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Proceedings of the International Conference on "Students' Platform for Education, Development, And Intercultural Communication"

This proceedings volume includes the materials of presentations delivered by participants of the International Conference on "Prospects for the Development of Artificial Intelligence and Digital Technologies," held on April 17, 2026, at ZARMED University, Samarkand campus, Uzbekistan.

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Introduction

In order to ensure the implementation of the tasks outlined in the Decree of the President of the Republic of Uzbekistan dated January 28, 2022, No. PF–60 "On the Development Strategy of New Uzbekistan for 2022–2026," as well as the priorities defined in the reforms aimed at improving the quality of education, supporting scientific research, and developing the humanities and philological sciences, and based on the Order of the Minister of Higher Education, Science and Innovation of the Republic of Uzbekistan, an International Scientific and Practical Student Conference titled **"Students' Platform For Education, Development, And Intercultural Communication"** was organized at Zarmed University, Uzbekistan.

This conference provides an excellent opportunity for students, young researchers, and scholars from different countries and regions to exchange new ideas and experiences, present the results of their research, establish academic cooperation, and discuss future directions in philology and language education.

The conference widely addresses actual issues in philology, linguistics, literature, translation studies, intercultural communication, and modern methods of language teaching. It serves as an important academic platform that brings together specialists, researchers, and students for the exchange of knowledge, experience, and innovative approaches in the humanities.

The conference also serves as a significant platform for discussing contemporary challenges in language teaching, literary analysis, preservation of national and world cultural heritage through language and literature, development of translation studies, and strengthening international cooperation in the field of philological education and research.

More than 100 leading scientists and experts from over 20 countries, including Indonesia, Japan, China, Russia, Turkey, Bangladesh, Iran, Kazakhstan, Kyrgyzstan, Tajikistan, and others, will present the results of their scientific research in the field of digital technologies and artificial intelligence.

Researchers from national and foreign higher education institutions, scientific research institutes, specialists, doctoral students, and independent scholars will discuss the development and application of artificial intelligence and digital technologies in science, education, economics, and other fields, as well as future development perspectives.

Main conference directions include:

Section 1–Philology and Language Teaching

Section 2–Natural Sciences

Section 3–Humanities

The organizing committee and ZARMED University express their gratitude to invited leading experts of Uzbekistan, foreign scholars, representatives of ministries and committees, entrepreneurs, political parties, public organizations, mass media, and young researchers for their participation.

Chairman of ZARMED University
D.D. Shukurlayev

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SECTION 1
PROBLEMS OF METHODS AND METHODOLOGY OF TEACHING FOREIGN LANGUAGES AT DIFFERENT STAGES OF EDUCATION

«ЧЕЛОВЕК И ВЫБОР: ЕСТЬ ЛИ ДОБРО В МИРЕ ЗЛА»

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Аннотация. Данная статья посвящена анализу романа Кровавый меридиан как философского произведения, раскрывающего природу зла и хрупкость морального выбора. Автор показывает, что Кормак Маккарти рассматривает насилие не как исключение, а как неотъемлемую часть человеческого существования. Особое внимание уделяется образам Малыша и Судьи Холдена, которые символизируют противоположные стороны человеческой природы: внутреннее сопротивление и абсолютный нигилизм. Также в работе анализируется роль природных пейзажей и исторического контекста, подчеркивающих равнодушие мира к категориям добра и зла. Делается вывод о том, что роман переосмысливает традиционные представления о справедливости и героизме, акцентируя внимание на личной ответственности человека.

Ключевые слова: Кровавый меридиан, Кормак Маккарти, зло, мораль, насилие, философский роман, Судья Холден, Малыш, моральный выбор, американский Запад

Annotation. This article analyzes Blood Meridian as a philosophical novel that explores the nature of evil and the fragility of moral choice. The study argues that Cormac McCarthy portrays violence not as an exception but as a fundamental condition of human existence. Special attention is given to the characters of the Kid and Judge Holden, who represent opposing dimensions of human nature: moral resistance and absolute nihilism. The paper also examines the role of landscape and historical context in reinforcing the idea of a morally indifferent world. It is suggested that the novel challenges traditional notions of justice and heroism, emphasizing individual responsibility in the absence of universal moral order.

Keywords: Blood Meridian, Cormac McCarthy, evil, morality, violence, philosophical novel, Judge Holden, the Kid, moral choice, American West

Роман «Кровавый меридиан» можно рассматривать как философское произведение, в котором автор, вероятно, показывает зло как естественную силу мира, а добро — как редкое и почти незаметное проявление личного выбора.

«Кровавый меридиан» — это не просто роман о Диком Западе, а глубокое философское произведение о природе человека. Его автор, Кормак Маккарти, известен своим особым стилем и вниманием к сложным темам. Он писал о насилии, одиночестве и борьбе человека с миром. В его книгах часто отсутствуют четкие ответы, но всегда есть вопросы, над которыми читатель вынужден задуматься.

Маккарти жил и работал в США, и многие его произведения связаны с американским Югом и Западом. Он не стремился приукрасить реальность — наоборот, его тексты часто показывают мир таким, какой он есть: жестоким, холодным и равнодушным. Именно поэтому «Кровавый меридиан» считается одним из самых сильных и тяжелых его романов.

Сюжет книги рассказывает о подростке, которого называют Малыш. Он оказывается среди людей, занимающихся убийствами, и постепенно становится частью этого мира. Однако главное в романе — не события, а их смысл. Насилие здесь не случайность, а постоянное состояние жизни. Можно предположить, что автор специально показывает мир без привычных моральных ориентиров, чтобы подчеркнуть: граница между добром и злом может исчезать.

Особое место в книге занимает Судья Холден. Этот персонаж часто воспринимается как воплощение зла, но его образ гораздо сложнее. Судья рассуждает о войне как о естественном законе жизни и отрицает существование морали. Возможно, через него автор пытается показать, что зло может быть не только жестоким, но и разумным, логически выстроенным.

Интересно предположить, что Судья — это не просто человек, а символ. Он может олицетворять силу, которая управляет миром, или даже саму природу зла. Его уверенность и убежденность делают его особенно пугающим: он не сомневается в своих действиях и не считает их неправильными.

В то же время Малыш представляет другую сторону. Он не является героем в привычном смысле, но иногда проявляет сомнение, жалость и внутреннее сопротивление. Возможно, автор показывает, что добро не исчезает полностью, даже в самых тяжелых условиях. Оно просто становится слабым и почти незаметным.

Еще одна важная деталь — описание природы. Пустынные пейзажи, жара и бесконечные пространства создают ощущение равнодушного мира. Природа не вмешивается, не судит и не защищает. Это может означать, что, по мнению автора, добро и зло — не свойства мира, а выбор самого человека.

Некоторые исследователи считают, что роман можно воспринимать как критику идеи «героического освоения Запада». Вместо романтики приключений автор показывает насилие и разрушение. Это позволяет предположить, что зло в книге — это не исключение, а основа исторической реальности.

Также можно заметить, что в романе почти нет традиционного наказания за зло. Люди совершают жестокие поступки и продолжают жить дальше. Это может означать, что автор отказывается от идеи справедливого мира, где добро всегда побеждает. Вместо этого он показывает реальность, в которой все гораздо сложнее.

При этом роман не является полностью безнадежным. Даже в этом мире остается место для выбора. Малыш не становится таким же, как Судья, и это уже важно. Возможно, автор хочет сказать, что добро не всегда проявляется в больших поступках — иногда оно существует просто как отказ стать частью зла.

«Кровавый меридиан» — это произведение, в котором автор показывает сложность человеческой природы. Зло здесь кажется естественным и даже неизбежным, а добро — редким и почти незаметным.

Главная идея, которую можно предположить: человек не может полностью изменить мир, но он может сделать выбор внутри себя. И именно этот выбор определяет, кем он станет, даже если вокруг царит жестокость.

Пример научной статьи по теме романа: https://www.cambridge.org/core/journals/cambridge-journal-of-postcolonial-literary inquiry/article/cormac-mccarthys-racial-fictions-race-in-blood-meridians-colonial imagination/4937932BF2B6D6C6F698AE12244C50B7

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СРАВНЕНИЕ АНГЛИЙСКОГО И УЗБЕКСКОГО ЯЗЫКОВ: ГРАММАТИЧЕСКИЕ ОСОБЕННОСТИ

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Аннотация: Данная статья посвящена сравнительному анализу грамматических особенностей английского и узбекского языков. В работе рассматриваются ключевые различия и сходства в морфологической и синтаксической структуре двух языков, включая порядок слов, категории времени, падежную систему, а также способы выражения грамматических значений. Особое внимание уделяется агглютинативному характеру узбекского языка и аналитическому строю английского языка. Анализ проводится с целью выявления трудностей, возникающих у изучающих иностранный язык, а также определения эффективных подходов к их преодолению. Результаты исследования могут быть использованы в практике преподавания английского языка в узбекской аудитории и способствуют более глубокому пониманию межъязыковых различий.

Ключевые слова: английский язык, узбекский язык, сравнительный анализ, грамматические особенности, фонетические различия, интерференция, узбекоязычные студенты.

