ملكة أيضاً كما ذكر ابن خلدون "والملكات لا تصل إلا بتكرار الأفعال، لأن الفعل يقع أولاً وتعود منه للذات صفة، ثم تتكرر فتكون حالاً، ومعنى الحال أنها صفة غير راسخة، ثم يزيد التكرار فتكون ملكة أي صفة راسخة"⁽³⁰⁶⁾.

وهنا تبرز فكرة الممارسة الفعلية للغة حتى تصبح ملكة، وهذه الممارسة لها متطلبات لا بد أن تتوفر حتى تؤتي ثمارها، ويستطيع الدارس أن يصل إلى درجة من الكفاءة قد تماثل درجة كفاءته في لغته الأصلية، وقبل أن نتكلم عن متطلبات تلك الممارسة ينبغي لنا أن نحدد بعض المفاهيم ذات الصلة لتتضح لنا الرؤية حول تلك المتطلبات.

أولاً: وظيفة اللغة.

وظيفة اللغة الأولى والوحيدة هي التواصل بين أبناء الجماعة اللغوية الواحدة، فهي كما عرفها ابن جني: "مجموعة من الأصوات يعبر بها كل قوم عن أغراضهم"⁽³⁰⁷⁾

إذن اللغة ذات سمة اجتماعية وقيمة نفعية كما يتبين من التعريف السابق الذي اتفق مع تعريفات كثير من اللغويين المحدثين الذين ذكروا أن اللغة نشاط اجتماعي، من حيث إنها استجابة ضرورية، لحاجة الاتصال بين الناس"⁽³⁰⁸⁾. ولما كانت الحاجة الأساسية من اللغة هي تحقيق الاتصال فإن ذلك الاتصال قد يتم أحياناً بغير الأصوات المركبة المنطوقة، كما قال فندريس" في أحضان المجتمع تكونت اللغة، ووجدت يوم أحس الناس بالحاجة إلى التفاهم بينهم، وتنشأ من احتكاك بعض الأشخاص، الذين يملكون أعضاء الحواس، ويستعملون في علاقاتهم الوسائل التي وضعتها الطبيعة تحت تصرفاتهم، الإشارة إذا أعوزتهم الكلمة، والنظرة إذا لم تكف الإشارة"⁽³⁰⁹⁾ و هنا تجدر الإشارة إلى أن جزءاً كبيراً من اللغة الهدف المراد اكتسابها يرتبط بثقافة الجماعة اللغوية الواحدة، و يتمثل هذا الجزء في كل ما ينتج عنه الدلالة من الرمز و الإشارة و دلالة الألوان، و غيرها.

ثانياً: طبيعة اللغة.

اللغة مجموعة من الأصوات التي تكون الكلمات، وتلك الكلمات هي التي تتكون منها الجمل، وهناك علاقة اتفاقية بين هذه المكونات وبين إشارات ومدلولات خارجية تكمن في عقل الجماعة اللغوية ونقص المعنى، إذن اللغة - ونقص أي لغة - تتكون من مستويات أربعة، وكل مستوى له في بحثه علم خاص، فالأصوات التي هي الوحدات الصغرى في اللغة يهتم بها علم الأصوات (Phonology)، فإذا جاور الصوت صوتاً ثانياً أو ثالثاً، تكونت الكلمة التي يهتم بها علم الصرف (Morphology)، وفي ترتيب منطقي تتجاوز الكلمات فتتكون الجمل فيأتي دور علم النحو (Syntax)، ثم يأتي العلم الذي يدرس المعنى وهو علم الدلالة (Semantics)، "وقد عرف بعضهم اللغة بأنها معنى موضوع في صوت، ويلعب المعنى دوراً كبيراً في كل مستويات التحليل اللغوي بدءاً من التحليل الفونيمي، بل ويلعب دوراً كبيراً في تطبيقات كثيرة لعلم اللغة مثل طرق الاتصال، وتعليم اللغة، ودراسة اكتساب اللغة"⁽³¹⁰⁾.

إذن نحن بصدد أربع مستويات للغة، وإذا رجعنا إلى ما سبق يتبين لنا أن مستوى الدلالة هو أهم تلك المستويات وأكبرها دوراً في مجال اكتساب اللغة الثانية، كما أن عملية معرفة المعنى تتداخل مع كل المستويات الأخرى. فكل صوت في تركيب الكلمة دلالة، فالفعلان (قلع - خلع) كلاهما يدل على معنى عام و هو الخروج من الشيء و التخلص منه، لكن القاف هذا الصوت المستعلي المجهور أعطى للفعل معنى القوة في الخروج، لم يعطه صوت الخاء الأضعف في الفعل الآخر.

كما أن الصيغة الصرفية لها دلالة في حال إفرادها و أخرى في حال وجودها داخل سياق معين، فدلالة كاذب غير دلالة كذاب، ودلالة عالم كصيغة مفردة غير دلالة عالم في سياق الوصف الإلهي داخل النص القرآني (الله الغيب و الشهادة) كما أن الدلالة لها دور على مستوى التركيب، فلن يتسنى لنا الحكم بصحة تركيب ماء، مثل: (أكل الفأر القط) إلا إذا عرفنا معنى كلي من: الفأر و القط.

إذن نستخلص مما سبق أن الدلالة أو دراسة المعنى تشغل الجزء الأكبر في دراسة اللغات، ولذلك فإن أهمية هذا البحث تنطلق من استخدام النظريات الدلالية في تعليم اللغات الأجنبية، وقد اتخذ الدارس اللغة العربية نموذجاً للتطبيق.

ثالثاً: اكتساب اللغة.

أكد كل من العالمين اللغويين (Larry Slinker & Suzan M. Gass) في كتابهما اكتساب اللغة الثانية، أن تعلم اللغة لا ينحصر في مجرد استظهار القواعد، بل الأهم من ذلك تعلم كيف يتم التعبير عن حاجات التواصل، والتركيز على تعلم التواصل هو الدور الأهم في عملية اكتساب اللغة.⁽³¹¹⁾

وقد تناول المؤلفان هذا في معرض حديثهما عن مجال تدريس اللغة الثانية محاولين أن يفرقا بين دراسة اللغة التي تعنى بالتعاليم والقواعد، واكتساب اللغة الذي يجب أن يعنى بالتواصل اللغوي، وكررا هذا المعنى في مواضع أخرى من الفصل

(307) الخصائص - أبو الفتح عثمان ابن جني - ج 1/ ص 33

(308) المدخل إلى علم اللغة و مناهج البحث اللغوي - رمضان عبدالنواب - ص 125

(309) اللغة - فندريس - ترجمة عبد الحميد الدواخلي - ص 35

(310) علم الدلالة - أحمد مختار عمر - ص 5

(311) اكتساب اللغة الثانية (مقدمة عامة) - ص 4

نفسه، فذكرنا "أن تعلم اللغة يجب أن يتضمن تعلم بعض العادات، وأن المفردات هي الجزء الأكثر أهمية في اكتساب اللغة الثانية، وأن التركيز على التعليمات اللغوية مضیعة للوقت".⁽³¹²⁾

فالبعد بدراسة القواعد والتعاليم اللغوية يجسد الأزمة التي يعاني منها المتعلمون للغة الأجنبية، فهم يبذلون جهداً في دراسة القواعد والأبنية لأنها تمثل لهم تعليماً محدداً يسيراً يكتمل بمجرد حفظهم للقوانين اللغوية، وتتكشف هذه الأزمة للطالب نفسه عندما تتاح له الفرصة للانتقال إلى البيئة اللغوية الناطقة للغة التي يتعلمها، فيجد أن ما تعلمه من قواعد لا يمثل إلا جزءاً صامتاً من اللغة.⁽³¹³⁾

وهنا يجب أن نتوقف عند ثنائية مهمة توقف عندها اللغويون القدماء والمحدثون وهي ثنائية اللغة والكلام، فاللغة هي مجموعة العلامات والتعليمات المختزنة في عقل الجماعة اللغوية أو المثبتة في الكتب والقواميس، أما الكلام فهو النشاط الفعلي أو الحدث الذي يحقق تلك العلامات والتعليمات، فالأمر أشبه بالنوتة الموسيقية المكتوبة والعزف الذي يجعل من تلك السيمفونية لحناً مسموعاً.⁽³¹⁴⁾

ووفقاً لكل ما سبق فإن الاتجاه الذي يلزم علينا اتخاذه في مجال تعليم اللغة هو تدريس الجانب العملي – ونقصد الكلام – الذي يرتبط بسياقات ثقافية واجتماعية، والجزء الأكثر أهمية في هذا الجانب هو تعلم المفردات، الذي سيمكن الدارس من تكوين ذخيرة لغوية يستطيع التوصل بها في بداية تعلمه، حيث إن حالته تكون أشبه بحالة الطفل الذي يحاكي الأصوات لينتج كلمات مشابهة لتلك التي يسمعها من أفراد أسرته، وتلك الكلمات مع نقصانها أو عدم ترتيبها إلا أنها مفهومة لمن حوله. وتعلم المفردات يجب أن يحدث في إطار معرفي لصيق بالدارس من خلال تقديم مجموعات مترابطة من المفردات تنتمي إلى أسرة واحدة وبنيتها علاقات متقاربة ومتباينة، وهذا ما نقصد به نظرية المجال الدلالي.

أولاً: المفهوم النظري للمجال الدلالي وعلاقاته.⁽³¹⁵⁾

الحقول الدلالية هي إحدى نظريات تحليل المعنى، وأكثرها شيوعاً بين دارسي دلالة المعاني، ويتضح هذا الشيوع من خلال الكم الكبير من الأبحاث التي أجريت معتمدة على تلك النظرية.

- ويعرف "الحقل الدلالي" Semantic Field أو الحقل المعجمي Lexical Field بأنه مجموعة من الكلمات ترتبط دلالتها، وتوضع عادة تحت لفظ عام يجمعها، مثال ذلك كلمات الألوان في اللغة العربية.

- وقد اجتهد العلماء في وضع تصنيفات تضم معظم المفاهيم إن لم يكن جميعها، لكن "لعل أشمل التصنيفات التي قُدمت حتى الآن وأكثرها منطقية التصنيف الذي اقترحه معجم Greek New Testament، ويقوم على الأقسام الأربعة الرئيسية: entites، الأحداث events، المجردات abstracts، العلاقات relations وتحت كل قسم نجد أقساماً أصغر، ثم يُقسم كل قسم إلى أقسام فرعية.. وهكذا.

وبهذه الطريقة يمكن التعرف على دلالة اللفظ من خلال علاقاته بالحقل الدلالي الذي يضمه من جهة، وبالكلمات التي يجمعها وإياه حقل دلالي واحد.

ومن الممكن وضع جميع مفردات اللغة داخل حقول دلالية وهذا الأمر قد يكون الطريق للاقتراب من معنى الكلمة، ولكن تبقى هناك مسافة بين المعنى المفهوم من خلال المجال والمعنى المراد من الكلمة، فإذا نظرنا مثلاً إلى مجال دلالي كبير وليكن عنوانه الحيوانات فهذا المجال ينقسم إلى حقول دلالية أصغر (حيوانات مفترسة – حيوانات أليفة – حيوانات منزلية) ويندرج تحت الحيوانات المنزلية (قط وكلب)، فالمعنى داخل الحقل الدلالي أنها حيوانات منزلية لكن لا يوجد علامات أكثر من ذلك تعرفنا المعنى الدال على كلب أو قط.

- وهنا نجد أن هناك نظرية أخرى تولدت من نظرية الحقول الدلالية وهي نظرية العلاقات الدلالية، فدلالة الكلمة لا تدرس منفصلة وإنما تدرس من خلال علاقتها بغيرها من الكلمات التي تندرج معها في الحقل نفسه.

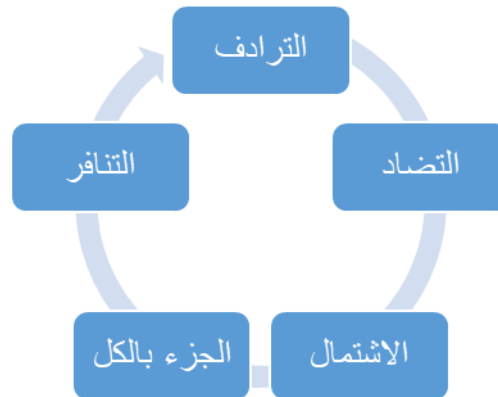
العلاقات الدلالية

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(313) اللغة العربية (مبناها ومعناها) د. تمام حسان

(314) اللغة والكلام أبحاث في التداخل والتقارب – د. أحمد كشك – ص 10

(315) انظر: علم الدلالة المقارن – حازم علي كمال الدين ص 65، علم الدلالة أصوله ومباحثه في التراث العربي – عبد الجليل منقور ص 67، علم الدلالة دراسة نظرية وتطبيقية – فريد عوض حيدر ص 174.



- الترادف Synonymy

علاقة الترادف من أكثر العلاقات الدلالية وقوعا بين ألفاظ المجال الدلالي، نظرا لتشابه وتقارب كثير من الملامح الدلالية بين ألفاظ المجال الواحد، مما يتيح لأفراد الجماعة اللغوية استخدام ألفاظ المجال الدلالي كمترادفات يحل بعضها مكان بعض.

2- التضاد :

التضاد يعني: "وجود لفظين يختلفان نطقا ويتضادان معنى" مثال ذلك (أبيض و أسود) ككلمتان متضادان داخل حقل دلالي واحد و هو الألوان.

3- الاشتغال (التعميم)

مثل العلاقة بين ألفاظ المجال الدلالي واللفظة العامة التي تجمع المجال كله لعموم معناها، فمثلا هناك علاقة اشتغال بين كلمة (طبق) في الحقل الدلالي الخاص بـ (المطعم) فالمطعم يشتمل على هذه المفردة و غيرها.

4- علاقة الجزء بالكل.

مثل علاقة اليد بالجسم، وهذا علاقة نسبية، فاليد جزء والجسم كل بالنسبة لليد، بينما الأصبع جزء من اليد ، واليد كل بالنسبة للأصبع.

5- التنافر.

فمعاني هذه الألفاظ لا يتضمن أي منها لفظا آخر. وعلى هذا فالعلاقة بين هذه الألفاظ علاقة تباين وتنافر، مثل (أحمر) و (أخضر) في مجال الألوان، و(ثعلب ونمر) في مجال الحيوان.

ثانياً: تطبيق النظرية في تعليم العربية

1- لا يخفى على أحد من المعنيين بتعليم اللغات لغير الناطقين بها أن الكتب التعليمية الصادرة في كل لغة تعتمد اعتماداً أساسياً في تأليفها على نظرية المجال الدلالي، و على سبيل المثال إذا ما تفحصنا نموذجاً واحداً من هذه الكتب التي تهتم بتدريس الحوار، سنجد أن الحوار بكل ما يشمل من مفردات ينتمي إلى حقل دلالي واحد، فإذا ما أراد المعلم تدريب الدارس على الحوار الذي سيستخدمه في إذا ما انتقل في رحلة إلى أحد البلاد التي تتحدث لغة الدراسة، فإنه سيبدأ بسرد كلمات و عبارات تنتمي كلها إلى مكان أو موقف واحد. فحوار المطار له كلماته و مفرداته التي لا يمكن أن تسمعها في حوار المطعم أو حوار المستشفى، لأن المطار يمثل وحده حقلاً دلالياً يحتوي على عدد من المفردات مثل (سفر – وصول – أمتعة – جواز السفر – طائرة – رحلة – يسافر – إقامة)، وهذه المفردات التي تتركب في حوار لن يدخل فيها مفردات مثل (لذيذ – يأكل – المشروبات – السلطة) التي تناسب حواراً يخص مجالاً دلالياً آخر و هو المطعم. –

2- من خلال استخدام الحقل الدلالي يستطيع الطالب أن يتفاعل مع المفردات بشكل كبير، فإذا افترضنا أننا أنشأنا حقلاً دلالياً باسم حجرة الدراسة، وقمنا بجمع المفردات داخل هذا الحقل كخطوة أولى فسنجد الدارس ألم بأكبر عدد ممكن من المفردات لأنه يراها أمامه، مثل: باب – نافذة – أرض – سقف – جدار – مصباح – مكتب – كرسي – يجلس – يكتب – يشرح – الطالب – المعلم إلخ

ثم في خطوة لاحقة كشف العلاقات بين تلك المفردات كالترادف بين لوح و سبورة – و التضاد بين أرض و سقف – و الاشتغال بين غرفة و كرسي ... و هكذا

3- الصفات من أهم الموضوعات التي يجب أن يعرفها الدارس لأنه يستطيع من خلالها أن يكون جماً بسيطاً يمكنه من استخدام اللغة، وجمع الصفات في حقول دلالية يسهل للدارس معرفتها و حفظها، فإذا ما جمعنا الصفات التي تميز الإنسان في حقل واحد، مثل : قوي – جميل – كريم – طويل ثم أردفنا تلك الصفات بمجموعة الصفات المضادة، مثل: ضعيف – قبيح – بخيل – قصير... فإن وجود هذه الألفاظ تحت عنوان واحد، و وجود الصفات المضادة تحت نفس العنوان

يسهل على الدارس الكثير من المعاناة في فهم الكلمات و معرفتها لأنه إذا نسي معنى الأولى وتذكر الثانية فإنه سيصل إلى المعنى في كلاهما من خلال واحدة فقط.

4- ويندرج تحت الحقل الدلالي الحقل الاشتقاقي الذي سيكتسب الدارس من خلاله مجموعة من المفردات المتشابهة في اللفظ و يجمعها معنى عام، مثل: الفعل (كتب) يندرج تحته جميع الصور المشابهة له في اللفظ مع زيادة في المعنى، مثل : كاتب و مكتوب و كتاب و كتابة و يكتب و نكتب و اكتب و مكتبة و مكتب....

و إذا ما التزمنا بهذا المنهج في جميع الدروس التي يتلقاها الدارس بتقسيم المفردات المراد إكسابها له فستكون النتيجة مرضية بشكل كبير، فإذا بدأنا بغرفة الدراسة كحقل دلالي ثم الشارع ثم المنزل ثم جسم الإنسان و غيرها من الحقول الدلالية القريبة من ذهن الدارس، و مساعدته على تكوين عبارات بسيطة من تلك المفردات، سنصل بعد فترة ليست قصيرة إلى تمكين الدارس من امتلاك ذخيرة لغوية يستطيع استخدامها و التواصل بها، ثم بعد ذلك تأتي مرحلة التصحيح و التقعيد التي ستحكم على ما يمتلكه الدارس بعد أن أصبح قادرًا على الكلام.

مشكلات تدريس اللغات الأجنبية كلغة ثانية



<https://doi.org/10.5281/zenodo.14879795>

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ملخص: يواجه تدريس اللغات الأجنبية كلغة ثانية تحديات متعددة تتراوح بين المشكلات اللغوية والثقافية والتربوية والتقنية. يعد التداخل اللغوي والاختلافات الثقافية من أبرز العقبات التي تؤثر على اكتساب اللغة الثانية، حيث تؤدي إلى أخطاء في النطق والفهم. كما أن اعتماد طرق التدريس التقليدية وعدم مراعاة الفروق الفردية بين المتعلمين يحد من كفاءة العملية التعليمية. إضافة إلى ذلك، تفتقر بعض المؤسسات التعليمية إلى الموارد الحديثة، مما يزيد من صعوبة التقييم وتطوير المهارات اللغوية الفعلية للمتعلمين. لمواجهة هذه التحديات، يُوصى بتطوير المناهج التعليمية، ودمج التكنولوجيا في التدريس، وتحديث استراتيجيات التقييم، وتعزيز الكفاءة الثقافية لدى المتعلمين. يعد تحسين بيئة التعلم وتوفير فرص للممارسة العملية من أهم العوامل التي تساعد في تحقيق كفاءة لغوية متكاملة.

كلمات افتتاحية: التعلم، التحديات، التطوير، المناهج، التكنولوجيا

Annotation: Teaching foreign languages as a second language faces multiple challenges, ranging from linguistic and cultural issues to educational and technological difficulties. Linguistic interference and cultural differences are among the most significant obstacles affecting second language acquisition, leading to pronunciation and comprehension errors. Additionally, relying on traditional teaching methods and failing to consider individual differences among learners limits the efficiency of the educational process. Furthermore, some educational institutions lack modern resources, making assessment and the development of learners' actual language skills more challenging. To address these challenges, it is recommended to develop curricula, integrate technology into teaching, update assessment strategies, and enhance learners' cultural competence. Improving the learning environment and providing opportunities for practical application are among the key factors that contribute to achieving comprehensive language proficiency.

Keywords: learning, challenges, development, curricula, technology.

في عالم تسوده العولمة والتواصل المستمر، أصبح إتقان لغة ثانية ضرورة ملحة تفتح آفاقاً واسعة أمام الأفراد لتحقيق النجاح الأكاديمي والمهني. إلا أن تدريس اللغات الأجنبية كلغة ثانية يواجه تحديات متعددة تشمل الجوانب اللغوية، الثقافية، والتربوية، مما يفرض على المؤسسات التعليمية تبني استراتيجيات حديثة تواكب التطورات المتسارعة في مجال التعليم. يناقش هذا المقال أبرز المشكلات التي تعترض عملية تعليم اللغات الأجنبية، ويقترح حلولاً عملية تهدف إلى تحسين كفاءة التدريس وتمكين المتعلمين من اكتساب المهارات اللغوية المطلوبة بفعالية. يُعد تعليم اللغات الأجنبية كلغة ثانية من أهم التحديات التي تواجه المؤسسات التعليمية في العصر الحديث. فمع تزايد العولمة والتواصل الدولي، أصبحت الحاجة إلى إتقان لغة ثانية أمراً ضرورياً للنجاح الأكاديمي والمهني. ومع ذلك، يواجه المعلمون والطلاب على حد سواء العديد من المشكلات والتحديات في عملية تدريس وتعلم اللغات الأجنبية. يهدف هذا المقال إلى تسليط الضوء على أبرز هذه المشكلات وتحليلها، مع تقديم حلول وتوصيات عملية لتحسين عملية التدريس.

التحديات اللغوية والثقافية

يواجه متعلمو اللغات الأجنبية عقبات عديدة تتعلق بالجوانب اللغوية والثقافية. إن اللغة ليست مجرد وسيلة تواصل، بل هي انعكاس للهوية الثقافية والاجتماعية للأفراد. لذا، فإن تعلم لغة جديدة يعني أيضاً التعامل مع اختلافات ثقافية قد تؤثر على سرعة وفعالية اكتساب اللغة.

التداخل اللغوي

التداخل اللغوي يحدث عندما تتداخل قواعد اللغة الأم للمتعلمين مع قواعد اللغة الجديدة، مما يؤدي إلى أخطاء شائعة في النطق، التراكيب اللغوية، واستخدام المفردات. هذه الظاهرة يمكن تفسيرها بناءً على نظريات علم النفس اللغوي، حيث يميل الدماغ إلى استخدام أنماط مألوقة أثناء تعلم لغة جديدة. لذا، فإن التدخل اللغوي قد يكون سبباً في بطء عملية التعلم وصعوبة

اكتساب الطلاقة اللغوية. يُعد التداخل اللغوي من أبرز المشكلات التي تواجه متعلمي اللغة الثانية، حيث يميل الطلاب إلى نقل قواعد وأنماط لغتهم الأم إلى اللغة المستهدفة، مما يؤدي إلى أخطاء في النطق والتركيب والدلالة.

الاختلافات الثقافية

يعد الفهم الثقافي للغة الأجنبية جزءاً أساسياً من عملية التعلم، حيث تتأثر اللغة بالعادات والتقاليد والمعتقدات الثقافية. على سبيل المثال، قد يواجه المتعلمون صعوبة في فهم التعبيرات الاصطلاحية والمجازيات التي تعكس ثقافة معينة. إن تدريس اللغة الأجنبية بطريقة تتضمن السياقات الثقافية يساعد المتعلمين على فهم اللغة بشكل أعمق ويقلل من العوائق التواصلية. تشكل الاختلافات الثقافية عائقاً في فهم واستيعاب اللغة الثانية، فاللغة ليست مجرد كلمات وقواعد، بل حاملة للثقافة والقيم والمفاهيم الاجتماعية.

المشكلات التربوية والتعليمية

طرق التدريس التقليدية

تعتمد العديد من المؤسسات التعليمية على طرق تدريس تقليدية تركز على حفظ القواعد والمفردات دون الاهتمام بالممارسة العملية للغة.

الفروق الفردية بين المتعلمين

تختلف قدرات وأساليب تعلم المتعلمين، مما يشكل تحدياً للمعلمين في تصميم دروس تناسب الجميع.

التحديات التقنية والموارد

محدودية الموارد التعليمية

تعاني بعض المؤسسات من نقص في الوسائل التكنولوجية والمختبرات اللغوية.

صعوبات التقييم

يواجه المعلمون تحديات في تقييم مهارات الطلاب بشكل شامل وموضوعي.

الحلول والاستراتيجيات المقترحة

لحل المشكلات التي تواجه تعليم اللغات الأجنبية، يجب تبني مجموعة من الاستراتيجيات التي تعزز الفهم اللغوي وتحفز الطلاب على اكتساب المهارات اللغوية بكفاءة. ويشمل ذلك استخدام الأدوات التكنولوجية الحديثة، وتطوير المناهج الدراسية، وتعزيز بيئة تعلم تفاعلية ومتعددة الوسائط.

تطوير المناهج التعليمية

- دمج التكنولوجيا في التدريس
- التركيز على المهارات التواصلية
- تضمين العناصر الثقافية في المناهج

تدريب المعلمين

- تطوير مهارات المعلمين في استخدام التقنيات الحديثة
- تحديث استراتيجيات التدريس
- تعزيز الكفاءة الثقافية

تحسين بيئة التعلم

• توفير فرص أكثر للممارسة العملية، مثل التفاعل مع الناطقين الأصليين عبر الإنترنت أو من خلال برامج التبادل الثقافي.

• تعزيز استخدام الواقع الافتراضي والواقع المعزز في تعلم اللغات، مما يتيح للمتعلمين تجربة المواقف الواقعية بطريقة تفاعلية.

- إنشاء مجموعات تعلم تعاونية تساعد على تطوير المهارات اللغوية عبر المحادثة والناقاش.
- توفير مصادر تعليمية متنوعة مثل الأفلام، البودكاست، والألعاب التعليمية التي تعزز الفهم والتطبيق الفعلي للغة.
- توفير فرص للممارسة العملية
- إنشاء نوادي لغوية
- استخدام الوسائط المتعددة في التدريس

الخاتمة والتوصيات

في ختام هذا البحث الذي تناول مشكلات تدريس اللغات الأجنبية كلفة ثانية، يتضح جلياً أن تعليم اللغات الأجنبية عملية متعددة الأبعاد تتطلب رؤية شمولية وفهماً عميقاً لمختلف التحديات والعقبات التي تواجه كلاً من المعلمين والمتعلمين. وفي ضوء ما تم استعراضه من مشكلات وتحديات، فإن تطوير منظومة تعليم اللغات الأجنبية يستدعي تبني استراتيجيات متكاملة تراعي الجوانب اللغوية والثقافية والتربوية والتقنية.

ومن هذا المنطلق، يمكن تقديم مجموعة من التوصيات المتكاملة التي تسهم في تحسين عملية تعليم اللغات الأجنبية وتجاوز المشكلات القائمة. فعلى المستوى المؤسسي، يتعين على المؤسسات التعليمية إعادة النظر في مناهجها وأساليبها التعليمية، والتحول نحو مناهج أكثر مرونة وتفاعلية تركز على المهارات التواصلية الفعلية. كما ينبغي الاهتمام بتطوير برامج تدريب المعلمين بشكل مستمر، وتزويدهم بالمهارات والكفايات اللازمة للتعامل مع التحديات المعاصرة في تعليم اللغات. وعلى الصعيد التقني، فإن توظيف التكنولوجيا الحديثة في التعليم لم يعد خياراً بل ضرورة ملحة. ويشمل ذلك استخدام المنصات التعليمية التفاعلية، وتطوير المحتوى الرقمي، وتوفير أدوات التعلم الذاتي التي تمكن المتعلمين من ممارسة اللغة خارج الفصل الدراسي. كما يجب الاهتمام بتطوير أساليب التقييم لتصبح أكثر شمولية وموضوعية، مع التركيز على قياس المهارات اللغوية الفعلية.

أما فيما يتعلق بالجانب الثقافي، فمن الضروري دمج المكون الثقافي في المناهج التعليمية بشكل منهجي ومدرّس. ويمكن تحقيق ذلك من خلال تنظيم الأنشطة الثقافية، وتوفير مواد تعليمية تعكس ثقافة اللغة المستهدفة، وتشجيع التبادل الثقافي بين المتعلمين وأصحاب اللغة الأصليين.

وأخيراً، لا بد من التأكيد على أهمية خلق بيئة تعليمية داعمة ومحفزة للتعلم، تراعي الفروق الفردية بين المتعلمين وتوفر لهم الفرص المناسبة لممارسة اللغة في سياقات واقعية. ويتطلب ذلك تعزيز التعاون بين جميع الأطراف المعنية - من مؤسسات تعليمية ومعلمين وباحثين ومتخصصين في تطوير المناهج - للعمل معاً نحو تحقيق هدف مشترك يتمثل في تحسين جودة تعليم اللغات الأجنبية وتمكين المتعلمين من اكتساب الكفاءة اللغوية المنشودة.

إن نجاح هذه التوصيات يعتمد بشكل كبير على الالتزام المؤسسي والدعم المستمر، وتوفير الموارد اللازمة، والمتابعة المستمرة لتقييم فعالية الإجراءات المتخذة وتطويرها بما يتناسب مع المستجدات والتحديات المتغيرة في مجال تعليم اللغات الأجنبية.

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استخدام التقنيات السمعية والبصرية في تدريس الأدب العربي للناطقين بغير العربية



<https://doi.org/10.5281/zenodo.14879808>

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الأستاذ المشارك في أكاديمية أوزبكستان الإسلامية الدولية
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الملخص: تتناول هذه الدراسة تأثير التطورات التكنولوجية على تدريس الأدب العربي للناطقين بغير العربية، وذلك من خلال استراتيجيات التعليم الإلكتروني. تستعرض الدراسة تطور شبكة الإنترنت من المرحلة الثابتة إلى الديناميكية ثم الدلالية، موضحةً أثر هذه التحولات على الأساليب التعليمية. وتناقش كيفية توظيف الأدوات الرقمية مثل الإنفوجراف والفديوجراف وتقنيات التزييف العميق في تعزيز فهم الطلاب للصورة الأدبية في النصوص العربية. كما تسلط الضوء على التحديات التي يواجهها الدارسون في استيعاب التعبيرات المجازية، وتقدم استراتيجيات إلكترونية لسد الفجوة الثقافية واللغوية. وتخلص الدراسة إلى أن استخدام الوسائط المتعددة يساهم بشكل كبير في تحسين قدرة الطلاب على تحليل الأدب العربي وتدوقه.

الكلمات المفتاحية: الأدب العربي، التعليم الإلكتروني، التعليم الرقمي، تطور الويب، الناطقون بغير العربية، تحليل النصوص الأدبية، التدريس بالوسائط المتعددة، السياق الثقافي

Annotation: This study explores the impact of technological advancements on teaching Arabic literature to non-native speakers, particularly through electronic learning strategies. The research delves into the evolution of the web from static to dynamic and semantic stages, highlighting how these changes affect educational methodologies. It argues that integrating digital tools such as infographics, video graphics, and deepfake technologies can enhance students' comprehension of Arabic literary imagery. The study also discusses the challenges non-native learners face in understanding metaphorical expressions and proposes electronic learning strategies to bridge the cultural and linguistic gap. The findings suggest that a multimedia-based approach significantly improves students' ability to analyze and appreciate Arabic literature.

Keywords: arabic literature, e-learning, digital education, web evolution, non-native learners, literary analysis, multimedia teaching, cultural context.

بدءا علينا أن نؤمن بضرورة التحول وحتمية التطور، التي أخذ مسارها في التسارع بشكل مذهل، وهي في هذا المسار لا تنتظر من يفكر أن يكون معها أو يتخلى عنها، بل هي لن تعطي الفرصة سوى مرة واحدة لمن يريد تحديث ذاته من أجل مواكبة سيورتها، فقديمًا كنا نعاني فجوة بين التنظير والتطبيق، لكن مقتضيات الواقع الحالي -وخصوصا بعد جائحة كورونا- تغير المشهد، وتحول الماراثون، وسبق التطبيق التنظير وتركه يلهث خلفه. فإذا ما عدنا نتذكر البداية مع تقنية ال web1 أو ما يسمى بال static web وهو المواقع الإلكترونية التي نتابع فيها محتوى غير تفاعلي، ثم ظهر ما يسمى بال web2 أو ال Dynamic web وهو الويب التفاعلي الذي أنتج لنا عالم السوشيال ميديا بدءا من المدونات ثم تطبيقات فيسبوك وتويتر وانستجرام وسناب شات ويوتيوب وغيره، وكانت المرة الأولى التي سمعنا فيها عن web2 في حلقة نقاشية لشركة أوريلي ميديا التابعة لميديا لايف العالمية، وكان ذلك في عام 2003 في سان فرانسيسكو، بعدها ظهرت تطبيقات السوشيال ميديا تباعا حتى رأينا أشهرها فيس بوك 2009، ثم ذهب العالم يتحدث عن web3 أو ما يسمى بال semantic web أو الويب الدلالي، حيث إن المحتوى الرقمي والتخزين السحابي قد بلغ مدهاء وأصبحت محركات البحث التقليدية غير قادرة على البحث داخل هذا المحتوى الرقمي الهائل فكانت أهمية الويب الدلالي الذي لا يقف في البحث عند حدود اللفظة بل يساعدك في البحث عن مدلولاتها أو ظلها الدلالي من خلال تطوير الذكاء الاصطناعي الذي يحاول أن يفكر معك فيما تفكر فيه ويستنتج معك وربما يصل إلى نتائج قبلك، وما استطاع العالم أن يقف كثيرا حتى وجد نفسه أمام إنترنت الأشياء وتقنية التزييف العميق، وهذا التطور التقني يسحب معه على التوازي تطورا في كل المباحث والعلوم. والسؤال الآن: ما علاقة هذا التطور التقني بمسألة تدريس الأدب العربي للناطقين بغير العربية؟ لكن سنرجئ الإجابة على هذا السؤال بعد أن نتعرف على استراتيجيات التعليم الإلكتروني.

أولا: ما هي استراتيجيات التعليم الإلكتروني:

- بعيدا عن الإغراق في التعريفات الكثيرة والمتنوعة لكن سنذكر منها إجمالاً:
- 1- التعليم الإلكتروني هو أسلوب يُستخدم في إيصال المعلومة للمتعلم باستخدام وسائل الاتصال الحديثة من صور ورسومات وآليات البحث وبوابات الإنترنت، والمكتبات الإلكترونية من أجل إيصال المعلومة للمتعلم في أقصر وقت وأقل جهد، ويتحول فيه المتعلم نفسه إلى شخص فاعل يعيد بناء المعلومة ولا يستهلكها فقط، بغض النظر عما إذا كانت العملية التعليمية مباشرة أو عن بعد.
 - 2- "يقوم المعلم أثناء عرضه للدروس بمجموعة من الإجراءات والنشاطات يستخدم فيها وسائل التقنية الحديثة كالحاسوب وشبكاته، ووسائطه المتعددة، والمعامل الإلكترونية والمؤتمرات المسموعة والمرئية لإيصال المعارف والمعلومات في وسط تفاعلي بأكبر كفاءة ممكنة" (1)
 - 3- وعليه فإن استراتيجية التعليم الإلكتروني تشمل أيضاً استراتيجية السعي والمرئي، فتعد هذه الأخيرة جزءاً منها.
 - 4- إذن هي: "القدرة على استخدام الانترنت في جميع العمليات التعليمية وجميع الفعاليات التي يقوم بها المتعلمون والتي تتعلق بالمعارف والمعلومات والنظريات والحقائق التي يملكون بها" (2)
- ويهدف التعليم الإلكتروني إلى "مراعاة المعايير والضوابط في نظام التعليم ليكفل مستوى تطوير المتعلم وتحقيق الغايات التعليمية المنشودة، حيث ينبغي ألا تكون تقنية المعلومات هدفاً في حد ذاتها، وإنما هي وسيلة لتسهيل عملية التدريس وتفعيلها، وتجعل المتعلم مستعداً لمواجهة متطلبات الحياة وتحدياتها، وتقوم عملية التدريس هذه على عدة وسائل وطرق" (3)
- متزامنة وغير متزامنة تشمل المحادثة والملفات الصوتية، وملفات الفيديو، والموسيقى، والدراما الجاهزة على المنصات الرقمية مثل (Netflix – Watch it) والفيديوهات التفاعلية والإنفوجراف والفيديو جراف وأخير تقنية التزييف العميق، وغير ذلك. وتنهض هذه الاستراتيجية مثل غيرها على نموذج الاتصال التقليدي:



والتي يتحول فيها المتعلم لمستقبل يعيد إنتاج الرسالة، وليس ذلك المتعلم الذي يستهلك الرسالة، بل إنه يساوي ما يعرف في مجال النقد الأدبي "بالقارئ المنتج الذي يفكك النص ويعيد بناءه" (4). وهنا لن أكرر ما يطلق عليه مزايا التعليم الإلكتروني، بل إنني أقول: من الآن فصاعداً يجب على كثير من الأقسام الأكاديمية في الجامعات العالمية من مثل: أقسام المناهج وطرق التدريس، وتكنولوجيا التعليم، والإعلام، أن تعيد النظر في إرثها القديم واستراتيجياتها التي تصدح بها ليل نهار في كل مكان، وتستشرف المستقبل، الذي أظنه لم يرسم معالمه الواضحة بعد، وإنما هو الآن يراوح جسر التحول، ولم يعبره بعد. وعلينا نحن المتخصصون في تعليم اللغة العربية، وتدريس الأدب العربي على وجه الخصوص - أن نبحت بوعي شديد عن موقعنا المستقبلي في هذا التحول، ولا ننسى أن مثل هذه التحولات الكبرى في العالم تحيي وتميت.

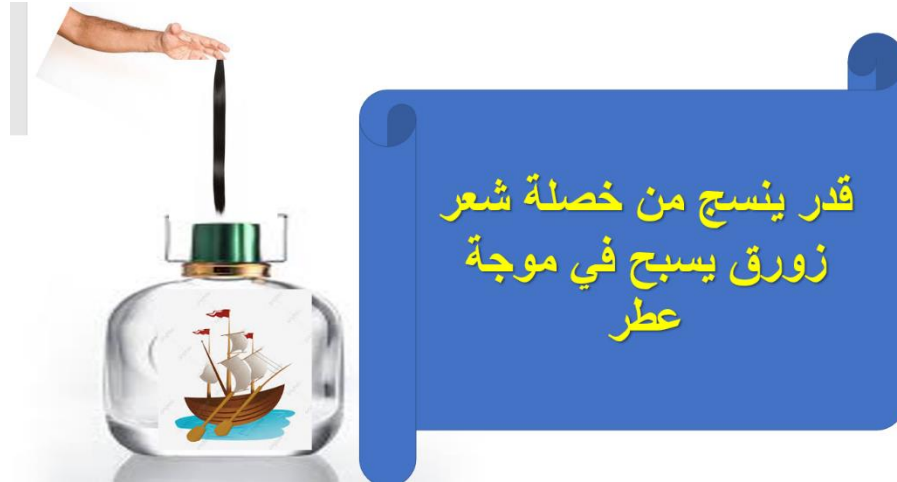
ومن وجهة نظري أن أهم ما تقدمه استراتيجية التعليم الإلكتروني في هذا المجال هو بناء عالم افتراضي تخيلي يخالف الصورة الواقعية للعالم أو الواقع المعاش (5) وهذه هي النقطة الأهم التي سنعمل عليها كثيراً في تدريس الأدب العربي الذي هو بحد ذاته يقوم بخلق عالمه الخاص الذي لا يماثل على الإطلاق العالم الحقيقي المعاش في تراكيب صوره الجمالية والبلاغية، وإن كانت مفردات هذه الصور التخيلية مأخوذة من ذلك العالم المعاش.