В условиях глобализации и расширения международного сотрудничества английский язык занимает важное место как средство межкультурной коммуникации и профессионального развития. В системе образования Республики Узбекистан особое внимание уделяется повышению качества преподавания иностранных языков, однако узбекоязычные обучающиеся продолжают сталкиваться с рядом трудностей при освоении английского языка. Эти трудности во многом обусловлены существенными типологическими различиями между английским и узбекским языками.

Узбекский язык относится к агглютинативным языкам, где грамматические значения выражаются с помощью аффиксов, присоединяемых к корню слова, тогда как английский язык является аналитическим и опирается на строгий порядок слов, служебные слова и вспомогательные глаголы. Данное различие становится причиной интерференции, проявляющейся в ошибках при построении предложений, неправильном употреблении временных форм, предлогов и артиклей. Особенно сложными для узбекоязычных студентов являются категории, отсутствующие в родном языке или имеющие иное выражение, такие как система артиклей, согласование времен и фиксированный порядок слов в предложении.

Кроме того, различия в синтаксической структуре языков вызывают затруднения при формировании связной речи на английском языке. Узбекские учащиеся часто переносят модели родного языка на изучаемый, что приводит к грамматическим и стилистическим ошибкам. В связи с этим возникает необходимость более глубокого сопоставительного анализа двух языков, позволяющего выявить типичные трудности и разработать эффективные методические подходы к их преодолению.

Проблемы сравнительной лингвистики и методики преподавания иностранных языков активно изучаются узбекскими учёными. Значительный вклад в развитие сопоставительной лингвистики внес У. К. Юсупов1, который подробно исследовал структурные различия английского и узбекского языков. Вопросы методики обучения иностранным языкам и формирования коммуникативной компетенции отражены в работах Дж. Джалолова 2 , где рассматриваются современные подходы к преподаванию английского языка. Исследования Г. Махкамовой 3 посвящены развитию межкультурной компетенции и совершенствованию языкового образования. Также важное значение имеют научные труды современных исследователей, направленные на внедрение инновационных методов обучения и повышение эффективности преподавания иностранных языков в условиях модернизации системы образования Узбекистана.

Несмотря на наличие значительного числа исследований, проблема сопоставительного анализа грамматических особенностей английского и узбекского языков сохраняет свою актуальность. Это связано с необходимостью адаптации методик обучения к национально-языковым особенностям обучающихся и поиском новых эффективных путей формирования грамматической компетенции. Таким образом, данное исследование направлено на выявление ключевых различий в грамматике двух языков и определение путей их учета в процессе обучения английскому языку узбекоязычных студентов. В исследованиях М. О. Ашурова отмечается, что в современном обучении английскому языку в вузах Узбекистана особое значение приобретают инновационные методы, направленные на активное вовлечение студентов в учебный процесс. Автор подчеркивает, что использование интерактивных технологий, цифровых ресурсов и коммуникативных заданий способствует повышению мотивации обучающихся и развитию их практических языковых навыков. Также важным аспектом является интеграция английского языка

[1] Юсупов У. К. Contrastive linguistics of the English and Uzbek languages. – Ташкент, 2013.
[2] Джалолов Дж. English Language Teaching Methodology. – Ташкент, 2012.
[3] Махкамова Г. Теория и практика межкультурной коммуникации. – Ташкент, 2010.

в профессиональную подготовку студентов, что позволяет сделать обучение более осмысленным и приближённым к реальной деятельности.4

Я считаю, что идея Ашурова очень правильная, потому что сейчас просто учить правила уже недостаточно. Студентам нужно больше практики, общения и современных технологий. Особенно для узбекоязычных студентов это важно, потому что у них есть трудности с пониманием английской речи и грамматики. Если использовать интерактивные методы, видео, разговорные задания, то язык становится легче и интереснее. Это помогает не только запомнить материал, но и реально начать говорить на английском.

Одной из главных проблем при изучении английского языка для узбекоязычных студентов является большая разница между двумя языками. Эти различия есть как в произношении, так и в грамматике, из-за чего учащимся бывает трудно правильно говорить и понимать английскую речь.

Если говорить о произношении, узбекский язык более чёткий и «жёсткий». В нём каждая буква и звук произносятся ясно и полностью, ничего не «проглатывается». Например, звуки как «ng» или «r» звучат отчётливо. А в английском языке всё наоборот — речь более мягкая, звуки часто соединяются между собой, могут сокращаться или даже пропускаться. Из-за этого узбекоязычные студенты часто читают английские слова так, как они написаны, по буквам, и из-за этого появляется акцент и ошибки.5

Также есть большая разница в грамматике. В узбекском языке в основном используются окончания, которые добавляются к словам и показывают смысл. А в английском языке большую роль играют предлоги, вспомогательные глаголы и порядок слов. Например, если в узбекском можно менять слова местами, то в английском это уже будет ошибкой. Из-за этого студентам сложно правильно строить предложения и использовать предлоги.

Кроме этого, отличается и ритм речи. В узбекском языке речь звучит ровно и чётко, а в английском есть ударные и безударные слоги, из-за чего слова звучат по-другому. Это тоже усложняет понимание и разговор. Чтобы решить эту проблему, нужно больше обращать внимание на различия между двумя языками. Полезно слушать английскую речь, смотреть видео, повторять за носителями языка, чтобы привыкнуть к их произношению. Также важно сравнивать два языка, чтобы лучше понимать, где именно возникают ошибки. Учителю стоит объяснять эти различия простым языком и давать больше практики.

Таким образом, если учитывать особенности узбекского и английского языков и правильно подходить к обучению, можно значительно облегчить процесс изучения английского языка для узбекоязычных студентов.

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THE INFLUENCE OF GLOBALIZATION ON NATIONAL LANGUAGES AND THE PROCESS OF THEIR GRADUAL DECLINE

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Abstract. This article examines the issue of the gradual disappearance of national languages in the process of globalization. The aim of this study is to identify the main factors that lead to the extinction of minority languages. The article emphasizes the forgetting of national languages, the loss of cultural identity

[4] Ашуров М. О. Современные методы преподавания английского языка в высшем образовании Узбекистана. – Ташкент, 2021.

[5] Рахимов А. А. Методика преподавания иностранных языков. – Ташкент, 2018.

and the growing demand for modern languages. It is noted that preserving linguistic diversity is essential for restoring culture and protecting the heritage of humanity.

Key words: globalization, language loss, linguistic diversity, language preservation, cultural identity, minority languages.

ВЛИЯНИЕ ГЛОБАЛИЗАЦИИ НА НАЦИОНАЛЬНЫЕ ЯЗЫКИ И ПРОЦЕСС ИХ ПОСТЕПЕННОГО УПАДКА

Аннотация. В данной статье рассматривается проблема постепенного исчезновения национальных языков в процессе глобализации. Цель исследования- выявить основные факторы, приводящие к исчезновению языков меньшинств. В статье подчеркивается забвение национальных языков, утрата культурной идентичности и растущий спрос на современные языки. Отмечается, что сохранение языкового разнообразия имеет решающее значение для восстановления культуры и защиты наследия человечества.

Ключевые слова: глобализация, утрата языка, культурная идентичность, языки меньшинств.

In the modern era of globalization, cultural values are noticeably declining. Although global integration promotes communication, economic growth and technological progress, it poses a serious threat to linguistic diversity. As global languages such as English, Korean, Spanish and Russian continue to expand, many local and minority languages are rapidly disappearing. According to global data, two or more indigenous languages vanish every month, leading to the loss of unique traditions, history and cultural identity. The reduction in the number of languages not only diminishes cultural heritage but also reduces humanity's intellectual wealth. This article analyzes the main causes of language extinction in the process of globalization and suggests ways to preserve them for future generations.

In the XXI century, language extinction has become one of the most serious consequences of globalization. As digital technologies continue to grow worldwide, millions of minority languages are on the verge of disappearing. As noted by Nettle and Romaine (2000), language loss occurs when a language loses its last speakers and ceases to function as a means of communication within a

community. This phenomenon is not merely a linguistic process but also a deep cultural and intellectual one, as each language reflects a unique way in which humanity perceives and interprets the world.

One of the major factors contributing to language extinction is the expansion of global languages such as English, Korean, Spanish and Russian. As Ostler (2005) started, global integration facilitates the spread of dominant languages, which gradually leads to the disappearance of smaller ones. Migration, urbanization and the global economy encourage people to adopt dominant languages, as they provide easier access to opportunities and success. As a result, many local and minority languages are no longer being passed down to younger generations, disrupting linguistic continuity within communities.

In the process of digital development, technological advancement has become one of the key factors. Materials on social media are available in various languages, which reduces the opportunities for smaller ethnic groups to use their native languages in every day communication. As a result, national and minority languages are becoming increasingly marginalized in the era of globalization. Moreover, global languages such as English dominate in education and mass media, causing many small communities to gradually lose their native tongues.

Dalby (2003), examined the various consequences of language loss and concluded that this phenomenon leads to social alienation and the erosion of culture. The disappearance of indigenous languages harms not only traditions but also undermines the entire cultural heritage of society.

At present, efforts are being made to revive endangered languages. According to Skutnabb-Kangas (2009), digital documentation projects play an important role in preserving languages that are on the verge of extinction. In addition, governments and international organizations such as UNESCO are developing policies aimed at restoring native languages. Supporting younger generations and promoting the use of mother tongues in education, public life and the media is the most effective way to preserve the linguistic and cultural heritage of the world.

In conclusion, in the era of globalization, the extinction of many languages represents not only a linguistic loss but also a cultural and intellectual one. Each language embodies its own unique culture, traditions, modes of speech and systems of knowledge. The dominance and development of languages such as English, Spanish, Russian and Korean have contributed to the decline of local and minority languages. Preserving an promoting national languages is essential to protecting endangered communities and

safeguarding them through digital resources. The preservation of linguistic heritage is not merely a cultural duty but a moral responsibility of humanity toward future generations.

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TO WHAT EXTENT DO MEN AND WOMEN DIFFER IN THE FIELD OF TRANSLATION?

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Annotation: this article investigates gender differences in translation, focusing on cognitive, linguistic, emotional, and cultural factors. It examines how male and female translators approach different types of texts, their translation strategies, and professional performance. The study emphasizes both historical stereotypes and contemporary research findings on gendered translation approaches.

Keywords: gender differences, translation studies, cognitive strategies, linguistic competence, cultural mediation, professional translation.

НАСКОЛЬКО МУЖЧИНЫ И ЖЕНЩИНЫ ОТЛИЧАЮТСЯ В СФЕРЕ ПЕРЕВОДА?

Аннотация: в данной статье исследуются гендерные различия в переводе с акцентом на когнитивные, лингвистические, эмоциональные и культурные аспекты. Анализируется, как мужчины и женщины подходят к разным типам текстов, их стратегии перевода и профессиональная эффективность. В работе учитываются как исторические стереотипы, так и современные исследования гендерных подходов в переводе.

Ключевые слова: гендерные различия, перевод, когнитивные стратегии, языковая компетенция, культурная адаптация, профессиональный перевод.

Translation is a complex cognitive and social activity that involves linguistic skill, cultural understanding, and ethical judgment. Research in translation studies increasingly considers the impact of gender on translators' approaches, decision-making processes, and professional performance. Understanding these differences is crucial for translator training, team composition, and developing effective translation strategies. Historically, male translators dominated literary and technical translation, but the contemporary landscape shows increased female participation.

Gender may influence translation in multiple ways, including cognitive preferences, emotional awareness, and stylistic choices. Women are often considered more attentive to cultural nuances and expressive language, while men may emphasize structural accuracy and technical consistency. These tendencies affect translation quality, stylistic fidelity, and reader reception. This article aims to provide a detailed examination of gender differences in translation, drawing on contemporary research, empirical studies, and professional observations.

Research in translation studies indicates that men and women may employ different cognitive strategies when tackling translation tasks. Women often adopt holistic approaches, focusing on overall meaning, context, emotional tone, and stylistic nuance. For example, when translating literary texts, female translators are more likely to capture metaphors, idioms, and cultural references, preserving the author's

intended message and emotional impact. Men, on the other hand, tend to rely on analytical and sequential processing, breaking down sentences into discrete units and focusing on structural accuracy. In technical or legal translations, such linear approaches may result in higher precision, although they might overlook subtle connotative or cultural nuances.

Women tend to display heightened sensitivity to lexical variation, pragmatics, and idiomatic expressions. This advantage becomes evident in literary, advertising, or localization projects, where word choice affects tone, persuasion, and audience engagement. Men, conversely, are often more adept at handling formal structures, syntax, and terminological consistency. For instance, in scientific or legal translation, male translators' attention to formal accuracy can prevent misinterpretations or errors in highly technical content. Therefore, gendered differences in linguistic competence manifest in the types of texts handled and the translation strategies applied.

Emotional intelligence significantly influences translation quality, particularly in literary, cultural, and media texts. Studies show that women excel in perceiving and conveying emotions embedded in source texts, capturing subtle interpersonal cues and persuasive elements. This results in translations that resonate emotionally with readers. Men, while sometimes less attuned to emotional subtleties, bring objectivity and logical clarity to translations, ensuring that the content is structurally coherent and factually accurate. Balancing emotional expressiveness and technical precision remains a central concern in translation pedagogy.

Translators serve as mediators between cultures, requiring sensitivity to cultural norms, values, and expectations. Women often show higher intercultural awareness, successfully adapting texts to target audiences without distorting meaning. For example, in audiovisual translation, female translators may skillfully adapt jokes, idioms, and metaphors to preserve humor or cultural resonance. Male translators might prioritize functional equivalence, ensuring accuracy and consistency, especially in professional or technical texts. Gender-based tendencies in cultural mediation highlight the interplay between cognitive styles and social awareness.

Gender influences the choice of translation strategies. Women frequently employ adaptive strategies, including paraphrasing, reordering sentences, or adding explanatory notes to maintain meaning and tone. Men tend to favor literal or direct strategies, emphasizing precision and terminological consistency. Both approaches have advantages and drawbacks: adaptive strategies enhance readability and natural flow, while literal strategies ensure fidelity to source content. Understanding these tendencies is valuable for translator training programs and collaborative projects.

While gender differences exist, professional experience and education often mitigate initial disparities. Both male and female translators develop complementary skills through practice, exposure to various text genres, and continued professional development. For instance, women may gain efficiency in technical translation, while men may enhance stylistic and cultural sensitivity over time. Mentorship programs, workshops, and CAT (computer-assisted translation) tool training contribute to leveling the playing field, emphasizing skill development over inherent gender tendencies.

Historical stereotypes have shaped perceptions of male and female translators. Traditionally, literary and artistic translation was associated with women due to assumed emotional sensitivity, while technical and legal translation was linked to men for their supposed analytical skills. Modern research challenges these assumptions, demonstrating that gender alone does not determine translation ability. Competence, experience, education, and context play more significant roles. Recognizing historical biases helps educators design inclusive curricula that foster all-rounded translator development.

The integration of technology in translation, such as CAT tools, machine translation, and terminology management software, has influenced gendered tendencies. Women often leverage these tools to enhance stylistic consistency, cultural adaptation, and textual cohesion. Men tend to utilize technology to optimize efficiency, maintain structural accuracy, and manage technical databases. As translation practice evolves, professional skills increasingly override gender differences, though initial cognitive or stylistic tendencies may still influence tool usage. Embracing technology while respecting individual approaches ensures high-quality translations across all genres.

Gender differences in translation manifest in cognitive strategies, linguistic competence, emotional intelligence, and cultural mediation. Women often excel in context-sensitive, adaptive, and stylistically nuanced translations, while men may display strengths in analytical, structural, and technically precise translations. Recognizing these tendencies enhances understanding of translator behavior and informs pedagogy, collaborative practices, and project management in translation industries.

Gender alone does not determine translation quality. Professional experience, education, specialization, and use of technology play decisive roles in shaping outcomes. By acknowledging gendered

tendencies without reinforcing stereotypes, the translation field can foster inclusivity, improve training programs, and ensure that all translators—regardless of gender—can contribute effectively to the profession. Understanding these patterns also helps build more balanced teams, enrich translation strategies, and elevate the overall quality of translations across literary, technical, and multimedia contexts.

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IKKI OLAM, BIR MAQSAD

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Annotatsiya. Ushbu maqolada TOPIK (Test of Proficiency in Korean) va IELTS (International English Language Testing System) imtihonlari va ular bilan bog'liq imkoniyatlar tahlil qilinadi. Shuningdek, ularning onlayn va raqamli tizim orqali o'tkazilishi, natijalarni tez va qulay olish imkoniyatlari ham yoritilgan**.**

Kalit so'zlar: listening, writing, speaking, reading, 듣기, 쓰기, 읽기, 말하기

Kirish. Bugungi globallashuv davrida xorijiy tillarni bilish — inson hayotida muvaffaqiyat sari yo'l ochuvchi eng muhim kalitlardan biridir. Har bir davlat o'z tili, madaniyati va ta'lim tizimi orqali dunyoga eshik ochadi. Shu jarayonda ikki mashhur til imtihoni — TOPIK (Test of Proficiency in Korean) va IELTS (International English Language Testing System) alohida o'rin egallaydi. Ularning har biri turli yo'nalishlar, imkoniyatlar va madaniyatlar sari yo'l ko'rsatadi. Ammo ular o'rtasidagi farq nimada? Keling, batafsil tahlil qilamiz.