في ظل هذا التصور كيف يمكن لطالب من غير الناطقين بالعربية مهما وصل مستواه التعليمي إلى أعلى الدرجات، كيف يفهم صورة تركبت من مفردات واقعية تركيباً مخصوصاً فأنتجت تكويناً لا يتحقق في العالم المعاش، وإنما يتحقق فقط في العالم الموازي الذي يخلقه الأدب!! وأعطي مثلاً لذلك بقول إبراهيم ناجي:

قدر ينسج من خصلة شعر زورق يسبح في موجة

عطر

فمفردات هذه الصورة مأخوذة من العالم الحقيقي الذي نرى فيه خصلة الشعر والزورق والموجة والعطر، لكننا لا نرى هذه المفردات مجتمعة بمثل هذا التكوين.
وكيف يمكن للمعلم أن يضع هذا التصور أو هذا التكوين التخيلي في عقل الطالب بغير الوسائل الإلكترونية ومنها الإنفوجراف أو الفيديو جراف على هذا النحو:



- وهذا الطرح يوقفنا عند مفهوم الأدب بحد ذاته، فما هو الأدب؟
- الأدب هو لغة داخل اللغة.
 - لغة الأدب تعتمل دلاليا.
 - لغة الأدب تجاور بين المتباعدات دلاليا.
 - الأدب ليس محاكاة للواقع.. وإنما يخلق واقعا موازيا تؤخذ مفرداته من الواقع المعاش لكنها تتشكل في صورة وتكوين مغاير.
 - في الأدب نغرس الكلمة في غير حقلها الدلالي فتشع بدلالات جديدة لم تستخدم من قبل.
 - علينا أن نعترف بأن تحديات تواجهنا قبل البدء في تدريس الأدب العربي منها:
- 1- تزويد الطالب بمعرفة عامة بالتطور التاريخي والثقافي في المجتمعات العربية والإسلامية لأنه بالتأكيد ابن ثقافة مغايرة. ففي تجربتي الخاصة في تدريس الأدب العربي لطلاب الفرقة الرابعة قسم الفيلولوجي بأكاديمية أوزبكستان الإسلامية، تعجب الطلاب جدا من وصفي لجمال الفتاة بالغزال الرشيق أو الطبي، وتساءلوا كيف يكون هذا؟ في الوقت الذي تقبلوا فيه وصفها بالبدر المنير أو الشمس، وكل هذا ليس إلا لكونه ابن ثقافة مغايرة لم تعرف عادة العرب في وصف المرأة بالغزال أو الطبي.
 - 2- تطوير مهارات الطالب (المتعلم) في الوصف والتفسير وتحليل النصوص الأدبية.
 - 3- تطوير مهارات الطالب في التفريق بين الدلالات المعجمية والدلالات السياقية.
 - 5- تمكين الطالب من فهم وتذوق وتحليل الصور الجزئية والكلية.
- ويبقى التحدي الأكبر في أن العمل الأدبي نفسه يستعصي على التفسير، فنثر الشعر هي عملية تشبه من يعصر وردة فلا يجد الوردة ولا يجد حلاوة لعصارتها المرة.
- إذن على المعلم أن يتخلص إلى الأبد من عبارة: يريد الشاعر أن يقول، لأن ما أراد الشاعر أن يقوله قد قاله بالفعل وهو الشعر وليس شيئا غيره.
- ويبقى السؤال: كيف نبدأ في تدريس الأدب العربي مع غير الناطقين بالعربية؟
- أولا التعليم البنائي: ترى النظرية البنائية أن العملية التعليمية تتكامل فيها الأفكار والخبرات ووجهات النظر لتنمو المعارف الجديدة لدى المتعلم، وتنطلق من الافتراضات التالية:-
- 1 - المعرفة ليست تعبيراً عن الواقع، لكنها تعبير عن رؤية المتعلم للواقع كما يراه بعين عقله.
 - 2 - نشاط المتعلم أمراً جوهرياً في بناء المعرفة، فهي ترى أن نشاط المتعلم والمعرفة متلازمان، فلا نغالي إذا قلنا إنه لا يتشابه متعلمان في معرفتهما عن شيء بعينه.
- ثانياً: التفكير.. نؤمن أن المعرفة ليست شيئاً جامداً، وليست قالباً ثابتاً، بل هي قابلة للتحويل والتطور والتحليل والأخذ والرد، وعليه يحاول المعلم إطلاق العنان للطالب أن يحلل ويفكك المعلومة ويفصل بين جزئياتها ليتمكن لاحقاً من إعادة بنائها.
- وهذا كله يكون بعد تنمية مهارات الدارس البلاغية من حيث استخدام: الصور البيانية: (الاستعارة - الكناية - المجاز - التشبيه)

والمحسنات البديعية: (جناس – طباق – مقابلة – حسن تقسيم...) وتمكينه من استخدام البنى اللغوية للتعبير عما يدور في ذهنه. وهنا يقوم المعلم ببناء المحتوى التعليمي الإلكتروني من خلال اختيار نصوص بعينها سمعية/ بصرية (إلكترونية) حتى لا تتحول إلى مجرد ألغوية صماء أمام الدارس (6)، وعليه ينصح بتدريس الأدب العربي لغير الناطقين بالعربية من طلاب المرحلتين الثالثة والرابعة في التعليم الجامعي وليس قبل ذلك. ومن ثم تأتي مرحلة اختيار وبناء المحتوى التعليمي الإلكتروني من خلال وحدتي الإدخال المعلوماتي: (السمع والبصر).

- 1 - اختيار قصائد شعرية تم تلحينها موسيقياً
- 2 - اختيار قصائد شعرية خضعت لأعمال مونتاج الفيديو
- 3 - الاستعانة بأعمال الموشن جرافيك سواء الجاهزة أو التي يتم تصميمها خصيصاً لهذا المحتوى باستخدام برامج الفوتوشوب والإليستريكتور والبريمير وأفترإيفيكت وغيرها
- 4 - اختيار القصص التي قدمت من خلال أفلام قصيرة، وأفلام الهاتف وخصوصاً ذات النهايات المفتوحة لتمكين المتعلم من إعادة إنتاج النص بوضع نهايات من إبداعه.

مميزات استخدام الاستراتيجية الإلكترونية في تدريس الأدب العربي لغير الناطقين بالعربية:

- 1- تهيئة ظروف تلقي واحدة لكل المتعلمين
- 2- توفير معطيات موازية للنص متمثلة في الخطاب السمعي / البصري قادرة على توصيل الظل الدلالي للمتعلم وهي هنا بمثابة ما يعرف بالـ paralinguage أو النص الموازي
- 2- خلق ما يعرف بعنات النص ييسر للمتعلم من غير الناطقين أن يعيش الحالة الثقافية للمجتمعات العربية التي أنتج فيها هذا النص.
- 3- خلق متصور ذهني يساعد المتعلم في فهم أجزاء أو تراكيب الصورة الجمالية وتكوينها الكلي.
- 6- ينمي مهارة الدارس في إعادة إنتاج النص.
- 7- تمكين الدارس من أدوات تشريح وتفسير النص والابتعاد تماماً عن نثر الشعر، وعبارات : أراد الشاعر أن

يقول.....

في هذا الإطار يمكن استخدام وسائل التقنية الحديثة في تفسير وتحليل النص حسب قدرات المعلم التقنية، حيث يمكن تدريب المعلم تقنياً على استخدام تقنية التزييف العميق مثلاً في إحياء فحول الشعر العربي من مثل عنتره والمنتبي وأبي تمام وغيرهم. واستخدام تقنيات الجرافيك في شرح الصورة البلاغية والشعرية، والارتكاز على القصائد التي تم تلحينها موسيقياً أو قدمت عبر فيديو كليب.

وأوصي: بإنشاء شركة علمية تنشئها إحدى الأكاديميات المتخصصة تجمع فيها أساتذة الأدب مع مطوري البرامج الكمبيوترية ومصممي الجرافيك سيكون في مقدورهم تقديم منهج ومحتوى رائع.

نموذج درس:

عيون عيلة.
مصطفى الجزار

قبل النص:

(مجلد هذه الأنشطة يقوم بها الطالب في البيت قبل مناقشتها في الدرس)

- 1- ماذا تعرف عن عنتره بن شداد؟ ومحبوبته عيلة بنت مالك؟ ابحث عبر جوجل ويوتيوب.
- 2- استمتع في وقت فراغك بمشاهدة فيلم "عنتر بن شداد" على منصة يوتيوب.
- 3- بعد مشاهدتك للفيلم، ومعرفتك بقصة عنتره.. ما هي الرموز والدلالات التاريخية لشخصية عنتره؟
- 4- اقرأ في البيت معلقة عنتره وتوقف عند معانيها الرئيسية.
- 5- إذا عاد إلينا عنتره اليوم.. ماذا يمكنك أن تقول له؟ كل طالب يوجه رسالة (في جملة) إلى عنتره.. ويمكن تجسيد شخصية عنتره من خلال أحد الطلاب ليتوجه إليه الجميع بالخطاب.
- 6- هل يتمكن عنتره -إذا عاد من عالمه القديم إلى عصرنا الحالي- بحصانه الأصيل، وسيفه الحسام، ومفاخره الشعرية، من مواجهة الجيوش العصرية وما تمتلك من بنادق وقنابل وطائرات ودبابات وغير ذلك؟ ويمكن الاستعانة -إذا أمكن- بتقنيات الهولوغرام والتزييف العميق. (وأعلم أن هذه رافهية وتحتاج إلى تضافر جهود كثيرة، لكنها تبقى أملاً)
- 7- ماذا تعرف عن مفهوم "التناص"؟

الشاعر / مصطفى الجزار:

مصطفى أحمد إبراهيم محمد الجزار، شاعر من مصر، شارك في مسابقة أمير الشعر التي تنظمها هيئة أبوظبي للثقافة والتراث، يكتب الشعر الفصيح وشعر العامية المصرية، وقد شارك في كثير من اللقاءات الأدبية على المستوى الدولي، وحصل على العديد من المراكز الأولى على مستوى جمهورية مصر العربية، وعلى مستوى الوطن العربي، في عدة مسابقات شعرية. تم اختياره من بين أفضل 35 شاعرًا للتصفيات النهائية من بين 5400 شاعر على مستوى الوطن العربي، وحصل على جائزة لجنة التحكيم التي نالها خمسة شعراء، كان واحدًا منهم، بقصيدته {عيون عبلّة} و{مطري يسافر في سحابك}. تم اختياره ضيف الشرف للدورة الرابعة من مهرجان القصيدة العربية في قابس (تونس)، ورئيس لجنة التحكيم بالدورة عام 2016. حصل على المركز الأول على مستوى الوطن العربي في مهرجان الشباب العربي التاسع الذي اشتركت فيه 14 دولة عربية، ونال الميدالية الذهبية للمهرجان في مجال الشعر، وذلك عام 1998م. اختارت وزارة التربية والتعليم الفلسطينية قصيدته {حروف النور}، لتدريسها في المناهج التعليمية لتلاميذ المدارس في فلسطين. تُرجمت قصيدته {عيون عبلّة} إلى اللغة الإنجليزية، ونُشرت على كثير من المواقع الإلكترونية أيضاً.

- تم تكريمه في جامعة الأزهر الشريف، في احتفال خاص به أقيم له احتفاءً بقصيدته {عيون عبلّة}.

تحولت قصيدته {عيون عبلّة} إلى أغنية (فيديو كليب) تحمل العنوان نفسه، غناء وتلحين المطرب المغربي رشيد غلام، وموجودة على مواقع التواصل، بنسبة مشاهدات تعدت المليونين. مثل مصر شعريا في ليبيا والسودان وسوريا وموريتانيا. حصل على المركز الأول للجمهورية في مسابقة مؤسسة اقرأ الخيرية عام 1998 و2002م بمجموعة شعرية.

الاستماع الأول

- استمع إلى أغنية (فيديو كليب) عيون عبلّة مع الكلمات، تلحين وغناء رشيد غلام، شعر: مصطفى الجزار.
- استمع مرة أخرى وردد مع الأغنية
- أكتب في حدود خمسة أسطر ماذا فهمت من القصيدة؟ وما هو شعورك بعد سماع الأغنية.

الاستماع الثاني

استمع إلى إلقاء الشاعر: مصطفى الجزار، قصيدته: عيون عبلّة.
أعد إلقاء القصيدة بنفسك مسجلاً لصوتك.

عيون عبلّة

كفّف دموعك
وانسحب يا عنثرة
فعيون عبلّة أصبحت مُستعمرة
لا ترجُ بسمّة ثغرها يوماً،
فقد سقطت من العقد الثمين الجوهرة
قيل سيوف الغاصبين..
ليصفحوا..
واخفض جناح الخزي..
وارجُ المعذرة
ولتبتلع أبيات فخرِكَ صامتاً..
فالشعرُ في عصر القنابل.. ثرثرة
والسيف..
في وجه البنادق..
عاجزُ
فقد الهويّة والقوى والسيطرة
فاجمع مفاخرَكَ القديمة كلّها..
واجعل لها من قاع صدرك مقبرة

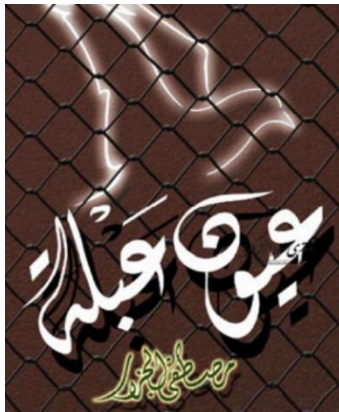
وابعث لعيلة في العراق تأسفاً
وابعث لها في القدس قبل الغرغرة
اكتب لها..
ما كنت تكتبه لها تحت الظلال
وفي الليالي المقمرة
(يا دار عيلة) بالعراق (تكلمي)
هل أصبحت جئت بابل مقبرة؟
هل نهر عيلة تستباح مياهه..
وكلاب أمريكا تدس كوتره؟
يا فارس البيداء..
صرت فريسة..
عبداً ذليلاً أسوداً ما أحقره!
متطرفاً.. متخلفاً.. ومخالفاً!
نسبوا لك الإرهاب.. صرت معسكره
عيس..
تخلت عنك..
هذا دأبهم..
حُمُر -عمرُك- كلها مستفزة
في الجاهلية..
كنت وحدك قادراً..
أن تهزم الجيش العظيم وتأسره
لن تستطيع الآن وحدك قهره
فالزحف موج..
والقنابل ممطرة
وحصائن العربى..
ضاع سهيله..
بين الدوي..
وبين صرخة مجبرة
(هلاً سألت الخيل يا ابنة مالك)
كيف الصمود؟ وأين أين المقدرة؟!
هذا الحصان..
يرى المدافع حوله متأهبات..
والقذائف مشهرة
(لو كان يدري ما المحاورة اشتكى)
ولصاح في وجه القطيع وحدته
يا ويح عيس..
أسلموا أعداءهم مفتاح خيمتهم..
ومدوا القنطرة
فأتى العدو مسلحاً بشقاقهم..
ونفاقهم..
وأقام فيهم منبره
ذاقوا وبأل ركوعهم وخنوعهم..
فالعيش مُرٌ.. والهزائم منكّرة
هذي يد الأوطان تجزي أهلها..
من يقترف في حقها شراً..
يره
ضاعت عيله..



والنيقُ..
ودارُها..
لم يبقَ شيءٌ بَعْدَها كي نخسرَه
فَدَعُوا ضميرَ الغُربِ..
يرقدُ ساكناً في قبره..
وَادْعُوا لَهُ..
بالمغفرة..!
عَجَزَ الكلامُ عن الكلام..
وريشتي..
لم تُبقِ دمعاً أو دماً في المحبرة
وعيونُ عيلةٍ لا تزالُ دموعُها
ترقُبُ الجِسْرَ البعيدَ.. لَتَعْبُرَه

تشريح النص

أولاً: مفردات.
كفكف = امسح.. (أي امسح دموعك مرة بعد مرة حتى تجف)
وهو فعل رباعي مضاعف أو مكرر (فاؤه ولامه الأولى من جنس، وعينه ولامه الثانية من جنس) = كف + كف. مثل:
زلزل - وسوس - عسس - دمد - حصص.
وتسمى هذه الأفعال بأفعال الحركة والاهتزاز، وفيها علاقة بين الصوت والمعنى.
وأصل كفكف = كفت = كف (واختلاف المبنى يؤدي إلى اختلاف المعنى) لذلك كفكف تعطي دلالة الحركة والاهتزاز،
وهي هنا فعل أمر معناه امسح مرة بعد مرة (مع حركة المسح يمينا ويسارا) حتى يجف الدمع.
عنتره: عنتره بن شداد (525 - 608 م) أحد أشهر شعراء العرب في فترة ما قبل الإسلام، واشتهر بشعر الفروسية،
وله معلقة مشهورة. يعتبر من أشهر الفرسان العرب، وشاعر المعلقات والمعروف بشعره الجميل وغزله العفيف بعبلة.
(المقصود بعنتره في القصيدة: الإنسان العربي) استحضره الشاعر كرمز تاريخي للعزة والإباء والكرامة والشجاعة
وعدم الخنوع.



عيلة: عيلة بنت مالك، ابنة عم عنتره ومحبوبته.
(المقصود بعيون عيلة في القصيدة: الوطن العربي أو الأمة العربية)
مستعمرة: أرض يحكمها أجنبي، استعمر = استوطن.
لا ترج: لا تطلب بسمه ثغرها: ابتسامة وجهها
الخزي: العار والمهانة والذل. ثرثرة: كلام كثير من دون فائدة.
الهوية: حقيقة الإنسان وخصائصه الجوهرية.
القاع: القعر، أي الجزء المنخفض المستوي في باطن البئر أو الإناء وغيره.
الغرغرة: صوت الحشرة عند الموت.
مقفرة: جافة ليس فيها ماء ولا كلاً ولا عشب أو زهر.
تستباح مياهه: أصبحت مباحة غير ممنوعة، انتهكها وسيطروا عليها.. سلبوها واعتدوا عليها.

تدنس: تلطخه بالنجاسة والوسخ، تجعله غير طاهر، تجعله متسخاً قذراً.
البيداء: أرض تبديد/ تهلك سالكها (الصحراء).
فريسة: ضحية، كل ما يفترسه أو يصطاده الحيوان المتوحش.
دأبهم: عادتهم.. شأنهم
حمر مستنفرة: الحمير الوحشية التي تنفر في كل اتجاه عندما تسمع زئير الأسد فتهرب منه خوفاً وفزعاً.
لعمر: قسم بالعمر أو الحياة = وحياتك
الزحف: المشي على غير أرجل، المشي على البطن، لذلك تسمى الحيوانات التي تمشي على بطنها بالزواحف،
والمقصود بالزحف في القصيدة: الهجوم. الدوي: اسم لصوت الرعد (صوت شديد مفزع).
القطيع = مجموعة من الحيوانات
السرب = مجموعة من الطيور أو الطائرات.
يا ويح = يا ويل. شقاق = خلاف ونزاع وتفرق. وبال = سوء العاقبة.

تجزى = تكافئ. يقترب شرا = يفعل شرا.
عبلة = تصغير عبلة. النياق = جمع ناقة.

حول النص:

يقول النقاد: "العنوان عتبة النص"، أي أن العنوان هو المدخل الأول لفهم النص. عنوان هذا النص: "عيون عبلة" وهو عنوان هذه القصيدة وعنوان الديوان بأكمله، وجرت عادة الشعراء العرب على استحضار شخصيات تاريخية، وإعادتها للحياة مرة أخرى للتحديث إليها، وعنوان القصيدة من البداية يستحضر عبلة (محبوبة عنتر) ليجسد من خلالها الوطن العربي.

لماذا اختار العيون تحديدا من كل أعضاء الجسد؟

لأن العين أعلى الحواس، وهي التي تبصر العالم، وهي لسان القلب ونافذة الروح، «إن العين مرآة النفس ومفتاح شخصية الإنسان ومعانيه المختلفة فيها يتجلى الحب والبغض والعداوة والصداقة» وللعين لغة، فهي تتحدث من دون كلام. مثل قول الشاعر عمر بن أبي ربيعة:

أشارَتْ بِطَرْفِ الْعَيْنِ خَيْفَةً أَهْلِهَا إِشَارَةً مَخْرُوبٍ وَلَمْ تَتَكَلَّمْ

والتجسيد يكسب الصورة المعنوية أو الحسية ملامح الإنسان، أو صفاته، أو أفعاله.

إذن عيون عبلة رمز تاريخي يستحضره الشاعر ليجسد من خلاله الواقع العربي.
استحضر الشاعر شخصية تاريخية مشهورة بعروبيتها وأصالتها وشجاعتها وفروسياتها، وهي شخصية "عنتر" وخاطبها متحسراً قائلاً: كفكف (امسح) دموعك يا عنتر.

وجرت عادة الشعراء العرب أن يستوقفوا من يبكي معهم في بداية القصيدة، مثل قول امرؤ القيس:

قِفَا نَبْكَ مِنْ ذِكْرِي حَبِيبٍ وَمَنْزِلٍ بِسِقْطِ اللَّوَى بَيْنَ الدَّخُولِ فَحَوْمَلٍ

ما الفرق بين حال عنتر الفارس الذي عاش قبل الإسلام، وعنتر الذي عاد حيا في القصيدة؟

عنتر القديم	عنتر الجديد
فارس يقاتل ولا ينسحب	يمسح دموعه وينسحب من المعركة
يكابد عناء السفر والمعارك طمعا في وصال عبلة	لا ترج بسمه ثغرها يومها، ولا تطمع في ابتسامه عبلة ووصالها، فقد انحل العقد الثمين وضاعت منه أعلى جوهرة.
لا يخاف الموت، يكر ورمحه تخترق الدروع الصلبة، ويهابه الأعداء	يقبل سيوف الغاصبين المعتدين ليصفحوا عنه، ويتذلل لهم، ويخفض لهم جناح الخزي طالبا المعذرة والصفح.
كان شاعر بني عيس وفارسهم المشهور، وكان جريئاً شديد البطش، نظم معلقته بعد أن ساء له رجل من بني عيس، وعاب عليه سواد أمه وإخوته وأنه لا يقول الشعر، كان يفخر بنفسه وحصانه وناقته	يبتلع أبيات فخره ويدفنها في قاع صدره، ويبقى صامتاً. فالشعر في زمن القنابل مجرد ثرثرة، وسيفه عاجز أمام طلقات البنادق، ليس له هوية بعد

وسيفه	أن فقد قوته وسيطرته.
كان يكتب لعلبة بأنه فارس يصارع الفيافي من أجل الوصول إليها، بعد أن نزل أهلها بأرض أعدائه، وتباعدت المسافة بينهما.	يكتب لعلبة متأسفا بعدم قدرته على وصلها، ويرسل لها أسفا وحزنا وهي بالقدس تغرغر قبيل الموت، وهي وحيدة بعيدة في العراق لا تقوى على الكلام.
يصف روضة عبله بأن رائحتها طيبة، لم تطأها الإبل، وهي ممطرة دائما، لا تتأخر عنها السحب.	أصبحت جنات عبله ببابل مقفرة، ونهرها تستباح مياهه، وكلاب أمريكا تدنس كوثره.
فارس البيداء.. نال حريته بيده، افتخر بلونه. دافع عن شرف قبيلته وحقوقها.	أصبح فريسة عبدا ذليلا حقيرا أسود، ينسب له الإرهاب، بل هو معسكره.
عيس كانت تناديه وتستجد به للدفاع عنه وتطلب منه الكر، وكان وحده قادرا على أسر جيش عظيم. يلزم سرج فرسه العربي القوي كما يلزم غيره الجلوس على الأريكة.	عيس تخلت عنه كالحمر الوحشية التي تفر من الأسد الكاسر، وهو وحيد لا يستطيع قهر الجيش وحصانه العربي ضعيف يضع صوتته بين دوي القنابل التي هي كالمطر، وأمام جيش يزحف كال موج.
حصانه قوي مقاتل يساعده على تنفيذ ما يدور بعقله، يصبر على التعب ولا يشتكي ولا يتكلم ولو كان يعرف الكلام لاشتكى، لكنه يحمم ويستمر في القتال.	حصانه ضعيف خائف من المدافع المتأهبات والقذائف المشهورة، ولو كان يدري الكلام وما المحاوره اشتكى وصاح وحذر القطيع بأن لا طاقة لهم بالقتال.
قبيلته: عيس لا تستسلم أبدا تقاتل في وحدة من الصف حتى تنال ما تريد.	عيس استسلمت وسلمت أعداءهم مفتاح خيمتهم وتسلح العدو بشقاقهم ونفاقهم، بل سهلوا للعدو طريق الوصول والاقتحام ومدوا له الجسر ليعبره.
ظفر عنتره بالنوق وعبلة محبوبته	ضاعت عبيلة والنياق ولم يعد هناك شيء ليخسره، فقد خسر كل شيء.

ما هو التناص؟

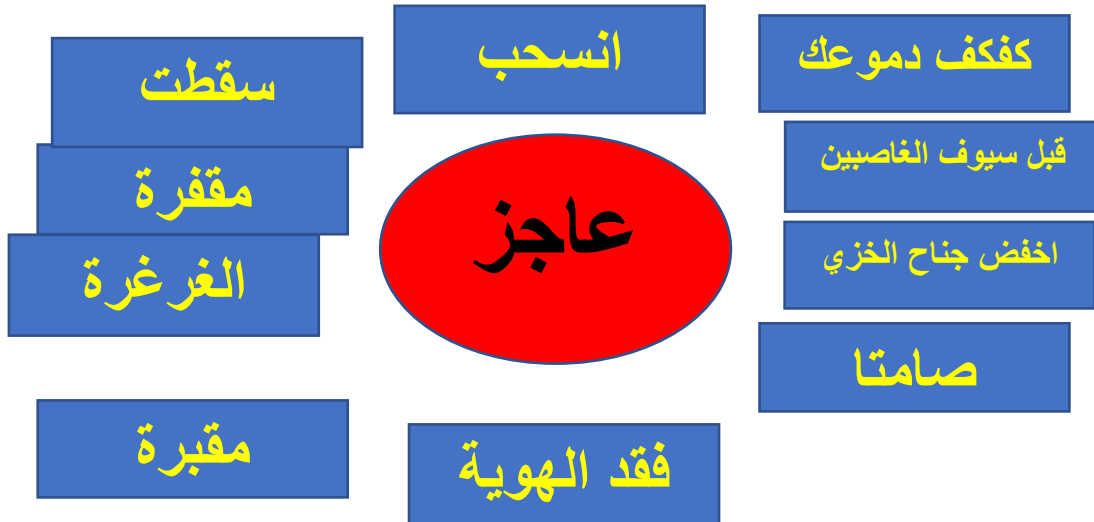
التناص (Intertextuality) أو التعالق النصي، وفي الأدب العربي هو مصطلح نقدي يقصد به وجود تشابه بين نص وآخر أو بين عدة نصوص. وتشمل العلاقات التناصية إعادة الترتيب، والإيماء أو التلميح المتعلقة بالموضوع أو البنية والتحويل والمحاكاة. وهو يختلف عن السرقات الأدبية أو (التلاص) حسب مصطلح الشاعر والناقد الفلسطيني عز الدين المناصرة . ونص عيون عبلة هو تناص تقابلي مع معلقة عنتره بن شداد العبسي.

من أمثلة التناص في القصيدة:

- 1- واخض جناح الخزي وارج المعذرة = تناص مع القرآن الكريم في قول الله تعالى: "وَأَخْفِضْ لَهُمَا جَنَاحَ الذَّلِيلِ مِنَ الرَّحْمَةِ" الإسرائ/24
- 2- يا دار عبلة بالعراق تكلمي = تناص مع معلقة عنتره في قوله: وَعَمِي صَبَاحًا دَارَ عَبْلَةٍ وَأَسْلَمِي
- 3- هَلَا سَأَلْتُ الْخَيْلَ يَا ابْنَةَ مَالِكٍ = تناص مع معلقة عنتره في قوله: هَلَا سَأَلْتُ الْخَيْلَ يَا ابْنَةَ مَالِكٍ
- 4- لو كان يدري ما المحاوره اشتكى = تناص مع معلقة عنتره في قوله: لَوْ كَانَ يَدْرِي مَا الْمُحَاوَرَةُ اشْتَكَى
- 5- مَنْ يَقْتَرِفُ فِي حَقِّهَا شَرًّا يَرَهُ = تناص مع القرآن الكريم في قول الله تعالى: " وَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ شَرًّا يَرَهُ" الزلزلة/ 8

6- ذاقوا وَبَالَ رُكُوعِهِمْ وَخُنُوعِهِمْ.. = تتاَص مع القرآن الكريم في قوله تعالى: " ذَاقُوا وَبَالَ أَمْرِهِمْ وَلَهُمْ عَذَابٌ أَلِيمٌ" الحشر/15

فالدلالة المركزية للقصيدة هي العجز، وتدور حولها دلالات الانكسار والذل والخنوع والفقد.



فمثلاً: اخفض جناح الخزي (استسلام) = عجز عن المقاومة، الصمت = عجز عن الكلام، فقد الهوية = عجز عن حفظ السمات الأساسية للذات، مقبرة وغرغرة (مفردات الموت) = عجز عن الحياة، مقفرة = عجز عن النضرة والاختصار، سقطت (السقوط) = عجز عن القيام.

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NEUROLINGUISTIC AND PSYCHOLINGUISTIC PERSPECTIVES ON SECOND LANGUAGE ACQUISITION



<https://doi.org/10.5281/zenodo.14879826>

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Annotatsiya. Second language (L2) acquisition is a complex cognitive process that involves the interplay of neural, cognitive, and affective mechanisms. Neurolinguistic and psycholinguistic research provides crucial insights into how the brain processes a second language, the cognitive strategies that enhance acquisition, and the challenges learners face in achieving fluency and accuracy. Neurolinguistic studies highlight the role of key brain regions – such as Broca’s and Wernicke’s areas, the hippocampus, and the prefrontal cortex – emphasizing the importance of neuroplasticity and age-related differences in language learning efficiency. Psycholinguistic perspectives explore cognitive processes such as working memory, attention, and language transfer, along with affective variables like motivation and anxiety. This paper aims to bridge the gap between theoretical frameworks and practical applications by analyzing how insights from neurolinguistics and psycholinguistics can inform effective language teaching strategies. Key pedagogical considerations include optimizing instructional methods based on cognitive capacity, reducing cognitive load, and balancing explicit and implicit learning approaches.

Аннотация. Овладение вторым языком (L2) – это сложный когнитивный процесс, включающий взаимодействие нервных, когнитивных и аффективных механизмов. Нейролингвистические и психолингвистические исследования дают важную информацию о том, как мозг обрабатывает второй язык, о когнитивных стратегиях, способствующих усвоению языка, а также о проблемах, с которыми сталкиваются учащиеся при достижении беглости и точности. Нейролингвистические исследования подчеркивают роль ключевых областей мозга, таких как зоны Брока и Вернике, гиппокамп и префронтальная кора, подчеркивая важность нейропластичности и возрастных различий в эффективности изучения языка. Психолингвистические подходы исследуют когнитивные процессы, такие как рабочая память, внимание и языковая передача, а также аффективные переменные, такие как мотивация и тревога. Целью данной статьи является преодоление разрыва между теоретическими основами и практическим применением путем анализа того, как идеи нейролингвистики и психолингвистики могут способствовать разработке эффективных стратегий преподавания языка. Ключевые педагогические соображения включают оптимизацию методов обучения, основанных на когнитивных способностях, снижение когнитивной нагрузки и балансирование явных и неявных подходов к обучению.

Annotatsiya. Ikkinchi tilni (L2) egallash asabiy, kognitiv va ta'sirchan mexanizmlarning o'zaro ta'sirini o'z ichiga olgan murakkab kognitiv jarayondir. Neyrolingvistik va psixolingvistik tadqiqotlar miya ikkinchi tilni qanday qayta ishlashi, o'zlashtirishni kuchaytiruvchi kognitiv strategiyalar va o'quvchilarning ravonlik va aniqlikka erishishda duch keladigan qiyinchiliklari haqida muhim tushunchalarni beradi. Neyrolingvistik tadqiqotlar miyaning asosiy hududlari, masalan, Broka va Vernik hududlari, gippokamp va prefrontal korteksning rolini ta'kidlab, tilni o'rganish samaradorligida nevroplastiklik va yoshga bog'liq farqlarning muhimligini ta'kidlaydi. Psixolingvistik nuqtai nazarlar motivatsiya va tashvish kabi affektiv o'zgaruvchilar bilan birga

ishlaydigan xotira, diqqat va tilni uzatish kabi kognitiv jarayonlarni o'rganadi. Ushbu maqola neyrolingvistika va psixolingvistikadan olingan tushunchalar tilni o'rgatishning samarali strategiyalariga qanday ma'lumot berishi mumkinligini tahlil qilish orqali nazariy asoslar va amaliy qo'llanmalar o'rtasidagi tafovutni bartaraf etishga qaratilgan. Asosiy pedagogik mulohazalar kognitiv imkoniyatlarga asoslangan ta'lim usullarini optimallashtirish, kognitiv yukni kamaytirish va aniq va yashirin ta'lim yondashuvlarini muvozanatlashdan iborat.

Keywords: *second language acquisition (sla), neurolinguistics, psycholinguistics, cognitive processes, language processing, brain plasticity, working memory, attention control, cognitive load theory, neuroimaging techniques.*

Ключевые слова: *овладение вторым языком (sla), нейролингвистика, психоллингвистика, когнитивные процессы, языковая обработка, пластичность мозга, рабочая память, контроль внимания, теория когнитивной нагрузки, методы нейровизуализации.*

Tayanch so'zlar: *Ikkinchi tilni o'zlashtirish (SLA), neyrolingvistika, psixolingvistika, kognitiv jarayonlar, tilni qayta ishlash, miya plastisiyasi, ishchi xotira, diqqatni nazorat qilish, kognitiv yuk nazariyasi, neyroimaging texnikasi.*

Language learning is a highly intricate process that engages multiple neural networks and cognitive mechanisms. The ability to acquire and process an L2 is influenced by various factors, including age, cognitive abilities, and exposure to the target language. Neurolinguistics investigates the brain's involvement in language acquisition, while psycholinguistics explores cognitive and emotional factors that influence learning outcomes.³¹⁶

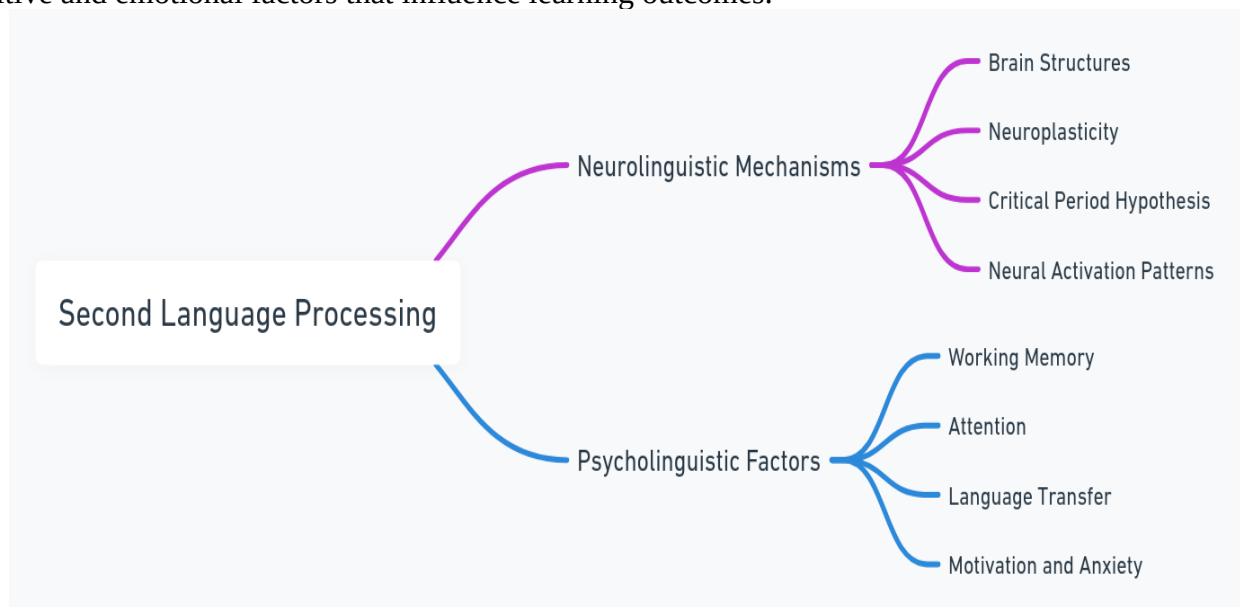


Diagram 1: Neurolinguistic and Psycholinguistic Aspects of L2 Processing

Diagram 1 provides a comprehensive overview of the key aspects involved in second language (L2) processing from both neurolinguistic and psycholinguistic perspectives. It visually

³¹⁶ Damirovna, E. S., Oktamovna, E. F., Khumoyun, E., & Yulduz, E. (2023). Psycholinguistic conditions in vocabulary acquisition. *International Journal on Integrated Education*, 2(3)

represents the interaction between brain mechanisms and cognitive factors that contribute to successful L2 acquisition.³¹⁷

Neurolinguistics investigates how the brain encodes, stores, and retrieves linguistic information, offering key insights into L2 processing. Neuroimaging studies, including functional magnetic resonance imaging (fMRI) and electroencephalography (EEG), have identified several brain regions critical to L2 learning.

Brain Region	Function	Role in L2 Acquisition
Broca's Area	Speech production, grammar processing	Syntactic processing and sentence formation
Wernicke's Area	Language comprehension, semantic processing	Understanding meaning and context
Hippocampus	Memory consolidation, learning	Vocabulary acquisition and retrieval
Prefrontal Cortex	Executive functions, working memory	Attention, planning, and cognitive control
Angular Gyrus	Language comprehension, reading and writing	Processing of multi-modal language inputs

Table 1. Brain Regions Involved in L2 Acquisition

Broca's area plays a crucial role in the syntactic processing and production of speech in both first and second languages. Research indicates that L2 learners, particularly late learners, exhibit increased activity in this region when forming grammatically complex sentences³¹⁸. Unlike L1 speakers, L2 learners may experience greater cognitive effort and slower processing speeds in Broca's area due to the explicit rule-based learning required for L2 grammar acquisition. Effective L2 instruction should emphasize structured practice in syntax and sentence formation to facilitate automatization of grammatical structures. By understanding the specific roles of these brain regions in L2 acquisition, educators can design targeted interventions that align with neurocognitive processes, thus enhancing language learning outcomes³¹⁹

³¹⁷ Egamberdieva, F., & Egamberdieva, S. (2024). Cognitive and neurolinguistic aspects of advertising discourse perception. *International Journal of Industrial Engineering, Technology & Operations Management*, 2(2)

³¹⁸ Damirovna, E. S. (2022). The impact of psycholinguistics approach on learning a foreign language. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, (Special Issue 1)

³¹⁹ Egamberdieva, F., & Egamberdieva, S. (2024). Cognitive and neurolinguistic aspects of advertising discourse perception. *International Journal of Industrial Engineering, Technology & Operations Management*, 2(2)

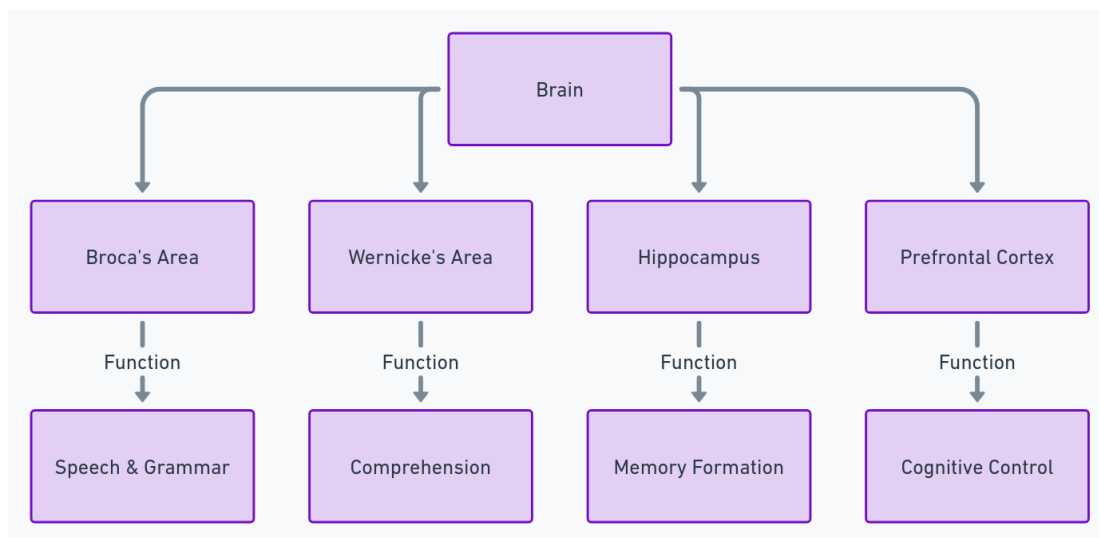


Diagram 2: Brain Regions Involved in L2 Processing

The diagram provides a simplified representation of the key brain regions involved in second language (L2) acquisition and processing. Each of these areas plays a distinct yet interconnected role in language production, comprehension, and memory consolidation. Understanding their functions helps educators and language learners apply neuroscience-informed strategies to optimize L2 learning outcomes.