Asosiy qism. 1. Til va maqsad farqi. TOPIK — koreys tili bilim darajasini aniqlashga mo'ljallangan xalqaro imtihon bo'lib, u Koreya Respublikasida ta'lim olish, mehnat faoliyati bilan shug'ullanish yoki grant dasturlarida qatnashishni rejalashtirganlar uchun tashkil etiladi. Imtihon 1997-yildan buyon doimiy ravishda o'tkazilib kelmoqda. Uni Koreya Milliy Ta'lim Insitutining NIED (National Insitute for International Education) bo'limi nazorat qiladi. IELTS esa ingliz tilini bilish darajasini baholaydi va dunyoning yuzlab mamlakatlari AQSH, BAA, Angliya, Avstraliyada qabul qilinadi. U ko'proq chet el Oxfors, Cambridge, Harward kabi universitetlariga kirish, xalqaro ish joylarida faoliyat yuritish yoki migratsiya uchun zarur hisoblanadi. U 1989-yildan buyon British Council, IDP: IELTS Australia va Cambridge Unversity Press & Assessment tomonidan o'tkaziladi. Qisqa qilib aytganda TOPIK — Osiyoga eltuvchi yo'l, IELTS esa — butun dunyoga ochilgan eshikdir.[(NIIED) TOPIK guidebook SEOUL,2023; British Council, IELTS information for candidates, LONDON,2024]

2. Tuzilishi va imtihon shakli. IELTS imtihoni to'rt bo'limdan iborat: tinglab tushunish (Listening), o'qish (Reading), yozish (Writing) va gapirish (Speaking).

TOPIK esa uch bo'limni o'z ichiga oladi: tinglab tushunish (듣기), o'qish (읽기) va yozish (쓰기). Bu koreys tili o'rganayotganlar uchun bir oz yengillik beradi, ammo yozma ifoda va matn tahlili kuchli bo'lishini talab etadi. Eng qiziqarli jihati shundaki, TOPIK imtihonida (말하기)gapirish qismi ayrim davlatlarda ya'ni Janubiy Koreya, Xitoy, Yaponiya kabi davlatlarda mavduj. [Cambridge University Press. IELTS Official Preparation Materials, 2022].

3. Ball tizimi va darajalar. IELTSda 0 dan 9 gacha bo‘lgan ball tizimi mavjud. Odatda 6.5 va undan yuqori natija yaxshi hisoblanadi. TOPIK esa 1 dan 6 gacha baholanadi. 3 va undan yuqori natija yaxshi hisoblanadi. Ikkisi ham faqat grammatikani emas, balki real hayotiy muloqotni baholaydi. O‘quvchi uchun imkoniyat yaratadi: Har ikkisi orqali xorijda o‘qish, ish va madaniy almashinuv yo‘llari ochiladi. Test natijasi insonning mehnatsevarligi, intilishi va tilni puxta egallaganini ko‘rsatadi. [Cambridge University Press. IELTS Official Preparation Materials, 2022].

Ko‘rsatkich	**IELTS** (Ingiliz tili)	**TOPIK** (Koreys tili)
ball oralig‘i	0.0-9.0	0-300
darajalar soni	9 band	6 ta (TOPIK I-1,2; II-3,4,5,6)
yuqori malakali mutaxassis	9.0-8.5 band C2	6 daraja 230-300 ball
juda yaxshi (tajribali) foydalanuvchi	7.0-7.5-8.0 band C1	5 daraja 190-229 ball
layoqatli/malakali foydalanuvchi	5.5-6.0-6.5 band B2	4 daraja 150-189 ball 3 daraja 120-149 ball
o‘rtacha/cheklangan imkoniyatli foydalanuvchi	4.0-5.0 band B1	2 daraja 140-200 ball 1 daraja 80-139 ball
amal qilish muddati	2 yil	2 yil
o‘tkazilish vaqti	Har oy yoki 2 oyda bir	Koreyada yiliga 6 marta, O‘zbekistonda 4 marta (TOPIK I-II bir kunda ammo dunyoning turli joylarda o‘tkaziladi)

[IELTS Information for Candidates. — Rasmiy IELTS qo‘llanmasi, 2024-yil nashri. https://www.ielts.org; TOPIK Test Structure and Scoring System. https://www.topik.go.kr]

4.IELTS va TOPIKning electron shalkli. Toshkent Xalqaro universitetida Respublikamizda ilk bor TOPIK IBT imtihonining sinov tarzda o‘tkazilgani koreys tilini o‘rganayotgan yoshlar uchun yangi imkoniyatlar eshigini ochdi. Bu jarayon universitet va Koreya Ta’lim markazi o‘rtasidagi hamkorlikning izchil rivojlanayotganidan dalolat beradi. TOPIK IBTning joriy etilishi — xalqaro standartlarga mos, qulay va raqamlashtirilgan test tizimiga o‘tish yo‘lidagi muhim qadamdir. Bu imtihon internetga ulangan kompyuter yoki planshet orqali, belgilangan markazda onlayn tarzda tashkil etilishi bilan TOPIK PBTdan farq qiladi va imtihon jarayonida tezlik, shaffoflik va zamonaviylikni ta’minlaydi [TIU university https://share.google / QdI1QCmJSqULjJpk9].

IELTS ham bundan mustasno emas albatta, IELTS e-TRF — imtihon natijalarini tez va qulay tarzda olish imkonini beradigan zamonaviy yechim. U qog‘oz TRF bilan bir xil huquqiy kuchga ega bo‘lib, arizalar topshirishda, o‘qishga hujjat yuborishda yoki immigratsiya jarayonlarida keng qo‘llanadi. IELTS e-TRF (Electronic Test Report Form) — bu IELTS imtihonining natijalari ko‘rsatib beriladigan Test Hisobot Formasining raqamli versiyasi hisoblanadi. [Idp.https://share.google/ZKXZdlo5Ve62AntYj].

Umuman olganda, mazkur tashabbuslar mamlakatimizda xorijiy tillarni o‘rganish bo‘yicha sharoitlar yanada yaxshilanayotganini, xalqaro standartlarga mos raqamli imtihon tizimlari joriy qilinayotganini hamda xalqaro hamkorlikning yangi bosqichga ko‘tarilayotganini yana bir bor tasdiqlaydi.

5. “Ikki olam — bir maqsad” iborasi mazmunan har xil tilda, madaniyatda va tizimda bo‘lishiga qaramay, insoniyatning umumiy orzusi — bilim olish, muloqot qilish va taraqqiyot sari intilishidir. Har ikki test ham insonni muloqot, tafakkur va madaniyat jihatidan boyitadi. Ularning natijasida biz ikki dunyo — Sharq va G‘arb — o‘rtasida bilim ko‘prigini quramiz. Shunday qilib, TOPIK va IELTS insonning til orqali dunyoni anglashga bo‘lgan yagona intilishining ikki yo‘nalishidir. Maqsad esa bitta: o‘z imkoniyatlarini kengaytirish, bilim va madaniyat almashinuvi orqali insoniyat taraqqiyotiga hissa qo‘shish [Oxford University Press. Mastering English for Global Communication, 2023].

XULOSA. TOPIK ham, IELTS ham — oddiy til imtihoni emas, balki orzular sari eltuvchi yo‘ldir. Har biri o‘z yo‘lida o‘quvchiga yangi eshiklar, yangi imkoniyatlar va yangi hayot sari yo‘l ochadi. Shunday ekan, sizni qaysi til ilhomlantiradi — Seulning iliq jilosimi yoki Londondagi tumanli tongmi.

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QALBDAN QALBGA KO‘CHGAN NUR -봉사활동

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Annotatsiya. Ushbu maqolada talabalar volontyorlik nimaligini, uning kelib chiqish tarixi, volonyorlikning sohalari, O‘zbekiston va chet el volontyorligining farqi, volontyorlik yo‘nalishlari haqida atroflicha to‘xtalib o‘tilgan.

Kalit so‘zlar: volontyorlik, Klara Barton, Qizil Xoch tashkiloti, volontyorlik faoliyati to‘g‘risidagi qonun, gumanitar yordam, cher elda volontyorlik.

Kirish: Nima uchun bugungi kunda volontyorlik kerak? U jamiyatga qanday hissa qo‘shadi? degan savolga javob olmiz. U qayerda eshitilmasin, o‘sha yerda zulmat chekinadi va o‘zaro ishonch asosida qurilgan yangi bir yorqin olam shakllanadi. Volontyorlik -봉사활동 bu jismoniy shaxsning o‘z xohish-irodasi bilan, shaxsiy manfatsiz, erkin asosda jamiyat, atrof-muhit yoki alohida shaxslar manfati yo‘lida, shartnomalar asosida yoki shartnomalar tuzmasdan amalga oshiriladigan ijtimoiy foydali faoliyatdir. Volontyorlik- bu shunchaki harakat emas, balki insonning qalb tubida yashiringan farishtaning uyg‘onishi demakdir. Bu- o‘z xohish-irodasi bilan, hech qanday moddiy manfaat kutmasdan, boshqa bir insonga yordam qo‘lini cho‘zish orqali ichki ezgulikni namoyon etish demakdir.

Bugungi kunda O‘zbekistonda ham ko‘ngillilik harakati keng yoyilmoqda. Mamlakatimizda 60 mingdan ziyod fidoyi volontyorlar safi mavjud bo‘lib, ular jamiyat rivoji va insonparvarlik g‘oyalariga ulkan hissa qo‘shmoqdalar. O‘zbekiston hukumati bu ezgu sa’y-harakatlarni yuksak qadrlaydi. Ko‘ngillilarning fidokorona mehnati Prezidentimiz tomonidan yuqori baholanib, 400 nafarga yaqin volontyor “Mehr-saxovat” ko‘krak nishoni bilan taqdirlangani, bu harakatning naqadar dolzarb va sharafli ekanligidan dalolat beradi.

Volontyorlik ortidan inson hayotida juda ko‘p yutuqlarga erishishi mumkin. Birinchi va eng muhimi bu savob. Savob har bir yordam ortidan olinadigan, insonning ma’naviy olami uchun eng kerakli, qimmatbaho hamda qalbni poklovchi ulug‘ ne’matdir. Ikkinchidan volontyorlik sertifikati mavjud bo‘lgan talabagina chet elda o‘qish yoki ishlash uchun grand eshiklarni ochuvchi muhim omil hisoblanadi. Uchinchidan turli xil insonlar bilan ishlab, muloqot qilib, yangi do’stlar ortirishi yoki volontyorlik orqali kim bilan qanday gaplashish kerakligini o‘rganish ortidan muvaffaqiyatga erishish mumkin.

Asosiy qism: 1. Volontyorlikning kelib chiqishi. Volontyor -자원봉사자 ko‘ngilli inson hisoblanib bu o‘zining shaxsiy va professional bilim, ko‘nikma, kuch va baxtini bexuda narsalarga emas, jamiyat foydasi uchun harakat qiluvchi jismoniy shaxsdir. O‘zbekistonda bu tushuncha qadimdan “hasharchi” yoki “tashabbuskor” degan nomlar bilan ma’lum bo‘lgan.

Volontyorlik atamasi dastlab 1755-yilda qayt etilgan. Ko‘ngillilik so‘zi o‘sha vaqtda asosan harbiy ma’noda — jamoat xizmati iborasi bilan mos kelgan. Shu sababli “o‘zini harbiy xizmatga taklif qilgan“ ma’nosida bu so‘z birinchi marta 1630-yillarda qayd etilgan.

Amerika XIX-asrda, Buyuk uyg‘onish davrida kam ta’minlanganlar holidan xabar olgan amerikalik ayollar, ko‘ngilli ravishda askarlar uchun materiallar tikishdi. Ular “Jang maydoni farishtasi“ Klara Barton va ko‘ngillilar jamoasi sifatida harbiylarga yordam berishni boshladilar.

Barton 1881-yilda Amerika Qizil Xoch tashkilotiga asos soldi. Bu tashkilot 1889-yilda Jonstaun toshqinidan jabrlanganlarga yordam ko‘rsatishni o‘z zimmasiga olgan, ofat oqibatlarini bartaraf etish operatsiyasi uchun ko‘ngillilarni safarbar qilishni boshlashadi. Shu tariqa volontyorlik vujudga keladi [https://uz.wikipedia.org/wiki/Volontyor].

2. Volontyorlik faoliyati to‘g‘risidagi qonun O‘zbekistonda 2019-yil 2-dekabrda Prezident Sh.M.Mirziyoyev tomonidan imzolandi. Qonunga muvofiq, volontyorlik faoliyati – jismoniy va yuridik shaxslarning manfaatlarini ko‘zlab bepul asosda amalga oshiriladigan, jamoat uchun foydali bo‘lgan ixtiyoriy faoliyat hisoblanadi. 18 yoshga to‘lgan jismoniy shaxslar volontyorlik faoliyatini amalga oshirishi mumkin.

Volontyorlik faoliyatini quyidagicha amalga oshirilishi mumkin		
yakka tartibdagi volontyorlik faoliyati	volontyorlar guruhi tarkibidagi volontyorlik faoliyati	volontyorlik tashkiloti orqali volontyorlik faoliyati

3. Volontyorlik shakillari. Volontyorlik ikki qismga bo’linadi. 1. Volontyorlik ko‘ngilli 자원봉사자. 2. Gumanitar yordam 인도적 지원. Volontyorlikka-자원봉사자 tegishli bo‘ladigan asosiy talablar bu o‘z xohishi va idroki bilan majburiy bo‘lmagan, beminnat yordam faoliyatidir. Bu faoliyat ortidan tog‘ridan-tog‘ri moddiy haq olinmaydi. Faoliyat natijasida jamiyatga yoki ma‘lum bir guruhga foyda keltiradi. Tashkiliy ishlarni rasmiy va norasmiy guruhlarda amalga oshirish mumkin. Gumanitar yordam - bu tabiiy ofatlar, qurolli mojarolar, iqtisodiy inqiroz yoki boshqa favqulodda vaziyatlar oqibatida jiddiy jabr ko‘rgan aholining hayotini saqlab qolish, holatini yengillashtirish va inson qadrini oshirish maqsadida ko‘rsatiladigan moddiy, moliyaviy va texnik yordam. Gumanitar yordam ko‘pincha moddiy resurslar (oziq-ovqat, dori-darmon, boshpana) bilan bog‘liq bo‘ladi.

4. O‘zbekiston va chet elda volontyorlikning farqi. O‘zbekistonda volontyorlik-ko‘pincha mahalliy, madaniy, ekologik tadbirlar, ijtimoiy yordam loyihalari, ta’lim sohasidagi tashabbuslar va sport musobaqalarini tashkil etish bilan bog‘liq bo‘lgan tadbirda ishtirok etishdir. Davlat tashkilotlari Yoshlar ishlari agentligi, nodavlat notijorat tashkilotlar (NNT), mahalliy xayriya jamg‘armalari va ta’lim muassasalaridir. (hali to‘liq shakllanmagan). Ko‘pincha vaqtinchalik loyihalar yoki yirik tadbirlarga jalb qilinadi. Rasmiy tan olinishi va tajribani hujjatlashtirish tizimi rivojlanish bosqichida. Asosan o‘zbek, rus va ingiliz tillarida muloqot qilinadi.

Chet elda volontyorlik- Ekologik muhofaza (tabiat bog‘lari, dengiz hayoti), global sog‘liqni saqlash, gumanitar yordam, xalqaro ta’lim va madaniy almashinuv dasturlari. BMT, Yevropa Ittifoqi EU Aid Volunteers, Peace Corps AQSh, xalqaro NNTlar, yirik almashinuv dasturlari ancha rivojlangan va institutlashgan. Ko‘pincha uzoq muddatli loyihalarga jalb qilinadi. Volontyorlik tajribasi ko‘plab davlatlarda rasmiy ish tajribasi sifatida qabul qilinadi. Ingliz, fransuz, ispan, koreys tillarida muloqot qilishadi. Ko‘pgina xalqaro dasturlarda volontyorlarning yashash joyi, ovqatlanish xarajatlari va hatto yo‘l xarajatlarini ham qisman yoki to‘liq qoplab berishadi. Volontyorlik ishlari chet elda alohida o‘rin tutadi.

5. Volontyorlik yo‘nalishlari. Ekologik volontyorlik 환경 봉사 활동- bu barcha tirik mavjudotlar va butun o‘simlik dunyosi oldidagi ma’suliyatini anglashidir. Ekologik volontyor o‘zining ezgu sa’y-harakatlari bilan tabiatning mo‘jizalarini asrashga, sayyoramizning muvozanatini himoya qilishga hamda kelajak avlodlarga yashil meros qoldirishga intiluvchi jonkuyar qalb sohibidir. Ekologik volontyorlik daraxtlar ekish, tabiatni axlatlardan tozalash, hayvonlarga boshpanalar barpo etish hamda ularga g‘amxo‘rlik qilishdir.

Ta’lim volontyorligi 교육 봉사활동 — bu o‘z bilim, ko‘nikma va tajribasini beminnat baham ko‘rish, kam ta‘minlangan oilalar farzandlariga, mehribonlik uylarida maktab dasturi bo‘yicha qo‘shimcha darslar berish. Kompyuter savodxonligi, dasturlash asoslari kabi zamonaviy ko‘nikmalarni o‘rgatish. Hayotiy ko‘nikmalar, vaqtni boshqarish yoki notiqlik san’ati bo‘yicha mahorat darslari o‘tkazishdir. Ta’lim volontyorlikligi bolaning boshqalar bilan teng ta’lim olishiga muhim rol uynaydi, chunki u bilim olish imkoniyatlari cheklangan qatlamlarga bepul va sifatli ta’lim olishga ko‘maklashadi.

Ijtimoiy ish volontyorligi 사회 복지 봉사자— bu jamiyatdagi eng himoyasiz qatlamlarga bevosita yordam ko‘rsatishga qaratilgan eng muhim yo‘nalishlardan biridir. Ularning vazifasi yolg‘iz keksalar, kam taminlangan oilalar yoki jismoniy imkoniyati cheklangan shaxslarning uylariga borish, ularga oziq-ovqat

xarid qilish, dori-darmon olib kelish yoki uy-roʻzgʻor ishlarida yordam berishdir. Giyohvandlik va boshqa salbiy odati bor insonlarni jamiyatga qayta moslashishiga yordam berishadi, shaxsiy tajribalariga asoslanib insonlarni ruhlantirishadi. Hamda zararli odatlarning oldini olish boʻyicha seminarlar va treninglar oʻtkazishadi.