The ability to acquire a second language (L2) is significantly influenced by age-related changes in brain function and structure. The Critical Period Hypothesis (CPH) posits that there is an optimal window for language acquisition, which typically spans from early childhood to puberty³²⁰. During this period, the brain exhibits high neural plasticity, allowing for effortless language learning and near-native proficiency. However, after puberty, neurological and cognitive changes lead to a greater reliance on explicit learning strategies and cognitive control mechanisms, making L2 acquisition more effortful and less automatic.

The contrast between language acquisition before and after puberty underscores the critical role of neural plasticity in facilitating effortless language learning during early years. While post-pubertal learners face greater challenges, they can achieve high levels of proficiency by leveraging cognitive strategies, metacognitive awareness, and consistent practice. A deep understanding of these age-related differences can help educators and learners adopt more effective approaches to L2 acquisition.

Psycholinguistics examines the cognitive processes that influence L2 acquisition, including working memory capacity, cognitive load, and cross-linguistic transfer³²¹. Working memory, which allows learners to temporarily retain and manipulate language input, significantly impacts grammar and vocabulary acquisition, with limitations potentially leading to cognitive overload. Attention control is essential for focusing on relevant linguistic input while filtering out distractions, thereby enhancing learning efficiency and comprehension. Transfer effects, where knowledge from the first language (L1) influences L2 learning, can either facilitate acquisition through positive transfer or hinder it through negative interference, requiring targeted instructional strategies. Motivation serves as a strong predictor of language proficiency, as highly motivated learners tend to invest more effort and persist in their studies, whereas low

³²⁰ Ellis, R. (2008). The study of second language acquisition. Oxford University Press

³²¹ Kroll, J. F., & Bialystok, E. (2013). Understanding the relationship between bilingualism and cognitive control. Journal of Cognitive Psychology, 25(5)

motivation can impede progress. Conversely, language anxiety, characterized by fear or apprehension in using the L2, can negatively affect fluency, retention, and willingness to communicate. Addressing these cognitive factors through tailored teaching approaches, such as scaffolding for working memory, contrastive analysis for transfer issues, and creating a supportive, engaging learning environment, can significantly enhance L2 learning outcomes.³²²

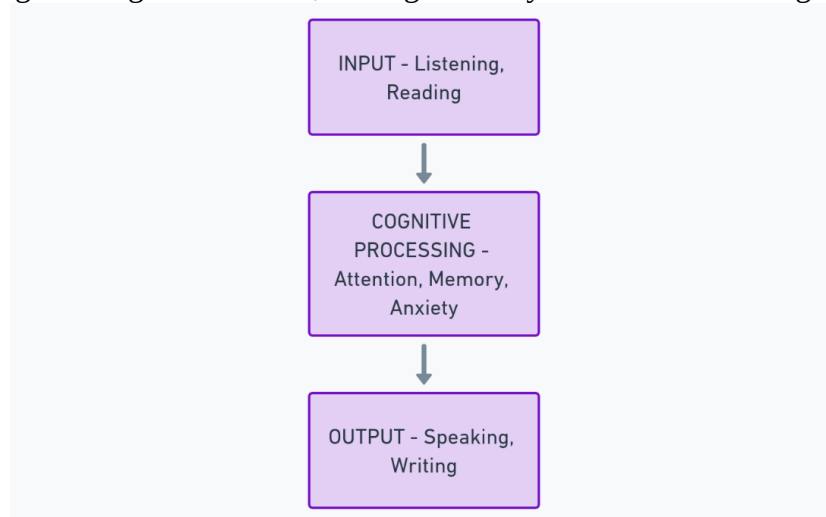


Diagram 3: Psycholinguistic Model of L2 Processing

Diagram 3 Psycholinguistic Model of L2 Processing illustrates the fundamental stages involved in second language (L2) acquisition, emphasizing the interaction between input, cognitive processing, and output. The model begins with input, where learners receive linguistic information through listening and reading, which are critical for building comprehension and exposure to L2 structures. This input is then processed in the cognitive processing stage, which involves working memory to temporarily store and manipulate information, attention control to focus on relevant linguistic elements, and the potential influence of affective factors such as anxiety, which can either hinder or facilitate learning. The cognitive processing stage transforms input into meaningful knowledge and prepares learners for output, where language is actively used in speaking and writing.³²³ Successful output depends on the effective integration of previously processed input and cognitive mechanisms, requiring fluency, accuracy, and retrieval of stored linguistic information. This model underscores the importance of designing teaching strategies that support each stage, such as providing comprehensible input, reducing cognitive overload, addressing anxiety, and encouraging practice to improve speaking and writing skills.

By incorporating insights from neurolinguistics and psycholinguistics into pedagogical frameworks, educators can develop more effective instructional strategies that align with the cognitive and neural mechanisms underlying second language (L2) acquisition. These approaches facilitate the optimization of language learning by addressing the interplay between neural plasticity, cognitive processing capacities, and affective factors that influence learner performance.³²⁴

³²² Paradis, M. (2009). Neurolinguistic aspects of second language acquisition. Cambridge University Press.

³²³ Swain, M., & Lapkin, S. (2005). Interaction and second language learning: Two adolescent French immersion students working together. *The Modern Language Journal*, 89(4)

³²⁴ VanPatten, B. (1996). Input processing and second language acquisition. Ablex Publishing Corporation.

Cognitive Load Management: Introduce linguistic concepts progressively to prevent cognitive overload, allowing learners to process and retain new information more effectively within the limitations of working memory.

Task-Based Instruction: Foster the practical application of language skills by engaging learners in meaningful, context-driven tasks that promote active use of the target language and facilitate deeper cognitive engagement.

Multisensory Approaches: Incorporate diverse sensory modalities – visual, auditory, and kinesthetic – to enhance input processing and support memory consolidation, catering to different learning preferences and cognitive strengths.

Adaptive Learning Strategies: Customize instructional approaches to align with individual learner profiles, taking into account variations in cognitive capacity, learning pace, and proficiency levels to maximize engagement and progress.

A comprehensive understanding of L2 acquisition through the integrated perspectives of neurolinguistics and psycholinguistics offers valuable insights for the development of evidence-based teaching methodologies. By applying these interdisciplinary insights, educators can enhance pedagogical effectiveness, facilitate more efficient language acquisition, and support learners in achieving communicative competence in the target language.

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دور الأنشطة اللغوية في تنمية الكفاءة اللغوية



<https://doi.org/10.5281/zenodo.14879862>

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ملخص البحث: تُعد الكفاءة اللغوية من أعمدة التعلم الراسخة، إذ تمثل القدرة على استخدام اللغة بفاعلية ودقة في شتى المواقف التواصلية. ورغم أن المناهج الدراسية التقليدية تسعى جاهدةً إلى تنمية هذه الكفاءة عبر أساليب تدريسية ممنهجة، فإن الاهتمام بالأنشطة اللغوية أخذ في التزايد بوصفها وسيلةً معززةً لهذا الهدف. وتشمل هذه الأنشطة طيفاً واسعاً من الممارسات، مثل المسرح المدرسي، والنوادي اللغوية، والمناظرات، والرحلات التعليمية، التي تتيح للمتعلمين فضاءً طبيعياً يمارسون فيه اللغة بانسيابية وواقعية أكبر.

تشير الدراسات الحديثة إلى أن للأنشطة اللغوية أثراً ملموساً في صقل مهارات الاستماع والتحدث والكتابة، حيث تُسهم في تعزيز التعلم التواصلي، وتنمية الدافعية الداخلية للطلاب لاستخدام اللغة، فضلاً عن زيادة ثقتهم بأنفسهم عند التفاعل مع الآخرين. ومع ذلك، لا تزال الحاجة قائمة إلى مزيد من البحث حول مدى فاعلية هذه الأنشطة مقارنة بالأساليب التقليدية، فضلاً عن التحديات التي قد تواجه تطبيقها في مختلف البيئات التعليمية.

يهدف هذا البحث إلى تسليط الضوء على دور الأنشطة اللغوية في تنمية الكفاءة اللغوية، من خلال تحليل أثرها على مهارات اللغة المتعددة، وتحديد أكثرها فاعليةً، واستكشاف العقبات التي قد تحول دون تحقيقها لأقصى فائدةٍ مرجوةٍ. كما يسعى إلى تقديم توصيات لمعلمي اللغات حول كيفية دمج هذه الأنشطة في البرامج التعليمية، بغية تحقيق تعلم أكثر تفاعلاً وفاعلية.

Annotation: Language proficiency is one of the fundamental pillars of learning, as it represents the ability to use language effectively and accurately in various communicative situations. Although traditional curricula strive to develop this proficiency through systematic teaching methods, there is a growing interest in extracurricular activities as a means to enhance this goal. These activities encompass a wide range of practices, such as school theater, language clubs, debates, and educational trips, which provide learners with a natural space to practice language more fluidly and realistically.

عناصر البحث

1. مشكلة البحث

يواجه العديد من متعلمي اللغات تحديات في تنمية كفاءتهم اللغوية رغم التمارين الصفية التقليدية، وتشير الدراسات إلى أن الأنشطة اللغوية قد تكون عاملاً حاسماً في تحسين هذه المهارات عبر التعلم غير الرسمي والتفاعل الاجتماعي.

2. أهمية البحث

تتجلى أهمية هذا البحث في استكشاف الدور الحيوي الذي تلعبه الأنشطة اللغوية، مثل المسرح، والمناظرات، والنوادي اللغوية، والرحلات التعليمية، في تعزيز مهارات اللغة. ومن شأن هذه الدراسة الإسهام في تطوير مناهج تعليم اللغات من خلال دمج استراتيجيات مبتكرة تعزز الكفاءة اللغوية.

3. أهداف البحث

- استكشاف أثر الأنشطة اللغوية على مهارات التحدث والاستماع والكتابة.
- تحديد الأنشطة الأكثر فاعلية في تحسين الكفاءة اللغوية.
- تقديم توصيات عملية لمعلمي اللغات حول كيفية دمج الأنشطة اللغوية في المناهج التعليمية.

4. الأسئلة البحثية

- ما مدى تأثير الأنشطة اللغوية على تنمية الكفاءة اللغوية لدى الطلاب؟
- أي نوع من الأنشطة اللغوية يُظهر أعظم أثر على مهارات اللغة المختلفة؟
- ما أبرز التحديات التي قد تعوق تنفيذ الأنشطة اللغوية في البيئات التعليمية؟

مفهوم الكفاءة اللغوية

الكفاءة اللغوية هي القدرة على استخدام اللغة بفاعلية في مختلف السياقات، وهي تشمل الأبعاد النحوية والدلالية والتواصلية. ووفقاً لنظرية تشومسكي (Chomsky, 1965)، فإن الكفاءة اللغوية تنفرع إلى كفاءة نحوية (Grammatical

Competence) وكفاءة تواصلية (Communicative Competence)، حيث تركز الأخيرة على أهمية السياق والتفاعل الاجتماعي في اكتساب اللغة.

دور الأنشطة اللغوية في تنمية الكفاءة اللغوية

تشير الأبحاث إلى أن الأنشطة اللغوية تؤدي دوراً محورياً في تحسين المهارات اللغوية عبر الممارسة العملية والتفاعل الاجتماعي. ووفقاً لدراسة أجراها Krashen (1982)، فإن اكتساب اللغة يكون أكثر فاعلية حين يتعرض المتعلمون لها في سياقات غير رسمية، مثل الأندية اللغوية والمناظرات.

– **المسرح المدرسي:** أكدت دراسة (Maley & Duff, 2005) أن المسرح يعزز مهارات التحدث والاستماع، إذ يوفر للمتعلمين بيئة طبيعية تفاعلية تشجع على التعبير الحر.

– **المناظرات والمناقشات:** وفقاً لدراسة (Al-Issa, 2011)، فإن الحوارات المنظمة تساهم في تعزيز الطلاقة اللغوية، وتكسب الطلاب قدرة أكبر على التعبير عن أفكارهم بدقة ووضوح.

– **الرحلات التعليمية:** أظهرت دراسة (Byram & Zarate, 1997) أن التفاعل المباشر مع الناطقين الأصليين للغة يساهم في تحسين الكفاءة اللغوية وتعزيز الفهم الثقافي.

مقارنة بين التعليم الصفّي واللاصفّي

عند المقارنة بين التعليم الصفّي التقليدي والأنشطة اللغوية، توصل (Ellis, 2008) إلى أن التعليم الرسمي يركز على القواعد والاختبارات، في حين توفر الأنشطة اللغوية فرصاً أكبر للممارسة الفعلية للغة، مما يؤدي إلى تطوير مهارات الاستيعاب والتعبير بطريقة أكثر واقعية.

التحديات المرتبطة بتطبيق الأنشطة اللغوية

رغم فوائدها الجمة، تواجه الأنشطة اللغوية عدة معوقات، مثل نقص الموارد، وضعف دعم المؤسسات التعليمية، وصعوبة قياس أثرها على المدى الطويل. ووفقاً لدراسة (Richards & Rodgers, 2014)، فإن نجاح هذه الأنشطة يعتمد بدرجة كبيرة على توفر بيئة تعليمية داعمة وأدوات مناسبة.

نماذج تطبيقية للأنشطة اللغوية

1. **المسرح اللغوي:** يتيح للطلاب تجربة اللغة في بيئة حقيقية، ما يعزز الطلاقة اللغوية والثقة بالنفس (Maley & Duff, 2005).

2. **المناظرات والمناقشات:** تُنمي مهارات التفكير النقدي والتعبير المنطقي، وفق ما أشار إليه (Al-Issa, 2011).

3. **الرحلات التعليمية:** توفر فرصاً للتواصل المباشر واكتساب مهارات تفاعلية، وفق دراسة (Byram & Zarate, 1997).

4. **النوادي اللغوية:** تمنح الطلاب مساحةً لممارسة اللغة بشكل غير رسمي، مما يزيد من ثقتهم بأنفسهم (Littlewood, 2007).

الخاتمة

يتضح مما سبق أن الأنشطة اللغوية تلعب دوراً حيوياً في تنمية الكفاءة اللغوية، إذ إنها تعزز مهارات التحدث والاستماع والكتابة، وتزيد من دافعية الطلاب وثقتهم في استخدام اللغة. وبناءً على ذلك، يُوصى بدمج هذه الأنشطة في المناهج التعليمية، لضمان تجربة تعلم أكثر تفاعلاً وفعالية.

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TEACHING ENGLISH AS A SECOND LANGUAGE: PROBLEMS AND SOLUTIONS



<https://doi.org/10.5281/zenodo.14879879>

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Abstract. Teaching English as a Second Language (ESL) presents various challenges, including linguistic, cultural, and institutional barriers. This article explores these challenges and offers practical solutions, integrating insights from renowned researchers. Key issues include learner motivation, teacher preparedness, and the lack of contextualized teaching materials. Proposed solutions emphasize fostering an interactive learning environment, employing technology, and developing culturally responsive curricula. Additionally, the paper highlights the importance of teacher training programs and the integration of modern tools to address these challenges effectively. This study aims to bridge the gap between theoretical frameworks and classroom practices, providing actionable recommendations for educators.

Annotatsiya. Ingliz tilini ikkinchi til sifatida o'qitish (ESL) turli xil qiyinchiliklarni, jumladan, tilga oid, madaniy va institutsional to'siqlarni keltirib chiqaradi. Ushbu maqolada qayd etilgan muammolar yoritilgan bo'lib, taniqli tadqiqotchilar fikrlarini umumlashtirgan holda amaliy yechimlarni taklif qiladi. Asosiy muammolar qatoriga o'quvchilarning motivatsiyasi, o'qituvchilarning tayyorgarligi va kontekstualashtirilgan o'quv materiallarining yetishmasligi kiradi. Taklif etilgan yechimlar interaktiv o'quv muhitini shakllantirish, texnologiyadan foydalanish va madaniyatga moslashtirilgan o'quv dasturlarini ishlab chiqishga qaratilgan. Shuningdek, maqolada o'qituvchilarni qayta tayyorlash dasturlarining ahamiyati va zamonaviy vositalarni integratsiya qilish orqali ushbu muammolarni samarali hal qilish zarurligi ta'kidlanadi. Ushbu tadqiqot nazariy asoslar va amaliyot o'rtasidagi bo'shliqni bartaraf etishga qaratilgan bo'lib, pedagoglar uchun amaliy tavsiyalarni taqdim etadi.

Аннотация. Преподавание английского языка как второго (ESL) приводит к различным трудностям, включая языковые, культурные и институциональные барьеры. В данной статье освещены указанные проблемы, обобщены мнения известных исследователей и предложены практические решения. К основным проблемам относятся мотивация учащихся, подготовка преподавателей и нехватка контекстуализированных учебных материалов. Предлагаемые решения направлены на формирование интерактивной образовательной среды, использование технологий и разработку учебных программ, адаптированных к культуре. Кроме того, в статье подчеркивается важность программ переподготовки преподавателей и необходимость эффективного решения этих проблем путем интеграции современных инструментов. Данное исследование направлено на устранение разрыва между теоретическими основами и практикой, предоставляя педагогам практические рекомендации.

Keywords: *ESL, linguistic, curricula, learner motivation, training programmes.*

Tayanch so'zlar: *ESL (ingliz tilini ikkinchi til sifatida o'qitish), lisoniy, o'quv dasturlari, o'rganuvchilarning ishtiyoqi, malaka dasturlari*

Ключевые слова: *ESL, лингвистика, учебные программы, мотивация учащихся, программы подготовки.*

Teaching English as a Second Language (ESL) has become increasingly significant in today's globalized world, where English serves as a lingua franca across diverse professional and social contexts. The ability to communicate in English opens doors to opportunities in education, career advancement, and intercultural communication. Despite its importance, the teaching and learning of English as a second language are fraught with challenges that hinder learners' progress and motivation. These challenges stem from various factors, including linguistic complexities, cultural disparities, and systemic issues within educational frameworks.

Scholars like Brown³²⁵ and Harmer³²⁶ have extensively explored the barriers to effective ESL education. Brown identifies language anxiety as a significant impediment to learners, particularly in environments where mistakes are stigmatized. Harmer emphasizes the role of teacher preparedness, noting that a lack of training in modern methodologies often leads to suboptimal teaching practices. Furthermore, mismatched curricula where instructional materials fail to align with learners' needs compound these issues, leaving students disengaged and underprepared.

This article aims to provide a comprehensive analysis of these challenges, drawing from established research and real-world observations. It also proposes practical strategies that can be adopted by educators, and institutions to overcome these obstacles. By addressing key areas such as learner motivation, teacher training, cultural adaptation, and curriculum design, this study seeks to contribute to the ongoing discourse on improving ESL education worldwide.

Motivation plays a pivotal role in second language acquisition. Gardner³²⁷ distinguishes between integrative motivation, where learners aim to connect with the target language community, and instrumental motivation, which is driven by practical goals such as career advancement. In many ESL contexts, learners struggle with sustained motivation due to limited exposure to English outside the classroom and a lack of immediate, tangible benefits. Other scholars highlight that maintaining motivation requires continuous reinforcement and the alignment of learning goals with personal aspirations.

Effective ESL instruction demands more than language proficiency; it requires a deep understanding of pedagogical theories and practical teaching strategies. Richards and Rodgers³²⁸ argue that many ESL teachers enter the field without sufficient training in areas such as classroom management, technology integration, and learner-centered approaches. Additionally, ongoing professional development opportunities are often inaccessible, leaving teachers ill-equipped to address the dynamic needs of their students.

Cultural differences significantly influence the dynamics of ESL classrooms. Hofstede's³²⁹ cultural dimensions theory underscores how factors such as power distance, individualism versus collectivism, and uncertainty avoidance shape learning behaviors. For example, students from high power-distance cultures may hesitate to question authority figures, limiting their active participation in classroom discussions. Culturally appropriate pedagogy is essential for creating an inclusive learning environment that respects and accommodates diverse learner backgrounds.

³²⁵ Brown, H. D. (2007). *Principles of Language Learning and Teaching*. Pearson Education.

³²⁶ Harmer, J. (2015). *The Practice of English Language Teaching*. Pearson Education.

³²⁷ Gardner, R. C. (1985). *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. Edward Arnold

³²⁸ Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press

³²⁹ Hofstede, G. (1986). Cultural Differences in Teaching and Learning. *International Journal of Intercultural Relations*, 10(3)

The relevance and quality of teaching materials are critical to effective ESL instruction. Tomlinson³³⁰ critiques the overreliance on standardized materials that fail to reflect learners' unique contexts and experiences. Mishan and Timmis³³¹ advocate for the development of localized curricula that incorporate culturally relevant content and real-life applications. The absence of such materials often leads to a disconnect between learners and the language being taught, reducing engagement and retention.

When it comes to solutions, there are some that should be mentioned: Learning social constructivist theory, it highlights the importance of interaction and collaboration in learning. Teachers can create opportunities for group work, peer teaching, and discussion-based activities that encourage active participation. Project-based learning, which involves solving real-world problems, can also enhance engagement by making lessons more relevant to learners' lives. The integration of technology into ESL classrooms offers numerous benefits. Chapelle demonstrates how computer-assisted language learning (CALL) provides learners with access to authentic language input, immediate feedback, and interactive exercises. Tools such as language learning apps, virtual reality simulations, and online discussion forums can complement traditional teaching methods and cater to diverse learner preferences.

Some linguists propose a post method pedagogy that prioritizes the adaptation of teaching methods to local contexts and learner needs. Teachers should design lesson plans that incorporate culturally relevant materials, real-life scenarios, and authentic tasks. For instance, role-playing activities based on workplace communication or social interactions can help learners develop practical language skills. Continuous professional development is essential for equipping ESL teachers with the skills and knowledge needed to address classroom challenges. One of the key elements is reflective practice, which encourages teachers to evaluate and refine their instructional approaches. Training programs should also include modules on cultural competence, technology integration, and differentiated instruction to prepare educators for diverse learning environments. It should be noted that the value of translanguaging practices, which encourage learners to draw on their first languages as a resource in ESL instruction. This approach not only facilitates comprehension but also validates learners' linguistic identities, fostering a more inclusive and supportive classroom atmosphere.

Teaching ESL involves navigating a complex interplay of linguistic, cultural, and institutional factors. By addressing challenges such as learner motivation, teacher preparedness, cultural barriers, and the relevance of teaching materials, educators can create more effective and inclusive learning environments. The integration of technology, culturally responsive pedagogy, and robust teacher training programs are pivotal to achieving sustainable improvements in ESL education. As the demand for English proficiency continues to grow, it is imperative for stakeholders to invest in evidence-based strategies that empower both learners and educators. Future research should focus on evaluating the long-term impact of these solutions across diverse educational settings.

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ОБУЧЕНИЕ ГЛАГОЛАМ ДВИЖЕНИЯ В РКИ: ЛИНГВИСТИЧЕСКИЙ И ДИДАКТИЧЕСКИЙ ПОДХОДЫ



<https://doi.org/10.5281/zenodo.14879887>

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Аннотация. Статья посвящена изучению глаголов движения в русском языке как важного компонента в системе преподавания русского языка как иностранного (РКИ). Глаголы движения представляют собой одну из сложнейших категорий для освоения, поскольку сочетают в себе семантическую многогранность, грамматическую специфику и культурно-историческую значимость. Особое внимание уделено лингвистическому анализу данной группы глаголов, включая их классификацию, различия между однонаправленными и много направленными глаголами, а также использование приставок, которые модифицируют значение движения. В статье рассматриваются дидактические подходы, направленные на эффективное обучение глаголам движения. Автор акцентирует внимание на современных методах преподавания, таких как коммуникативные игры, визуализация, использование интерактивных технологий, а также применение междисциплинарного подхода для повышения мотивации студентов. Кроме того, затрагиваются аспекты интеграции глаголов движения в повседневную речь учащихся с учётом их национального и языкового контекста. Практическая часть статьи предлагает примеры упражнений, направленных на развитие навыков употребления глаголов движения в различных ситуациях общения. Приведены рекомендации по преодолению типичных трудностей, с которыми сталкиваются студенты неязыковых направлений. Работа подчеркивает значимость глаголов движения в формировании коммуникативной компетенции учащихся, изучающих русский язык как иностранный, и вносит вклад в методику их преподавания. Полученные результаты могут быть полезны для преподавателей РКИ, методистов и разработчиков учебных материалов.

Annotatsiya. Maqola rus tilidagi harakat fe'llarini rus tilini chet tili (rxs) sifatida o'qitish tizimining muhim tarkibiy qismi sifatida o'rganishga bag'ishlangan. Harakat fe'llari o'zlashtirish uchun eng qiyin toifalardan biridir, chunki ular semantik ko'p qirrali, grammatik o'ziga xoslik va madaniy-tarixiy ahamiyatga ega. Ushbu fe'llar guruhining lingvistik tahliliga, shu jumladan ularning tasnifiga, bir yo'nalishli va ko'p yo'nalishli fe'llar o'rtasidagi farqlarga va harakat ma'nosini o'zgartiradigan prefikslardan foydalanishga alohida e'tibor beriladi. Maqolada harakat fe'llarini samarali o'rganishga qaratilgan didaktik yondashuvlar ko'rib chiqiladi. Muallif kommunikativ o'yinlar, vizualizatsiya, interaktiv texnologiyalardan foydalanish va talabalarning motivatsiyasini oshirish uchun fanlararo yondashuvni qo'llash kabi zamonaviy o'qitish usullariga e'tibor qaratadi. Bundan tashqari, harakat fe'llarining o'quvchilarning milliy va til kontekstini hisobga olgan holda kundalik nutqiga integratsiyalashuvi jihatlari ko'rib chiqiladi. Maqolaning amaliy qismida turli xil aloqa holatlarida harakat fe'llaridan foydalanish ko'nikmalarini rivojlantirishga qaratilgan mashqlar misollari keltirilgan. Til bo'lmagan talabalar duch keladigan odatiy qiyinchiliklarni engish bo'yicha tavsiyalar berilgan. Asar rus tilini chet tili sifatida o'rganayotgan talabalarning kommunikativ kompetentsiyasini shakllantirishda harakat fe'llarining ahamiyatini ta'kidlaydi va ularni o'qitish metodikasiga hissa qo'shadi. Topilmalar

RCT o'qituvchilari, metodistlar va o'quv materiallarini ishlab chiquvchilar uchun foydali bo'lishi mumkin.

Annotation. The article is devoted to the study of verbs of movement in the Russian language as an important component in the system of teaching Russian as a foreign language (RCT). Verbs of movement represent one of the most difficult categories to master, as they combine semantic versatility, grammatical specificity, and cultural and historical significance. Special attention is paid to the linguistic analysis of this group of verbs, including their classification, the differences between unidirectional and multidirectional verbs, as well as the use of prefixes that modify the meaning of movement. The article discusses didactic approaches aimed at effective teaching of movement verbs. The author focuses on modern teaching methods such as communicative games, visualization, the use of interactive technologies, as well as the use of an interdisciplinary approach to increase students' motivation. In addition, aspects of the integration of verbs of movement into the daily speech of students, taking into account their national and linguistic context, are touched upon. The practical part of the article offers examples of exercises aimed at developing the skills of using verbs of movement in various communication situations. Recommendations are given on how to overcome typical difficulties faced by students of non-linguistic fields. The work highlights the importance of verbs of movement in the formation of the communicative competence of students learning Russian as a foreign language, and contributes to the methodology of their teaching. The results obtained can be useful for RCT teachers, methodologists, and developers of educational materials.

Ключевые слова: глаголы движения, коммуникативная компетенция, лингвистический анализ, дидактические подходы, грамматическая структура, культурная значимость.

Tayanch so'zlar: harakat fe'llari, kommunikativ kompetentsiya, lingvistik tahlil, didaktik yondashuvlar, grammatik tuzilish, madaniy ahamiyat.

Keywords: verbs of movement, communicative competence, linguistic analysis, didactic approaches, grammatical structure, cultural significance.

Преподавание любого иностранного языка, и русского как иностранного, в частности, преследует главную цель – сформировать у носителей иностранного языка такой уровень коммуникативной компетенции, который позволит им решать ограниченное или неограниченное количество коммуникативных задач, другими словами, участвовать в реальном общении.³³² Важными составляющими такой коммуникативной компетенции являются социокультурная, социолингвистическая и межкультурная компетенции, которые обеспечивают адекватность речевого общения. Развитие и совершенствование коммуникативной компетенции осуществляется на основе большого массива текстов различной стилистической, грамматической и лексической направленности.³³³

В обучении русского языка в национальных группах неязыкового университета важно представлять информацию о логическом, структурно-семантическом, грамматическом (морфологическом и синтаксическом) особенностях глаголов движения, которые изучаются не только для того, чтобы учащиеся воспроизвели в памяти отличительные признаки этих форм, но и главным образом для того, чтобы они овладели

³³² Каминская Е.А. Актуализация традиционного фольклора в современной социокультурной среде на основе его имманентных характеристики // Вестник славянских культур. 2016.

³³³ Гуторова Д.Г., Капшукова Т.В. Дискурс современного человека в аспекте культуры русской речи // Сборник статей региональной научно-практической конференции «Экология языка - 2018». Краснодарский государственный институт культуры. - Краснодар, 2018.

ими как основой активной речи³³⁴. Задача обучения студента-нефилилога русскому языку может быть решена на практике при условии, что материал специально подобран и сгруппирован в соответствии с поставленной целью. Выбранные лексические и грамматические единицы должны вводиться с учетом внутриязыковых и межъязыковых сопоставлений, а специфика употребления лексических и грамматических категорий раскрывается в функциональном контексте с учетом жизненных норм их функционирования в определенной сфере речи³³⁵.

Глаголы движения занимают важное место в системе русского языка, так как они широко используются для описания действий, связанных с перемещением в пространстве. Владение этой категорией глаголов необходимо для полноценной коммуникации, поскольку такие глаголы позволяют выражать намерения, маршруты, движения, а также описывать пространственные отношения.³³⁶ Для студентов неязыковых вузов глаголы движения представляют значительную трудность из-за их сложной структуры. Они отличаются многообразием форм, видовых пар, однонаправленностью и многократностью, а также широким использованием приставок, меняющих значение слова. Все это требует комплексного подхода к их обучению, включающего теоретическое осмысление (лингвистический аспект) и практическое применение (дидактический аспект).³³⁷

В статье предлагается рассмотреть два взаимосвязанных подхода к обучению глаголам движения: лингвистический, ориентированный на анализ грамматических и лексических характеристик, и дидактический, сосредоточенный на разработке эффективных методов преподавания.

В этом исследовании, как эффективный метод обучения глаголов движения студентов неязыковых вузов, авторы предлагают применять лингвистические и дидактические подходы комплексно. Лингвистический подход направлен на систематическое изучение и представление грамматических, лексических и семантических характеристик глаголов движения в русском языке. Этот метод направлен на то, чтобы помочь студентам понять структурные и функциональные особенности глаголов движения, чтобы улучшить их понимание и правильное использование.³³⁸ Например, классифицируя глаголы движения: различие однонаправленных (идти – двигаться в одном направлении) и разнонаправленных (ходить – двигаться несколько раз) глаголов, подчеркивая контраст между формами совершенного и несовершенного вида (идти — пойти, дойти — сойти), подчеркивая их значение для завершения действий. Дидактический подход делает акцент на практическом применении лингвистических знаний посредством интерактивной и коммуникативной деятельности. Он направлен на активное вовлечение учащихся в процесс обучения, гарантируя, что они смогут уверенно

³³⁴ Гуторова Д.Г., Капшукова Т.В. Особенности преподавания языка специальности в экономическом вузе. // Материалы VII Международной научно-практической очно-заочной конференции «Гуманитарное образование в экономическом вузе». Российский экономический университет им. Г.В. Плеханова. - Москва., 2019.

³³⁵ Балалыкина Э.А. Современный русский язык. Морфология. Часть II: Глагол. Служебные части речи. Междометия. Модальные слова. – Казань: Изд-во Казанск. ун-та, 2006.

³³⁶ Живая методика. Для преподавателя русского языка как иностранного. - Москва.: «Русский язык. Курсы», 2005

³³⁷ Скворцова Г.Л. Глаголы движения - без ошибок: Пособие для студентов, изучающих русский язык как иностранный. - М. : «Русский язык. Курсы», 2006.

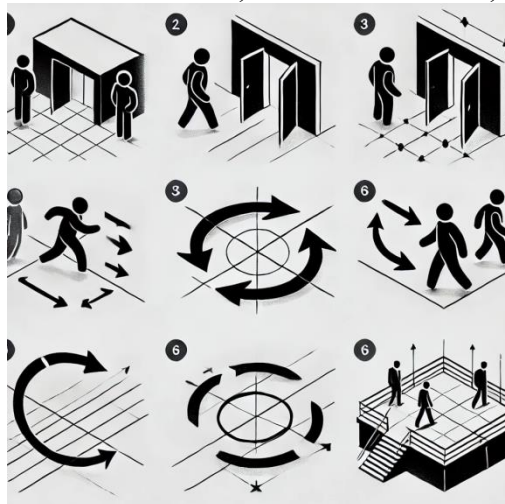
³³⁸ Фатеева И.М. Антропоцентрический аспект в методике обучения РКИ как методологический принцип формирования языковой личности // Вестник Московского государственного областного университета. Серия: Педагогика. - 2018. - №4

использовать глаголы движения в реальных жизненных ситуациях.³³⁹ Сочетая лингвистическую точность с привлекательными дидактическими методами, этот двойной подход позволяет студентам не только понять теоретические основы глаголов движения, но и развить практические навыки их эффективного использования в разговоре.

Для применения на практике этих двух методов, преподавателю следует подготовить заранее интерактивные задания. Так как эти упражнения помогают студентам лучше понимать и уверенно использовать глаголы движения в речи. Они делают процесс обучения интерактивным, мотивирующим и эффективным, связывая теоретические знания с практическими навыками, необходимыми для общения в реальных жизненных ситуациях.

Упражнение

Студенты делятся на 2 группы и им учитель показывает диаграмму, используя глаголы движения участникам требуется составить рассказ на тему: Туристы посетили самую древнюю достопримечательность Узбекистана. (какое место выбрать – выбор за участниками), а другая группа готовит рассказ на тему: как наша группа провела один день в «Ташкент сити молл»? Глаголы движения для использования: входить / войти, выходить / выйти, подходить / подойти, отходить / отойти, проходить / пройти, заходить / зайти, перейти, переходить, забегать / забежать, сбегать / сбежать, пройтись, разойтись.



Обучение глаголам движения занимает центральное место в методике преподавания русского языка как иностранного (РКИ), так как эти глаголы играют ключевую роль в построении фраз, описании действий и передаче смыслов, связанных с перемещением. Глаголы движения в русском языке обладают уникальной системой видовых пар, а также аспектами однонаправленности и многократности действия, что требует особого внимания со стороны преподавателей.

С лингвистической точки зрения глаголы движения представляют собой сложную категорию, где важно учитывать не только вид и направленность, но и их употребление с предлогами, изменяющими смысл. Например, сочетания "идти в магазин" и "идти к магазину" различаются по значению и требуют четкого объяснения для изучающих. Поэтому лингвистический подход в обучении предполагает акцент на систематизации знаний о видах, управлении и контекстуальном употреблении глаголов движения.

³³⁹ Барцева Л.И., Матросова Л.С., Музурова Н.А. Глаголы движения в романе С.Г. Чавайна «Элнет» // Вестник Марийского государственного университета. 2015.

Дидактический подход акцентирует внимание на практическом применении этих знаний через имитацию реальных коммуникативных ситуаций. Эффективными методами являются использование картинок, ролевых игр, видеофрагментов и интерактивных упражнений. Применение цифровых ресурсов, таких как мобильные приложения и обучающие платформы, позволяет создать динамическую среду для изучения и закрепления глаголов движения.

Синергия лингвистического и дидактического подходов позволяет не только развивать языковую компетенцию, но и формировать у студентов устойчивые навыки применения глаголов движения в речи. Таким образом, обучение становится более результативным, мотивирующим и направленным на успешное использование языка в реальных ситуациях.

Глаголы движения являются уникальной лексико-грамматической категорией русского языка, изучение которой значительно влияет на коммуникативную компетенцию учащихся. Грамматическая сложность этой группы глаголов, их видовая структура, особенности управления и употребления в различных контекстах создают необходимость для преподавателей разрабатывать целостные и эффективные методики обучения. Эти глаголы выполняют важную функцию в описании пространства, времени и движения, что делает их ключевыми элементами в овладении русским языком как средством общения. Однако их сложная структура, связанная с видами, направленностью и аспектами действия, представляет для студентов значительные трудности. Для эффективного обучения важно не только передать студентам теоретические знания, но и стимулировать их к активной практике. Лингвистический подход обеспечивает понимание базовых правил и системности русского языка, что необходимо для построения грамотной речи. Дидактический же аспект направлен на развитие умений через активное взаимодействие, что особенно важно в контексте современного подхода к обучению языкам.

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KOLLABORATIV YONDASHUV ASOSIDA INGLIZ TILINI O'QITISH



<https://doi.org/10.5281/zenodo.14879903>

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Annotatsiya. Hozirgi zamonaviy tadqiqotchilar kollaborativ o'rganishning ingliz tilini o'rgatishda samarali ekanligini ko'rsatishmoqda. Barcha yondashuvlar o'rganilar ekan, kooperativ o'qitish o'quvchilarning og'zaki ingliz tilini rivojlantirishda ijtimoiy muloqotni kuchaytirishi aniqlangan va bu yondashuv ingliz tili o'rganuvchi talabalarning eng dolzarb kamchiliklari o'laroq gapirish va muloqot ko'nikmalarini rivojlantirish tomonlama ustunlikka ega ekanligi o'rganishga kirishilgan mavzuga muhim ahamiyat kasb etadi.

Annotation. Current modern researchers show that collaborative learning is effective in teaching English. While studying all the approaches, it was found that cooperative teaching enhances social communication in the development of students' spoken English and that this approach has advantages in developing speaking and communication skills, which are the most pressing shortcomings of English language learners. It is important for the subject to be studied.

Аннотация. Современные исследования показывают, что совместное обучение эффективно при преподавании английского языка. При изучении всех подходов было установлено, что совместное обучение усиливает социальную коммуникацию в развитии устного английского языка учащихся, а данный подход имеет преимущество в развитии разговорных и коммуникативных навыков, что является наиболее актуальным недостатком студентов, изучающих английский язык.

Tayanch so'zlar: *Kollaborativ yondashuv, Collaborative Problem Solving – CPS, jamoaviy munozaralar, ro'li o'yinlar, kommunikativ kompetentsiya.*

Keywords: *Collaborative approach, Collaborative Problem Solving - CPS, team discussions, role-playing games, communicative competence.*

Ключевые слова: *Коллаборативный подход, Совместное решение проблем – CPS, командные дискуссии, ролевые игры, коммуникативная компетентность.*

Tadqiqotlar kollaborativ yondashuv asosida o'qitish o'quvchilarning ingliz tilidagi darslarga qiziqishini oshirishi ko'rsatilgan bo'lib, yana bir tadqiqot, kollaborativ o'rganish o'quvchilarning motivatsiyasi va o'rganish jarayoniga ijobiy ta'sir ko'rsatishini ta'kidlagan. Bu tadqiqotchilar kollaborativ yondashuvning ingliz tilini o'rgatishda samarali ekanligini ko'rsatmoqda³⁴⁰.

Kollaborativ yondashuvlarning tarixi 1960-70-yillarga borib taqaladi. Bu sohada ko'p olimlar tadqiqot olib borganlar. Shulardan biri Lev Vygotsky bo'lib, u kollaborativ o'rganish va ijtimoiy o'rganish nazariyasiga asos solgan. Bundan tashqari, Johnson&Johnsons ham kollaborativ o'rgatish bo'yicha ko'plab tadqiqotlar olib borishgan.

Lev Vygotsky kollaborativ o'rganishning asosiy nazariyotchilaridan biri bo'lib, uning fikriga ko'ra, o'quvchilar bir-birlari bilan muloqot orqali yangi bilimlarni o'zlashtiradilar.

³⁴⁰ <https://files.eric.ed.gov/fulltext/EJ1353197.pdf>

Vygotskyning "yaqin rivojlanish zonasi" (Zone of Proximal Development) tushunchasi, o'quvchilar boshqalar yordamida o'z imkoniyatlarini kengaytirishi mumkinligini ko'rsatadi. Bu yondashuvda o'qituvchi va tengdoshlari bilan hamkorlik qilish katta ahamiyatga ega.³⁴¹ Johnson & Johnsonsning kollaborativ o'rgatish yondashuvi beshta asosiy elementga asoslanadi: ijobiy o'zaro bog'liqlik, individual va guruh mas'uliyati, yuzma-yuz yordamchi o'zaro ta'sir, ijtimoiy ko'nikmalar va guruhni tahlil qilish kabilar. Bu elementlar birgalikda o'quvchilarning o'zaro hamkorlikda ishlashini va o'rganish jarayonini yaxshilashni ta'minlaydi.³⁴²

Jamoaviy muammolarni hal qilish (Collaborative Problem Solving) orqali ingliz tilini o'rgatish

Jamoaviy muammolarni hal qilish (Collaborative Problem Solving – CPS) – bu zamonaviy ta'lim jarayonlarida keng qo'llaniladigan samarali yondashuv bo'lib, o'quvchilarning muloqot qilish, hamkorlikda ishlash va muammolarni hal qilish ko'nikmalarini rivojlantirishga xizmat qiladi. CPS Lev Vygotskyning ijtimoiy o'rganish nazariyasiga asoslangan bo'lib, unda talabalar birgalikda bilim olish orqali murakkab vazifalarni muvaffaqiyatli bajaradilar. Ushbu maqolada CPSning nazariy asoslari, zamonaviy tadqiqotlar va uning ingliz tilini o'rgatishda qo'llanilishi haqida batafsil to'xtalamiz. CPSning nazariy bazasi Vygotskyning "Yaqin rivojlanish zonasi" tushunchasiga tayangan. Unga ko'ra, talabalar murakkab vazifalarni mustaqil bajara olmagan holatlarda jamoaviy ish orqali muvaffaqiyatga erishishlari mumkin. CPS shuningdek, konstruktivizm tamoyillarini qo'llaydi, ya'ni bilim o'quvchilarning faol o'zaro muloqoti va tajribasi orqali shakllanadi. Tadqiqotlar CPSning samaradorligini quyidagicha tasdiqlaydi:

1. CPS ijodkorlik va tanqidiy fikrlash qobiliyatlarini rivojlantirishda muhim vosita bo'lib xizmat qiladi. Bu jarayonda talabalar bir-birining fikrlarini tahlil qiladi va yangi yechimlarni yaratadi (Scardamalia va Bereiter 1994).

2. CPS XXI asr ko'nikmalaridan biri sifatida e'tirof etilgan bo'lib, uning yordamida talabalar muloqot qilish, muammolarni hal qilish va jamoaviy qarorlar qabul qilishda sezilarli yutuqlarga erishadilar (OECD 2015).

3. CPSni chuqur o'rganish jarayonini qo'llab-quvvatlovchi yondashuv sifatida ta'riflagan. Uning tadqiqotlari talabalar bilimlarni yaxshiroq mustahkamlashga erishganini ko'rsatgan (Dillenbourg 1999).

So'nggi yillarda CPS bo'yicha qator tadqiqotlar amalga oshirilib, uning samaradorligi tasdiqlangan bo'lib, 2020-yil Yaponiyada CPS orqali ingliz tilini o'qitish o'quvchilarning ijtimoiy ko'nikmalarini rivojlantirish bilan birga, ularning yozma va og'zaki til qobiliyatlarini yaxshilagan. AQShda 2023-yil "Case Study Method" modeli ingliz tili darslarida qo'llanilib, talabalarni murakkab, real hayotga oid masalalarni tahlil qilishga o'rgatishda katta samaradorlik ko'rsatgan. Evropa Ittifoqida olib borilgan izlanishlar 2021-yilda STEM fanlari bo'yicha CPSni qo'llash orqali talabalar bilimlarini chuqurlashtirish va ularni real hayotdagi muammolarni hal qilishga tayyorlash imkoniyati yaratildi. Bu yondashuv ingliz tilini o'rgatishda ijodiy va moslashuvchan metod sifatida ham muvaffaqiyatli qo'llanilgan.

CPSning ingliz tilini o'rgatishda qo'llanilishi haqida aytish mumkinki, jamoaviy muammolarni hal qilish ingliz tili darslarida samarali metodlar sifatida qo'llashning bir nechta usullari mavjud.

³⁴¹ <https://www.simplypsychology.org/vygotsky.html>

³⁴² <https://www.researchgate.net/profile/David-Johnson>

113/publication/284476425_Theoretical_approaches_to_cooperative_learning/links/5657bd0e08aef619b1f33ca/Theoretical-approaches-to-cooperative-learning

A. **Jamoaviy munozaralar:** Talabalar muayyan mavzu bo'yicha muammolarni aniqlaydi, ularni tahlil qiladi va yechim taklif qiladi. Masalan, hozigi kundagi dolzarb ekologik muammolarni muhokama qilish orqali til ko'nikmalarini rivojlantirish va sohaga oid yangi so'zlar va ilmiy atamalarga murojat qilish orqali jamoada fikr almashiladi.

B. **Rolli o'yinlar:** Bu metod ko'p qo'llanishi bilan birga eng mashxur usullardan biri hisoblanadi. Har bir talaba belgilangan rolni ijro etib, guruh bo'lib muammoni hal qilishga harakat qiladi. Masalan, biznes loyihalarni va shartnomalarni ishlab chiqish yoki xalqaro muzokaralarni taqlid qilishga urinish orqali til o'rganish ko'nikmalari rivojlantiriladi.

C. **Loyihaga asoslangan topshiriqlar:** Talabalar uzoq muddatli loyihalarda ishlash orqali real hayotdagi muammolarni ingliz tilida hal qilishni o'rganadilar. Masalan, "Sayohatni rejalashtirish" mavzusida byudjet, marshrut va logistika rejasini tuzish, business reja asosida loyiha ishlab chiqish.

CPS o'quvchilarning quyidagi ko'nikmalarini rivojlantirishda muhim ahamiyatga ega:

- Talabalar birgalikda ishlash orqali samarali muloqot qilishni o'rganadilar.
- CPS murakkab masalalarni hal qilish qobiliyatini oshiradi.
- CPS talabalarni real hayotdagi vaziyatlarga tayyorlaydi va tilni amaliy qo'llash ko'nikmalarini shakllantiradi.

Xulosa qilib aytish munkinki, kollaborativ yondashuv o'quv jarayonida o'quvchilarning jamoaviy ishlash va muammolarni hal qilish ko'nikmalarini rivojlantirishda muhim ahamiyatga ega. Ushbu usul nafaqat lingvistik bilimlarni mustahkamlash, balki XXI asr ko'nikmalaridan biri bo'lgan muloqot, ijodkorlik va tanqidiy fikrlashni shakllantirishda ham samaradorlikni oshiradi. Tadqiqotlar shuni ko'rsatadiki, talabalar CPS yordamida o'zaro hamkorlikda o'rganib, bilimlarni amaliyotda qo'llash qobiliyatini rivojlantiradilar. Ingliz tilini o'qitishda bu yondashuv nafaqat o'quvchilarning kommunikativ kompetentsiyasini oshiradi, balki ularni real hayotdagi vaziyatlarga tayyorlab, mustaqil va faol, talabgor kadr sifatida shakllanishiga xizmat qiladi. Shu bois, CPS metodologiyasi kollaborativ yondashuvning yorqin misoli sifatida har bir pedagogning faoliyatida asosiy o'rin tutishi zarur.

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معهد السلطان قابوس لتعليم اللغة العربية للناطقين بغيرها



<https://doi.org/10.5281/zenodo.14879914>

الدكتور/ سالم بن سليمان البوسعيدى

مدرس أول بمعهد السلطان قابوس لتعليم اللغة العربية للناطقين بغيرها
مسقط، سلطنة عُمان

الملخص: أنشئ معهد السلطان قابوس لتعليم اللغة العربية للناطقين بغيرها عام 2012م في ولاية منح بسلطنة عُمان، ويسعى -عن طريق البرامج التي يقدمها- إلى بناء أفراد قادرين على التواصل باللغة العربية، ومد جسور التعاون بين الشعوب والثقافات، إذ يقدم دورات مكثفة في اللغة العربية للناطقين بغيرها عبر ستة مستويات حسب الإطار الأوروبي المرجعي المشترك للغات (CEFR)، كما يقدم دورات في اللغة العربية لأغراض خاصة، مثل: دورة تعليم اللغة العربية لأغراض عسكرية، ودورة تعليم اللغة العربية لأغراض طبية، و تقدم دورات تخصصية لتدريب وتأهيل المدرسين في مجال تعليم اللغة العربية للناطقين بغيرها. يركز مدرسو المعهد على استخدام الطرق التواصلية والتفاعلية في التدريس مضمّنين أحدث الوسائل والتقنيات في مجال تعليم اللغات، وقد أصبح المعهد بفضل الجودة الأكاديمية في المجال وجهة يقصدها الدارسون لتعلم اللغة العربية من بقاع العالم المختلفة.

Annotation. Sultan Qaboos Institute for Teaching Arabic to Non-Native Speakers was established in 2012 in the Wilayat of Manah in the Sultanate of Oman. Through the programs it offers, it seeks to build individuals capable of communicating in Arabic and build bridges of cooperation between peoples and cultures. It offers intensive courses in Arabic for non-native speakers across six levels based on the Common European Framework of Reference for Languages (CEFR). It also offers courses in Arabic for special purposes, such as: teaching Arabic for military and medical purposes. It also offers specialized courses to train and qualify teachers in the field of teaching Arabic to non-native speakers. The institute's teachers focus on using communicative and interactive methods in teaching, incorporating the latest means and technologies in the field of language education. Thanks to the academic quality in the field, the institute has become a destination for students to learn Arabic from different parts of the world.

الكلمات المفتاحية: معهد السلطان قابوس، العربية للناطقين بغيرها

Keywords: Sultan Qaboos Institute, Arabic for Non, Native Speakers.

تكتسب اللغة العربية في الوقت الحاضر أهمية كبيرة، خاصة في مجال الدراسات الشرق أوسطية، وفي البرامج التي تقدمها المؤسسات التعليمية المختلفة حول العالم، ويمثل ذلك استجابة للطلب المتزايد من قبل الراغبين في تعلم اللغة العربية، بسبب الانفتاح العالمي على الثقافات المختلفة التي تمثل الثقافة العربية واحدة منها، بالإضافة إلى الإقبال المتزايد على تقوية الصلات والتبادل بين الشعوب العربية وغيرها من شعوب العالم، وما يتبع ذلك من أهمية المعرفة اللغوية. تكتسب اللغة العربية أهمية في سلطنة عُمان التي أصبحت وجهة لمتعلمي اللغة العربية من الناطقين بغيرها، وحظيت لذلك باهتمام كبير من صاحب الجلالة السلطان قابوس بن سعيد - طيب الله ثراه - والسلطان هيثم بن طارق - حفظه الله - ليساهم هذا الاهتمام في تعزيز وجودها ونشرها في العالم، فانعكس هذا الاهتمام في إنشاء عدد من كراسي الدراسات العربية في عدد من الجامعات المرموقة حول العالم، وكذلك إنشاء معهد السلطان قابوس لتعليم اللغة العربية للناطقين بغيرها؛ ولا غرابة فاللغة العربية في سلطنة عمان اللغة الرسمية للدولة، وهي لغة التعليم ولغة الاتصال بين سلطنة عُمان وبين الأقطار العربية كافة.

أنشئ معهد السلطان قابوس لتعليم اللغة العربية للناطقين بغيرها عام 2012م في ولاية منح بمحافظة الداخلية التي تُعد مكاناً مثالياً لدراسي اللغة العربية إذ تحتفظ المنطقة بطابعها العُماني الأصيل من حيث اللغة والعادات والتقاليد وطرّاق الحياة، وتمثل أنموذجاً للمدينة العمانية التقليدية؛ لوجود القلاع والأفلاج والحارات القديمة، ويحيط بالولاية عدد من المواقع السياحية والأثرية المهمة التي تعكس التاريخ العُماني وثقافته. تقع ولاية منح في وسط سلطنة عُمان تقريباً، فيمكن الوصول منها إلى مختلف الولايات العُمانية الأخرى، ويُتيح بُعد هذه الولاية عن العاصمة مسقط فرصة للطلاب للتحديث باللغة العربية بعيداً عن التأثير باللغات الأجنبية.

يتطلع المعهد إلى تبوء مكانة مرموقة بين مؤسسات تعليم اللغة العربية إقليمياً ودولياً، من خلال البرامج الرصينة التي يقدمها والتي تعتمد على أحدث التقنيات في مجال تعليم اللغات الأجنبية، ومن خلال إسهامه في مد جسور التواصل مع الشعوب غير الناطقة بالعربية. ويسعى -عن طريق البرامج التي يقدمها- إلى بناء أفراد قادرين على التواصل باللغة العربية، ويتمتعون بالمعرفة الأساسية لقواعد هذه اللغة وأساليبها ومهاراتها؛ مما يمكنهم من التواصل والمشاركة الفاعلة في مختلف المجتمعات العربية، ويكفل لهم مواصلة الدراسة في المؤسسات التعليمية حيث اللغة العربية هي لغة التعليم.

يهدف معهد السلطان قابوس لتعليم اللغة العربية للناطقين بغيرها إلى:

1. تقديم برامج نوعية في اللغة العربية للناطقين بغيرها في بيئة لغوية وثقافية أصيلة.
2. إعداد متعلمين يتمتعون بمعرفة أساسية بمهارات اللغة العربية: استماعاً وتعبيراً شفويًا وقراءة وكتابة، معرفة تمكنهم من التواصل مع الثقافة العربية المعاصرة.
3. إتاحة الفرصة للناطقين بغير العربية لاكتسابها، وتمكينهم من التواصل الثقافي بها مع المجتمع، وتهيئة السبل أمامهم لمواصلة الدراسة باللغة العربية في مؤسسات المجتمع التي تتخذ اللغة العربية وسيلة للتعليم.
4. إعداد معلمين متخصصين في تدريس اللغة العربية للناطقين بغيرها.
5. إعداد الباحثين وتشجيعهم في مجال تعليم اللغة العربية للناطقين بغيرها من أجل ترقية طرق تعليمها، وتحديث الوسائل التي تعين على ذلك.

6. نشر الوعي بأهمية تعلم اللغة العربية للناطقين بغيرها في مد جسور التعاون والتبادل الثقافي بين الشعوب.
7. الإسهام في نشر اللغة العربية بين الشعوب، وتعريف الدارسين بحضارة الأمة العربية والإسلامية من مصادرها التراثية الأصيلة، مما يعزز الروابط الإنسانية بين المتحدثين باللغة العربية والمتحدثين باللغات الأخرى.
8. تعريف شعوب العالم بسلطنة عمان، ومفرداتها الثقافية، ومعالها التاريخية والحضارية.

يقدم المعهد دورات مكثفة، وكل دورة تتكون من (160 ساعة معتمدة) تقدم في غضون ثمانية أسابيع، وتحتوي كل دورة على عدد معين من الدروس في اللغة العربية المعاصرة بالإضافة إلى بعض الدروس في اللهجة العمانية، وإدراكاً من المعهد بعدم إمكانية دراسة اللغة بمعزل عن الثقافة، وإضافة إلى البرنامج الدراسي فإن المعهد يقدم لطلابه برنامجاً ثقافياً تكميلياً ثرياً ومتنوعاً لتحقيق الاستفادة القصوى من وجودهم في بيئة عربية أصيلة؛ فيشمل دروساً في العادات والتقاليد العمانية مثل: الضيافة العمانية، والعرس العُماني، والأزياء العُمانية، والألعاب الشعبية العُمانية، وتقدم فيه محاضرات متخصصة، وورشات عمل في مجالات متنوعة، مثل: ورشة الخط العربي، وورشة صناعة الفخاريات، وورشة صناعة السعفيات، وورشة الخط العربي، وتقام أمسيات وحفلات ثقافية متنوعة يقوم فيها الدارسون بتعريف المجتمع العُماني بثقافتهم وعاداتهم وتقاليدهم. كما يتميز المعهد بتقديم برنامج خاص للشريك اللغوي يلتقي فيه الطلاب الدارسون بأقرانهم العُمانيين في مؤسسات التعليم العالي في سلطنة عُمان، ويقوم الشريك اللغوي العُماني بمساعدة زميله في أداء بعض المهام الموكلة إليه من قبل المدرسين، فيتحدث معه في موضوعات متنوعة، ويعتمد المدرسون على الشركاء اللغويين في تقديم مفردات الثقافة العُمانية، وبعض المصطلحات شائعة الاستخدام من اللهجة العُمانية. كما تُمثل الرحلات الدراسية والترفيهية ركناً أساسياً في البرنامج الثقافي، فهناك رحلات تعليمية تتعلق بالموضوعات الأسبوعية، مثل: زيارة المستشفى والسوق والمحكمة والشركات وزُود الأعمال العُمانيين، وفي الإجازات تُنظم رحلات ترفيهية وتعليمية لأهم الأماكن السياحية في سلطنة عُمان، ويربط المدرسون هذه الرحلات بأنشطة ومهام تعليمية محددة لتحقيق الاستفادة القصوى منها.

يعتمد المعهد في تصنيف المستويات اللغوية على الإطار الأوروبي المرجعي المشترك للغات (CEFR)، وفيه ستة مستويات:

1. المستوى الأول: المبتدئ المنخفض 1A
2. المستوى الثاني: المبتدئ المرتفع 2A
3. المستوى الثالث: المتوسط المنخفض 1B
4. المستوى الرابع: المتوسط المرتفع 2B
5. المستوى الخامس: المتقدم المنخفض 1C
6. المستوى السادس: المتقدم المرتفع 2C

و يجب ألا يقل عمر المتقدم للدراسة عن 18 سنة، وأن يكون حاصلاً على دبلوم التعليم العام أو ما يعادله، ويُحدّد مستواه قبل التحاقه بالدراسة بإجراء اختبار تحديد المستوى عبر موقع المعهد الإلكتروني أو باستخدام نماذج جوجل، ومن ثم يُقابل شفويًا بواسطة الاتصال المرئي عبر الإنترنت، وبتوظيف مقابلة الكفاءة اللغوية (Oral Proficiency Interview - OPI)، ومن ثم يُوضع في المستوى المناسب له.

يستخدم المدرسون أحدث الطرائق والأساليب والتقنيات في مجال تدريس اللغة العربية للناطقين بغيرها التي تساعد الطلاب الدارسين على التواصل داخل وخارج القاعة الصفية، وتُستخدم مناهج ومصادر متنوعة حسب متطلبات الموقف الصفّي، وتتكون الأنشطة المقدمة للطلاب من قسمين: أنشطة صفية، وأنشطة لاصفية تتمثل في: الزيارات الميدانية وحصص

المكتبة واللقاءات مع المختصين في المجالات التي يدرسها الطلاب، ويوجد تركيز على المهارات التواصلية للغة العربية ليستطيع الطلاب التواصل بكفاءة مع أفراد المجتمع في مواقف حياتية حقيقية، كما يُركّز على تدريس لغة وسائل الإعلام بداية من المستوى المتوسط فأعلى، وتزوّد الصفوف الدراسية بأحدث التقنيات كأجهزة الحاسب الآلي والشاشات الذكية، كما توجد مختبرات خاصة باللغة وبالحاسب الآلي لتسهيل عمليتي التعليم والتعلم.

بالإضافة إلى دورات تدريس اللغة العربية للناطقين بغيرها، بدأ المعهد في تقديم دورات في اللغة العربية للناطقين بغيرها لأغراض خاصة، مثل: دورة تعليم اللغة العربية للعسكريين، ودورة تعليم اللغة العربية للكادر الطبي بمستشفيات سلطنة عُمان، وقام المعهد بتقديم دورات تخصصية لتدريب وتأهيل المدرسين في مجال تدريس اللغة العربية للناطقين بغيرها، إذ تحتوي هذه الدورات على عرض نظري لأهم النظريات والطرائق والاستراتيجيات والتقنيات في مجال تدريس اللغة العربية للناطقين بغيرها، وتشمل تطبيقات عملية يديرها المدرسون المتدربون داخل وخارج المعهد، كما توجد زيارات ميدانية لبعض المدارس ومؤسسات التعليم العالي العُمانية، وحلقات نقاش وندوات تجمع المدرسين المتدربين بأقرانهم العُمانيين.

الجدير بالذكر أن المعهد استقبل بنهاية عام 2024م، 1516 طالبا وطالبة من 65 جنسية، بينهم 35 طالبا وطالبة من جمهورية أوزبكستان، وبعض الطلاب حصلوا على منح للدراسة بالتنسيق بين حكومتي جمهورية أوزبكستان وسلطنة عُمان، فيما درس البقية على حسابهم الخاص، والتحقت ثلاث مجموعات من المدرسين بدورات تأهيل وتدريب مدرسي اللغة العربية للناطقين بغيرها، فكانت أول دورة عبر الإنترنت في عام 2021م، بينما كانت الدورتان الثانية والثالثة حضوريتين في عام 2024 و2025م على التوالي، كما زارت المعهد وفود عدة من جامعات وكليات أوزبكية للاطلاع على تجربته ولتنسيق التعاون المستقبلي في مجال تعليم اللغة العربية للناطقين بغيرها.

يطمح معهد السلطان قابوس لتعليم اللغة العربية للناطقين بغيرها أن يوسّع برامجه ودوراته لتشمل مجالات أكثر في التدريس والتدريب، ويعمل على تأليف منهج خاص به في مجال تعليم اللغة العربية للناطقين بغيرها حسب الإطار الأوروبي المرجعي المشترك للغات (CEFR)، ويعمل على إنشاء منصة إلكترونية لتعليم اللغة العربية للناطقين بغيرها لتكون رافدا لعملية التعليم والتعلم في الصفوف الدراسية.

THE CHALLENGES OF TEACHING FOREIGN LANGUAGES AS A SECOND LANGUAGE



<https://doi.org/10.5281/zenodo.14879922>

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Annotation. This article explores the key challenges educators face when teaching foreign languages as a second language. It highlights issues such as the varying proficiency levels of learners, inconsistent motivation, and limited access to authentic cultural materials. Additionally, it emphasizes the importance of trained teachers with both linguistic expertise and pedagogical skills, pointing out the inadequacy of traditional teaching methods that rely on memorization. The article also discusses the potential of technology in enhancing language learning while acknowledging the difficulties of its implementation due to resource constraints and technical expertise. By identifying these obstacles, the article advocates for more innovative and inclusive approaches to teaching foreign languages. These approaches would focus on practical communication skills and the effective integration of modern tools to support learners.

Annotatsiya. Ushbu maqola chet tillarini ikkinchi til sifatida o'qitishda o'qituvchilar duch keladigan asosiy muammolarni o'rganadi. Unda o'uvchilarning turli darajadagi bilimlari, motivatsiyaning barqaror emasligi va haqiqiy madaniy materiallardan foydalanish imkoniyatining cheklanganligi kabi masalalar yoritilgan. Bundan tashqari, til va pedagogik mahoratga ega bo'lgan malakali o'qituvchilarning ahamiyati ta'kidlanadi, an'anaviy yodlashga asoslangan ta'lim usullari esa samarasiz deb qayd etiladi. Maqolada shuningdek, texnologiyaning til o'rganishni yaxshilashdagi potentsiali muhokama qilinadi, shu bilan birga resurslar cheklanganligi va texnik bilimlarning yetishmasligi kabi qiyinchiliklar tan olinadi. Ushbu muammolarni aniqlash orqali maqola chet tillarini o'qitishda yanada innovatsion va inklyuziv yondashuvlarni qo'llab-quvvatlashni tavsiya qiladi. Bu yondashuvlar amaliy muloqot ko'nikmalariga va zamonaviy vositalarni samarali integratsiyalashga qaratilgan bo'ladi.

Аннотация. В данной статье рассматриваются основные проблемы, с которыми сталкиваются преподаватели при обучении иностранным языкам как второму языку. В ней выделяются такие вопросы, как различие уровней подготовки учащихся, нестабильная мотивация и ограниченный доступ к аутентичным культурным материалам. Кроме того, подчеркивается важность подготовки квалифицированных преподавателей, обладающих как лингвистической компетенцией, так и педагогическими навыками, а также отмечается неэффективность традиционных методов обучения, основанных на заучивании. В статье также обсуждается потенциал технологий в улучшении процесса изучения языка, признавая при этом трудности их внедрения из-за нехватки ресурсов и технических знаний. Выявляя эти препятствия, статья выступает за внедрение более инновационных и инклюзивных подходов к обучению иностранным языкам, которые ориентированы на развитие практических коммуникативных навыков и эффективную интеграцию современных инструментов.

Keywords: *second language acquisition, language teaching challenges, inclusive education, authentic materials, teacher training, technology in language learning.*

Ключевая слова: *Освоение второго языка, проблемы преподавания языков, инклюзивное образование, аутентичные материалы, подготовка преподавателей, технологии в изучении языков.*

Tayanch so'zlar: *Ikkinchi tilni o'zlashtirish, til o'qitishdagi muammolar, inklyuziv ta'lim, haqiqiy materiallar, o'qituvchi tayyorlash, til o'rganishda texnologiya*

Teaching Foreign Languages as a Second Language: Challenges and Strategies

Teaching foreign languages as a second language is a multifaceted and rewarding endeavor that plays a crucial role in fostering cross-cultural communication and global understanding. However, it is also fraught with challenges that educators must navigate skillfully to ensure effective learning. This article explores the primary obstacles faced by teachers and provides strategies to overcome them.

1. Diverse Learner Backgrounds.

One of the most significant challenges is addressing the diverse linguistic, cultural, and educational backgrounds of learners. Students often have varying levels of proficiency in their native language, which can influence their ability to grasp a new language. Additionally, cultural differences may shape their learning styles and attitudes toward language acquisition. Conduct initial assessments to understand each student's language proficiency and learning preferences. Tailor lesson plans to accommodate diverse needs by incorporating a mix of visual, auditory, and kinesthetic activities. Creating a culturally inclusive classroom environment fosters engagement and respect for diversity.

2. Limited Exposure to the Target Language.

Many learners lack opportunities to practice the target language outside the classroom, which can hinder their progress. Limited exposure often results in difficulties with pronunciation, vocabulary retention, and fluency. Encourage immersion through multimedia resources such as movies, podcasts, and music in the target language. Promote interactive activities like role-playing, language games, and group discussions to enhance practice opportunities. Establish partnerships with native speakers for conversational practice, either in-person or online.

3. Motivation and Anxiety Issues.

Maintaining students' motivation and managing their language-learning anxiety can be challenging. Some learners may feel discouraged by the complexity of the new language, while others may fear making mistakes in front of peers. Set achievable goals to build confidence and celebrate small successes. Create a supportive atmosphere where mistakes are viewed as learning opportunities. Incorporate engaging content that aligns with students' interests to sustain motivation.

4. Balancing Grammar and Communication Skills.

Striking the right balance between teaching grammar and developing communication skills is a common dilemma. Overemphasis on grammar can make lessons monotonous, while focusing solely on communication may leave students with gaps in language structure. Adopt a communicative approach that integrates grammar into meaningful contexts. For example, teach grammatical structures through real-life scenarios, dialogues, and storytelling. This method ensures students grasp grammar while developing practical communication skills.

5. Resource and Time Constraints

Limited resources and time can impede effective teaching. Schools may lack adequate teaching materials, and tight schedules can restrict the depth of language instruction. Leverage digital tools and open educational resources to supplement teaching materials. Prioritize essential

language skills and design concise, focused lessons to maximize classroom time. Encourage independent learning through assignments and online platforms.

6. Addressing Multilingual Classrooms.

In multilingual classrooms, teachers face the added challenge of managing students who may already speak several languages. These learners often have different linguistic influences that affect their acquisition of the target language.

Strategy: Recognize and utilize students' existing linguistic knowledge as a resource. Highlight similarities and differences between languages to facilitate understanding. Encourage peer support and collaborative learning among multilingual students.

7. Assessment and Evaluation.

Assessing language proficiency accurately is a complex task. Traditional assessments often focus on written skills and may not adequately measure listening, speaking, or intercultural competence. Use a combination of formative and summative assessments to gauge language proficiency comprehensively.

Incorporate performance-based assessments, such as oral presentations or group projects, to evaluate practical language use. Provide timely and actionable feedback to help students improve.

Conclusion

Teaching foreign languages as a second language is a multifaceted endeavor that requires careful consideration of linguistic, cultural, and pedagogical factors. By understanding and addressing the challenges outlined above, educators can create more effective and inclusive language learning environments. Ultimately, fostering a supportive atmosphere that emphasizes engagement, cultural understanding, and practical application can help learners overcome obstacles and achieve their language learning goals.

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1. Timely, actionable feedback is essential for continuous improvement (Nicol & Macfarlane-Dick, 2006).
2. Differentiated instruction adapts teaching methods to varied learner needs (Tomlinson, 2001).
3. Encouraging engagement with target language media (movies, podcasts, books) fosters informal learning (Vandergrift & Goh, 2012).

THE DIFFERENCE BETWEEN THE CONCEPTS OF ACQUISITION AND LEARNING IN FOREIGN LANGUAGES LIES IN THEIR APPROACHES AND PROCESSES



<https://doi.org/10.5281/zenodo.14879933>

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Annotation. This article explores the distinction between language acquisition and language learning, emphasizing their different processes and roles in second language development. It reviews key theories, particularly Krashen's hypothesis, which highlights the unconscious, natural process of language acquisition in contrast to the conscious, formal process of language learning. The article further examines the impact of affective variables, such as motivation, self-confidence, and anxiety, on second language acquisition. It also discusses how these factors influence language proficiency and achievement. Through a comprehensive review of research, the article illustrates the importance of understanding these distinctions for educators and language learners. The relationship between language acquisition and learning strategies is explored, with a focus on how learners' characteristics, experiences, and educational background affect their language learning outcomes. Overall, the article suggests that recognizing the differences between acquisition and learning can enhance teaching methods and improve learner outcomes in second language.

Аннотация. В этой статье исследуются различия между овладением языком и изучением языка, подчеркиваются их различные процессы и роли в развитии второго языка. В нем рассматриваются ключевые теории, в частности гипотеза Крашена, которая подчеркивает бессознательный, естественный процесс овладения языком в отличие от сознательного, формального процесса изучения языка. В статье дополнительно исследуется влияние аффективных переменных, таких как мотивация, уверенность в себе и тревога, на овладение вторым языком. В нем также обсуждается, как эти факторы влияют на знание языка и успеваемость. Благодаря всестороннему обзору исследований статья иллюстрирует важность понимания этих различий для преподавателей и изучающих язык. Исследуется взаимосвязь между овладением языком и стратегиями обучения с акцентом на то, как характеристики, опыт и образование учащихся влияют на результаты их изучения языка. В целом, статья предполагает, что признание различий между приобретением и обучением может улучшить методы обучения и улучшить результаты обучения на втором языке.

Annotatsiya. Ushbu maqola tilni o'zlashtirish va til o'rganish o'rtasidagi farqni o'rganadi va ularning ikkinchi tilni rivojlantirishdagi turli jarayonlari va rollarini ta'kidlaydi. U asosiy nazariyalarni, xususan, til o'rganishning ongli, rasmiy jarayonidan farqli o'laroq, tilni o'zlashtirishning ongsiz, tabiiy jarayonini ta'kidlaydigan Krashen gipotezasini ko'rib chiqadi. Maqolada motivatsiya, o'ziga ishonch va tashvish kabi affektiv o'zgaruvchilarning ikkinchi tilni o'zlashtirishga ta'siri ko'rib chiqiladi. Shuningdek, ushbu omillar tilni bilish va muvaffaqiyatga qanday ta'sir qilishini muhokama qiladi. Tadqiqotni har tomonlama ko'rib chiqish orqali maqola o'qituvchilar va til o'rganuvchilar uchun ushbu farqlarni tushunish muhimligini ko'rsatadi. Tilni o'zlashtirish va o'rganish strategiyalari o'rtasidagi bog'liqlik o'rganilib, asosiy e'tibor

o'quvchilarning xususiyatlari, tajribasi va ta'lim darajasi ularning til o'rganish natijalariga qanday ta'sir qilishiga qaratilgan. Umuman olganda, maqolada o'zlashtirish va o'rganish o'rtasidagi farqlarni tan olish o'qitish usullarini yaxshilash va ikkinchi tilda o'quvchilar natijalarini yaxshilash mumkin.

Key words: *concept, acquisition, perspectives, interconnection, conscious, methodology, subconscious, contradiction.*

Ключевые слова: *понятие, приобретение, перспективы, взаимосвязь, сознание, методология, подсознание, противоречие.*

Tayanch so'zlar: *tushuncha, egallash, istiqbol, o'zaro bog'liqlik, ongli, metodologiya, ong osti, ziddiyat.*

Language is considered one of the most crucial tools for conveying ideas to others. The process of language acquisition remains a captivating aspect of human development. From early monosyllabic expressions to the use of complex, nuanced, and context-sensitive structures, both the stages of progress and the methods of language acquisition have been central to countless studies in evolutionary linguistics, psychology, and pedagogy. The ability to use two or more languages enables individuals to create diverse, integrated networks that facilitate new learning experiences.

According to Krashen, acquiring communication skills involves learning a language in the same way children acquire their mother tongue—naturally and without conscious focus on the language system. In contrast, learning a language involves deliberate attention to its formal structure and rules. Additionally, fundamental factors such as cognitive and environmental aspects are believed to influence both first and second language acquisition.

The contemporary challenges of global evolutionary trends highlight the critical importance of sustainable development, defined as “meeting the needs of the present without compromising the ability of future generations to meet their own needs”³⁴³ This concept reflects an individual's readiness to adapt both external and internal perspectives, making these elements crucial for the development of a stable identity. Consequently, the necessity to harmonize external and internal frameworks informs the research methodology examining the interplay between language acquisition and learning within pedagogical discourse, as illustrated by Ahrens³⁴⁴ in figure: 1. Analyzing the two syntheses reveals differences between external and internal perspectives, particularly in how they relate to the learners' conditions. External perspectives often emphasize learners' conscious, systematic approaches to studying a language. The accompanying figure further illustrates the shifts in synthesis.

³⁴³ Robbins, D. (2007) Vygotsky's and Leontiev's Non-classical Psychology Related to Second Language Acquisition. International Nordic-Baltic Region Conference of FIPLV Innovations in Language Teaching and Learning in the Multicultural Context 15-16th June, 2007, Riga, Latvia.

³⁴⁴ Cohen, A.D. & Scott, K., 1996: A synthesis of approaches to assessing language learning strategies. In R. Oxford (Ed.), Language Learning Strategies Around the World: Cross- cultural Perspectives (pp. 89-106). Manoa: University of Hawaii Press.

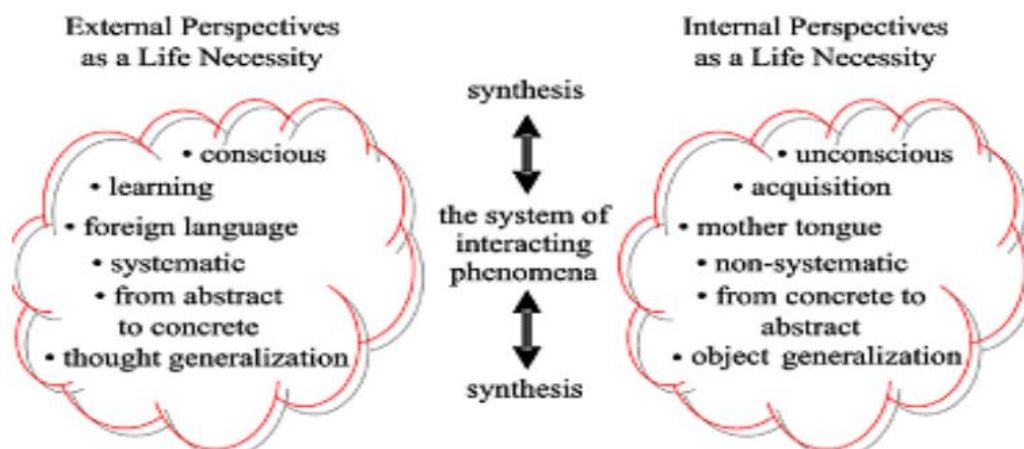


Figure 1. Development of external and internal perspectives as a life necessity

In real-life experiences, it is often observed that a capable individual is understood from one of two perspectives: either through internal potentials, which focus on cognition, or through external perspectives, which emphasize social connections and highlight the balance between these two viewpoints. Therefore, the most appropriate suggestion in this context is the welfare outcome rooted in the essential requirement of dialogue between two individuals. Exploring the relationship between language acquisition and language learning involves examining the influence of key concepts such as “language acquisition,” “language learning,” “mother tongue,” and “foreign language.” This approach sheds light on how these fundamental ideas shape and impact both external and internal developmental systems.

At the initial stage, the perception of the native language occurs through spontaneous, free communication. Over time, it evolves into a more conscious form with linguistic structure. In contrast, the development of a foreign or second language begins consciously and then gradually becomes more spontaneous. To clarify, we start communicating in our mother tongue spontaneously and later learn its formal aspects, whereas foreign languages begin as formal and later become spontaneous in use. Therefore, the discussion of spontaneous, academic, and professional languages relates to the concepts of native, foreign, and professional languages. Specifically, professional language is a type of native language learned for specific purposes. In this regard, the research community emphasizes that the relationship between language acquisition and language learning plays a crucial role in development. “Scientific and spontaneous learning concepts are distinctly different, but in some teaching and learning processes, they overlap.” Consequently, the prominence of spontaneous learning indicates an individual’s current development level, while the extent of academic learning reflects the individual’s nearest zone of growth, according to Vygotsky’s Theory of the Proximal Zone of Development.³⁴⁵

The distinction between acquisition and learning is arguably one of the most fundamental hypotheses ever presented. It suggests that adults have two distinct and independent methods for developing proficiency in a second language. The first method is language acquisition, which mirrors the process by which children develop skills in their first language. Generally, we unconsciously understand the rules of the language we acquire. Instead of consciously knowing these rules, we have an “intuition” for correct language usage. Grammatical structures “sound” right, and when they are incorrect, we instinctively sense that something is wrong, even if we

³⁴⁵ Vygotsky, L. (1934/1962) *Thought and Language. The Development of Scientific Concepts in Childhood* Cambridge, MS: MIT.

cannot explicitly identify the grammatical rule involved. This process also includes other forms of language development, such as informal learning, implicit language acquisition, and natural language learning.

The second way to develop competence in a second language is through learning. The term “learning” typically refers to a conscious process where learners are aware of grammar rules, formal language, and are able to understand and apply them as needed. In simple terms, learning is the “knowledge about” languages, often referred to by many people as “grammar” or “rules.” Some synonyms for this include formal language knowledge and explicit learning.

It should be noted that some second language theorists believe children acquire languages naturally, while adults can only learn them. However, the learning/acquisition hypothesis argues that adults also have the ability to acquire languages and that the capacity to “pick up” languages does not disappear with adulthood. This does not mean that adults will always reach native-like proficiency in a second or foreign language, but it suggests that adults have access to the same “language acquisition devices” that children use. As we will see later, language acquisition remains a crucial process for adults.

While error correction has little or no effect on subconscious acquisition, it is believed to be beneficial for conscious learning. Correcting mistakes helps learners understand or “sort out” the necessary grammatical rules. For example, if an English language learner says, “I do my homework every day,” and the teacher corrects the sentence by repeating it correctly, the learner is expected to realize that the “s” ending applies to the third person singular and not the first person, thereby adjusting their conscious understanding of the rule. This seems logical, but it is unclear whether error correction has this effect in practice.