Xulosa: Oʻzbekistonda volontyorlik oʻz jamiyatingizga bevosita yordam berish, muloqot qilish orqali koʻplab doʻstlar ortirish va mamlakat ichidagi tizimlar bilan tanishish uchun ajoyib imkoniyatdir. Volontyorlikning yoʻnalishlari turliligi sababli sizga qaysi turdagi volontyorlik koʻproq mos kelishini bilish uchun, sizni qaysi yoʻnalish va qanday muddatdagi loyihalar qiziqtirayotganini aniqlab olishingiz muhim. Shu bilan birga bu faoliyatni rivojlantirish uchun avvalo volontyorlik haqida keng tushunchaga ega boʻlib soʻngra harakat qilish kerak. Volontyorlik Oʻzbekistonda ham keng yoyilishi bu bizning yutugʻimizdir.

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HOW TO IMPROVE ENGLISH SPEAKING FLUENCY

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Abstract: This article presents a condensed synthesis of research on improving English speaking fluency. Fluency is defined as a multidimensional construct involving speed, coherence, accuracy, and prosody. The article integrates findings on linguistic competence, strategic practice, psychological factors, and technological tools. The results suggest that a balanced approach combining task-based practice, pronunciation training, vocabulary development, and the use of AI-driven tools leads to measurable improvements in fluency.

Keywords: English fluency, pronunciation, task-based learning, AI, language strategies

English has become the dominant global language for communication, education, and professional development. As a result, developing speaking fluency is a key goal for second language learners. Fluency is not merely the ability to speak quickly but includes smooth, coherent, and intelligible speech supported by appropriate pronunciation, vocabulary, and grammar.

This tiny research aims to synthesize existing research and propose a structured framework for improving English speaking fluency. It focuses on linguistic foundations, effective learning strategies, psychological barriers, and technological advancements.

This study uses a narrative review methodology, synthesizing findings from quantitative, experimental, and action research studies in second language acquisition. Data sources include peer-reviewed articles, pedagogical reports, and experimental studies focusing on fluency development. Quantitative methods such as questionnaires were used in previous studies to identify learning strategies. Experimental designs examined pronunciation instruction and fluency outcomes, while action research evaluated task-based learning interventions. The synthesis focuses on identifying consistent patterns and effective practices across studies.

Findings indicate that fluency development depends on four main factors:

1. Linguistic Competence: Pronunciation, vocabulary, and grammar form the foundation of fluent speech. Suprasegmental features such as stress and intonation significantly impact intelligibility and perceived fluency.

2. Strategic Practice: Task-Based Language Teaching (TBLT) and communicative activities improve speech rate, reduce pauses, and enhance spontaneous speech production. Regular practice and real-life interaction are essential Chau G., Kennedy, J. E., & Puskas, A.

3. Psycholinguistic Factors: Anxiety and fear of mistakes negatively affect fluency. Confidence-building activities and supportive environments help learners speak more freely.

4. Technology Integration: AI tools and digital platforms provide personalized feedback, pronunciation correction, and interactive speaking opportunities, accelerating learning progress.

The findings highlight that no single method is sufficient to achieve fluency. Instead, a holistic approach is required. Linguistic knowledge must be combined with consistent communicative practice. TBLT is particularly effective because it mirrors real-life communication and emphasizes meaning over form. Thomson and Derwing also observed a shift in research emphasis towards intelligibility and comprehensibility over strict native-like pronunciation targets.

Psychological factors must also be addressed. Reducing anxiety and encouraging self-evaluation can significantly improve learner performance. Additionally, AI technologies offer new opportunities for personalized and accessible language learning, especially in contexts with limited access to native speakers.

The integration of these elements creates a comprehensive framework for sustainable fluency development, Nguyen, T. H.

Conclusion. Improving English speaking fluency requires a multidimensional approach that integrates linguistic skills, strategic practice, psychological readiness, and technological support. Learners benefit most from engaging in meaningful communication, expanding vocabulary, improving pronunciation, and using modern digital tools.

Future research should explore the long-term impact of AI-based learning tools and develop more precise methods for measuring fluency beyond speech rate. Overall, fluency development is a continuous and dynamic process that requires consistent effort and adaptive strategies.

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INGLIZ TILIGA KIRIB KELGAN YANGI SO‘ZLAR – NEOLOGIZMLAR

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Anotatsiya: ushbu maqolada ingliz tiliga kirib kelgan yangi so‘zlar, ya’ni neologizmlar haqida batafsil ma’lumot beriladi. Neologizmlar qanday paydo bo‘lishi, ularning ijtimoiy va madaniy va texnologik omillar bilan bog‘liqligi tahlil qilinadi. Shuningdek, maqolada neologizmlarning til rivojiga ta’siri, ularning kundalik hayotda qo‘llanishi va global kommunikatsiyadagi o‘rni ko‘rib chiqiladi. Bundan tashqari, kelajakda yangi so‘zlarning paydo bo‘lish ehtimoli va ularning tilga qanday ta’sir ko‘rsatishi haqida ham fikr yuritiladi.

Kalit so‘zlar: neologizm, ingliz tili, yangi so‘zlar, madaniyat, til.

NEW WORDS IN ENGLISH – NEOLOGISM

Annotation: this article provides detailed information about new words in English language, known as neologisms. It analyzes how neologisms appear and their connection with social, cultural, and technological factors. The article also discusses the impact of neologisms on language development, their use in everyday life, and their role in global communication. In addition, it considers the possibility of new words appearing in the future and how they may influence the language.

Keywords: neologism, English language, new words, culture, language

Neologizm, yangi so‘z yoki ibora sifatida tanilgan, tilning rivojlanishi jarayonida paydo bo'lgan terminlardir. Ular ko‘pincha ilmiy, texnologik yoki madaniy o'zgarishlarga javoban shakllanadi. Neologizmlar, tilning dinamik tabiatini namoyish etadi va jamiyatning ehtiyojlariga mos ravishda yangi tushunchalarni ifodalash uchun xizmat qiladi. Ingliz tilida neologizmlar juda keng tarqalgan bo'lib, ular ko‘pincha internet, texnologiya va ijtimoiy hayot bilan bog‘liq sohalarda paydo bo'ladi. Masalan, “blog”, “selfie” va “hashtag” kabi so‘zlar, zamonaviy aloqa vositalarining rivojlanishi natijasida shakllangan.

Neologizm — yangi so‘z yoki ifoda bo'lib, u tilga yangi ma’no yoki tushunchalarni kiritish uchun yaratiladi. Ularning paydo bo‘lishi ko‘pincha ijtimoiy, iqtisodiy yoki texnologik o‘zgarishlar bilan bog‘liq. Ingliz tilida neologizmlar tez-tez uchraydi va ular global kommunikatsiyada muhim rol o'ynaydi, chunki ular zamonaviy tendensiyalarni aks ettiradi va madaniy almashuvni kuchaytiradi.

Neologizmlar, yangi so‘zlar yoki ifodalar sifatida, turli ijtimoiy va madaniy kontekstlarda paydo bo'ladi. Ular ko‘pincha muayyan ehtiyojlar yoki yangi fenomenlar natijasida yuzaga keladi. Masalan, texnologiyaning rivojlanishi bilan birga, internet va raqamli kommunikatsiya sohalarida yangi terminlar paydo bo'ladi. Bu jarayon ijtimoiy o‘zgarishlar, madaniy almashuv va globalizatsiya bilan chambarchas bog‘liqdir. Yangi so‘zlar, ko‘pincha, bir madaniyatdan boshqasiga o‘tib, yangi ma'nolar va kontekstlar bilan boyitiladi. Neologizmlarning paydo bo‘lishi, shuningdek, tilning dinamik tabiatini va uning doimiy ravishda o‘zgarib borishini ko'rsatadi. Neologizmlar tilning rivojlanishi jarayonida ijtimoiy va madaniy omillar ta’sirida paydo bo‘ladi.

Zamonaviy texnologiyalar hayotimizning turli jabhalarida, jumladan, til va uning rivojlanishida muhim rol o‘ynaydi. Texnologik yangiliklar, masalan, internet, mobil aloqa va sun'iy intellekt kabi sohalarda yuzaga kelayotgan innovatsiyalar, yangi tushunchalar va atamalarni talab qiladi. Bu jarayon natijasida neologizmlar paydo bo'ladi, ularning aksariyati zamonaviy texnologiyalar bilan bog‘liq. Misol uchun, “blog”, “vlog”, “tarmoq” kabi so‘zlar, texnologiyaning rivojlanishi bilan birga kelib, kundalik hayotimizda keng qo‘llanilmoqda. Zamonaviy texnologiyalar, masalan, internet, mobil aloqa va sun’iy intellekt, yangi terminlar va tushunchalarni yaratishda muhim rol o‘ynaydi. Natijada, tilning boyishi va rivojlanishi, zamonaviy hayotning talablariga mos ravishda amalga oshiriladi.