Research on children’s language acquisition suggests that error correction does not significantly impact language acquisition. Brown and his colleagues found that adults typically correct only minor aspects of a child’s language, such as occasional pronunciation issues, verb errors, or inappropriate language. These studies suggest that parents focus more on the content of what the child is saying rather than its form. For example, Brown and Beluga³⁴⁶ note that when a child says, “Mother curl my hair,” the correction is often minimal because the mother is actually curling the child’s hair, emphasizing the meaning over the grammatical structure.

On the other hand, the sentence “Walt Disney come on Tuesday” was corrected for its syntactic accuracy because, in reality, Walt Disney appeared on TV on Monday. Brown concludes that it is often the “correct value” or the meaningful identity that guides explicit verbal reinforcement by parents, rather than the syntactic correctness. This creates a paradox, as the typical outcome of this approach is an adult whose speaking skills are well-structured but not necessarily grammatically accurate³⁴⁷. The distinction between acquisition and learning may not be unique to second language acquisition. Indeed, we “learn” certain aspects of our first language in schools, and a similar distinction has been made in other domains.

In a grammatical syllabus, each structure is introduced only once. If a student misses the lesson, is absent, or doesn’t pay attention, or if there isn’t enough input, the student may have to wait until the following year when the structures are revisited. On the other hand, more flexible input allows for natural review and reinforcement.

A grammatical syllabus assumes that we can predict the order of language acquisition. However, scholar Krashen argues that such an assumption is unnecessary, emphasizing instead

³⁴⁶ Vygotsky, L. (1934/1962) *Thought and Language. The Development of Scientific Concepts in Childhood* Cambridge, MS: MIT

³⁴⁷ Vygotsky, L. (1934/1962) *Thought and Language. The Development of Scientific Concepts in Childhood* Cambridge, MS: MIT

the reliance on input, particularly through naturally occurring, roughly tuned native communication. Research conducted over the years has shown that a variety of affective factors contribute to success in second language acquisition. Most of these factors can be grouped into three categories:

1. **Motivation:** Highly motivated learners generally perform better in second language acquisition, often driven by "integrative" motivation (though not always). This is why it is important to encourage learners through various activities.

2. **Self-confidence:** Self-confidence plays a significant role in all areas, including second language performance. Teachers should focus on boosting learners' confidence and fostering learner autonomy.

3. **Anxiety:** Low anxiety is beneficial for second language acquisition, whether it is individual or classroom anxiety. In some cases, attitudinal factors are more closely related to acquisition than to learning, and they tend to show stronger connections with language development when speech-based tests are used. These tests tap into the needed language systems rather than the accepted ones, and when students use the language in "acquisition" situations where comprehensible input is abundant.

As previously mentioned, earlier research methods focused on identifying strategic approaches and characteristics that distinguish language acquisition from learning. However, more recent studies have aimed to explore language learning behaviors and classify the strategies used by language learners during the learning process. Additionally, a wealth of research has shown that there is a connection between the use and selection of learning strategies and various contextual factors such as learner characteristics, experiences, language proficiency, and educational background. Researchers have concluded that understanding the differences between acquisition and learning helps to enhance and develop learners' knowledge in various ways. It is also suggested that there is a close relationship between language proficiency and achievement in language learning.

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INGLIZ TILI O'QITISH JARAYONIDA O'QITUVCHIGA XOS IMO-ISHORALAR



<https://doi.org/10.5281/zenodo.14879941>

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Annotatsiya. Ushbu maqolada ingliz tili o'qitish jarayonida o'qituvchilarning imo-ishoralari muhim metodik vosita sifatida ko'rib chiqiladi. Tadqiqot Toshkentdagi o'rta maktablar va universitetlarda faoliyat yuritayotgan 30 nafar ingliz tili o'qituvchilari orasida o'tkazilgan. Maqola imo-ishoralar, xususan, qo'l imo-ishoralari, yuz ifodalari, ko'z bilan muloqot, tana harakati va joylashuvi kabi elementlarning o'quvchilarning darsga bo'lgan qiziqishi, tushunishini va motivatsiyasini oshirishdagi rolini tahlil qiladi. Shuningdek, imo-ishoralarning madaniy kontekstdagi farqlari va masofaviy ta'limdagi o'rni ham muhokama qilinadi. Tadqiqot natijalari, imo-ishoralarning ingliz tili o'qitishda samarali foydalanishining o'quv jarayoniga ijobiy ta'sir ko'rsatishini tasdiqlaydi.

Аннотация. В данной статье рассматриваются жесты учителей как важный методический инструмент в процессе преподавания английского языка. Исследование проводилось среди 30 учителей английского языка, работающих в средних школах и вузах г. Ташкента. В статье анализируется роль жестов, в частности, жестов рук, мимики, зрительного контакта, движений тела и поз, в повышении интереса учащихся к уроку, понимания и мотивации. Также обсуждаются различия жестов в культурных контекстах и их роль в дистанционном обучении. Результаты исследования подтверждают, что эффективное использование жестов в преподавании английского языка оказывает положительное влияние на процесс обучения.

Annotation. This article examines teachers' gestures as an important methodological tool in the process of teaching English. The study was conducted among 30 English teachers working in secondary schools and universities in Tashkent. The article analyzes the role of gestures, in particular, hand gestures, facial expressions, eye contact, body movements and postures, in increasing students' interest in the lesson, understanding and motivation. It also discusses the differences in gestures in cultural contexts and their role in distance learning. The results of the study confirm that the effective use of gestures in teaching English has a positive impact on the learning process.

Tayanch so'zlar: imo-ishoralar, pedagogik metodlar, madaniyatlararo muloqot, masofaviy ta'lim, yuz ifodalari, tana harakati, qo'l imo-ishoralari, motivatsiya.

Ключевые слова: жесты, педагогические методы, межкультурная коммуникация, дистанционное обучение, мимика, движения тела, жесты рук, мотивация.

Keywords: gestures, pedagogical methods, intercultural communication, distance learning, facial expressions, body movements, hand gestures, motivation.

Kirish. Ingliz tilini o'qitish jarayonida o'qituvchilarning imo-ishoralari muhim rol o'ynaydi. Ijtimoiy va madaniy kontekstda imo-ishoralar o'quvchilarning darsga qiziqishini oshirish, tushunishni osonlashtirish va muloqot samaradorligini ta'minlashga xizmat qiladi. Harakat va gestikulyatsiya yordamida murakkab tushunchalarni oddiyroq qilib tushuntirish, tilga oid nozikliklarni ifodalash va o'quvchilar bilan hissiy bog'lanish o'rnatish mumkin. Ushbu maqola ingliz tili o'qitish jarayonida o'qituvchilarga xos bo'lgan imo-ishoralarni tadqiq qilish, ularning ta'lim sifatiga qanday ta'sir qilishini tahlil qilishga qaratilgan.

Usul. Tadqiqot Toshkentdagi o'rta maktablar va universitetlarda ishlaydigan 30 nafar ingliz tili o'qituvchilari orasida o'tkazildi. Ma'lumot yig'ish uchun quyidagi metodlardan foydalanildi:

Kuzatuv: Dars jarayonida o'qituvchilarning imo-ishoralardan foydalanishi to'g'ridan-to'g'ri kuzatildi va qayd etildi. Ushbu kuzatuvlar o'qituvchilarning imo-ishoralardan foydalanish holatlari va chastotasini aniqlashga yordam berdi.

So'rovnoma: O'qituvchilardan imo-ishoralarning o'quv jarayoniga ta'siri, ularni qachon va qanday ishlatish maqsadga muvofiqligi haqidagi fikrlarini o'rganish uchun so'rovnoma olindi.

Video tahlil: O'qituvchilarning dars jarayonlari videoga yozib olindi va imo-ishoralarning o'quvchilar reaksiyasiga qanday ta'sir qilganligi tahlil qilindi.

Natijalar. Tadqiqot natijalari imo-ishoralar o'quvchilarning darsga qiziqishi va tushunishini yaxshilashda samarali ekanligini ko'rsatdi. Quyida asosiy natijalar keltirilgan:

Qo'l imo-ishoralari: O'qituvchilar tushuntirish paytida qo'l imo-ishoralaridan faol foydalanadilar. Masalan, yangi so'zlarni tushuntirishda ob'yektlarni tasvirlash yoki grammatik qoidalarni tushuntirishda qiyoslash uchun qo'llar yordamida ko'rgazmali ifodalar ishlatilgan.

Yuz ifodalari: Yuz ifodalari hissiy aloqani mustahkamlaydi. Masalan, tabassum o'quvchilarning darsga jalb etilishini oshiradi, hayrat yoki qiziqish ifodalari esa o'quvchilarning e'tiborini kuchaytiradi.

Ko'z bilan muloqot: O'qituvchi va o'quvchi o'rtasidagi ko'z bilan muloqot o'quvchilarning e'tiborini boshqaradi va ularda o'zlariga bo'lgan ishonchni oshiradi. Ko'z bilan muloqot dars davomida o'quvchilarni faollashtirishga xizmat qiladi.

Tana harakati va joylashuvi: O'qituvchilar dars davomida sinf bo'ylab harakat qilish orqali o'quvchilarning e'tiborini teng taqsimlashga erishadilar. Bu, ayniqsa, katta sinflarda muhimdir.

Muhokama. O'qituvchilarning imo-ishoralari ingliz tilini o'qitishda muhim metodik vosita sifatida namoyon bo'ldi. Tadqiqot davomida imo-ishoralardan foydalanish o'quvchilarning faolligini oshirib, ularning darsga bo'lgan qiziqishini kuchaytirgani kuzatildi. Shuningdek, imo-ishoralar muloqotdagi ba'zi noaniqliklarni yo'qotishga yordam beradi.

Biroq, imo-ishoralarning madaniy kontekstdagi farqlari alohida e'tibor talab qiladi. Masalan, bir mamlakatda ijobiy hisoblangan imo-ishoralar boshqa madaniyatda noto'g'ri talqin qilinishi mumkin. Shuning uchun o'qituvchilar madaniy sezgirlikni hisobga olgan holda imo-ishoralardan foydalanishlari zarur. Bu, ayniqsa, xalqaro maktablar yoki madaniyatlararo guruhlar bilan ishlaydigan o'qituvchilar uchun dolzarbdur. O'quvchilarning madaniy kelib chiqishi imo-ishoralarning talqinida farqlarga olib kelishi mumkinligi sababli, o'qituvchilar turli madaniyatlar haqidagi bilimlarini boyitishlari kerak.

Yana bir muhim jihat – imo-ishoralarning texnologiyalar bilan integratsiyasi. Masofaviy ta'limda imo-ishoralardan foydalanish qiyinlashadi, lekin virtual platformalarda yuz ifodalari va tana harakatlarini aks ettiruvchi texnologiyalardan foydalanish bu muammoni bartaraf qilishi mumkin. Zoom yoki Microsoft Teams kabi platformalarda kamera sifati va foydalanuvchilarining texnologik savodxonligi imo-ishoralarni samarali yetkazish uchun muhim

omil hisoblanadi. Bundan tashqari, o'qituvchilar masofaviy ta'limda imo-ishoralardan foydalanish bo'yicha maxsus treninglarga muhtoj bo'lishi mumkin.

Imo-ishoralarning nafaqat tushuntirish vositasi, balki motivatsiyani oshirish vositasi sifatidagi ahamiyati ham muhokama qilingan. Tadqiqot davomida aniqlanishicha, imo-ishoralar orqali o'quvchilarga qaratilgan diqqat va e'tibor ularning o'ziga bo'lgan ishonchini oshiradi, bu esa darsdagi muvaffaqiyatlarini bevosita kuchaytiradi. Shu sababli imo-ishoralardan foydalanishning psixologik jihatlarini o'rganish kelgusida muhim yo'nalish bo'lishi mumkin.

Shuningdek, imo-ishoralarni o'qituvchilarning shaxsiy uslubi bilan uyg'unlashtirish masalasi dolzarbdir. Har bir o'qituvchi o'zining tabiiy gestikulyatsiya uslubiga ega, lekin bu uslubni maqsadga muvofiq tarzda moslashtirish o'quv jarayonini yaxshilaydi. Shuning uchun imo-ishoralardan foydalanishni o'rgatish bo'yicha dasturlar ishlab chiqilishi foydali bo'ladi.

Kelgusida imo-ishoralarning o'qitish uslubidagi boshqa elementlar bilan uyg'unligini chuqurroq o'rganish, shuningdek, ularning o'quvchilarni baholash jarayoniga ta'sirini aniqlash tadqiqotlar uchun istiqbolli yo'nalish hisoblanadi.

Xulosa. Ingliz tilini o'qitishda imo-ishoralardan foydalanish o'quv jarayonining samaradorligini oshiradigan muhim vositalardan biridir. Tadqiqot natijalari shuni ko'rsatadiki, imo-ishoralardan strategik foydalanish o'quvchilar va o'qituvchilar o'rtasidagi o'zaro aloqani kuchaytiradi, darsning dinamikasini yaxshilaydi hamda o'quv materiallarini tushunishni osonlashtiradi. Bundan tashqari, imo-ishoralar dars davomida yuzaga kelishi mumkin bo'lgan til to'siqlarini yengib o'tishga yordam beradi.

Shuningdek, imo-ishoralarning madaniy o'ziga xosliklarini hisobga olish muhim ahamiyat kasb etadi. Turli madaniy guruhlardan kelgan o'quvchilar bilan ishlashda noto'g'ri tushunchalarning oldini olish uchun o'qituvchilar madaniyatlararo muloqot ko'nikmalarini rivojlantirishlari kerak. Bundan tashqari, masofaviy ta'limning kengayib borayotgan sharoitida imo-ishoralarni texnologiyalar bilan uyg'unlashtirish masalasi dolzarb hisoblanadi.

Kelajakdagi tadqiqotlar imo-ishoralarning ingliz tili o'qitishdagi boshqa aspektlari, masalan, o'quvchilarning psixologik va motivatsion holatiga ta'sirini chuqurroq o'rganishga qaratilishi lozim. Shu bilan birga imo-ishoralarning dars jarayonida foydalanish bo'yicha qo'llanmalar ishlab chiqilishi va o'qituvchilar uchun trening dasturlarini joriy etish ham foydali bo'ladi. Ushbu tadqiqot imo-ishoralarning o'quv jarayonida qanchalik muhim ekanligini tasdiqlab, ta'lim jarayonini yanada takomillashtirish uchun zamin yaratadi.

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XORIJIY TILLARNI O'QITISHDA MILLIY VA XALQARO TAJRIBALARNI SOLISHTIRISH



<https://doi.org/10.5281/zenodo.14881226>

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Annotatsiya. Ushbu maqolada xorijiy tillarni o'qitish bo'yicha milliy va xalqaro tajribalar tahlil qilinadi. Milliy tizimning o'ziga xosligi, xalqaro tajribadagi ilg'or usullar va ularning uyg'unlashuvi orqali xorijiy til o'qitish samaradorligini oshirish masalalari yoritiladi. Milliy va xalqaro tajribalarning o'xshashlik va farqlari ko'rsatilib, bu yo'nalishda kelgusidagi takliflar beriladi.

Аннотация. В данной статье анализируется национальный и международный опыт преподавания иностранных языков. Рассматриваются особенности национальной системы, передовые методы в международной практике и их интеграция для повышения эффективности обучения иностранным языкам. Подчеркиваются сходства и различия между национальным и международным опытом, а также предлагаются рекомендации для дальнейшего развития данной области.

Annotation. This article analyzes national and international experiences in foreign language teaching. It discusses the peculiarities of the national system, advanced methods in international practices, and their integration to enhance the effectiveness of foreign language instruction. Similarities and differences between national and international experiences are highlighted, and future recommendations in this field are provided.

Tayanch so'zlar: Xorijiy tillarni o'qitish, milliy tajriba, xalqaro tajriba, interaktiv metodlar, immersiya dasturlari, ta'lim texnologiyalari.

Keywords: преподавание иностранных языков, национальный опыт, международный опыт, интерактивные методы, программы погружения, образовательные технологии.

Ключевые слова: Foreign language teaching, national experience, international experience, interactive methods, immersion programs, educational technologies.

Milliy tajriba

O'zbekiston misolida, xorijiy tillarni o'qitish davlat siyosatining ustuvor yo'nalishlaridan biri hisoblanadi. Prezidentning tegishli qarorlari va farmonlari asosida ta'lim jarayoniga ilg'or metodikalar joriy etilmoqda. Jumladan, maktablarda birinchi sinfdan boshlab ingliz tili o'qitilishi yo'lga qo'yilgan. Shuningdek, xorijiy tillarni o'qitishda interaktiv metodlar, zamonaviy texnologiyalar va multimedia vositalaridan keng foydalanilmoqda.

Bugungi globallashuv davrida xorijiy tillarni o'rganish muhim ahamiyat kasb etadi. Har bir mamlakat o'zining o'quv dasturlarini shakllantirishda xalqaro tajribalarga tayangan holda, milliy xususiyatlarini hisobga oladi. Ushbu maqolada xorijiy tillarni o'qitish bo'yicha milliy va xalqaro tajribalarni solishtirish, ularning o'xshash va farqli jihatlarini aniqlash maqsad qilingan.

Milliy tizimda diqqatga sazovor jihat – o'quvchilar va talabalarning ona tilini mukammal bilishiga asoslanib, xorijiy til o'qitilishidir. Bu yondashuv tilni o'rganishdagi lingvistik asosni mustahkamlaydi.

O'zbekistonning ta'lim tizimida ona tilini chuqur o'rganish xorijiy tillarni muvaffaqiyatli o'zlashtirishga asos bo'ladi. Misol uchun, xalqaro til sertifikatlarini qo'lga kiritish uchun talabalar uchun maxsus dasturlar tashkil etilgan. Bu dasturlar doirasida nafaqat grammatika va lug'at boyligini oshirish, balki muloqot qilish ko'nikmalarini rivojlantirishga katta e'tibor qaratiladi.

Xalqaro tajriba

Xitoy tajribasi xorijiy tillarni o'qitishda alohida e'tiborga loyiqdir. Xitoyda xorijiy tillarni o'qitishda davlat tomonidan kuchli qo'llab-quvvatlash ko'rsatiladi. Ingliz tilini o'rganish maktabdan boshlab oliy ta'lim muassasalarigacha majburiy hisoblanadi. Xitoyda talabalar tilni puxta o'zlashtirishi uchun texnologiyalardan keng foydalaniladi. Masalan, sun'iy intellekt asosidagi platformalar va onlayn ta'lim vositalari keng joriy etilgan. Bundan tashqari, Xitoyda til o'qitishda madaniyatlararo kompetensiyani rivojlantirishga katta ahamiyat beriladi.

Xitoyda o'qituvchilarning malakasini oshirishga alohida e'tibor qaratiladi. Davlat o'qituvchilarga zamonaviy metodikalarni o'rganish uchun xorijiy treninglar va seminarlar tashkil etadi. Shuningdek, til o'rganish jarayonida o'quvchilarga muloqot qilish imkoniyatlarini kengaytirish uchun mahalliy va xalqaro konferensiyalar, til amaliyotlari va madaniy almashinuv dasturlari tashkil etiladi.

Texnologiyalarning roli

Hozirgi davrda texnologiyalar xorijiy tillarni o'rganish va o'rgatishda muhim o'rin tutadi. Xitoyda "Duolingo" va "HelloTalk" kabi platformalar keng ommalashgan bo'lib, ular tilni o'rganish jarayonida muloqotga asoslangan usullarni taqdim etadi. Shuningdek, virtual haqiqat texnologiyalari orqali talabalar xorijiy madaniyat muhitiga singdiriladi.

Solishtirish

Milliy va xalqaro tajribalarni solishtirar ekanmiz, quyidagi o'xshashlik va farqlarni ko'rish mumkin:

1. O'xshashliklar:

– Har ikki tizimda ham innovatsion texnologiyalar va interaktiv metodlarga e'tibor qaratiladi.

– Xorijiy tilni erta yoshdan o'rgatishning ahamiyati tan olingan.

– O'qituvchilarni qayta tayyorlash muhim deb hisoblanadi.

2. Farqlar:

– Milliy tizimda ona tili va milliy madaniyatni saqlab qolishga katta ahamiyat beriladi.

– Xalqaro tajribada esa chet tilida muloqot muhitini yaratishga urg'u beriladi.

– Xitoyda texnologiyalarni o'qitishda integratsiyalashuv darajasi yuqori.

Tavsiyalar

Xorijiy tillarni muvaffaqiyatli o'rgatish uchun quyidagi tavsiyalarni ko'rib chiqish lozim:

– Xalqaro tajribalardan foydalanib, milliy dasturlarni takomillashtirish.

– Immersiya dasturlarini mahalliy sharoitga moslashtirish.

– O'qituvchilarni xorijiy mamlakatlarda malaka oshirish dasturlariga yuborish.

– Zamonaviy texnologiyalarni, jumladan, sun'iy intellektni kengroq joriy etish.

Xulosa

Xorijiy tillarni o'qitishda milliy va xalqaro tajribalarni uyg'unlashtirish yuqori samaradorlikka erishish uchun muhimdir. Milliy tizim xalqaro ilg'or amaliyotlardan o'rganib, ularni mahalliy sharoitga moslashtirgan holda qo'llashi lozim. Bu esa kelajak avlodning global maydonda muvaffaqiyatli raqobatlasha olishiga zamin yaratadi.

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EMP TA'LIMIDA CLIL METODINING AHAMIYATI



<https://doi.org/10.5281/zenodo.14881255>

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Annotatsiya. XXI asrda ta'lim tizimiga kirib kelgan yangicha tushunchalardan biri bu bilimlarning tez to'planishi, texnologiyalarning yangilanishi, tarmoqlar o'rtasidagi chegaralarning yaqinlashishi natijasida uzluksiz ta'lim atamasi edi. Xalqarolashuv davrida tibbiyot sohasidagi ta'lim tizimida ham rivojlanish va o'zgarishlar ko'p uchramoqda. Tibbiyot xodimlaridan, ayniqsa, talabalardan xalqaro toifadagi mutaxassislar bilan samarali muloqot qilish, ilmiy adabiyotlarni o'qish va tushunish, shuningdek, zamonaviy tibbiy texnologiyalarni o'zlashtirish uchun ingliz tilini bilish talab etiladi. Tadqiqotning ushbu qismida tibbiyot sohasida talabalarni tibbiy maqsadlarda ingliz tiliga o'qitishning pedagogik asoslari tahlil qilinadi.

Аннотация. Одним из новых понятий, вошедших в систему образования в XXI веке, стал термин «непрерывное образование» в результате быстрого накопления знаний, обновления технологий и сближения границ между отраслями. В период интернационализации в системе образования в области медицины происходит множество событий и изменений. Медицинским работникам, особенно студентам, необходимо знание английского языка для эффективного общения с международными экспертами, чтения и понимания научной литературы, а также освоения современных медицинских технологий. В данной части исследования анализируются педагогические основы обучения студентов английскому языку для медицинских целей в сфере медицины.

Annotation. One of the new concepts that entered the education system in the 21st century was the term continuous education as a result of the rapid accumulation of knowledge, the updating of technologies, and the convergence of boundaries between industries. During the period of internationalization, there are many developments and changes in the education system in the field of medicine. Medical workers, especially students, need English language skills to effectively communicate with international experts, read and understand scientific literature, and master modern medical technologies. In this part of the study, the pedagogical foundations of teaching students English for medical purposes in the field of medicine are analyzed.

Tayanch so'zlar: *CLIL metodi, biologiya, ximiya, anatomiya, tez tibbiy yordam, Content and Language Integrated Learning, Parameditsina yo'nalishi.*

Ключевые слова: *метод CLIL, биология, химия, анатомия, первая помощь, интегрированное обучение по содержанию и языку, парамедицина.*

Keywords: *CLIL method, biology, chemistry, anatomy, first aid, Content and Language Integrated Learning, Paramedicine.*

Ingliz tili mutaxassislari til o'rganish muhimligi jihatdan axborot texnologiyalari va tibbiyot singari ikki sohaga e'tibor qaratdi. IT tibbiyotga qaraganda nisbatan yangi soha va ingliz tili ushbu sohaning butun rivojlanishi davomida asosiy til bo'lib kelgan. Tibbiyotda esa ingliz tili XX asrning ikkinchi yarmida keng qo'llanila boshlandi. Hozirgi kunda o'zbekistonda tibbiyot sohasida ingliz tilidagi nashrlar soni keskin oshdi va Scopusda indekslangan barcha jurnallarning 80% ingliz tilida nashr etiladi. Ingliz tili tibbiyot sohasida aynan zamonaviy yangi sohalaridan

biri bo'lgan paramedicsina yo'nalishida olib borilayotgan ko'plab xalqaro konferentsiyalar va xalqaro toifadagi milliy jurnallarning rasmiy tili hamdir.

Tibbiy maqsadlarda ingliz tilini o'qitish, shu jumladan, fanlararo bog'liqlik (interdisciplinary connection) va CLIL (Content and Language Integrated Learning) metodlari, hozirgi kunda tibbiyot sohasida muhim o'rin egallamoqda. Bu metodlarning ahamiyati va samaradorligi kelajakdagi shifokorlik kasnabini egallamoqchi bo'lgan talabalarning ingliz tilini o'rganish jarayonini yanada samarali va amaliy qilishga yordam beradi. Почему врачам надо учить английский [URL: <https://www.geniusenglish.ru/kakie-preimushhestva-daet-znanie-anglijskogoyazyka/>]. Ushbu metodlar nafaqat til o'rgatish, balki paramedicsina yo'nalishida tahsil olayotga talabalarga o'rgatilayotgan sohaning mazmuni va amaliyoti haqida chuqur tushuncha berish imkoniyatini yaratadi.

Fanlararo bog'liqlik, ya'ni bir nechta fanlarni integratsiyalash, ingliz tilini o'rgatishda juda muhim metodologik yondashuvdir. Tibbiyotga oid kontentni ingliz tilida o'rganish, talabalar uchun tilni o'rganishning amaliy va real kontekstini taqdim etadi. Masalan, tibbiy atamalarni o'rganish faqatgina lingvistik o'rganishdan iborat bo'lmay, balki ularning qanday ishlatilishini, qanday diagnostik va terapevtik jarayonlarga aloqadorligini tushunishga yordam beradi. Tibbiyotdagi o'quv materiallarini ingliz tilida o'rganish, talabalarga bu tilni nafaqat nazariy, balki amaliy jihatdan ham egallash imkonini beradi. Bu yondashuv talabalarni yangi lug'at va grammatik tuzilmalarni o'rganishga yordam beradi, shu bilan birga tibbiyot fanidagi bilimlarni chuqurroq o'zlashtirishga olib keladi. Paramedicsina yo'nalishida tahsil olayotgan talabalarga ingliz tili o'qitishda 3 ta muhim tamoyilni olish mumkin.

1. Tibbiy ingliz tilini o'qitishda fanlararo bog'liqlik yordamida talabalarga real hayotiy tibbiy vaziyatlarni tushunishga yordam beradi. Masalan, fiziologiya, anatomiya, psixologiya, biotexnologiya, favqulotda vaziyatda qutqaruv va boshqa sohalarining o'zaro aloqalarini o'rganish orqali, talabalar nafaqat ingliz tilini o'rganadilar, balki ularni amaliy tibbiy kontekstda qo'llashni ham o'rganadilar.

2. Fanlararo yondashuv, ingliz tilini o'qitishda tibbiyotning turli sohalarini birlashtirish orqali, talabalarga tibbiy terminologiyani chuqur tushunchasini shakllantirishga yordam beradi. Masalan, anatomiya va fiziologiya fanlarini ingliz tilida o'rgatish orqali talabalar tibbiy terminlarni o'zlashtirish bilan birga, ilmiy tadqiqotlarni ham ona tilida, ham ingliz tilida tushunish va muhokama qilish qobiliyatlarini rivojlantiradilar.

3. Fanlararo yondashuv tibbiyot sohasidagi mutaxassislar uchun muhim bo'lgan yangi ko'nikmalarni, xususan, ilmiy munozaralar olib borish, tibbiy maqolalarni tahlil qilish va bemorlar bilan samarali muloqot qilish ko'nikmalarini rivojlantirishga yordam beradi. Bu esa, ingliz tilini o'rgatish samaradorligini oshiradi.

Paramedicsina sohasida tibbiy ingliz tilini o'qitishda fanlararo yondashuvni quyidagi usullar orqali amalga oshirish mumkin: avvalo, tibbiy maqolalar, kasallik tarixi, tibbiy xulosalari va bemorlar bilan muloqotda ishlatiladigan terminlarni o'rganish orqali sohaning nazariy bilimlarini mustahkamlash. Ingliz tili darslari davomida o'rganilgan bilimlarni amaliyotda qo'llashga urg'u berish, ya'ni bemorlar bilan muloqot, test natijalarini tahlil qilish va tibbiy muhokamada ingliz tilini qo'llash ko'nikmalarini rivojlantiriladi. Asosiysi, tibbiy kontekstda muammolarni hal qilish va ilmiy tadqiqotlarni tahlil qilish jarayonida tanqidiy fikrlash va mustaqil fikrlash qobiliyatlarini rivojlantirish orqali fanlararo bog'liqlikni mustahkamlanadi.

Paramedicsina yo'nalishida ingliz tilini o'qitishda samarali natijalarga erishish uchun turli xil pedagogik usullar qo'llaniladi. Bular orasida real hayot vaziyatlariga asoslangan muloqot mashqlari, rol o'ynash va guruhdagi ishlar orqali tilni amalda qo'llashga yo'naltirilgan kommunikativ yondashuv muhim o'rin tutadi. Bundan tashqari, tibbiy hisobotlar yozish, bemor

tarixini tuzish yoki ma'ruza tayyorlash kabi aniq vazifalarni bajarish jarayonida tilni o'rganishga qaratilgan vazifaga asoslangan o'qitish ham keng qo'llaniladi. Tibbiy mavzularni ingliz tilida o'tish orqali tilni va tibbiy bilimlarni bir vaqtda o'zlashtirish imkonini beruvchi CLIL (Content and Language Integrated Learning) usuli ham samarali hisoblanadi. Har bir talabaning ingliz tili o'rganish uslubi va ehtiyojlarini hisobga oladigan differensial o'qitish yondashuvi ham muhim ahamiyatga ega. Nihoyat, multimedia materiallar, onlayn ma'lumotlar va tibbiy simulyatsiyalar kabi zamonaviy texnologiyalar o'qitish jarayonini yanada qiziqarli va samarali qilish imkonini beradi.

Bugungi kunda CLIL (Content and Language Integrated Learning) metodining tibbiyot ta'limidagi samaradorligi tilshunoslar tomonidan turli jihatlaridan ijobiy baholanmoqda. Tibbiyot sohasida tahsil olayotga talabalarga ingliz tilini o'qitishda clilning asosiy ustunliklari quyidagilar: birinchidan, tilning amaliy qo'llanilishiga urg'u berilishi, ya'ni talabalar tibbiy terminologiyani amalda o'rganib, o'z mutaxassisliklariga bog'liq real vaziyatlarda qo'llashlari; ikkinchidan, til va tibbiy kontentning mukammal integratsiyasi, bu esa talabalarga tibbiy bilimlarni ingliz tilida o'rganish imkoniyatini beradi; uchinchidan, clilning kognitiv rivojlanishga ijobiy ta'siri – chuqurroq fikrlash, tahlil qilish va muammolarni hal qilish ko'nikmalarini rivojlantiradi; to'rtinchidan, lingvistik va madaniy to'siqlarni bartaraf etishda yordam beradi va o'quv jarayoniga ijobiy motivatsiya qo'shadi. Ammo, clilning samarali qo'llanilishi uchun onlayn kurslar, qo'llanmalar va boshqa didaktik materiallar kabi sifatli resurslarning mavjudligi muhim ahamiyatga ega.

Tibbiyot sohasida ingliz tilini o'qitishning pedagogik asoslari, umumiy ingliz tilini o'qitishdan farq qilib, maxsus sohaviy bilim va ko'nikmalarni talab qiladi. Bu yerda pedagogning til o'rgatishdan maqsadi shunchaki ingliz tilini o'rgatish emas, balki talabalarda ingliz tilini tibbiy amaliyotda samarali qo'llash qobiliyatini shakllantirishdir. Aynan tibbiyot sohasida paramediklarga ingliz tili o'rgatishda quyidagicha yondashish mumkin:

➤ Ingliz tili darslarini boshlashdan oldin va ularga o'quv material tanlash davomida pedagog aniq maqsadlarni belgilashi lozim: o'qitishning maqsadi aniq va qisqa muddatga moslashtirilgan bo'lishi kerak. Masalan, ingliz tili darsi davomida olgan bilimlarini yordamida talabalar tibbiy adabiyotni o'qish, tibbiy hisobotlar yozish, bemorlar bilan muloqot qilish, xalqaro konferentsiyalarda ishtirok etish va boshqa tibbiy mutaxassislar bilan ingliz tilida muloqot qilish qobiliyatlarini rivojlantirishlari kerak.

➤ Parameditsina yo'nalishida tahsil olayotgan talabalarni ingliz tili darajasi va ehtiyojlarini to'g'ri baholash ham zarurdir. Talabalarning ingliz tili darajasini aniqlash uchun diagnostik testlar, suhbatlar va anketalardan foydalanish mumkin.

➤ Aynan parameditsina sohasida tahsil olayotgan talabalarga ingliz tilini o'rgatish maqsadida ishlab chiqilgan o'quv rejasiga alohida ahamiyat berish kerak. Bu orqali parameditsina sohasida tahsil olayotgan talabalarning ehtiyojlariga va ularning til darajasiga moslashtiriladi. Parameditsina yo'nalishidagi o'quv reja tibbiy terminologiya, grammatika, so'z boyligi, o'qish, yozish, tinglash va gapirish ko'nikmalarini qamrab olishi kerak.

Fanlararo bog'liqlik (CLIL, Content and Language Integrated Learning) metodini ingliz tilini o'rgatish jarayonida qo'llash, talabalarga tilni o'rganish bilan birga, akademik yoki mavzuga oid bilimlarni ham o'zlashtirish imkonini beradi. Yuqoridagilardan kelib chiqib aytish mumkinki CLIL metodi yordamida parameditsina yo'nalishi talabalariga sohaviy ingliz tilini o'rgatish har tomonlama pedagog kadr uchun ham bo'lg'usi paramedik uchun ham ahamiyatlidir.

Xulosa: Tibbiy maqsadlarda ingliz tilini o'rgatishda fanlararo bog'liqlik va CLIL metodlarining ahamiyati juda katta. Ular tibbiyot talabalari uchun ingliz tilini o'rganishni

faqatgina til o'rganish jarayoni emas, balki amaliy, ijodiy va ilmiy yondashuvlarni o'z ichiga olgan kompleks jarayonga aylantiradi. Bu metodlar talabalarni faqat tibbiy atamalarni o'rganish bilan cheklanmay, balki ularni real hayotdagi vaziyatlarda qo'llashga tayyorlaydi, bu esa ularni xalqaro tibbiyot hamjamiyatiga muvaffaqiyatli kirishiga yordam beradi.

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MASOFAVIY TA'LIM OLAYOTGAN TALABALARNING PSIXOLOGIK BARQARORLIGI



<https://doi.org/10.5281/zenodo.14881355>

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Annotatsiya. Ushbu maqolada masofaviy ta'lim bilan bog'liq bo'lgan asosiy xususiyatlar muhokama qilinadi. Onlayn til o'rganish osonlik, moslashuvchanlik va keng ko'lamli materiallarni ta'minlaydi, bu esa odamlarning o'ziga bo'lgan ishonchini, madaniy tushunchasini va muvaffaqiyat hissini oshirishi mumkin. Ushbu tadqiqot onlayn til o'rganish tizimlarining psixologik omillarga ta'sirini o'rganadi.

Аннотация. В этой статье рассматриваются основные характеристики, связанные с дистанционным обучением. Онлайн-обучение языку обеспечивает простоту, гибкость и обширный набор материалов, которые могут повысить уверенность людей в себе, культурное понимание и чувство выполненного долга. В этом исследовании изучается влияние систем онлайн-обучения языку на психологические факторы.

Annotation. This article provides a discussion on the primary characteristics that are associated with distant learning. Online language learning provides ease, flexibility, and an extensive array of materials, which may enhance people's self-confidence, cultural comprehension, and feeling of accomplishment. This research investigates the impact of online language learning systems on psychological factors.

Tayanch so'zlar: *psixologik farovonlik, motivatsiya, o'z-o'zini rivojlantirish, masofaviy ta'lim*

Ключевые слова: *психологическое благополучие, мотивация, саморазвитие, дистанционное обучение*

Keywords: *psychological well-being, motivation, self development, distance learning*

Texnologiyaning paydo bo'lishi va onlayn platformalarning mavjudligi tilni o'zlashtirishga jiddiy ta'sir ko'rsatdi, bu an'anaviy sinf muhitidan onlayn til o'rganish platformalariga sezilarli o'tishga olib keldi. Ushbu mavzu juda muhim, chunki u onlayn til o'rganishning odamlarning psixologik farovonligiga mumkin bo'lgan foydali ta'sirini o'rganadi. Tilni o'zlashtirish uzoq vaqtdan beri bir qancha kognitiv afzalliklar, jumladan xotirani kuchaytirish, diqqatni jamlash va muammolarni hal qilish qobiliyatini oshirish bilan bog'liq. Shunga qaramay, tilni o'zlashtirishning psixologik farovonlikka ta'siri so'nggi paytlarda diqqatni tortdi. Tilni onlayn o'rganish soddaligi, moslashuvchanligi va mavjud o'rganish vositalarining keng doirasi tufayli sezilarli mashhurlikka erishdi. Bleyk texnologiyaning chet tilini o'zlashtirishga ta'sirini ko'rib chiqdi va tadqiqot, garchi psixologik farovonlikni aniq tekshirmasa ham, raqamli sinf qurilmalari psixologik natijalarga ta'sir qilishi mumkin bo'lgan til o'rganish tajribasini o'zgartirish imkoniyatini ta'kidlaydi [7].

Hozirgi vaqtda "psixologik farovonlik" deb nomlanuvchi hodisalar turli xil ilmiy fanlar, shu jumladan psixologiya tomonidan faol tadqiq qilinmoqda. Ya.I.Pavlotskaya tomonidan ta'kidlanganidek, bu konstruksiyaga bir nechta komponentlar kiritilgan [1]. Bu komponentlar quyidagilarni o'z ichiga oladi: sog'lom shaxslararo munosabatlarni o'rnatish qobiliyati; o'z

ichida psixologik qulaylik holati; o'z hayoti va boshqalar hayotining qadr-qimmatini anglash; ijtimoiy manfaatning mavjudligi; o'z imkoniyatlarini amalga oshirish istagi va qobiliyati; hamdardlik; va jamiyatga muvaffaqiyatli moslashish qobiliyati.

Hayotdan zavqlanishning subyektiv tajribasi va umumiy qoniqish - bu amerikalik psixolog N. Bredbern psixologik farovonlik tushunchasi sifatida tavsiflangan narsadir. Bredbern psixologik farovonlik mavzusini o'rgangan birinchi tadqiqotchilardan biri edi. Har doim bir-biri bilan o'zaro ta'sirda bo'lgan ijobiy va salbiy ta'sir o'sha olimning bilimiga ko'ra, psixologik farovonlikni tashkil etuvchi ikki komponent deb hisoblanadi [3].

Bundan tashqari, onlayn xorijiy tillarni o'rganish orqali erishilishi mumkin bo'lgan madaniy xabardorlik va empatiya uchun salohiyat mavjud. Internet platformalaridan foydalanish orqali turli tillar va madaniyatlar bilan muloqot qilish orqali o'z nuqtai nazarini kengaytirish mumkin. Bu boshqa odamlarga nisbatan madaniy tushuncha va hamdardlik tuyg'usini rivojlantirishga yordam berishi mumkin. Vang onlayn platformalar odamlarning dunyoqarashini kengaytirishda, shuningdek, madaniy xabardorlik va boshqa odamlarga nisbatan hamdardlik hissini tarbiyalashda muhimligini ta'kidladi [10]. Xuddi shu tarzda, Gao va Chjan ushbu kontseptsyani qo'llab-quvvatlab, onlayn til o'rganish rivojlangan madaniy bilim va empatiya uchun imkoniyat yaratishini ta'kidladilar [10]. Turli nuqtai nazarlarga ta'sir qilish boshqa odamlarni qabul qilish, bag'rikenglik va hurmatni oshirishga olib keladi, bu esa o'z navbatida psixologik farovonlikning yaxshilanishiga yordam beradi. Bundan tashqari, odamlar Internetdan foydalanish orqali til o'rganish jarayoni orqali muvaffaqiyat va qoniqish hissiga ega bo'lishlari mumkin. O'quv maqsadlarini belgilash, ularning taraqqiyotini kuzatish va ularning til qobiliyatlari rivojlanishini ko'rish jarayoni maqsadli aholining umumiy psixologik farovonligini oshiradigan muvaffaqiyat tuyg'usini rivojlantirishga olib keladi. Ushbu muvaffaqiyat tuyg'usi odamlarni yangi tillarni o'rganish va o'rganishni davom ettirish uchun motivatsiya manbai bo'lib xizmat qilishi mumkin, bu esa uzoq davom etadigan aqliy va hissiy farovonlikka foydali ta'sir ko'rsatishi mumkin. Boshqa tomondan, onlayn til o'rganish insonning psixologik farovonligi bilan bog'liq bo'lishi mumkin bo'lgan qiyinchiliklar va cheklovlarni tan olish kerak. Onlayn ta'lim sharoitlarida yuzaga keladigan to'g'ridan-to'g'ri insoniy aloqaning yo'qligi natijasida, ba'zi odamlar yolg'izlik yoki motivatsiya etishmasligidan aziyat chekishi mumkin.

Bundan tashqari, samarali o'rganishni kafolatlash va haddan tashqari ko'ngilsizlik yoki umidsizlik hissini boshdan kechirmaslik uchun o'z-o'zini tarbiyalash va vaqt mas'uliyatini samarali boshqarish talab qilinishi mumkin.

Internet-platformalarning foydalanuvchilar boshdan kechirgan stress darajasiga ta'siri o'rganilayotgan muhim jihatlardan biridir. Foydalanuvchilarga ong va dam olish mashqlari kabi stressni kamaytiradigan faoliyat bilan ta'minlaydigan platformalar foydalanuvchilarning ruhiy farovonligiga katta hissa qo'shish imkoniyatiga ega. Oliy ta'lim talabalari, ayniqsa, COVID-19 epidemiyasi natijasida yuqori darajadagi stress va tashvishlarni boshdan kechirishga moyil. Vang va Chjao [10] xitoylik universitet talabalari pandemiya tufayli tashvish darajasini oshirganligini kuzatishgan, Favaz va Samaha [8] esa elektron o'quv platformalari universitet talabalari o'rtasida depressiya va tashvish buzilishi bilan bog'liqligini ta'kidlagan. Stressni boshqarish dasturlari mutaxassislar va talabalar o'rtasida charchashning oldini olish va davolashda muhim vosita sifatida ta'kidlangan [9]. Bu muammoli deb topilgan natijalarga munosabatdir.

Iste'molchilarning onlayn platformalarda ega bo'lgan butun tajribasini o'rnatish haqida gap ketganda, motivatsiya va jalb qilish eng muhim o'zgaruvchilardan ikkitasidir. Ushbu jihat platformalar maqsadlarni ishlab chiqish, taraqqiyot monitoringi va foydalanuvchilar o'rtasida motivatsiya va faollik darajasini oshirish uchun rag'batlantirishni qo'llab-quvvatlash usullarini o'rganadi. 2018 yilgi tadqiqotchilar Pitera, Kalvo va Rayan farovonlik, motivatsiya va faollikni

oshirish maqsadida raqamli tajribalarni yaratishni ko'rib chiqib, uning zarurligini o'z tadqiqotlarida ta'kidlab o'tishgan [6]. Ular raqamli interfeyslarning foydalanuvchi tajribasini yaxshilashdagi roliga urg'u beradi va foydalanuvchilarga maqsadlarni belgilash, ularning taraqqiyotini o'lchash va rag'batlantirishga imkon beruvchi vositalarni birlashtirish foydalanuvchining motivatsiyasi va faolligiga foydali ta'sir ko'rsatishi mumkinligiga ishonishadi. 2014 yilgi tadqiqotida Riv va Li jalb qilish va motivatsiya o'rtasidagi bog'liqlik haqida ko'proq ma'lumot beradi. O'z tadqiqotlarida ular motivatsiyadagi o'zgarishlar ishtirok etishdagi o'zgarishlarni bashorat qilishini aniqladilar. Bundan tashqari, ular o'quvchilarning darsdagi ishtirokidagi o'zgarishlar va o'rganish davomida sinfda o'rganish istagidagi mos o'zgarishlar o'rtasidagi o'zaro bog'liqlikni tekshirdilar. Bundan kelib chiqqan holda, jalb qilish va motivatsiya o'zaro bog'liq va bir-biriga ta'sir qiladi, degan xulosaga kelish mumkin [7].

Shaxsiy rivojlanishga alohida e'tibor qaratadigan onlayn platformalarning mashhurligi sezilarli darajada oshdi. Bu element platformalar foydalanuvchilarga o'quv material, ko'nikmalarni oshiruvchi faoliyat va o'z taraqqiyotini kuzatish kabi xususiyatlarni taqdim etish orqali o'zlarini rivojlantirishga yordam berish usullarini o'rganadi. Ushbu vositalarning samaradorligini tekshirish orqali ushbu tadqiqotning maqsadi onlayn platformalardan shaxsiy rivojlanish uchun foydali manba sifatida foydalanish usullarini yoritishdir. 2014 yildagi o'z maqolalarida Nawrot va Doucet talabalarni ommaviy ochiq onlayn kurslarga jalb qilish uchun onlayn o'quv platformalarida vaqtni boshqarish bo'yicha yordam berishning ahamiyatini o'rganadilar [5]. Talabalarning faolligini oshirish va ta'lim natijalarini yaxshilash kontekstida ular vaqtni samarali boshqarishga yordam beruvchi elementlarni kiritish zarurligini ta'kidlaydi. Ushbu tadqiqot foydalanuvchilarni yaxshiroq jalb qilish va ularning o'zini o'zi takomillashtirishga qaratilgan sa'y-harakatlarini qo'llab-quvvatlash uchun vaqtni boshqarish vositalarini qo'shish uchun shaxsiy rivojlanishga e'tibor qaratadigan onlayn platformalar zarurligini ta'kidlaydi. Bundan tashqari, Irvine va boshqalar tadqiqotchi olimlar mobil veb-ilova odamlarga bel og'rig'ini o'z-o'zini boshqarishda yordam berishda foydali yoki yo'qligini aniqlash uchun tasodifiy nazorat ostida tajriba o'tkazdi. Tadqiqot shuni ko'rsatdiki, mobil ilovalar sog'liq muammolarini o'z-o'zini boshqarishga yordam beradi. Shuningdek, shaxsiy rivojlanish uchun onlayn platformalar foydalanuvchilarning farovonligini oshirishga qaratilgan muolajalarni taklif qilish uchun mobil texnologiyalardan foydalanishi mumkinligini taklif qildi.

C.Ryff tomonidan taklif qilingan nazariyaga ko'ra, psixologik farovonlik - bu shaxsning imkoniyatlarini maksimal darajada ochishga imkon beradigan, o'z faoliyatini idrok etish va baholashni aks ettiruvchi printsipliy subyektiv tushuncha. C.Ryffning fikricha, shaxsning psixologik farovonligi oltita asosiy komponentdan iborat: o'z-o'zini qabul qilish, bu o'z shaxsiyatini anglash va qabul qilishni anglatadi; avtonomiya, ya'ni o'z xatti-harakatlarini mustaqil baholash va ijtimoiy bosim sharoitida barqaror pozitsiyani saqlab qolish qobiliyati; boshqa odamlar bilan ijobiy munosabatlar; atrof-muhitni boshqarish, bu mavjud qiyinchiliklarga qaramay, o'z maqsadlariga erishish qobiliyatini anglatadi; shaxsiy o'sish; va hayotda maqsadning mavjudligi [4].

Stolin tomonidan o'ziga bo'lgan munosabat tuzilishini tavsiflovchi model taqdim etilgan. Shaxs o'zining "men"ini, shuningdek, uning sifatleri va xususiyatlarini shaxsning o'zini o'zi anglash istagini ifodalovchi sabablar bilan bog'liq holda baholaydi. Ushbu ierarxik tuzilma doirasida o'ziga bo'lgan munosabatning uchta aniq darajasi mavjud: global o'ziga bo'lgan munosabat, o'z-o'zini hurmat qilish, o'z manfaati, o'ziga hamdardlik va o'ziga nisbatan kutilgan munosabat bilan ajralib turadigan o'ziga bo'lgan munosabat. , va o'z "men" ga nisbatan muayyan faoliyatga tayyorgarlik darajasi [2].

Onlayn platformalar farovonlik, motivatsiya va faollikni oshirishda muhim ro'l o'ynashi mumkin. Maqsadlarni belgilash, taraqqiyotni o'lchash va rag'batlantirish vositalarini taqdim etish orqali platformalar foydalanuvchilarga o'z ko'nikmalarini rivojlantirishga va umumiy farovonligini yaxshilashga yordam beradi. Motivatsiya va faollik onlayn platformalarda hal qiluvchi omillardir, chunki ular foydalanuvchilarga maqsadlarni ishlab chiqishda, taraqqiyotni kuzatishda va rag'batlarni olishda yordam beradi. Tadqiqotlar shuni ko'rsatdiki, raqamli interfeyslar foydalanuvchi tajribasini yaxshilashi va motivatsiyadagi o'zgarishlar ishtirok etishdagi o'zgarishlarni bashorat qilishi mumkin. Shaxsiy rivojlanish platformalari ommabop bo'lib, o'quv materiallari, ko'nikmalarni rivojlantirish faoliyati va taraqqiyot monitoringini taklif qiladi. Ushbu platformalar o'z-o'zini takomillashtirish uchun foydali manbalar bo'lishi mumkin, chunki ular foydalanuvchilarga vaqtni boshqarishda va o'quv natijalarini yaxshilashda yordam berishi mumkin.

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ENERGETIKA SOHASI TERMINLARI TARJIMASIDA PARALLEL MATNLARNING QO'LLANILISHI



<https://doi.org/10.5281/zenodo.14881367>

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Annotatsiya. Energetika sohasidagi terminologiyani tarjima qilish global hamkorlikni rivojlantirish, bilim almashinuvini ta'minlash va xalqaro standartlarni ishlab chiqishda muhim ahamiyatga ega. Manba va maqsad tillaridagi hujjatlarni gap yoki ibora darajasida moslashtirilgan holda o'z ichiga oluvchi parallel matnlar terminologiya tarjimasida muhim manba sifatida xizmat qiladi. Ushbu maqolada parallel matnlarning energiya terminologiyasidagi tarjimada qo'llanilishi, ularning afzalliklari va amaliy foydalanish usullari haqida so'z boradi.

Аннотация. Перевод терминологии в энергетическом секторе играет решающую роль в развитии глобального сотрудничества, облегчении обмена знаниями и разработке международных стандартов. Параллельные тексты, включающие документы на исходном и целевом языках, выровненные на уровне предложения или фразы, служат важным ресурсом для перевода терминологии. В данной статье рассматривается применение параллельных текстов при переводе энергетической терминологии, выделяются их преимущества и методы практического использования.

Annotation. The translation of terminology in the energy sector plays a crucial role in fostering global cooperation, facilitating knowledge exchange, and developing international standards. Parallel texts, which incorporate documents in source and target languages aligned at the sentence or phrase level, serve as an essential resource for terminology translation. This article discusses the application of parallel texts in translating energy terminology, highlighting their advantages and practical usage methods.

Tayanch so'zlar: *parallel matnlar, energetika terminologiyasi, tarjima, standartlashtirish, kontekstual aniqlik, tarjima vositalari.*

Ключевые слова: *параллельные тексты, энергетическая терминология, перевод, стандартизация, контекстуальная точность, средства перевода.*

Keywords: *parallel texts, energy terminology, translation, standardization, contextual accuracy, translation tools.*

1. Ilmiy-texnik terminlar tasnifi va xususiyatlari

Ilmiy va texnologik matnlar umumiy matnlardan ilmiy va texnik terminlarning ishlatilishi bilan ajralib turadi. Ushbu terminlar ilmiy tushunchalar va texnologik mazmunni o'zida aks ettirib, ilmiy ma'lumotlarning asosiy tashuvchisi bo'lib xizmat qiladi. Terminlarni aniq tarjima qilish matnning asl mazmunini tushunish va qayta aks ettirishning muhim sharti hisoblanadi. Shu bilan birga, bu tarjimonning soha bo'yicha bilim va ko'nikmasini namoyon etuvchi asosiy mezon hisoblanadi.

Buyuk Britaniyaning Surrey universiteti tarjimashunos professori Piter Nyumarkning fikriga ko'ra, terminlar matnning 5-10 foizini tashkil etsa-da, bu ilmiy va texnik tarjimani boshqa turdagi tarjimalardan ajratib turadigan asosiy omil hisoblanadi [2]. Bu esa ilmiy va texnik

tarjimada terminlarni to'g'ri tarjima qilish va terminologiyaning ahamiyati katta ekanligini ko'rsatib beradi.

Har bir soha terminologiyasi ushbu sohadagi tushunchalarga mos keluvchi terminlar tizimidan iborat bo'lishi kerak. Terminlar ma'lum tizimni hosil qilishi uchun esa quyidagi talablarga javob berishi shart: 1) har bir termin qo'llaniladigan sohasi doirasida bir ma'noli bo'lib, bir tushunchani ifodalash uchun xizmat qilishi lozim; 2) termin tushuncha mohiyatini aks ettirishi, hech bo'lmaganda unga zid kelmasligi lozim. Bundan tashqari, terminlar qisqa bo'lishi kerak, chunki murakkab strukturaga ega terminlar qo'llashda noqulayliklarni keltirib chiqaradi [8].

Terminlarda eng ko'p kuzatiladigan kamchiliklar sifatida ko'p ma'nolilik va dubletlilik ko'rsatiladi. Terminlarda dubletlarning bo'lishi soha leksikasini o'zlashtirishda qiyinchilik tug'dirishi bilan birga mutaxassislarning bir-birini tushunishida ham muammolarni keltirib chiqaradi. Sinonimiya va ko'pma'nolilik tilning boyligi va undagi ifoda imkoniyatlarini kengaytirs, ko'p ma'nolilik va dubletlilik terminologiyaning tom ma'nodagi nuqsonlari sanaladi [8].

Ilmiy va texnik terminlar odatda uch toifaga bo'linadi:

1. Maxsus texnik terminlar. Bular muayyan sohaga xos bo'lgan terminlardir va ular ko'pincha bir ma'nolilik (monosemiya) xususiyatiga ega. Bir ma'nolilikda termin barqaror mazmun va ma'no doirasiga ega bo'lib, aniq tushuncha va obyektini ifodalaydi. Ushbu terminlar boshqa sohalarida kamdan kam uchraydi va ko'pincha oldingi mutaxassislar tomonidan ma'lum shaklda tarjima qilingan bo'lib, soha mutaxassislari tomonidan keng qabul qilinadi [3]. Masalan: yadro energetikasi sohasida "nuclear fission" termini "核裂变" (yadro parchalanishi) deb tarjima qilingan. Ushbu termin yadro energetikasi bo'yicha mutaxassislari tomonidan keng tan olingan va asosan shu sohaga oid adabiyotlarda uchraydi. Shu sababli bunday terminlarni tarjima qilishda maxsus lug'atlar va adabiyotlarga murojaat qilish lozim.

2. Yangi tushuncha terminlari. Bu terminlar ilmiy rivojlanish va yangi tushunchalarni ifodalash uchun ishlatiladi. Ular ikki turga bo'linadi: a) yangi terminlar: Oldin tarjima qilinmagan bo'lib, tarjimonning sohani tushunishiga va so'zning lug'aviy ma'nosiga asoslangan holda mos tarjima yaratishni talab qiladi; b) standartlashmagan terminlar: Ushbu terminlar oldin boshqa tarjimonlar tomonidan tarjima qilingan bo'lsa-da, hali sohada yagona qabul qilingan tarjima mavjud emas. Tarjimon ko'p sonli maqolalarni o'rganib, nufuzli jurnallar va maqolalar tarjimasiga asoslanib to'g'ri tarjimini tanlashi kerak. Masalan: "Interstate pipelines" atamasi Xitoyning neft transporti tizimida uchramaydi. "Interstate" so'zi AQShdagi shtatlararo transport tizimiga xos bo'lgani uchun, u "州际输气管道" (shtatlararo gaz quvurlari) deb tarjima qilinishi mumkin.

3. Kengaytirilgan ma'no terminlari. Bu terminlar umumiy va maxsus ma'nolarga ega bo'ladi. Masalan: "deposit": oddiy kontekstdagi ma'nosi "存款" (omonat) yoki "存放" (saqlash) bo'lsa, geologiya va kon energetikasi sohasida u "矿床" (kon) degan ma'noni anglatadi.

Ilmiy va texnik terminlarning tasnifi va xususiyatlarini tushunish ularni aniq va kontekstga mos ravishda tarjima qilish imkonini beradi. Tarjimonlar maxsus resurslarga murojaat qilib, mos tarjimalarni ishlab chiqishi va sohada terminlarning izchil standartlashuviga hissa qo'shishi kerak.

Bu turdagi terminlarni tarjima qilish ancha murakkab jarayon hisoblanadi. Buning sababi, avvalo, tarjimon ushbu terminlarga nisbatan sezgir bo'lishi va ularni to'g'ri aniqlay olishi kerak. Bundan tashqari, tarjima jarayonida ushbu terminlarning soha doirasidagi maxsus ma'nosini

hisobga olish bilan birga, ularning umumiy lug'aviy ma'nosi ham inobatga olinib, mos tarjima tanlanishi lozim.

Ilmiy-texnik terminlarni tarjima qilishda terminning ma'nosi to'g'ri tushunilgandagina, uning to'g'ri va aniq tarjimasini berish mumkin. Ilmiy-texnik terminlar turli fan sohalarini qamrab olgan bo'lib, tarjimonning barcha sohalar bo'yicha terminlarni mukammal bilishi haqiqatdan yiroq. Shu bois energetika sohasi matnlarini tarjima qilishda terminlarni tanlash va aniqlash ko'p vaqt va kuch talab etadi. Biroq soha bo'yicha maxsus bilim va kontekstni yetarlicha bilmaslik natijasida noto'g'ri tarjima yoki xatolar yuzaga kelishi mumkin.

Energetika sohasiga oid matnlarni tarjima qilishda parallel matnlarni jalb etish orqali terminologiya tarjimasi bo'yicha yuzaga keladigan qiyinchiliklarni samarali va aniq hal qilish mumkin. Bu usul nafaqat terminlar tarjimasining to'g'ri va o'rinli bo'lishini ta'minlaydi, balki tarjima matni sodda va tushunarli bo'ladi hamda asl matnning ma'nosi saqlanib qoladi.

2. Parallel matnlarning xususiyatlari

"Parallel matn" termini dastlab qiyosiy tilshunoslikda qo'llanilgan bo'lib, XX asrning 50-yillarida Kanada tarjimashunos olimi Jan Pol Vinay (Jean-Paul Vinay) tomonidan kiritilgan [4]. Li Changshuan o'zining "Nofilologik tarjima" asarida "parallel matn"ni quyidagicha ta'riflaydi: "Yondosh joylashtirilgan va jumlama-jumla taqqoslash mumkin bo'lgan asl matn va uning tarjimasi" [5].

"Parallel matn" termini keng ma'noda va tor ma'noda tushunilishi mumkin. Tor ma'nodagi parallel matnlar asl matn mazmuniga tegishli tarjima tili manbalarini, jumladan, maxsus mavzuli maqolalar, ensiklopediyadagi tushuntirish bandlari, lug'atlardagi batafsil izohlar va tegishli misollarni o'z ichiga oladi. Ushbu maqolada ingliz tilidan xitoy tiliga tarjima ko'rib chiqilayotgani sababli tarjima tili materiali sifatida xitoy tili manbalari ishlatiladi. Keng ma'nodagi parallel matnlar esa asl matn mazmuniga o'xshash yoki yaqin bo'lgan tarjima tili materiallarini qamrab oladi, masalan, ingliz tilidagi matnlar [5].

Bundan tashqari, Hartmann parallel matnlarni uch turga ajratadi [7]:

1. A turi – shakl jihatidan deyarli bir xil bo'lgan asl matn va tarjima.
2. B turi – shaklan to'liq mos kelmasa-da, funksional jihatdan teng bo'lgan asl matn va tarjima.
3. C turi – bir xil kommunikativ vaziyatda mustaqil ravishda yaratilgan ikki xil tildagi matnlar.

So'nggi yillarda an'anaviy energiya manbalari tobora kamayib borayotgani bilan birga, ekologik ifloslanish va iqlim muammolari paydo bo'lmoqda. Dunyo miqyosida energetika sanoati rivojlanish yo'nalishlari o'zgarib bormoqda, qayta tiklanadigan energiya sanoati tez rivojlanmoqda va yangi sanoat tuzilmasi shakllanmoqda. Bu jarayonda energetika sohasiga oid matnlar ham o'zgarishlarga uchrayapti, yangi tushunchalar va nazariyalar paydo bo'lmoqda. Natijada shaklan deyarli bir xil bo'lgan asl matn va tarjimani topish qiyinlashmoqda. Shuning uchun ushbu maqolada asosan Hartmann tomonidan ta'riflangan B tur va C turdagi matnlar tahlil qilinadi.

Parallel matnlarning ikki asosiy xususiyati:

1. Parallel matnlarning mavzu yoki mazmuni asl matn bilan bir xil bo'ladi. Masalan, ko'mir mavzusiga oid maqolani tarjima qilishda ko'mir sohasiga tegishli aniq terminlarni aniqlash uchun avvalo shu sohadagi xitoy va ingliz tilidagi maqolalar ko'rib chiqiladi. Ular orqali mazmuni o'xshash yoki yaqin bo'lgan so'zlar aniqlanib, keyinchalik sinchiklab tekshiriladi va tanlanadi.

2. Parallel matnlarni topishning turli xil usullari mavjud. Energetika sohasidagi ingliz tilidagi matnlar turli xil energiya manbalari va ularning qirralarini qamrab oladi. Bu esa

turli xil terminologiyani o'z ichiga oladi. Agar parallel matnlar faqat bitta usulda topishga harakat qilinsa, bu tushunish va tarjima qilishda kamchiliklarga olib kelishi mumkin. Shu bois muayyan terminlarni aniqlash uchun nafaqat maxsus lug'atlar va ilmiy maqolalar ko'rib chiqiladi, balki ushbu soha bilan bog'liq maxsus yoki ilmiy veb-saytlardan maqolalar, ilmiy hisobotlar va yangiliklar izlanadi. Bu orqali terminlarni to'g'ri tushunish va tarjima qilishga erishiladi.

Tarjima va tahrir jarayonida, shuningdek, energetika sohasi bo'yicha mutaxassislarga murojaat qilish va maslahatlashish orqali terminlarning tarjimasini yanada aniqroq belgilash mumkin.

3. Terminlar tarjimasi jarayonida parallel matnlardan foydalanish

Laysning matn turlari va tarjima usullari tasnifiga ko'ra, energetika sohasidagi ingliz tilidagi ilmiy-texnik matnlar "axborot turidagi matnlar" toifasiga kiradi. Ularning tarjima qilish standarti asl matn mazmunini aniq va sodda tarzda yetkazish bo'lib, bu o'quvchiga energetika sohasi bo'yicha tegishli bilimlarni tushunarli qilib yetkazishga yordam beradi. Shu sababli tarjimon lug'atlar, ilmiy-texnik jurnallar va kitoblarga murojaat qilib, professional veb-sayt platformalaridan foydalanib parallel matnlarni topishi va terminlarni aniq, lo'nda, sodda, tushunarli tarzda tarjima qilishi lozim.

1. Kasbiy-texnik terminlarni tarjima qilish

Kasbiy-texnik terminlar odatda ancha yillar avval yuzaga kelgan bo'lib, ko'p hollarda ularga tegishli aniq tarjima shakllari mavjud bo'ladi. Tarjimonning vazifasi asl matnda keltirilgan sohaning o'ziga xos xususiyatlarini hisobga olib, tegishli parallel matnlarni topish va ushbu terminning mos tarjima variantini aniqlashdir. Bu jarayon o'quvchiga o'zining bilimlar bazasidagi mavjud terminlar bilan tarjimani osonroq bog'lashga imkon beradi. Misol:

Asl matn: *There are two main methods of underground mining: room-and-pillar and longwall mining.*

Tahlil: Ushbu jumladagi ikki termin ko'mir qazib olish usullari bilan bog'liq. Ko'mir qazib olish — uzoq tarixga ega bo'lgan faoliyat bo'lgani uchun dastlab ensiklopediya yoki ilmiy-ommabop kitoblardan foydalanib parallel matnlarni izlash mumkin. Ensiklopedik kitoblarda ushbu ikki usul uchun keltirilgan terminlar "ustunli qazib olish usuli" va "devorli qazib olish usuli" sifatida tarjima qilingan. Biroq bu terminlar ingliz tilidagi "room-and-pillar mining" va "longwall mining" terminlariga to'liq mos kelmaydi.

Qo'shimcha izlanish: Matnning ilmiy xususiyatini hisobga olish muhim. Ensiklopediya kitoblari odatda keng ommaga mo'ljallanganligi sababli undagi terminlar ba'zan noaniq bo'lishi mumkin. Aksincha, ilmiy maqolalar qat'iy tahlil va aniq terminologiya talab qiladi.

Masalan, "ustunli qazib olish usuli" birikmasi o'rnida ilmiy maqolalarda "xona-ustunli qazib olish usuli" (房柱式采煤法) termini ko'proq uchraydi (182 ta maqolada). Shunga ko'ra, "room-and-pillar mining" terminini "xona-ustunli qazib olish usuli" deb tarjima qilish maqsadga muvofiq. Xuddi shunday, "longwall mining" terminining tarjimasi "uzun devor usuli" (长壁式采煤法) ekanligi aniqlangan.

Kasbiy-texnik terminlarni tarjima qilishda parallel matnlarni izlashda ensiklopediya, ilmiy maqolalar va boshqa ishonchli manbalar tahlil qilinishi, ularning konteksti hisobga olinishi muhimdir. Bu usul terminlarni aniq, mazmunli va mos tarjima qilishni ta'minlaydi.

2. Yangi tushunchalar terminlarini tarjima qilish

Yangi tushunchalar terminlari nisbatan yaqinda yuzaga kelgan bo'lib, ular ko'pincha energetika sohasidagi yangi yo'nalishlarni yoritadigan yangiliklarda va oldingi tadqiqotlar bo'yicha ilmiy maqolalarda uchraydi. Bu terminlarning aniq tarjimasini topish odatda qiyin. Shu

sababli parallel matnlardan foydalanish energetika yangiliklarida uchraydigan yangi tushunchalar terminlarini tarjima qilishda juda muhimdir. Misol:

Asl matn: *"The issue with solar traditionally is it is an intermittent power source—you can only produce electricity when the sun is shining," explains Kevin Smith, whose company Solar Reserve built the Crescent Dunes Plant.*

Tahlil: Ushbu matn quyosh energetikasiga oid yangilikdan olingan. "Crescent Dunes Plant" — bu biror elektr stansiyasining nomi bo'lishi mumkin. Qidiruv platformalarida ushbu nomni qidirib ko'rganimizda, ko'plab energetika sohasiga oid veb-saytlar va yangiliklar ushbu quyosh energiyasi stansiyasining muhim kashfiyotlarini muhokama qilganini ko'rishimiz mumkin.

Ko'p sonli yangilik matnlari tahlili natijasida quyidagi tarjima variantlari topildi: "Yangi oy qumloqi fokuslangan quyosh energiyasi stansiyasi"; "Yangi oy qumloqi quyosh energiyasi zavodi"; "Yangi oy qumloqi rejasi"; "Crescent Dunes zavodi". Aksariyat yangilik manbalari "Yangi oy qumloqi quyosh energiyasi zavodi" variantidan foydalangan. "Yangi oy qumloqi rejasi" va "Yangi oy qumloqi fokuslangan quyosh energiyasi stansiyasi" tarjimasi aniq bo'lib tuyulsa-da, ular ushbu zavodning asosiy xususiyati — eritilgan tuz energiya saqlash texnologiyasini to'liq aks ettirmaydi. "Crescent Dunes zavodi" esa inglizcha nomni aynan qoldirib, o'quvchini chalkashtirishi mumkin. Shuning uchun parallel matnlarga asoslanib, "Yangi oy qumloqi quyosh energiyasi zavodi" varianti tanlandi.

3. Yangi ma'no kengaytmasi terminlarini tarjima qilish.

Yangi ma'no kengaytmasi terminlari tarjimon uchun eng murakkab hisoblanadi. Bunday terminlar odatiy kontekstda umumiy ma'noga ega bo'lsa, ma'lum bir sohada yangi ma'no bilan boyitiladi. Tarjimon ko'pincha bunday terminlarga nisbatan sezgir bo'lmaydi va ularni odatiy ma'noda tushunib, tarjimada xatolarga yo'l qo'yishi mumkin. Misol:

Asl matn: *"Wells are drilled into oil reservoirs to extract the petroleum. Natural lift production methods that rely on the natural reservoir pressure to force the oil to the surface are usually sufficient for a while after reservoirs are first tapped."*

Tahlil: Ushbu matndagi "reservoir" termini odatda "suv ombori" yoki "suv saqlash havzasi" ma'nosini bildiradi. Biroq u neft haqida yozilgan maqolada ishlatilganligi sababli ushbu ma'no noaniq bo'lib, maqolaga mos emas.

Energetika sohasiga oid maxsus lug'atni ko'rib chiqib, "reservoir" terminining "**neft havzasi**" (油藏) sifatida tarjima qilingani aniqlandi. Bu tarjima quyidagi xususiyatlarni o'zida mujassam etadi:

- Terminning asl ma'nosi — "zaxira" yoki "saqlash" — saqlanadi.
- Neft sanoatiga xos foydalanish odatlari hisobga olinadi.

Shunday qilib, "reservoir" terminini "**neft havzasi**" deb tarjima qilish matnni yanada professional va to'g'ri qiladi.

Parallel matnlar yangi tushunchalar va yangi ma'no kengaytmasiga ega terminlarni tarjima qilishda terminning aniq va mos ma'nosini aniqlash uchun muhim manba hisoblanadi. Tarjima jarayonida kontekstni chuqur tahlil qilish va ishonchli parallel matnlarni o'rganish zarur.

Xulosa qilib aytganda, energetika sohasi terminlarini tarjima qilishda parallel matnlardan samarali foydalanish mumkin. Bu jarayonda maxsus lug'atlar, ilmiy maqolalar va ixtisoslashgan veb-saytlar yangiliklarining o'rni beqiyos. Tarjimon tegishli ilmiy maqolalarni o'qish orqali soha doirasida keng qo'llaniladigan terminologiya va ifoda uslublarini bilib oladi. Bu jarayonda tarjimon o'zining terminologik bilimlarini boyitib, ularni kelgusidagi tarjima ishlarida samarali qo'llay oladi. Ilmiy-ommabop maqolalarni o'qish orqali tarjimon tegishli sohaga oid zaruriy bilimlarni egallaydi. Bu esa matnni to'g'ri tushunish va mantiqan izchil tarjima yaratishda

yordam beradi. Internet yangiliklari tezkorligi va keng qamrovliligi bilan ajralib turadi. Ular sohaga oid yangi tushunchalar va oldinga qadam bo'lgan texnologiyalarni tushunishga va ularni tarjima qilishga zamin yaratadi. Shuningdek, ular yangi tushunchalarning to'g'ri va dolzarb tarjimalarini topishga yordam beradi. Biroq internetda mavjud tarjimalarning sifati har doim yuqori emas. Shu sababli tarjimon bunday manbalarni diqqat bilan tahlil qilib, eng to'g'ri va aniq tarjimani tanlashi kerak.

Bundan tashqari, parallel matnlar tarjimonning bilim doirasini kengaytirishga va turli sohalarga oid maxsus terminlarni aniqlash qobiliyatini oshirishga yordam beradi. Raqamlar va ma'nolar o'rtasidagi kichik farqlarni aniqlashda ehtiyotkorlik bilan yondashish va tegishli tarjima strategiyalarini tanlash orqali tarjimon asl matn mazmunini aniq va sodda shaklda o'quvchilarga yetkazadi. Parallel matnlardan foydalanishning mohiyati — tarjimada nafaqat to'g'rilikni, balki o'quvchiga mazmunning ravon va tushunarli bo'lishini ta'minlashdir.

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5-SHO'BA. MASOFAVIY TA'LIM MUAMMOLARI

XORIJIY TILLARNI O'QITISHDA MASOFAVIY TA'LIM MUAMMOLARI VA UNI RIVOJLANTIRISH YO'LLARI



<https://doi.org/10.5281/zenodo.14881387>

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Annotatsiya: Ushbu maqolada xorijiy tillarni, xususan arab tilini masofaviy o'qitishda duch kelinadigan asosiy muammolar va ularni bartaraf etish yo'llari tahlil qilinadi. Masofaviy ta'lim imkoniyatlarini oshirishga oid takliflar berilgan.

Аннотация. В статье анализируются основные проблемы, возникающие при дистанционном обучении иностранным языкам, в частности арабскому языку, и предлагаются пути их решения. Даны рекомендации по повышению потенциала дистанционного обучения.

Annotation: This article analyzes the main problems faced in distance learning of foreign languages, particularly Arabic, and suggests ways to address them. Recommendations are provided to enhance the potential of distance education.

Tayanch so'zlar: *masofaviy ta'lim, xorijiy tillar, arab tili, texnologiyalar, o'qitish metodikasi, motivatsiya.*

Ключевые слова: *дистанционное обучение, иностранные языки, арабский язык, технологии, методика обучения, мотивация*

Keywords: *distance learning, foreign languages, Arabic, technology, teaching methodology, motivation.*

Bugungi kunda ta'lim jarayonlarini raqamlashtirish va masofaviy ta'limni rivojlantirish global ahamiyatga ega mavzulardan biri bo'lib qoldi. Ayniqsa, xorijiy tillarni, xususan arab tilini o'qitishda masofaviy ta'lim keng imkoniyatlarni ochib beradi, lekin bu jarayonda muayyan muammolar ham mavjud. Ushbu maqolada xorijiy tillarni, ayniqsa arab tilini masofaviy o'qitishda duch kelinadigan asosiy muammolar va ularni bartaraf etish yo'llari muhokama qilinadi.

Masofaviy ta'limda uchraydigan muammolar

1. **Texnik ta'minot va internet muammolari:** Masofaviy ta'limning samaradorligi asosan texnologiyalarga bog'liq. Ko'p joylarda yuqori tezlikdagi internetning mavjud emasligi yoki texnik qurilmalar yetishmovchiligi talabalar va o'qituvchilar uchun jiddiy to'siq bo'ladi. Ayniqsa, arab tilini o'rganishda ovoz yozish va tinglash texnologiyalari muhim ahamiyatga ega. Masalan, ayrim mamlakatlarda talabalar Zoom yoki Microsoft Teams kabi platformalarga kirish imkoniyatidan mahrum bo'lishlari mumkin. Shu sababli, maxsus platformalar yaratilishi va ularning keng joriy etilishi zarur.

2. **Talabalar motivatsiyasining pasayishi:** Masofaviy ta'limda jonli muloqot cheklangan bo'lgani sababli, talabalar o'z ustida ishlashga kamroq rag'bat topishlari mumkin. Arab tilida bu muammo yanada dolzarbroq, chunki talafuz va yozuvdagi nozikliklar maxsus e'tibor talab qiladi. Bu borada o'qituvchilar interaktiv metodlarni ko'proq qo'llashlari va rag'batlantiruvchi

vositalarni ishlab chiqishlari muhimdir. Masalan, talabalar uchun qiziqarli viktorinalar, o'yinlar va jamoaviy topshiriqlar yaratish yaxshi natija beradi.

3. **O'qituvchilar uchun yangi ko'nikmalar zarurligi:** Masofaviy ta'lim jarayonida o'qituvchilar texnologiyalardan foydalanishni puxta egallashlari kerak. Arab tilida bu jarayon murakkabroq bo'lishi mumkin, chunki yozuv alifbosi va grammatikasi murakkabroq bo'lgan tilni virtual muhitda o'rgatish maxsus yondashuvni talab qiladi. Shuning uchun, o'qituvchilarni zamonaviy texnologiyalarni o'rganishga yo'naltiruvchi maxsus o'quv dasturlari ishlab chiqilishi lozim.

4. **Til amaliyoti imkoniyatlarining cheklanganligi:** Xorijiy, ayniqsa arab tilini o'rganishda jonli muloqot va til amaliyoti muhim ahamiyatga ega. Masofaviy ta'limda talabalar o'z bilimlarini real vaziyatlarda qo'llash imkoniyatiga kamroq ega bo'lishlari mumkin. Shu sababli, masofaviy ta'limda suhbat klublarini tashkil qilish, onlayn uchrashuvlar va virtual almashinuv dasturlarini amalga oshirish talab qilinadi.

5. **Baholash tizimidagi qiyinchiliklar:** Arab tilini masofaviy o'rganishda talabalar bilimini samarali baholash murakkab bo'lishi mumkin. Masalan, talafuzni baholash yoki yozma ishlarning adolatligini ta'minlash uchun maxsus dasturlar kerak bo'ladi. Shuningdek, video orqali intervyular o'tkazish va ovoz yozish mashqlarini baholash tizimini joriy etish foydali bo'ladi.

Arab tilini o'qitishdagi muammolar

1. **Murakkab grammatik tizim:** Arab tilining grammatikasi juda boy va murakkab. Masofaviy o'qitishda talabalar ushbu murakkabliklarni mustaqil ravishda o'zlashtirishda qiynalishi mumkin. Shu bois, maxsus grafik materiallar va tushuntiruvchi videolarni taqdim etish lozim.

2. **Fonetik va talafuz masalalari:** Arab tilida ko'plab fonetik tovushlar mavjud bo'lib, ular boshqa tillarda uchramaydi. Ushbu tovushlarni virtual muhitda o'rgatish uchun maxsus audio resurslar va texnologiyalar talab etiladi. Bundan tashqari, talabalarga o'z nutqlarini yozib, o'qituvchilar bilan tahlil qilish imkoniyatini yaratish muhimdir.

3. **Yozuv tizimi:** Arab yozuvi o'ngdan chapga qarab yoziladi va maxsus harf shakllariga ega. Ushbu yozuv tizimini o'rganish uchun talabalar qo'shimcha vizual va amaliy qo'llanmalarni talab qiladi. Masalan, interaktiv platformalarda yozuv mashqlarini joriy etish orqali bu masalani hal qilish mumkin.

4. **Madaniy muhitning yetishmasligi:** Arab tilini o'rganish jarayonida madaniy kontekst muhim rol o'ynaydi. Masofaviy ta'limda talabalar arab madaniyatiga yaqinlashish imkoniyatidan mahrum bo'lishlari mumkin. Shu sababli, arab madaniyatiga oid videofilmlar, interaktiv darslar va virtual sayohatlar tashkil etish maqsadga muvofiqdir.

Masofaviy ta'limni rivojlantirish yo'llari

1. **Texnologik infratuzilmani yaxshilash:** Arab tilini masofaviy o'qitish samaradorligini oshirish uchun barcha talaba va o'qituvchilarni yuqori tezlikdagi internet va zamonaviy texnik vositalar bilan ta'minlash zarur. Shu bilan birga, arab tili uchun maxsus moslashtirilgan o'quv platformalari ishlab chiqilishi lozim. Masalan, Duolingo yoki Memrise kabi platformalarning arab tili uchun maxsus modullarini rivojlantirish mumkin.

2. **Motivatsiyani oshirish usullarini joriy etish:** Masofaviy darslarda interaktiv o'yinlar, musobaqalar va qiziqarli topshiriqlar orqali talabalarni rag'batlantirish mumkin. Arab tili uchun esa til amaliyotiga qaratilgan simulyatsiyalar va suhbat mashg'ulotlarini ko'proq joriy qilish kerak. Bundan tashqari, muvaffaqiyatlar uchun maxsus sertifikatlar yoki rag'batlantiruvchi mukofotlarni taqdim etish foydali bo'ladi.