Ijtimoiy tarmoqlar, zamonaviy kommunikatsiya muhitida muhim rol o'ynaydi va bu platformalarda yangi so‘zlarning paydo bo‘lishi jarayoni tezlashadi. Ushbu so‘zlar, nafaqat tilning rivojlanishiga hissa qo'shadi, balki ijtimoiy madaniyat va identitetni ham aks ettiradi. Masalan, “like”, “share” va “tweet” kabi so‘zlar, ijtimoiy tarmoqlarda keng tarqalgan va ular o‘zbek tiliga kirib kelgan yangi tushunchalarni ifodalaydi. Bu jarayon, tilning dinamikligini va uning ijtimoiy kontekstda qanday o‘zgarishini ko‘rsatadi. Ushbu yangi atamalar ko‘pincha foydalanuvchilar o‘rtasida tez tarqaladi va ular o‘zaro muloqotda yangiliklarni, hissiyotlarni ifodalashda muhim rol o‘ynaydi.

Neologizmlar madaniyatni ifodalash va o‘zgartirishda muhim rol o‘ynaydi, chunki ular yangi g‘oyalar, tushunchalar va ijtimoiy hodisalarni til orqali aks ettiradi. Har bir yangi so‘z yoki ibora, o‘z ichida o‘sha davrning madaniy kontekstini saqlaydi, bu esa tilni zamon bilan birga rivojlantiradi. Masalan, texnologik rivojlanish va globalizatsiya jarayonlari natijasida yuzaga kelgan yangi terminlar, odamlarning hayoti va fikrlaridagi o‘zgarishlarni ifodalaydi. Yana bir tomondan, neologizmlar madaniyatni yangilash va yangicha qarashlarni kiritish orqali, eski an’analarni va qadriyatlarni qayta ko‘rib chiqishga undaydi. Shu sababli, til va madaniyat o‘rtasidagi o'zaro bog‘liqlik neologizmlar orqali yanada kuchayadi va madaniyatning dinamikasini ta'minlaydi.

Neologizmlar til rivojiga sezilarli ta’sir ko‘rsatadi, chunki ular yangi tushunchalar va hodisalarni ifodalashda muhim vosita sifatida xizmat qiladi. Zamonaviy dunyoda texnologik, ijtimoiy va madaniy o‘zgarishlar natijasida paydo bo'lgan yangi so‘zlar, tilning dinamikligini oshiradi va uning qoidalarini yangilashga majbur qiladi. Neologizmlar til qoidalariga mos kelishi zarur, chunki ularning qabul qilinishi tilning ichki tuzilishi va qonuniyatlariga bog‘liq. Agar yangi so‘zlar mavjud grammatik va fonetik qoidalar bilan uyg‘unlashmasa, u holda ular tilga kiritilishida qiyinchiliklar yuzaga kelishi mumkin. Biroq, to‘g‘ri qo‘llanilganda neologizmlar tilni boyitadi va uning ifodaviy imkoniyatlarini kengaytiradi.

Kelajakda ingliz tilida yangi neologizmlar paydo bo‘lishi ehtimoli yuqori. Bu jarayon asosan texnologik innovatsiyalar, ijtimoiy o‘zgarishlar va global madaniyatning ta’siri bilan bog‘liqdir. Yana bir muhim omil–ijtimoiy tarmoqlar va onlayn kommunikatsiyaning rivojlanishi, bu esa yangi so‘zlar va ifodalarni tezda ommalashtirishga imkon beradi. Shuningdek, ekologik muammolar va barqaror rivojlanish masalalari ham yangi so‘zlar va atamalarni keltirib chiqarishi mumkin. Misol uchun, “ekoturizm” yoki “barqaror moda” kabi so‘zlar kelajakda yanada keng tarqalishi mumkin. Kelajakda ingliz tilida yangi so‘zlar paydo bo'lishi ehtimoli juda yuqori. Bu jarayon texnologik rivojlanish, ijtimoiy o‘zgarishlar va madaniy almashuvlar bilan bog‘liq. Masalan, sun’iy intellekt va raqamli platformalar bilan bog‘liq yangi atamalar, shuningdek, yangi ijtimoiy fenomenlar va tendensiyalarni ifodalovchi so‘zlar paydo bo‘lishi mumkin. Bu, o‘z navbatida, tilning evolyutsiyasini ta’minlaydi.

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BADIIY MATNDA TIL VA USLUBNING O‘RNI

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Annotatsiya: ushbu maqolada badiiy matnning asosiy tarkibiy qismi bo‘lgan til va muallifning individual ifoda shakli sifatidagi uslubning o‘rni hamda ahamiyati tahlil qilinadi.Badiiy nutq uslubining o‘ziga xos jihatlari, tilning tasviriylik va estetik ta’sir hosil qilishdagi roli, ilmiy uslub bilan solishtirma tomonlari, va qolaversa, o‘zbek adabiyotidan namunalar bilan yoritilgan. Maqola til va uslubning badiiy matnda o‘zaro chambarchas bog‘liqligini, ularning syujet, obrazlar va o‘quvchi hissiyotlarini shakllantirishdagi muhim bo‘lgan vazifasini ko‘rsatib o‘tadi. Tadqiqot natijalari adabiyotshunoslik va tilshunoslikning dolzarb muammolariga hissa qo‘shadi.

Kalit so‘zlar: badiiy matn, badiiy til, badiiy uslub, tasviriylik, estetik ta’sir, muallif nutqi, qahramon nutqi, badiiy vositalar.

THE ROLE OF LANGUAGE AND STYLE IN LITERARY TEXT

Abstract: this article analyzes the role and significance of language, which is the main component of a literary text, and style as the author's individual mode of expression. The specific features of literary speech, the role of language in creating imagery and aesthetic effect, its comparative aspects with scientific style, as well as examples from Uzbek literature are discussed. The article highlights the close interconnection between language and style in a literary text and demonstrates their important role in shaping the plot, characters, and the reader’s emotions. The results of the study contribute to current issues in literary studies and linguistics.

Keywords: literary text, literary language, literary style, imagery, aesthetic effect, author’s speech, character’s speech, stylistic devices.

Badiiy adabiyot tilning eng yuksak ifoda ko‘rinishi hisoblanadi. Til bu yerda nafaqat oddiy aloqa vositasi, balki san’atning asosiy unsuri, stetik qiymat hosil qiluvchi vositaga aylanadi. Uslub esa muallifning dunyoqarashi, fikrlash doirasi, tarzi hamda mahoratini aks ettiruvchi individual yo‘l bo‘lib, matnni noyob va betakror qiladi.

Adabiyotshunoslikda til va uslubning o‘rni V. Vinogradov, B.Yo‘doshev, X.Doniyorov [2;5;6] kabi olimlar tomonidan chuqur o‘rganilgan. Ular badiiy matnni “estetik ta’sir ko‘rsatuvchi, tasviriy va hissiy” deb izohlaydilar. Hozirgi davrda, ayniqsa, o‘zbek adabiyotshunosligida bu mavzu muhim bo‘lib qolmoqda, chunki tilning badiiylashuvi milliy o‘zlikni saqlash va rivojlantirishning asosiy omillaridan biridir.

Badiiy matnda til avvalo obraz yaratish vositasi sifatida namoyon bo‘ladi. Oddiy xalq tilidan farqli ravishda, badiiy til ifodali va poetic xususiyatlarga ega: so‘zlar to‘g‘ridan-to‘g‘ri ma’noda emas, balki ko‘chma ma’noda ishlatiladi.

Masalan, leksik birliklar (eski so‘zlar, mahalliy so‘zlar hamda yangi so‘zlar), sinonimlar, antonimlar va o‘xshash talaffuzli so‘zlar uslubiy yuk oladi .

Tilning asosiy vazifalari quyidagilar:

Estetik ta’sir hosil qilish- o‘quvchida his-tuyg‘u uyg‘otish;

Tasviriylik- voqelikni jonli aks ettirish;

Hissiylik- muallif vz qahramonlarning ichki olamini ochish.

Muhabbat Alimovna Hakimova [3] ta’kidlaganidek, badiiy til “umumxalq va adabiy til bilan bog‘liq bo‘lsa-da, o‘ziga xos jihatlariga ega bo‘lib , obraz yaratishning asosiy vositasi” hisoblanadi.

Muallif nutqi va qahramon nutqining o‘zaro bog‘liqligi badiiy nutq uslubiyatining markaziy masalasi bo‘lib, qahramonlar nutqi umumlashtirish va individuallashtirish orqali yuzaga keladi.

Badiiy matnda til syujetni shakllantirish, ziddiyatlarni ochish va kompaziysiyani tuzishda ham muhim rol o‘ynaydi.

Uslub- bu til vositalarining muayyan tartibda qo‘llanilishi va mallifning shaxsiy ifoda yo‘lidir. Badiiy uslub boshqa funksional uslublardan (ilmiy, rasmiy, publistik) tasviriylik, badiiy vositalar (metafora, epitet, qarama-qarshilik, takror) va sintaktik o‘zgarishlar bilan ajralib turadi. U o‘quvchiga estetik zavq bag‘ishlaydi va tasavvurida alohida olam yaratadi.