3. **O'qituvchilar malakasini oshirish:** O'qituvchilarni masofaviy ta'limning yangi metodikasi va texnologiyalaridan foydalanishga o'rgatish uchun maxsus treninglar tashkil etish muhimdir. Arab tili uchun bu treninglar talafuz va yozuvning nozikliklariga qaratilgan bo'lishi kerak. Bundan tashqari, o'qituvchilarni motivatsiya qiluvchi xalqaro konferensiyalar va seminarlar tashkil etish mumkin.

4. **Madaniy integratsiyani ta'minlash:** Arab tilini o'rgatuvchi dasturlarga madaniyatni o'rganishga oid modullarni qo'shish talabalar bilimini boyitadi va tilni chuqurroq o'zlashtirishga yordam beradi. Masalan, mashhur arab adabiyoti yoki musiqa madaniyatini kiritish orqali o'quv jarayonini qiziqarli qilish mumkin.

5. **Adolatli baholash tizimini yaratish:** Talabalar bilimini baholashda adolatni ta'minlash uchun proktoring tizimlari va interaktiv testlarni kengroq joriy qilish zarur. Shuningdek, individual suhbatlar orqali talabalar bilimini tekshirish samarali usullardan biri hisoblanadi.

Xulosa

Arab tilini o'qitishda masofaviy ta'lim ko'plab imkoniyatlarni ochadi, lekin uni samarali tashkil etish uchun mavjud muammolarni hal qilish lozim. Texnologik infratuzilmani rivojlantirish, o'qituvchilar va talabalar malakasini oshirish, shuningdek, arab madaniyati bilan integratsiyani kuchaytirish bu yo'nalishdagi asosiy vazifalardandir. Masofaviy ta'limda interaktivlik va motivatsiyani oshiruvchi texnologiyalarni joriy qilish bilan arab tilini nafaqat samarali o'rgatish, balki global madaniy aloqalarni mustahkamlashga hissa qo'shish ham mumkin. Shu bilan birga, baholash tizimini takomillashtirish va madaniy integratsiyani kuchaytirish orqali masofaviy ta'limning sifatini sezilarli darajada oshirish mumkin. Rivojlangan masofaviy ta'lim tizimi arab tilini o'rganishni yanada ommalashtirishga xizmat qiladi.

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MASOFAVIY TA'LIM OLAYOTGAN TALABALARNING PSIXOLOGIK BARQARORLIGI



<https://doi.org/10.5281/zenodo.14881403>

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Annotatsiya. Ushbu maqolada masofaviy ta'lim bilan bog'liq bo'lgan asosiy xususiyatlar muhokama qilinadi. Onlayn til o'rganish osonlik, moslashuvchanlik va keng ko'lamli materiallarni ta'minlaydi, bu esa odamlarning o'ziga bo'lgan ishonchini, madaniy tushunchasini va muvaffaqiyat hissini oshirishi mumkin. Ushbu tadqiqot onlayn til o'rganish tizimlarining psixologik omillarga ta'sirini o'rganadi.

Аннотация. В этой статье рассматриваются основные характеристики, связанные с дистанционным обучением. Онлайн-обучение языку обеспечивает простоту, гибкость и обширный набор материалов, которые могут повысить уверенность людей в себе, культурное понимание и чувство выполненного долга. В этом исследовании изучается влияние систем онлайн-обучения языку на психологические факторы.

Annotation. This article provides a discussion on the primary characteristics that are associated with distant learning. Online language learning provides ease, flexibility, and an extensive array of materials, which may enhance people's self-confidence, cultural comprehension, and feeling of accomplishment. This research investigates the impact of online language learning systems on psychological factors.

Tayanch so'zlar: *psixologik farovonlik, motivatsiya, o'z-o'zini rivojlantirish, masofaviy ta'lim.*

Ключевые слова: *психологическое благополучие, мотивация, саморазвитие, дистанционное обучение.*

Keywords: *psychological well-being, motivation, self development, distance learning.*

Texnologiyaning paydo bo'lishi va onlayn platformalarning mavjudligi tilni o'zlashtirishga jiddiy ta'sir ko'rsatdi, bu an'anaviy sinf muhitidan onlayn til o'rganish platformalariga sezilarli o'tishga olib keldi. Ushbu mavzu juda muhim, chunki u onlayn til o'rganishning odamlarning psixologik farovonligiga mumkin bo'lgan foydali ta'sirini o'rganadi. Tilni o'zlashtirish uzoq vaqtdan beri bir qancha kognitiv afzalliklar, jumladan xotirani kuchaytirish, diqqatni jamlash va muammolarni hal qilish qobiliyatini oshirish bilan bog'liq. Shunga qaramay, tilni o'zlashtirishning psixologik farovonlikka ta'siri so'nggi paytlarda diqqatni tortdi. Tilni onlayn o'rganish soddaligi, moslashuvchanligi va mavjud o'rganish vositalarining keng doirasi tufayli sezilarli mashhurlikka erishdi. Bleyk texnologiyaning chet tilini o'zlashtirishga ta'sirini ko'rib chiqdi va tadqiqot, garchi psixologik farovonlikni aniq tekshirmasa ham, raqamli sinf qurilmalari psixologik natijalarga ta'sir qilishi mumkin bo'lgan til o'rganish tajribasini o'zgartirish imkoniyatini ta'kidlaydi [7].

Hozirgi vaqtda "psixologik farovonlik" deb nomlanuvchi hodisalar turli xil ilmiy fanlar, shu jumladan psixologiya tomonidan faol tadqiq qilinmoqda. Ya.I.Pavlotskaya tomonidan ta'kidlanganidek, bu konstruksiyaga bir nechta komponentlar kiritilgan [1]. Bu komponentlar quyidagilarni o'z ichiga oladi: sog'lom shaxslararo munosabatlarni o'rnatish qobiliyati; o'z

ichida psixologik qulaylik holati; o'z hayoti va boshqalar hayotining qadr-qimmatini anglash; ijtimoiy manfaatning mavjudligi; o'z imkoniyatlarini amalga oshirish istagi va qobiliyati; hamdardlik; va jamiyatga muvaffaqiyatli moslashish qobiliyati.

Hayotdan zavqlanishning subyektiv tajribasi va umumiy qoniqish - bu amerikalik psixolog N. Bredbern psixologik farovonlik tushunchasi sifatida tavsiflangan narsadir. Bredbern psixologik farovonlik mavzusini o'rgangan birinchi tadqiqotchilardan biri edi. Har doim bir-biri bilan o'zaro ta'sirda bo'lgan ijobiy va salbiy ta'sir o'sha olimning bilimiga ko'ra, psixologik farovonlikni tashkil etuvchi ikki komponent deb hisoblanadi [3].

Bundan tashqari, onlayn xorijiy tillarni o'rganish orqali erishilishi mumkin bo'lgan madaniy xabardorlik va empatiya uchun salohiyat mavjud. Internet platformalaridan foydalanish orqali turli tillar va madaniyatlar bilan muloqot qilish orqali o'z nuqtai nazarini kengaytirish mumkin. Bu boshqa odamlarga nisbatan madaniy tushuncha va hamdardlik tuyg'usini rivojlantirishga yordam berishi mumkin. Vang onlayn platformalar odamlarning dunyoqarashini kengaytirishda, shuningdek, madaniy xabardorlik va boshqa odamlarga nisbatan hamdardlik hissini tarbiyalashda muhimligini ta'kidladi [10]. Xuddi shu tarzda, Gao va Chjan ushbu kontseptsyani qo'llab-quvvatlab, onlayn til o'rganish rivojlangan madaniy bilim va empatiya uchun imkoniyat yaratishini ta'kidladilar [10]. Turli nuqtai nazarlarga ta'sir qilish boshqa odamlarni qabul qilish, bag'rikenglik va hurmatni oshirishga olib keladi, bu esa o'z navbatida psixologik farovonlikning yaxshilanishiga yordam beradi. Bundan tashqari, odamlar Internetdan foydalanish orqali til o'rganish jarayoni orqali muvaffaqiyat va qoniqish hissiga ega bo'lishlari mumkin. O'quv maqsadlarini belgilash, ularning taraqqiyotini kuzatish va ularning til qobiliyatlari rivojlanishini ko'rish jarayoni maqsadli aholining umumiy psixologik farovonligini oshiradigan muvaffaqiyat tuyg'usini rivojlantirishga olib keladi. Ushbu muvaffaqiyat tuyg'usi odamlarni yangi tillarni o'rganish va o'rganishni davom ettirish uchun motivatsiya manbai bo'lib xizmat qilishi mumkin, bu esa uzoq davom etadigan aqliy va hissiy farovonlikka foydali ta'sir ko'rsatishi mumkin. Boshqa tomondan, onlayn til o'rganish insonning psixologik farovonligi bilan bog'liq bo'lishi mumkin bo'lgan qiyinchiliklar va cheklovlarni tan olish kerak. Onlayn ta'lim sharoitlarida yuzaga keladigan to'g'ridan-to'g'ri insoniy aloqaning yo'qligi natijasida, ba'zi odamlar yolg'izlik yoki motivatsiya etishmasligidan aziyat chekishi mumkin.

Bundan tashqari, samarali o'rganishni kafolatlash va haddan tashqari ko'ngilsizlik yoki umidsizlik hissini boshdan kechirmaslik uchun o'z-o'zini tarbiyalash va vaqt mas'uliyatini samarali boshqarish talab qilinishi mumkin.

Internet-platformalarning foydalanuvchilar boshdan kechirgan stress darajasiga ta'siri o'rganilayotgan muhim jihatlardan biridir. Foydalanuvchilarga ong va dam olish mashqlari kabi stressni kamaytiradigan faoliyat bilan ta'minlaydigan platformalar foydalanuvchilarning ruhiy farovonligiga katta hissa qo'shish imkoniyatiga ega. Oliy ta'lim talabalari, ayniqsa, COVID-19 epidemiyasi natijasida yuqori darajadagi stress va tashvishlarni boshdan kechirishga moyil. Vang va Chjao [10] xitoylik universitet talabalari pandemiya tufayli tashvish darajasini oshirganligini kuzatishgan, Favaz va Samaha [8] esa elektron o'quv platformalari universitet talabalari o'rtasida depressiya va tashvish buzilishi bilan bog'liqligini ta'kidlagan. Stressni boshqarish dasturlari mutaxassislar va talabalar o'rtasida charchashning oldini olish va davolashda muhim vosita sifatida ta'kidlangan [9]. Bu muammoli deb topilgan natijalarga munosabatdir.

Iste'molchilarning onlayn platformalarda ega bo'lgan butun tajribasini o'rnatish haqida gap ketganda, motivatsiya va jalb qilish eng muhim o'zgaruvchilardan ikkitasidir. Ushbu jihat platformalar maqsadlarni ishlab chiqish, taraqqiyot monitoringi va foydalanuvchilar o'rtasida motivatsiya va faollik darajasini oshirish uchun rag'batlantirishni qo'llab-quvvatlash usullarini o'rganadi. 2018 yilgi tadqiqotchilar Piters, Kalvo va Rayan farovonlik, motivatsiya va faollikni

oshirish maqsadida raqamli tajribalarni yaratishni ko'rib chiqib, uning zarurligini o'z tadqiqotlarida ta'kidlab o'tishgan [6]. Ular raqamli interfeyslarning foydalanuvchi tajribasini yaxshilashdagi roliga urg'u beradi va foydalanuvchilarga maqsadlarni belgilash, ularning taraqqiyotini o'lchash va rag'batlantirishga imkon beruvchi vositalarni birlashtirish foydalanuvchining motivatsiyasi va faolligiga foydali ta'sir ko'rsatishi mumkinligiga ishonishadi. 2014 yilgi tadqiqotida Riv va Li jalb qilish va motivatsiya o'rtasidagi bog'liqlik haqida ko'proq ma'lumot beradi. O'z tadqiqotlarida ular motivatsiyadagi o'zgarishlar ishtirok etishdagi o'zgarishlarni bashorat qilishini aniqladilar. Bundan tashqari, ular o'quvchilarning darsdagi ishtirokidagi o'zgarishlar va o'rganish davomida sinfda o'rganish istagidagi mos o'zgarishlar o'rtasidagi o'zaro bog'liqlikni tekshirdilar. Bundan kelib chiqqan holda, jalb qilish va motivatsiya o'zaro bog'liq va bir-biriga ta'sir qiladi, degan xulosaga kelish mumkin [7].

Shaxsiy rivojlanishga alohida e'tibor qaratadigan onlayn platformalarning mashhurligi sezilarli darajada oshdi. Bu element platformalar foydalanuvchilarga o'quv material, ko'nikmalarni oshiruvchi faoliyat va o'z taraqqiyotini kuzatish kabi xususiyatlarni taqdim etish orqali o'zlarini rivojlantirishga yordam berish usullarini o'rganadi. Ushbu vositalarning samaradorligini tekshirish orqali ushbu tadqiqotning maqsadi onlayn platformalardan shaxsiy rivojlanish uchun foydali manba sifatida foydalanish usullarini yoritishdir. 2014 yildagi o'z maqolalarida Nawrot va Doucet talabalarni ommaviy ochiq onlayn kurslarga jalb qilish uchun onlayn o'quv platformalarida vaqtni boshqarish bo'yicha yordam berishning ahamiyatini o'rganadilar [5]. Talabalarining faolligini oshirish va ta'lim natijalarini yaxshilash kontekstida ular vaqtni samarali boshqarishga yordam beruvchi elementlarni kiritish zarurligini ta'kidlaydi. Ushbu tadqiqot foydalanuvchilarni yaxshiroq jalb qilish va ularning o'zini o'zi takomillashtirishga qaratilgan sa'y-harakatlarini qo'llab-quvvatlash uchun vaqtni boshqarish vositalarini qo'shish uchun shaxsiy rivojlanishga e'tibor qaratadigan onlayn platformalar zarurligini ta'kidlaydi. Bundan tashqari, Irvine va boshqalar tadqiqotchi olimlar mobil veb-ilova odamlarga bel og'rig'ini o'z-o'zini boshqarishda yordam berishda foydali yoki yo'qligini aniqlash uchun tasodifiy nazorat ostida tajriba o'tkazdi. Tadqiqot shuni ko'rsatdiki, mobil ilovalar sog'liq muammolarini o'z-o'zini boshqarishga yordam beradi. Shuningdek, shaxsiy rivojlanish uchun onlayn platformalar foydalanuvchilarning farovonligini oshirishga qaratilgan muolajalarni taklif qilish uchun mobil texnologiyalardan foydalanishi mumkinligini taklif qildi.

C.Ryff tomonidan taklif qilingan nazariyaga ko'ra, psixologik farovonlik - bu shaxsning imkoniyatlarini maksimal darajada ochishga imkon beradigan, o'z faoliyatini idrok etish va baholashni aks ettiruvchi printsipliy subyektiv tushuncha. C.Ryffning fikricha, shaxsning psixologik farovonligi oltita asosiy komponentdan iborat: o'z-o'zini qabul qilish, bu o'z shaxsiyatini anglash va qabul qilishni anglatadi; avtonomiya, ya'ni o'z xatti-harakatlarini mustaqil baholash va ijtimoiy bosim sharoitida barqaror pozitsiyani saqlab qolish qobiliyati; boshqa odamlar bilan ijobiy munosabatlar; atrof-muhitni boshqarish, bu mavjud qiyinchiliklarga qaramay, o'z maqsadlariga erishish qobiliyatini anglatadi; shaxsiy o'sish; va hayotda maqsadning mavjudligi [4].

Stolin tomonidan o'ziga bo'lgan munosabat tuzilishini tavsiflovchi model taqdim etilgan. Shaxs o'zining "men"ini, shuningdek, uning sifatleri va xususiyatlarini shaxsning o'zini o'zi anglash istagini ifodalovchi sabablar bilan bog'liq holda baholaydi. Ushbu ierarxik tuzilma doirasida o'ziga bo'lgan munosabatning uchta aniq darajasi mavjud: global o'ziga bo'lgan munosabat, o'z-o'zini hurmat qilish, o'z manfaati, o'ziga hamdardlik va o'ziga nisbatan kutilgan munosabat bilan ajralib turadigan o'ziga bo'lgan munosabat. , va o'z "men" ga nisbatan muayyan faoliyatga tayyorgarlik darajasi [2].

Onlayn platformalar farovonlik, motivatsiya va faollikni oshirishda muhim ro'l o'ynashi mumkin. Maqsadlarni belgilash, taraqqiyotni o'lchash va rag'batlantirish vositalarini taqdim etish orqali platformalar foydalanuvchilarga o'z ko'nikmalarini rivojlantirishga va umumiy farovonligini yaxshilashga yordam beradi. Motivatsiya va faollik onlayn platformalarda hal qiluvchi omillardir, chunki ular foydalanuvchilarga maqsadlarni ishlab chiqishda, taraqqiyotni kuzatishda va rag'batlarni olishda yordam beradi. Tadqiqotlar shuni ko'rsatdiki, raqamli interfeyslar foydalanuvchi tajribasini yaxshilashi va motivatsiyadagi o'zgarishlar ishtirok etishdagi o'zgarishlarni bashorat qilishi mumkin. Shaxsiy rivojlanish platformalari ommabop bo'lib, o'quv materiallari, ko'nikmalarni rivojlantirish faoliyati va taraqqiyot monitoringini taklif qiladi. Ushbu platformalar o'z-o'zini takomillashtirish uchun foydali manbalar bo'lishi mumkin, chunki ular foydalanuvchilarga vaqtni boshqarishda va o'quv natijalarini yaxshilashda yordam berishi mumkin.

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COMMERCIAL VIDEO ADVERTISEMENTS IN DISTANCE LANGUAGE LEARNING – PSYCHOLINGUISTIC FOUNDATIONS AND IMPLICATION



<https://doi.org/10.5281/zenodo.14881415>

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Annotatsiya. Tijoriy video reklamalarni masofaviy tillarni o'rganishda pedagogik vosita sifatida kiritish ikkinchi tilni o'zlashtirishni (SLA) oshirish uchun yangi yondashuvni taklif qiladi. Ushbu maqola til o'rganishni osonlashtirishda video reklamalar samaradorligini ta'minlovchi psixolingvistik mexanizmlarni ko'rib chiqadi, ayniqsa ularning multimodal tabiati, kognitiv ishtiroki va madaniy kontekstualizatsiyasiga e'tibor beradi. Tadqiqot ushbu reklamalarning kognitiv yuk, xotirani saqlash va lingvistik kompetentsiyani rivojlantirish uchun hissiy jalb qilish bilan qanday o'zaro ta'sirini tahlil qiladi. Onlayn o'quv muhitida video reklamalarni tanlash va amalga oshirish bo'yicha amaliy tushunchalar ham taqdim etilgan. Topilmalar shuni ko'rsatadiki, tijorat video reklamalari so'z boyligini rivojlantirish, tinglashni tushunish va madaniyatlararo kompetentsiyaga sezilarli hissa qo'shishi mumkin.

Аннотация. Включение коммерческой видеорекламы в качестве педагогического инструмента в дистанционное изучение языка предлагает новый подход к улучшению овладения вторым языком (SLA). В этой статье рассматриваются психолингвистические механизмы, лежащие в основе эффективности видеорекламы в облегчении изучения языка, с особым акцентом на ее мультимодальную природу, когнитивное взаимодействие и культурную контекстуализацию. В исследовании представлен анализ того, как эта реклама взаимодействует с когнитивной нагрузкой, сохранением памяти и эмоциональной вовлеченностью, способствуя развитию лингвистической компетентности. Также представлены практические советы по выбору и внедрению видеорекламы в среде онлайн-обучения. Результаты показывают, что коммерческая видеореклама может существенно способствовать развитию словарного запаса, пониманию на слух и межкультурной компетентности.

Annotation. The incorporation of commercial video advertisements as a pedagogical tool in distance language learning offers a novel approach to enhancing second language acquisition (SLA). This paper examines the psycholinguistic mechanisms that underpin the effectiveness of video advertisements in facilitating language learning, with particular focus on their multimodal nature, cognitive engagement, and cultural contextualization. The study provides an analysis of how these advertisements interact with cognitive load, memory retention, and emotional engagement to promote linguistic competence. Practical insights for the selection and implementation of video advertisements in online learning environments are also presented. The findings suggest that commercial video advertisements can significantly contribute to vocabulary development, listening comprehension, and intercultural competence.

Tayanch so'zlar: masofaviy ta'lim, psixolingvistika, tijorat video reklamalari, ikkinchi tilni o'zlashtirish, multimodal o'rganish, kognitiv ishtirok.

Ключевые слова: дистанционное обучение, психолингвистика, коммерческая видеореклама, овладение вторым языком, мультимодальное обучение, когнитивное взаимодействие.

Keywords: distance learning, psycholinguistics, commercial video advertisements, second language acquisition, multimodal learning, cognitive engagement.

The proliferation of digital technologies has transformed the landscape of language education, enabling a shift from traditional classroom settings to online platforms. Within this evolving context, the adoption of commercial video advertisements as instructional materials presents an opportunity to harness their multimodal characteristics to improve linguistic outcomes. Video advertisements combine auditory, visual, and textual elements, creating a rich and engaging learning experience conducive to second language acquisition (SLA).

From a psycholinguistic perspective, the effectiveness of video advertisements lies in their ability to activate cognitive and emotional processes that are crucial for language learning. Emotional engagement, dual coding of visual and verbal information, and authentic cultural representations provide learners with meaningful exposure to the target language. This paper explores the underlying psycholinguistic mechanisms and presents evidence-based strategies for optimizing their application in distance learning environments.

Emotion plays a pivotal role in cognitive processes related to language learning. Studies indicate that emotionally charged content enhances memory encoding and retrieval by stimulating the amygdala, which interacts with the hippocampus to facilitate long-term memory formation³⁴⁸. Commercial video advertisements are purposefully designed to evoke emotions through narrative elements, imagery, and music, thereby enhancing learners' ability to internalize linguistic input, including vocabulary and pronunciation patterns³⁴⁹.

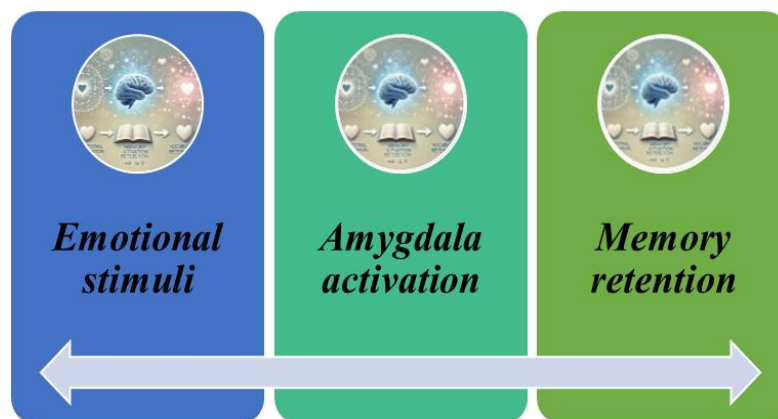


Figure 1: Emotional Triggers and Memory Consolidation

Empirical research suggests that emotional engagement enhances attentional focus, leading to improved encoding of linguistic features such as idiomatic expressions and syntactic structures³⁵⁰. This underscores the potential of commercial advertisements to serve as effective instructional materials for language acquisition in distance learning environments.

³⁴⁸ Eysenck, M. W. (2004). Psychology of memory and emotion. New York: Springer

³⁴⁹ Cook, G. (2001). The discourse of advertising. London: Routledge.

³⁵⁰ Paivio, A. (1986). Mental representations: A dual coding approach. Oxford: Oxford University Press.

The multimodal nature of commercial video advertisements aligns with Paivio's dual coding theory, which posits that information processed through multiple sensory channels enhances comprehension and retention³⁵¹. By simultaneously presenting auditory and visual stimuli, video advertisements facilitate deeper cognitive processing, leading to stronger mental representations of language concepts.

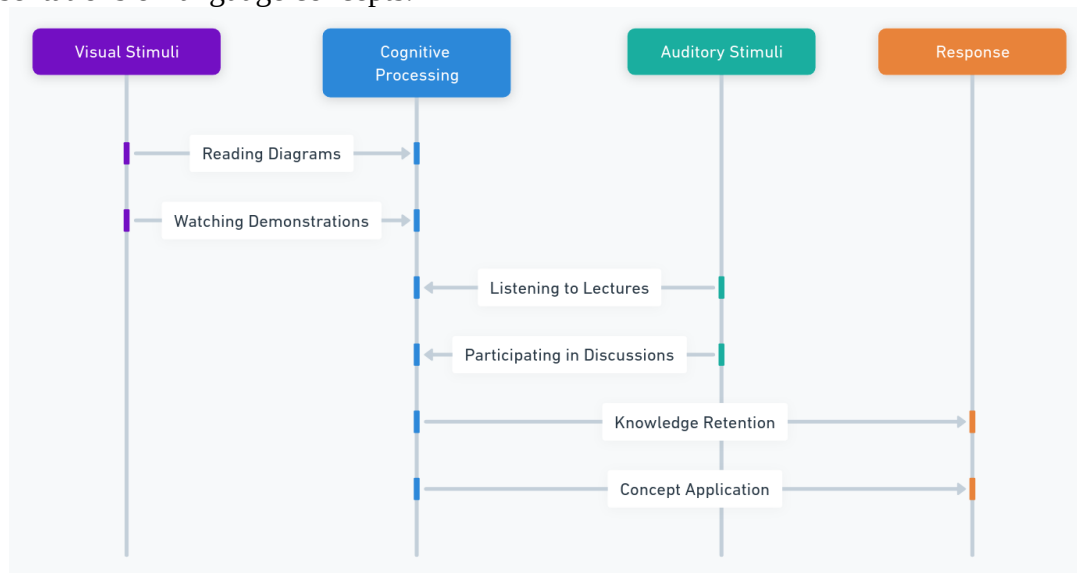


Figure 2: Dual Coding Theory Applied to Video Advertisements

Moreover, multimodal input reduces cognitive load by distributing information processing across multiple cognitive pathways, allowing learners to allocate cognitive resources more efficiently³⁵². This effect is particularly beneficial in distance learning contexts where learners must independently navigate instructional materials.

Authentic exposure to the cultural context of a language is a critical component of SLA, as it enhances pragmatic competence and cultural awareness. Commercial video advertisements serve as cultural artifacts that provide learners with valuable insights into the social norms, values, and communication styles of the target language community.³⁵³ The inclusion of idiomatic expressions, colloquialisms, and culturally embedded references enriches the learner's linguistic repertoire and fosters communicative competence.

³⁵¹ Krashen, S. D. (1985). The input hypothesis: Issues and implications. New York: Longman

³⁵² Egamberdieva, Sh. D. (2021). The role of psycholinguistics in modern approaches to foreign language teaching. *Journal of Language and Education Research*, 8(2).

³⁵³ Egamberdieva, S. (2024). The analysis of language of advertising discourse based on english advertising texts. *Acta NUUZ*, 1

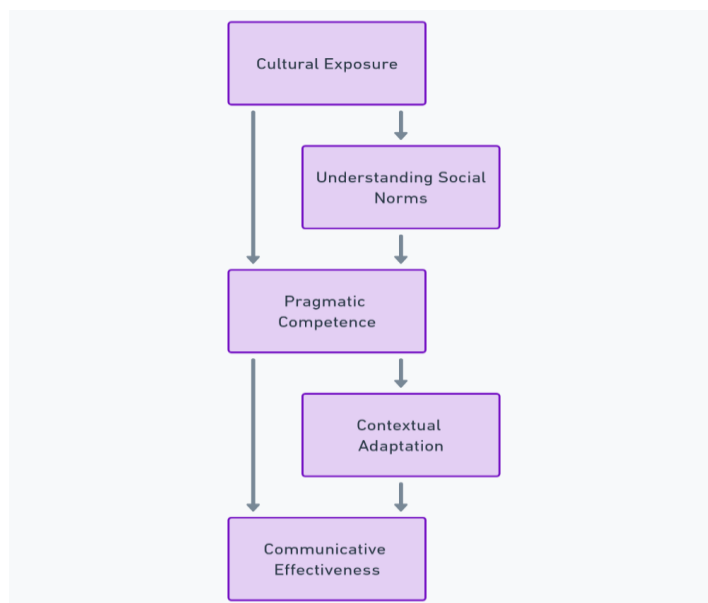


Figure 3: The Role of Cultural Context in Language Learning

Exposure to culturally authentic materials contributes to intercultural competence by enabling learners to recognize and interpret culturally specific language usage, facilitating more effective cross-cultural communication.

The integration of commercial video advertisements into distance language learning offers several pedagogical advantages, including:

- *Enhanced Listening Comprehension*: Exposure to authentic speech patterns, intonation, and natural pacing improves learners' auditory processing skills.
- *Vocabulary Development*: The contextualized use of language in advertisements facilitates the acquisition of new lexical items and phrases.
- *Increased Learner Engagement*: The visually and emotionally stimulating nature of advertisements sustains learner motivation and interest.
- *Cultural Awareness*: Authentic cultural representation promotes an understanding of sociolinguistic conventions and intercultural communication.

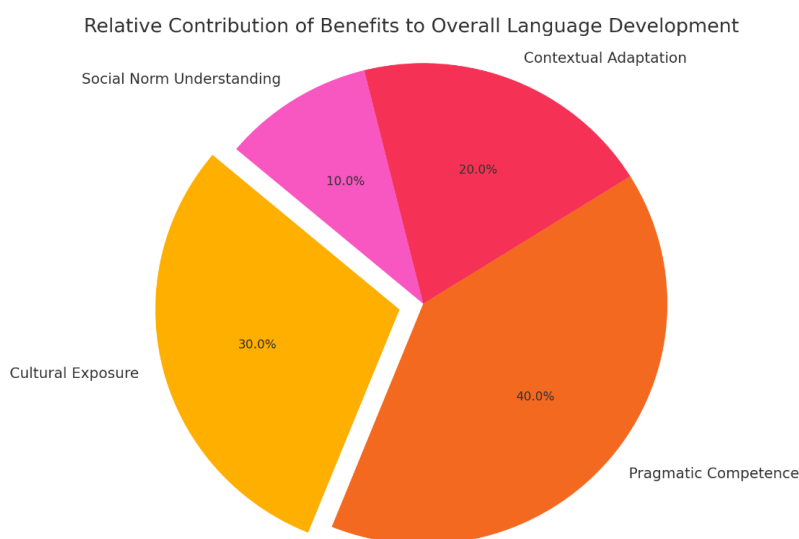


Figure 4: Benefits of Video Advertisements in Language Learning

Educators must adopt a systematic approach to selecting video advertisements to ensure alignment with learning objectives and learners' proficiency levels. Key selection criteria include [6]:

➤ *Linguistic Complexity*: Selecting advertisements with language appropriate for the learners' proficiency level to optimize comprehension and engagement.

➤ *Cultural Relevance*: Ensuring the content is culturally meaningful and contextually appropriate for the target audience.

➤ *Authenticity*: Preference should be given to advertisements created by native speakers to provide exposure to natural language usage.

To maximize the instructional potential of video advertisements, educators should structure learning activities across three stages:

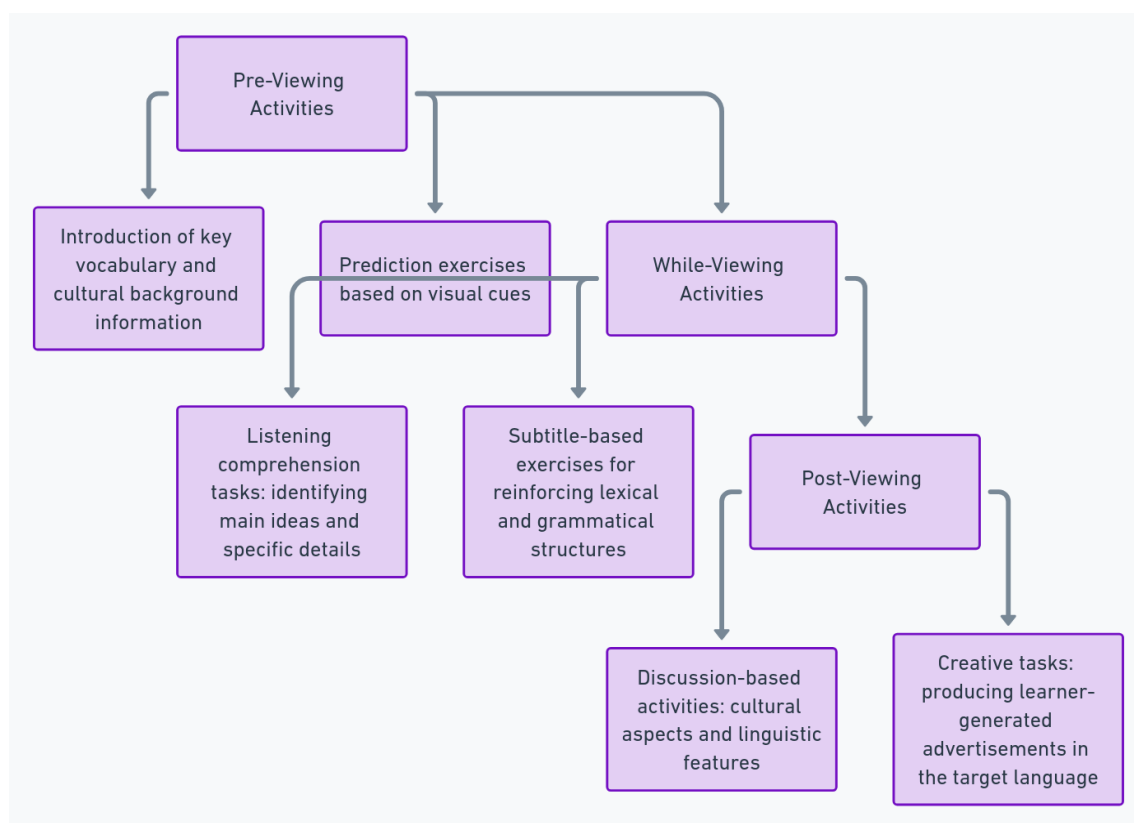


Figure 5: Structured Approach to Video Advertisement Integration

Commercial video advertisements represent a valuable instructional resource in distance language learning, leveraging psycholinguistic principles to enhance vocabulary acquisition, listening comprehension, and cultural competence. Their multimodal nature supports cognitive processing, while their emotional and cultural appeal fosters learner engagement and motivation. Effective implementation strategies, including careful selection and structured learning activities, are critical to maximizing their pedagogical potential.

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PROBLEMS OF DISTANCE EDUCATION IN TEACHING FOREIGN LANGUAGES AND WAYS OF ITS DEVELOPMENT



<https://doi.org/10.5281/zenodo.14881439>

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Annotation. Distance education, most notably in language instruction in a language not native to a country, has become a key model of instruction in the age of technology. With technological development, web platforms have facilitated students anywhere in the world accessing language instruction at a convenient pace and schedule for them. Nonetheless, distance language instruction is rife with numerous issues such as difficulty in student motivation, a lack of real-time feedback, and technological access concerns. In this discussion, these concerns in detail explore both the issue and remedy for enhancing online language instruction. With a mix of both qualitative and quantitative approaches, through a study, this essay proposes blended instruction, interactive technology, and tailor-made approaches for overcoming such concerns and enhancing language instruction. Ultimately, in conclusion, development in both the educational frameworks and technology infrastructure in distance instruction must go on in an ongoing manner for language achievement.

Аннотация. Дистанционное образование, особенно языковое обучение на языке, не являющемся родным для данной страны, стало ключевой моделью обучения в век технологий. Благодаря технологическому развитию веб-платформы позволили учащимся в любой точке мира получить доступ к языковому обучению в удобном для них темпе и графике. Тем не менее, дистанционное обучение языку изобилует многочисленными проблемами, такими как трудности с мотивацией учащихся, отсутствие обратной связи в режиме реального времени и проблемы с доступом к технологиям. В этом обсуждении эти проблемы подробно рассматриваются как проблема, так и способы улучшения онлайн-обучения языку. В ходе исследования, сочетающего как качественные, так и количественные подходы, в этом эссе предлагаются смешанное обучение, интерактивные технологии и индивидуальные подходы для преодоления таких проблем и улучшения языкового обучения. В конечном итоге, для достижения языковых результатов, развитие как образовательных рамок, так и технологической инфраструктуры дистанционного обучения должно продолжаться на постоянной основе.

Annotatsiya. Masofaviy ta'lim, ayniqsa, til o'rgatishda o'ziga xos mamlakat bo'lmagan tilda, texnologiya asrida ta'limning asosiy modeliga aylandi. Texnologik rivojlanish tufayli veb-platformalar dunyoning istalgan nuqtasida talabalarga til o'rgatishni ular uchun qulay tezlik va jadvalda osonlashtirdi. Shunga qaramay, masofaviy tilni o'qitish talabalar motivatsiyasidagi qiyinchilik, real vaqtda fikr-mulohazalarning etishmasligi va texnologik kirish muammolari kabi ko'plab muammolar bilan to'la. Ushbu munozarada ushbu tashvishlar ham muammoni, ham onlayn til o'rgatishni yaxshilash chorasini batafsil o'rganadi. Sifatli va miqdoriy yondashuvlarning aralashmasi bilan, tadqiqot orqali ushbu insho aralash ta'lim, interaktiv texnologiya va bunday tashvishlarni bartaraf etish va tilni o'qitishni yaxshilash uchun moslashtirilgan yondashuvlarni taklif qiladi. Xulosa qilib aytadigan bo'lsak, masofaviy o'qitishda ham ta'lim tizimini, ham texnologiya infratuzilmasini rivojlantirish tilga erishish uchun doimiy ravishda davom etishi kerak.

Keywords: Distance instruction, online instruction, foreign language instruction, language instruction, instructional technology, student engagement, instruction challenges.

Ключевые слова: Дистанционное обучение, онлайн-обучение, обучение иностранному языку, обучение языку, технология обучения, вовлечение учащихся, проблемы обучения

Tayanch so'zlar: Masofaviy ta'lim, onlayn ta'lim, chet tilini o'rgatish, tilni o'rgatish, o'qitish texnologiyasi, talabalarni jalb qilish, o'qitish muammolari.

Distance instruction in language not native to a country has become a key model for language instruction in current times, with technological development seeing increased use of web platforms for instruction, such as language instruction software, virtual courses, and computer programs for instruction. With distance instruction, learners enjoy studying at a convenient pace, accessing a range of sources, and studying anywhere at any time.

Despite the comfort and ease of studies through cyberspace, several inbuilt impediments stand in its way towards efficacy. Most of them arise out of lack of face-to-face contact, technological restraints, and difficulty in keeping learners focused in virtual settings. In language studies, in fact, opportunity for practice in listening and speaking in real-life settings is part and parcel in developing a level of comfort with language, and it proves challenging to simulate such a setting with virtual interfaces.

The present work acknowledges a range of concerns involved in distance instruction for a language and a critical examination of possibly successful resolution areas. In an attempt towards formulating methodologies in language programs that can make them effective in virtual studies, a critical review of pertinent studies forms part of the goal.

Distance studies in language instruction tackle a range of critical areas, including learner motivation, technology, methodologies, and challenge areas for instructors and learners alike. Most studies cite lack of participative and immersive language settings in distance studies as a critical impediment towards effective language courses in virtual settings.

Learner Motivation and Engagement: Motivating and keeping learners engaged is one of the biggest challenge areas in distance instruction for a language, in contrast with face-to-face settings in a conventional face-to-face classroom. In contrast with face-to-face settings in a conventional face-to-face classroom, virtual settings lack immediate contact and personalized touch between students and instructors. Engagement has proven critical towards success in language courses in a virtual environment³⁵⁴ Shortfalls in routine face-to-face contacts can contribute towards loss in motivation and feelings of disconnectedness in learners.

A study, Martínez and Pérez³⁵⁵, in language motivation for students, discovered students with no affiliation with students and instructors have a propensity towards lack of motivation and poor attendance at activity sessions. Inability to converse in real-time and practice language through conversation can make the activity less effective, particularly in a language field, in which practice and practice in an immersive environment matter.

Technology and Challenges in Availability: Technology is a challenge and opportunity for distance training. On one hand, technology in forms of video conference software, language practice software, and multimedia tools, have increased diversity in language training and

³⁵⁴ González, T., et al. (2018). Engagement in Distance Language Learning: Addressing Challenges and Finding Solutions. Educational Technology Research and Development, 66

³⁵⁵ Martínez, P., & Pérez, J. (2017). The Role of Motivation in Online Language Learning. Journal of Language Education, 12

increased access in language training. On the other hand, students, in most cases, encounter technology obstacles, including slow connectivity, outdated technology, and unavailability in rural and poor communities³⁵⁶.

Not less, but most important, technology efficiency varies with efficiency in use, and lack of uniformity in use can introduce inequity in experiences and yields, particularly when students have little familiarity with technology utilized in language courses³⁵⁷.

Distance Learning Pedagogical Practices: On a matter of pedagogical approaches, most distance language courses overreliance in synchronous training, in which students practice with no immediate direction in real-time, with an exception for grading feedback. In consideration of providing ease, synchronous lack of activity in face-to-face sessions and discussion forums in computer labs tends to deny students an opportunity for speaking practice in real-life environments, a critical practice in language development.

But blended educational strategies, in both face-to-face and computer labs, have proven effective in overcoming such an issue. According to Rojas et al.,³⁵⁸ blended instruction introduces a balanced mechanism in providing both flexible individual pace and synchronous access, a critical practice in language skill development.

Language learning theorists, including Vygotsky³⁵⁹, perceive social interaction as a starting point for language development. In harmony with real-time activity in virtual spaces, synchronous courses, peer collaboration, and real-time feedback can contribute effectively towards enhancing the process of learning.

This study utilizes a mixed-methods approach to examine the challenges and solutions related to distance education in the context of foreign language teaching. By combining both qualitative and quantitative research techniques, the study captures the experiences of both learners and instructors involved in online language education.

Participants

The participants in the study included two distinct groups:

1. **Students:** A total of 200 students currently enrolled in various online foreign language courses were selected through purposive sampling. These students were enrolled in beginner to intermediate-level courses for languages such as Spanish, French, German, and Chinese. The students were chosen to represent a diverse set of demographic backgrounds, including age, gender, and geographical location (urban and rural). The study aimed to gain insights into how these learners experienced online language courses and the specific challenges they encountered.

2. **Instructors:** Thirty language instructors who taught foreign languages through online platforms were also interviewed. These instructors were experienced in teaching online, with at least three years of experience in remote language education. They taught a variety of languages, from European languages (e.g., Spanish, French) to Asian languages (e.g., Mandarin, Japanese). The instructors were selected to provide a comprehensive understanding of the pedagogical challenges in virtual language classrooms.

1. *Survey for Students:* A self-administered online survey was distributed to the students. The survey was designed to assess the students' perceptions of their learning experience,

³⁵⁶ Bates, A. W. (2015). Teaching in a Digital Age. Vancouver: Tony Bates Associates Ltd.

³⁵⁷ Hodges, C. B., et al. (2020). The Difference Between Emergency Remote Teaching and Online Learning. EDUCAUSE Review.

³⁵⁸ Rojas, R., et al. (2019). Blended Learning in Foreign Language Education: Pedagogical Approaches and Best Practices. Journal of Educational Technology, 16(2), 99-112.

³⁵⁹ Vygotsky, L. (2007). Mind in Society: The Development of Higher Psychological Processes. Cambridge, MA: Harvard University Press

engagement levels, and technological challenges. The survey consisted of both multiple-choice and open-ended questions covering the following areas:

- Engagement and Motivation: How motivated were students to continue their studies in an online environment?
- Technological Access: What kinds of technological issues did students encounter? (e.g., internet connection, device issues, platform usability)
- Synchronous vs. Asynchronous Learning: Which type of learning format did students prefer for better language acquisition?
- Language Practice: How effective were the online tools in helping students practice speaking, listening, reading, and writing skills?

2. *Semi-structured Interviews with Instructors:* In-depth, semi-structured interviews were conducted with 30 language instructors. The interviews focused on:

- The teaching methods and tools instructors use in their online language classes.
- Challenges faced in maintaining student participation and engagement.
- Strategies implemented to foster communication and language practice.
- Reflections on the effectiveness of technology in promoting language acquisition.
- *Survey Administration:* The survey was administered using Google Forms and distributed via email and social media platforms. A reminder email was sent after one week to encourage responses. The survey was open for a period of three weeks, and the final response rate was 75%, with 150 students completing the survey.

→ *Interviews:* The semi-structured interviews were conducted via video conferencing tools (Zoom, Skype, or Google Meet), allowing for flexibility in terms of location and time zones. Each interview lasted approximately 30-40 minutes. The interview questions were designed to facilitate open-ended responses and provide insights into the instructors' pedagogical strategies and experiences.

1. *Quantitative Data:* The responses from the student survey were analyzed using descriptive statistics, such as frequency counts, percentages, and averages. The results were tabulated to identify trends in areas such as student engagement, preferred learning formats, and technological issues. These statistics helped quantify the extent of challenges faced by students in distance education for foreign language learning.

2. *Qualitative Data:* The interview transcripts from instructors and open-ended responses from students were analyzed using thematic analysis. The data were coded into key themes, such as engagement strategies, technological barriers, and the role of synchronous vs. asynchronous learning. These themes were then analyzed to provide a deeper understanding of the challenges and potential solutions identified by both students and instructors.

The results of the investigation have been discussed in two sections: student survey and teacher interview results. Analysis brings out critical concerns of students and teachers with distance language instruction and proposes improvement recommendations.

1. *Motivation and Engagement*

The most important issue reiterated in student survey feedback consisted of one of motivation and engagement. Two out of three (68%) students mentioned that it was not an easy matter for them to maintain motivation and direction during distance language courses. Lacking face-to-face contact with instructors and students was most often stated as a contributing issue. Most students communicated that, in terms of being out of touch with both instructors and students, accountability seemed less.

→ Student Quote (Open-ended Answer): "I miss face-to-face conversation with students in class. It's not an easy matter when you lack that individual contact."

Also, 62% of students stated that, for them, additional synchronous sessions would have been ideal. With such sessions, students received an opportunity for direct contact with instructors and students, providing them with a break in distance courses.

2. Problems with Technology

A high proportion of students (55%) stated encountering technological barrier in terms of courses' continuity. Most prevalent technological obstacles included:

→ Internet Connection: 40% of students in rural areas mentioned poor and interrupted access, stating slow and unstable connectivity.

→ Use of Learning Platform: 28% of students encountered an issue with accessing and using LMS platforms and language practice tools.

The most important issue reiterated in student survey feedback consisted of one of motivation and engagement.

The most prevalent technological obstacles included:

→ Access to Hardware: 15% of respondents mentioned that device (tablet, smartphone, or laptop) in hands could not run multimedia in courses, such as video or exercise.

Such technology barrier manifested in rural areas, in which infrastructure constraint added to educational barrier. All observation bears strong message for access to technology and connectivity for smoothening learners' access to technology and connectivity for effective studies in a satisfactory manner.

3. Learning Format of Choice

To rank a preferred format for studying, blended format received most preference rating. With a whopping 72%, students mentioned a synergy of synchronous and asynchronous sessions appealed most to them. That will enable them to learn at individual pace through saved sessions and, in parallel, attend synchronous sessions for face-to-face conversation.

→ Student Statement (Open-ended Answer): "I appreciate little room for manoeuvre in studying at my pace, but I require real-time feedback and speaking practice supplemented with synchronous sessions."

The blended format preference corroborates with a preceding study that showed blended use of face-to-face and web-based instruction supplemented language achievement through a balancing act between accommodation and contact.

4. Communication and Voice Conversation

The students surveyed, in overall observation, rated it most challenging in practicing speaking and listening in an online environment (75%). Most rated speaking skill to be underexploited in distance studies. Despite many platforms providing exercise in form of text, students mentioned lack of immediate voice conversation with teacher and fellow students hindered mastering at such environments.

Many platforms have provided exercise in form of text, but students mentioned lack of immediate voice conversation with teacher and fellow students hindered mastering at such environments.

→ Quote from Student: "I can understand and write in language perfectly, but speaking and listening, that's when I have real difficulty in web environments."

The instructors' interviews posed new information about pedagogical challenges instructors face when delivering language courses via web environments. Most instructors stated that getting students engaged in virtual courses posed challenges for them. Asynchronous

delivery, convenient in its modality, often manifested in passive behavior, with students completing assignments but not actively participating in the course.

1. *Engagement Promotion Strategies*

To counteract poor attendance and motivation, instructors utilized a range of techniques in an attempt to monitor students' motivation and level of participation. Most instructors' most common practice involved including a variety of tasks with an interactive format, such as group work, role-play, and peer review. In most instances, students took part in these courses in synchronous environments, with room for practice in speech and interpersonal collaboration in real time.

→ Instructor Comment: "I use break-out rooms for group work, and I remind students to work in groups for group work. In this way, students become glued to the course and even to each other!"

2. *Classroom Technology*

The biggest group of instructors discussed utilizing a combination of web-conferencing tools (e.g., Skype, Zoom) for synchronous instruction and Learning Management Systems (e.g., Google Classroom, Moodle) for work in an asynchronous format. In any case, 60% of instructors mentioned that 60% of them fought an ongoing technology curve, specifically when adding sophisticated interactive tools (e.g., language practice software, virtual white boards) to instruction.

→ Instructor Comment: "It's been challenging getting students to use full range of tools, specifically with students not possessing technical knowhow."

To mitigate this issue, instructors provided extra support through tutorials and guided practice sessions, allowing students to become more familiar with the technological tools.

The interviews with instructors revealed that 60% of teachers reported difficulty in adapting to online teaching tools. While many instructors had experience in traditional classrooms, they struggled with creating interactive and immersive environments in online settings. Additionally, instructors highlighted the challenge of fostering student participation in virtual classrooms, particularly when students were reluctant to speak during live sessions.

To address these issues, many instructors used interactive tools such as breakout rooms for group discussions, quizzes, and polls to keep students engaged. Additionally, several instructors emphasized the importance of providing regular feedback to students to maintain motivation and ensure continuous progress.

Strategies for Improvement

Based on the results of the survey and interviews, several strategies emerged to improve distance education in foreign language teaching:

1. **Blended Learning Approaches:** A combination of synchronous and asynchronous learning allows students to benefit from the flexibility of online learning while also providing opportunities for real-time communication and interaction.

2. **Interactive Technologies:** The use of virtual classrooms, language learning apps, and gamification can enhance engagement and promote active participation. Tools such as Duolingo, Quizlet, and Kahoot! have proven effective in keeping students motivated and involved.

3. **Peer Collaboration:** Facilitating peer-to-peer interaction, such as language exchange programs or group projects, can provide students with the opportunity to practice speaking and listening in a supportive environment.

4. Personalized Learning: Incorporating adaptive learning technologies that tailor the learning experience to individual needs can help address varying levels of proficiency and learning styles.

5. Technological Support: There has to be complete technological support for students through educational institutions, offering them tools and access to platforms for efficient access to the virtual environment.

Distance education in foreign language teaching presents significant challenges, particularly in terms of engagement, technological limitations, and the absence of immersive learning environments. However, by adopting strategies such as blended learning, interactive technologies, and peer collaboration, these challenges can be mitigated, leading to improved language acquisition outcomes.

Future developments in distance education must focus on creating more personalized, engaging, and interactive learning experiences for students. Additionally, addressing the technological divide and providing adequate support for both students and instructors will be key to the success of online language education in the coming years.

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ИЗУЧЕНИЕ ИНОСТРАННЫХ ЯЗЫКОВ В ОНЛАЙН РЕЖИМЕ: ПРОБЛЕМЫ И ПУТИ ИХ РЕШЕНИЯ



<https://doi.org/10.5281/zenodo.14881457>

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Аннотация. Статья посвящена анализу преимуществ и проблем онлайн-обучения иностранным языкам. Рассматриваются основные трудности, такие как недостаток практики, мотивации и технические ограничения, а также пути их решения. Предлагаются меры для преподавателей, студентов, родителей, образовательных платформ, государственных структур и международных организаций, направленные на повышение эффективности и доступности онлайн-обучения. Особое внимание уделяется использованию технологий, индивидуализации обучения и развитию коммуникативных навыков.

Annotatsiya. Maqola chet tillarini onlayn o'qitishning afzalliklari va muammolarini tahlil qilishga qaratilgan. Amaliyot, motivatsiya va texnik cheklovlarning etishmasligi va ularni hal qilish yo'llari kabi asosiy qiyinchiliklar ko'rib chiqiladi. O'qituvchilar, talabalar, ota-onalar, ta'lim platformalari, davlat tuzilmalari va xalqaro tashkilotlar uchun onlayn ta'lim samaradorligi va mavjudligini oshirishga qaratilgan chora-tadbirlar taklif etiladi. Texnologiyalardan foydalanish, o'rganishni individuallashtirish va muloqot qobiliyatlarini rivojlantirishga alohida e'tibor beriladi.

Annotation. The article analyzes the advantages and challenges of online foreign language learning. It examines key issues such as the lack of practice, motivation, and technical difficulties, as well as possible solutions. Measures are proposed for teachers, students, parents, educational platforms, government structures, and international organizations to improve the effectiveness and accessibility of online learning. Special attention is given to the use of technology, personalized learning approaches, and the development of communication skills.

Ключевые слова: онлайн-обучение, иностранные языки, мотивация, технологии, проблемы и решения, коммуникативные навыки

Kalit so'zlar: onlayn trening, chet tillari, motivatsiya, texnologiya, muammolar va echimlar, muloqot qobiliyatlari

Keywords: online learning, foreign languages, motivation, technology, challenges and solutions, communication skills

В современном мире, где технологии становятся неотъемлемой частью нашей жизни, онлайн-обучение иностранных языков приобретает всё большую популярность. Возможность учиться из любой точки мира, использовать уникальные цифровые инструменты и строить индивидуальный график занятий делает этот формат особенно привлекательным.

Предпочтения между онлайн- и оффлайн-обучением зависят от множества факторов, включая возраст, образ жизни, цели обучения и индивидуальные особенности. В

последние годы наблюдаются определённые тенденции, особенно среди молодёжи. Молодёжь, как правило, более склонна к выбору онлайн-обучения.

Основные преимущества этого формата делают его эффективным и востребованным не только для молодого поколения, но и для поколения старшего возраста, которое предпочитает идти в ногу со временем и рассматривает данный метод обучения в силу его достоинств по сравнению с традиционным методом.

Можно привести множество примеров положительных сторон виртуального обучения:

→ Доступность для всех: Онлайн-обучение позволяет изучать иностранные языки из любой точки мира, где есть доступ к интернету.

→ Гибкость локации: Учащиеся могут заниматься дома, в кафе или даже в путешествии. Широкий выбор курсов: Онлайн-платформы предлагают программы, недоступные в небольших городах или регионах.

→ Индивидуальный график: Обучение онлайн позволяет подстраивать занятия под личный ритм жизни.

→ Асинхронное обучение: Учащиеся могут работать с материалами в удобное для них время, что особенно важно для людей с плотным графиком.

→ Персонализация: Возможность составить расписание занятий с преподавателем или выбрать интенсивность курса.

→ Разнообразие учебных материалов: Онлайн-курсы предлагают доступ к широкому спектру ресурсов, включая видео, аудио, интерактивные задания и приложения.

→ Мультимедийный подход: Использование аудиовизуальных материалов делает процесс обучения увлекательным и запоминающимся.

Доступ к актуальным материалам: Обучающиеся могут читать новости, смотреть фильмы и слушать подкасты на изучаемом языке.

→ Экономия времени и средств: Онлайн-обучение часто обходится дешевле традиционных занятий, а также исключает затраты на транспорт.

→ Нет необходимости в поездках: Все занятия проходят онлайн, что экономит время и транспортные расходы.

→ Разные ценовые категории: Существует множество как бесплатных, так и платных курсов на любой бюджет.

→ Широкий выбор форматов обучения: Онлайн-обучение предоставляет разнообразие форматов, что позволяет выбрать подходящий способ изучения языка. Индивидуальные занятия: Обучение с преподавателем в режиме один на один. Групповые занятия: Возможность общаться с другими учащимися, создавая чувство сообщества. Самообучение: Использование мобильных приложений и интерактивных платформ для самостоятельной работы.

→ Доступ к носителям языка: Онлайн- формат даёт возможность заниматься с преподавателями- носителями языка, что особенно важно для освоения правильного произношения и интонации. Реальная языковая практика: Разговоры с носителями помогают быстрее привыкнуть к естественному звучанию языка. Развитие культурного понимания: Общение с носителями позволяет узнать больше о культуре и традициях страны изучаемого языка.

→ Использование инновационных технологий: Онлайн-обучение активно внедряет технологии, делающие процесс изучения более эффективным.

Геймификация: Игровые элементы, такие как награды и уровни, повышают мотивацию учащихся. Адаптивные платформы: Системы искусственного интеллекта подстраиваются под уровень знаний ученика, предлагая персонализированные задания. Автоматизированные системы оценки: Инструменты, которые помогают анализировать произношение, грамматику и лексику в реальном времени.

→ Удобство для разных возрастных групп: Онлайн-обучение подходит как для школьников и студентов, так и для взрослых и пожилых людей.

Доступ для начинающих: Простые и понятные интерфейсы платформ делают обучение легким даже для новичков.

Возможность повторного обучения: Люди старшего возраста могут возвращаться к изучению языка без необходимости посещать офлайн-школы.

Положительные стороны онлайн-обучения делают его универсальным инструментом для изучения иностранных языков. Гибкость, доступность и современные технологии открывают новые горизонты для тех, кто стремится освоить новый язык, адаптируя процесс под свои цели и возможности.

Однако за удобством скрываются и значительные вызовы, с которыми сталкиваются учащиеся и преподаватели. Разберём ключевые проблемы и препятствия, которые стоят на пути изучения иностранного языка в виртуальном формате.

Одна из главных сложностей в изучении языка онлайн — недостаток реальной языковой практики. Обучающиеся часто остаются в своей привычной языковой среде, что ограничивает их способности применять новые знания на практике.

Учитывая формы и способы обучения, недостатки при виртуальном изучении иностранного языка, можно классифицировать по следующим аспектам:

Мотивация и самодисциплина

Отсутствие постоянного контроля со стороны преподавателя приводит к тому, что студенты могут терять мотивацию и регулярно откладывать занятия. Самодисциплина необходима для выполнения домашних заданий, повторения пройденного материала и практики.

Ограничение живого общения

Онлайн-формат не всегда позволяет эффективно развивать навыки разговорной речи. Живое общение более естественно и даёт возможность лучше понять нюансы языка. Отсутствие языковой среды ограничивает погружение в культуру и язык.

Технические трудности

Проблемы с интернет-соединением, несовместимость платформ или программ, а также низкое качество звука и видео могут мешать процессу обучения. Не все учащиеся и преподаватели хорошо владеют технологиями, что иногда затрудняет работу.

Ограничения интерактивности

Некоторые аспекты обучения, например, групповые обсуждения, использование мимики и жестов, сложнее реализовать в онлайн-формате.

Занятия в больших группах могут быть менее эффективными, так как внимание преподавателя распределяется между всеми участниками.

Проблемы с концентрацией

Домашняя обстановка часто отвлекает от учебного процесса: шум, другие члены семьи, социальные сети и т. д. Долгое время перед экраном может вызывать усталость и снижение концентрации.

Ограниченный контроль знаний

Проверка домашних заданий, устных ответов и понимания материала в онлайн-формате сложнее, чем при живом обучении. Сложно предотвратить списывание на тестах или экзаменах.

Нехватка погружения в культуру

Онлайн-формат не даёт полного погружения в языковую среду, которое можно получить при поездках за границу или посещениях разговорных клубов.

Отсутствие личного контакта

Невозможно передать через экран многие эмоции и интонации, что влияет на взаимодействие между преподавателем и учениками.

Для некоторых учеников важен личный контакт для поддержания мотивации и уверенности в своих силах.

Как эффективно освоить иностранный язык в онлайн-среде и какие есть оптимальные решения для преодоления трудностей?

Эффективное онлайн-обучение иностранным языкам требует совместных усилий преподавателей, студентов, образовательных платформ, родителей, государственных структур и международных организаций. Каждая из этих сторон может сыграть важную роль в преодолении существующих трудностей.

Преподаватели являются ключевым звеном в процессе обучения. Чтобы повысить мотивацию и вовлеченность студентов, они могут использовать интерактивные методики, такие как игры, викторины и конкурсы. Индивидуальный подход с учётом интересов и целей учеников также способствует лучшим результатам. Кроме того, важно развивать у студентов коммуникативные навыки через разговорные клубы, парные упражнения и задания, связанные с культурными аспектами изучаемого языка. Для контроля знаний преподаватели могут использовать современные платформы с автоматизированным тестированием, а также проводить устные проверки через видеосвязь.

Студенты также играют важную роль в своём обучении. Они должны грамотно организовывать время, составляя расписание занятий и выделяя регулярные периоды для практики. Дополнительная мотивация, например, цели вроде сертификации, путешествий или карьерного роста, поможет сохранить интерес к обучению. Активное участие в языковых форумах, социальных сетях или программах языкового обмена способствует развитию практических навыков. Для повышения концентрации важно создать комфортное рабочее место и минимизировать отвлекающие факторы, такие как социальные сети.

В случае с детьми и подростками родители могут внести значительный вклад в успешность онлайн-обучения. Они могут создать комфортные условия для занятий, контролировать наличие необходимой техники и интернета. Поощрение достижений ребёнка, а также демонстрация практических преимуществ владения языком, например, для путешествий или общения с иностранцами, помогут сохранить мотивацию.

Образовательные платформы должны обеспечивать удобный интерфейс для преподавателей и студентов. Внедрение функций геймификации, таких как достижения, уровни и награды, может повысить вовлеченность. Также важно предоставлять качественные ресурсы, такие как видеоуроки, интерактивные задания и материалы для языкового обмена. Технологии мониторинга прогресса и автоматической аналитики позволяют отслеживать успехи учеников и своевременно корректировать программу.

Государство и образовательные учреждения могут поддерживать онлайн-обучение, финансируя развитие платформ и субсидируя курсы для отдельных категорий граждан,

таких как дети из малообеспеченных семей. Курсы повышения квалификации для преподавателей позволят им осваивать современные методы онлайн-преподавания. Также важно создавать инфраструктуру, обеспечивая доступ к качественному интернету и современным устройствам для обучения.

Международные организации и сообщества могут развивать программы языкового обмена, предоставляя студентам возможность практиковать язык с носителями через видеосвязь. Организация культурных проектов, международных конкурсов и фестивалей стимулирует интерес к изучению языков. Дополнительно разработка доступных учебных материалов делает обучение более открытым для широкой аудитории.

Таким образом, решение проблем онлайн-обучения иностранных языков возможно только при активном сотрудничестве всех участников процесса. Если каждый будет выполнять свою роль, онлайн-обучение станет более эффективным, комфортным и доступным для всех.

Онлайн-обучение иностранным языкам обладает огромным потенциалом, но для его реализации важно учитывать существующие проблемы и внедрять новые подходы. Использование инновационных технологий, повышение интерактивности и фокус на индивидуальных потребностях учащихся помогут сделать процесс изучения более эффективным и увлекательным.

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XORIJIY TILLARINI O'QITISHDA MASOFAVIY TALIM MUAMMOLARI VA UNI RIVOJLANTIRISH YOLLARI



<https://doi.org/10.5281/zenodo.14881482>

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Annotatsiya. Ushbu maqolada xorijiy tillarini o'qitish metodlari, masofaviy ta'lim muammolari, o'qituvchi va talabalarning zamonaviy ta'lim turlarida mavjud bo'lgan imkoniyatlari, masofaviy ta'limning afzallik va kamchiliklari haqida ma'lumot berilgan.

Аннотация. В статье представлена информация о методике преподавания иностранных языков, проблемах дистанционного образования, отношении преподавателей и студентов к современным видам обучения, преимуществах и недостатках дистанционного образования.

Annotation. This article provides information on methods of teaching foreign languages, problems of distance education, attitudes of teachers and students to modern types of education, advantages and disadvantages of distance education.

Tayanch so'zlar: masofaviy ta'lim, internet, talaba, o'qituvchi, dars, xorijiy tillar, texnologiya, an'anaviy ta'lim, onlayn.

Ключевые слова: дистанционное образование, интернет, студент, преподаватель, урок, иностранные языки, технологии, традиционное образование, онлайн.

Key words: distance education, internet, student, teacher, lesson, foreign languages, technology, traditional education, online.

Tezlik taraqqiyot yo'lidan borayotgan har bir davlat, eng avvalo yosh avlodni tarbiyalash zarurligi ta'kidlangan. Har tomonlama komil va yetuk insonlarning alohida o'rni borligini ta'kidlanishi joizdir. Bu maqsadga erishish, faqatgina ta'lim tizimiga tegishlidir desak mubolag'a bo'lmaydi. Mamlakatimiz taraqqiyoti va xalqimiz farovonligi birinchi navbatda ijtimoiy sohadagi islohotlarimiz samarasi bilan chambarchas bog'liq.

Prezident Sh.M.Mirziyoyev Oliy Majlisga Murojaatnomasida ta'kidlaganidek: Yoshlarimizga munosib ta'lim berish, ularning ilm-fanga bo'lgan intilishlarini ro'yobga chiqarishimiz kerak. Shu maqsadda, maktabgacha ta'lim tizimini rivojlantirishimiz, o'rta va oliy o'quv yurtlarining moddiy-texnik bazasini, ilmiy va o'quv jarayonlari sifatini tubdan yaxshilashimiz kerak"³⁶⁰. Uzoq yillar davomida raqamli texnologiyalar rivojlanib, bugungi kunda texnologiyalar hayotimizning ajralmas qismiga aylandi. Kompyuter texnologiyalari va internetning kundalik hayotimizga kirib kelishi masofaviy ta'lim texnologiyasini yaratishga olib keldi.

Masofaviy ta'lim tobora keng tarqalmoqda va internet ta'lim jarayonining muhim qismiga aylanmoqda. Masofaviy ta'lim imkoniyati ko'plab odamlar uchun qulay bo'lib, masofadan o'qish yo'li bilan bilim olayotgan talabalar soni tez sur'atlar bilan ortib borayapti. Bugun internet texnologiyalaridan foydalanmaydigan o'quvchi yoki o'qituvchini tasavvur qilish qiyin. Avvalo,

³⁶⁰ O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning Oliy Majlisga Murojaatnomasi. 28.12.2018

ushbu atamaning ma'nosini ko'rib chiqaylik. Hozirgi kunda raqamli texnologiyalar sohasida ilg'or xorijiy va mahalliy tajribalarni joriy etish eng dolzarb masalalardan biri hisoblanadi. Avvalo, raqamli texnologiyalarning mohiyati nimada? "texnologiya" so'zi yunoncha "texne" – san'at, mahorat va "logos" – ta'lim, ya'ni san'at haqidagi fan, ta'lim degan ma'noni anglatadi. Kompyuter xotirasi ma'lumotlarni saqlaydigan, har biri nol va birlar kombinatsiyasidan iborat bo'lgan maxsus elektron xujayralar to'plamidir³⁶¹. Masofaviy ta'lim – ma'lum masofada o'quvchi va o'qituvchi o'rtasida o'zaro aloqa mavjud bo'lgan ta'lim turi. Ingliz tilini masofadan turib o'rganish 1990-yillarda boshlangan. Keyin u audio kassetalardagi yozuvlar orqali, keyinchalik texnologiyaning rivojlanishi bilan disklarda, keyin esa flesh-kartalarda edi. O'sha paytlarda chet tilini masofadan turib o'rganish qanday bo'lishini tasavvur qilish hali ham qiyin edi. Ammo bugungi kunda, innovatsion faoliyat rivojlangan axborot texnologiyalari asrida xorijiy tilini masofaviy o'rganish imkoniyati paydo bo'ldi³⁶².

Masofaviy o'qitishning an'anaviy o'qitish shakllaridan quyidagi xususiyatlarini farqlash mumkin;

Egiluvchanlik. O'ziga qulay vaqtda, joyda va sharoitda o'qitish imkoniyatini beradi.

Modullik. O'quv kursiga bogliq bo'lmagan holatda shaxsiy hamda guruh talabiga javob beradigan o'quv rejasini amalga oshiradi.

Qurshov. Bir vaqtda ko'p ishtirokchilarga o'quv axboroti bo'yicha murojaat qilish, tarmoq yordamida o'zaro axborot almashinuvini to'g'ri tashkil etish imkonini beradi.

Tejamkorlik. O'quv maydonlari, texnik vositalar, moddiy va ma'naviy ashyolardan unumli foydalanish, o'quv axborotlarini to'plangan va bir xillikka keltirilgan holda ifodalash hamda ularni o'zlashtiruvchi mutaxassislarni tayyorlash bo'yicha xarajatlarni kamaytiradi.

Texnologiklik. Ta'lim berish jarayonida insonni jahonning industrial fazosiga kiritishga imkon beradigan yangi axborot va telekommunikatsion texnologiyalardan foydalanish.

Ijtimoiy teng huquqlilik. O'qituvchining turar joyidan, salomatligi, moddiy ta'minlanganligidan kelib chiqib, katta ko'pchilikka mustaqil ta'lim uchun teng imkoniyat yaratiladi.

Baynalmilallik. Ta'lim xizmatlari bozorida erishilgan yutuqlarning eksporti va importi taminlanadi³⁶³.

Lekin shunga qaramay, masofaviy talimda ham o'ziga xos muammolar borligini takidlashimiz zarur. Masofaviy ta'limda qanday muammolar yuzaga kelishi mumkinligi va ularni hal qilish usullarini batafsil ko'rib chiqamiz.

Xorijiy tillarni o'qitish global ijtimoiy va iqtisodiy jarayonlar doirasida olib boriladigan muhim faoliyatdir. Masofaviy ta'lim, yangi texnologiyalarning tarqalishi hamda pandemiya davrida muhim ahamiyat kasb etdi. Biroq, bu jarayonda ko'plab muammolar yuzaga kelmoqda.

Masofaviy o'qitishda yuzaga kelishi mumkin bo'lgan ba'zi muammolar:

Onlayn formatga moslashishdagi qiyinchiliklar:

Bu kamchilikni jiddiy kamchiliklar qatoriga kiritish qiyin, bugungi kunda raqamli texnologiyalarni o'zlashtirish zarurati bor.

Ta'lim muassasalari va talabalarning yomon jihozlanishi.

Ba'zi hududlarda yuqori tezlikli internetga kirish imkoniyati yo'q. Bu ta'lim jarayonini tashkil etishda jiddiy muammo bo'lib qoladi. O'quvchilar tarmoqqa kirish yo'lini topish uchun qo'shimcha imkoniyatlardan foydalanishga majbur bo'ladilar. Shuningdek, maktab yoki

³⁶¹ Алимов Р.Х. Информационные технологии и системы. – Ташкент, 2011. – С. 36.

³⁶² Современное языковое образование: инновации, проблемы, решения. Часть Материалы X Международной научно-практической конференции, г. Москва, 15 марта 2019 г.

³⁶³ Omonov N.T. Pedagogik texnologiyalar va pedagogik mahorat. – Toshkent: Iqtisod-moliya, 2009. – B. 174.

universitetda o'qiydigan bir nechta farzandi bo'lgan oilalarda ham muammolar kuzatiladi. Ularning har biri o'ziga xos dars jadvali va topshiriqlarni topshirish muddatlariga ega. Demak, har bir o'quvchi shaxsiy noutbuk yoki kompyuterga muhtoj. Agar ota-onalar masofadan turib ishlayotgan bo'lsa va bir nechta qurilma sotib ololmasa, vaziyat yanada murakkablashadi. Bularning barchasi o'quvchilarning o'qish natijalariga salbiy ta'sir ko'rsatishi mumkin.

Texnik muammolar. Barqaror internet mavjud bo'lsa ham, texnik muammolardan qochish har doim ham mumkin emas. Masofaviy ta'limdagi fanlardan biri sifatida xorijiy tillarda texnik vositalar va internet aloqasi zarur. Biroq, barcha talabalarda yuqori darajadagi texnologik vositalar mavjud emas.

Motivatsiya yetishmasligi. O'qish motivatsiyasi: Talabalarning masofaviy ta'limda motivatsiyasi, ko'pincha yuzma-yuz o'qitishga nisbatan pastroq bo'ladi.

O'qituvchilar bilan muloqotning yo'qligi.

Yuzma-yuz muloqot bo'lmagani uchun talabalar tez zerikishi yoki darslarga kam qatnashishi mumkin.

Texnologiyadan foydalanishga to'sqinlik qiladigan sog'liq muammolaridir³⁶⁴.

Bu muammolar nafaqat o'quvchilar, balki o'qituvchilarning ham samaradorligiga ta'sir qiladi.

1. Ko'zning charchoqligi va ko'rish qobiliyatining pasayishi. Uzoq vaqt kompyuter ekraniga qarash ko'zning charchoqligi, quruqlik va ko'rish qobiliyatining pasayishiga olib kelishi mumkin.

2. Bosh og'rig'i va bo'yin og'rig'i. Noto'g'ri o'tirish holati, kompyuter ekraniga uzoq vaqt qarash va stress bosh og'rig'i va bo'yin og'rig'iga olib kelishi mumkin. O'quvchilar va o'qituvchilar ergonomik stullar va stollarni ishlatishlari, muntazam ravishda tanaffuslar qilishlari va mashqlar bajarish kerak.

Masofaviy ta'limning afzalliklari va kamchiliklari ko'plab o'quvchilar va o'qituvchilar tomonidan allaqachon baholandi. Biroq, tizimning ayrim kamchiliklari bo'lishiga qaramay, u juda samarali hisoblanadi. Uning yordamida tobora ko'proq odamlar sifatli ta'lim olish imkoniyatiga ega bo'lmoqda.³⁶⁵

Nega bugungi kunga kelib, pedagogik texnologiyaga qiziqish shunchalik darajada kuchaydi, degan mulohaza tug'ilishi tabiiy. Jamiyatimizga qanchadan-qancha bilimli va malakali kadrlarni yetishtirib kelgan pedagogikaning o'ziga xos uslublari mavjud. Pedagogik jamoatchilikning aksariyati mana shu yo'ldan bormoqda, ammo mustaqillik va kelajak sari intilayotgan jamiyatga bu yo'l kutilgan samara bilan xizmat qila olmaydi. Chunki buning zahirida m a'lum sabablar mavjud, ya'ni:

1. Rivojlangan mamlakatlar qatoridan o'rin olish uchun, aholi ta'limini jadallashtirish va samaradorligini oshirish maqsadida zamonaviy pedagogik texnologiyalardan foydalanish zarurligi;

2. Fan-texnika taraqqiyotining o'ta rivojlanganligi natijasida axborotlar tizimi hajmining tobora ko'payib borayotganligi;

3. Zamonaviy texnika va texnologiyalarni ta'limga tatbiq etish, ta'lim jarayonini kompyuterlashtirish. o'quv-tarbiya jarayonida axborot texnologiyasi (AT) va texnik vositalar (TV)dan foydalanish kerakligi;

³⁶⁴ https://mfes.journals.ekb.eg/article_198035.htm

³⁶⁵ <https://proctored.ru/blog/tpost/61lndxzba1-problemi-distantionnogo-obucheniya-i-sp>

4. Talaba va O'qituvchi faoliyatini to'g'ri yo'lga qo'yish, o'qituvchi ta'lim maqsadi va mazmunini puxta bilishi, ta'lim usullari, metodlari va vositalarini yaxshi egallagan bo'lishi, talabani qiziqish va intiluvchanligini to'g'ri yo'lga yo'naltira olishi lozimligi;

5. O'qituvchi ta'lim jarayonini yuqori darajada, samarali tashkil etish uchun maqsad va vazifalarni aniq belgilashi, ta'lim natijasini oldindan qayd etishi, o'quv predmetlarini to'liq o'zlashtirishga erishish uchun zaruriy ta'lim vositalari, shart-sharoitlarini tayyorlashga erishishi kerakligi;

6. O'quv jarayoni uchun zarur moddiy-texnik bazaning yaratilgan bo'lishligi;

7. Ta'lim-tarbiya jarayoni natijalarini xolisona va obyektiv baholash, talabalarning bilim va malakalarini egallash jarayonini nazorat qilish va baholashni avtomatlashtirishga erishilganligi;

8. O'sib kelayotgan yosh avlodni hayotga mukammal tayyorlash talabi ularga eng ilg'or bilim berish usuli hisoblangan obyektiv borliqqa majmuiy yondashuv tamoyilidan foydalanishni talab qilishi kabi muammolardadir. Demak, zamonaviy pedagogik texnologiya yuqorida keltirilgan shartlarning barcha talablariga javob beradi.

Masofaviy ta'lim xorijiy tillarni o'qitishda keng qo'llanilayotgan zamonaviy metodlardan biri bo'lib, uning samaradorligini oshirish uchun turli innovatsion yondashuvlar va texnologik vositalardan foydalanish zarur. Quyida masofaviy ta'limdagi asosiy muammolar va ularni bartaraf etish yo'llari keltirib o'tamiz.

Virtual sinflarni yanada interaktiv qilish – Zoom, Microsoft Teams, Google Meet kabi platformalarda kichik guruhlariga bo'lib ishlash (Breakout Rooms funksiyasi).

Interaktiv o'yinlar va testlar – Kahoot, Quizizz, Mentimeter kabi vositalardan foydalanib, darslarni yanada qiziqarli qilish.

Masofaviy ta'limda talabalar mustaqil ishlashi kerak bo'ladi, lekin o'z-o'zini nazorat qilish qiyin bo'lishi mumkin, bu esa motivatsiyaning pasayishiga olib keladi.

O'yinlashtirish (Gamification) – reyting tizimlari, ballar va sertifikatlar orqali talabalarni rag'batlantirish.

Mustaqil o'rganish materiallarini taqdim etish – ochiq ta'lim platformalaridan (Coursera, Udemy, OpenLearn) foydalanish.

Ma'naviy va psixologik qo'llab-quvvatlash – o'qituvchi va talabalar o'rtasida muntazam fikr almashish imkoniyatini yaratish.

Internet sifati past bo'lishi yoki texnik vositalarning yetishmovchiligi ta'lim jarayonini sekinlashtirishi mumkin.

Past tezlikda ishlaydigan resurslardan foydalanish – Masalan, matn formatidagi dars materiallari yoki audio formatdagi darsliklar.

Mobil ilovalardan foydalanish – Telegram, WhatsApp orqali qisqa dars materiallarini jo'natish.

Darslarni yozib olish va keyinroq taqdim etish – Internet muammosi bo'lgan talabalar uchun qulay bo'lishi uchun darslarni yozib, ularni YouTube yoki universitet platformalariga yuklash.

Masofaviy ta'limda talabalar talaffuzni to'g'ri shakllantirishda qiyinchiliklarga duch kelishlari mumkin.

Suniy intellekt asosidagi tillarni o'rgatish dasturlaridan foydalanish – Masalan, Duolingo, Rosetta Stone, Elsa Speak ilovalari.

Talaffuz va nutq mashqlarini interaktiv tarzda tashkil etish – Talabalarga audio topshiriqlar berish va ularning talaffuzini tekshirish uchun Google Voice yoki speechnotes.io kabi vositalardan foydalanish.

Podcastlar va video darsliklar – Talabalarga BBC Learning English, ArabicPod101, Deutsche Welle kabi tillarni o'rgatuvchi podkast va videolarni tavsiya qilish.

Masofaviy ta'limda nazorat va baholash tizimi an'anaviy sinf ta'limiga qaraganda murakkabroq bo'lishi mumkin.

Plagiatga qarshi dasturlarni joriy etish – Turnitin, Grammarly va boshqa vositalar yordamida mustaqil ishlarni nazorat qilish.

Onlayn test tizimlarini joriy etish – Google Forms, Quizlet, Moodle orqali avtomatlashtirilgan testlar yaratish.

Og'zaki baholash tizimini joriy qilish – Video yoki audio yozuvlar orqali talabalarning javoblarini baholash.

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**«XORIJIY TILLARI TADQIQI VA
TA'LIMI MUAMMOLARI»
XALQARO ILMIY-AMALIY ANJUMAN
MATERIALLARI**

*To'plamdan o'rin olgan maqolalarning
saviyasi, sifati va ilmiy dalillarning haqqoniyligi
hamda mazmuni uchun mualliflar mas'uldirlar.*

Chop etishga. 12.12.2024 yilda ruxsat etildi. Bichimi 60x84 1/16 Ofset qog'ozi.
"Times New Roman" garniturasida. Shartli bosma tabogi 34,0. Bosma tabog'i 35,5.
Adadi 25 dona. Buyurtma raqami 10/02 Bahosi Shartnoma asosida.

"Afzal-books asilzoda" bosmaxonasida chop etildi.