O.T.Begimovning [1] qiyosiy tadqiqotiga ko‘ra, badiiy uslubda leksika ko‘chma va obrazli bo‘lsa, morfologiyada fe’llar, sifatlar va sifatdoshlarning keng qo‘llanishi ustunlik qiladi. Sintaksisda esa gap tuzilishining o‘zgarishi, to‘g‘ridan-to‘g‘ri va bilvosita nutq, murakkab gaplar orqali hissiylik kuchaytiriladi.

Ilmiy uslubdan farqli ravishda, badiiy uslub voqealar tizimga ega, obrazlar (masalan:Abdulla Qodiriynining “O‘tgan kunlar” asaridagi Otabek, Kumush va Zaynab) orqali hayotni tasvirlaydi va estetik ta’sir ko‘rsatadi. Uslub muallifning dunyoarashini ifodalab, asarni yagona qiladi va o‘quvchini ruhiy olamga olib kiradi.

Til va uslub bir-biriga bog‘liq: til uslubning materiali, uslub esa tilning ifoda shaklidir. Badiiy matnda ularning uzviy aloqasi estetik qiymatini belgilaydi. Ilmiy uslubda til aniq, terminlarga boy va shaxsiylikdan xoli bo‘lsa, badiiy uslubda til ifodali hissiy va subyektiv bo‘ladi.

Begimovning fikricha, ikkala uslubda ham umumiy til birliklari mavjud bo‘lsa-da, ularning leksik, grammatik va sintaktik farqlari maqsadni belgilaydi: ilmiy uslub- bilim berish va axborot yetkazish, badiiy uslub- estetik ta’sir va his tuyg‘u uyg‘otishdir.

Po‘latjonova Odina [4] o‘zbek adadiy asarlarida badiiy tilning syujet yaratishidagi ahamiyatini alohida qayd etadi. Natijada, til va uslubning uyg‘unligi badiiy matnni haqiqiy san’at asariga aylantiradi.

O‘zbek adabiyotida amaliy misollar. O‘zbek adabiyotida til va uslubning yorqin namunalarini ko‘plab uchratish mumkin. Abdulla Qodiriyning “O‘tgan kunlar” romanida tilning tasviriy qo‘llanishi orqali XIX asr O‘zbekistonning ijtimoiy qarama-qarshiliklari jonli ifodalangan . Muallif nutqi va qahramonlar nutqining uyg‘unligi asarning estetik qiymatini oshiradi.

Alisher Navoiyning “ Xamsa” asarida sha’riy tilning ohangi, qofiya tizimi va badiiy vositalar uslubni shakllantirib, falsafiy chuqurlik bag‘ishlaydi. Zamonaviy o‘zbek adabiyotida (masalan Pirimqul Qodirov, O‘tkir Hoshimov asarlarida) tilning mahalliy so‘zlar va yangi birliklar orqali milliy ruh berilishi uslubning individualligini kuchaytiradi.

Bu misollar til va uslubning badiiy matnda nafaqat ma’no balki estetik va tarbiyaviy vazifa bajarishini ko‘rsatadi.

Xulosa qilib aytganda, badiiy matnda til va uslubning o‘rni nihoyatda muhimdir:til obraz va hissiyot yaratishning asosiy vositasi bo‘lsa, uslub bu vositani muallifning shaxsiy mahorati bilan boyitadi. Ularning uzvi aloqasi estetik ta’sir, syujet rivoji va o‘quvchining ustunligi tasviriylik va hissiylikda ko‘zga tashlanadi. O‘zbek adabiyotida bu tamoyillar milliy adabiy merosni asrash va rivojlantirishning asosiy omillaridan biridir.Kelajakda til va uslubning raqamli adabiyotdagi o‘rni ham chuqur o‘rganilishi lozim.

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BADIIY MATNDA STILISTIK VOSITALARNING QO‘LLANILISHI VA ULARNING ESTETIK AHAMIYATI

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Annotatsiya. Mazkur maqolada badiiy matnda stilistik vositalarning qo‘llanishi, ularning badiiy-estetik ahamiyati hamda o‘quvchi ongiga ta’siri tahlil qilinadi. Badiiy adabiyot tilida metafora, epitet, taqqoslash, mubolag‘a kabi tasviriy vositalarning o‘rni muhim hisoblanadi. Ushbu maqolada badiiy matnni lingvostilistik jihatdan tahlil qilish orqali yozuvchining individual uslubi va til imkoniyatlaridan foydalanish mahorati ko‘rib chiqiladi.

Kalit so‘zlar: badiiy matn, stilistika, metafora, epitet, taqqoslash, lingvostilistika, badiiy tasvir vositalari.

THE USE OF STYLISTIC DEVICES IN LITERARY TEXT AND THEIR AESTHETIC SIGNIFICANCE

Abstract: this article analyzes the use of stylistic devices in literary texts, their artistic and aesthetic significance, and their impact on the reader’s perception. In the language of literature, figurative devices such as metaphor, epithet, simile, and hyperbole play an important role. The article examines the writer’s individual style and their mastery in using the expressive potential of language through a linguostylistic analysis of literary texts.

Keywords: literary text, stylistics, metaphor, epithet, simile, linguostylistics, figurative devices.

Badiiy adabiyot insoniyat madaniyatining eng muhim tarkibiy qismlaridan biri hisoblanadi. Adabiy asarlar orqali inson ruhiyati, jamiyat hayoti va turli ijtimoiy jarayonlar o‘z ifodasini topadi. Badiiy matnning ta’sirchanligi esa ko‘p jihatdan yozuvchining til imkoniyatlaridan qay darajada samarali foydalanishiga bog‘liq.

Til badiiy asarning asosiy qurilish materiali hisoblanadi. Yozuvchi o‘z fikrlarini, his-tuyg‘ularini hamda tasvirlamoqchi bo‘lgan voqelikni aynan til vositalari orqali ifodalaydi. Shu sababli badiiy matnni o‘rganishda stilistik vositalarni tahlil qilish muhim ilmiy ahamiyatga ega.

Stilistika tilshunoslikning muhim sohalaridan biri bo‘lib, u til birliklarining uslubiy xususiyatlarini hamda ularning nutqda qo‘llanish imkoniyatlarini o‘rganadi. Badiiy adabiyotda stilistik vositalarning qo‘llanishi esa matnning estetik qiymatini oshiradi va o‘quvchi ongiga kuchli ta’sir ko‘rsatadi.

Mazkur maqolaning asosiy maqsadi badiiy matnda stilistik vositalarning qo‘llanish xususiyatlarini o‘rganish hamda ularning estetik ahamiyatini aniqlashdan iborat.

Badiiy matn – bu adabiy asarning til orqali ifodalangan shaklidir. Badiiy matn o‘zining obrazliligi, emotsionalligi va estetik ta’sirchanligi bilan boshqa nutq turlaridan farq qiladi.

Badiiy matnda voqelik to‘g‘ridan-to‘g‘ri emas, balki badiiy tasvir vositalari orqali ifodalanadi. Yozuvchi voqea-hodisalarni tasvirlashda tilning turli imkoniyatlaridan foydalanadi. Bu esa matnning mazmunini yanada boyitadi va o‘quvchining tasavvurini kengaytiradi [4]

Badiiy matn quyidagi xususiyatlarga ega:

obrazlilik

emotsionallik

individual uslub

estetik ta’sirchanlik

Ushbu xususiyatlar badiiy matnni boshqa ilmiy yoki rasmiy matnlardan farqlab turadi.

Stilistik vositalar va ularning turlari. Stilistik vositalar badiiy matnning ifoda imkoniyatlarini kengaytiruvchi muhim til birliklaridir. Ular yordamida yozuvchi voqea-hodisalarni yanada obrazli va ta’sirchan tarzda tasvirlaydi [3]. Stilistik vositalar turli xil bo‘lishi mumkin. Eng keng tarqalganlari quyidagilar:

Metafora – bu bir predmet yoki hodisani boshqa bir predmet yoki hodisa bilan o‘xshashlik asosida ifodalash usulidir. Metafora badiiy matnda obrazlilikni kuchaytiradi va tasvirni yanada jonli qiladi. Masalan: “Hayot – bu uzun yo‘l”. Bu misolda hayot yo‘lga qiyoslangan. Metafora orqali yozuvchi murakkab tushunchalarni oddiy va tushunarli tarzda ifodalashi mumkin.

Epitet – bu predmet yoki hodisaning muhim belgilarini ifodalovchi badiiy aniqlovchidir. Epitet badiiy tasvirni yanada boyitadi va tasvirlangan obyektning xususiyatlarini ochib beradi. Masalan: moviy osmon, oltin kuz, sokin tun. Epitetlar badiiy matnda emotsional rang-baranglikni oshiradi.

Taqqoslash – bu ikki predmet yoki hodisaning o‘xshash tomonlarini ko‘rsatish orqali tasvir yaratish usulidir. Masalan: “U sher kabi jasur edi.” Bu yerda qahramonning jasorati sher bilan taqqoslanmoqda. Taqqoslash badiiy tasvirning aniqligini oshiradi.

Mubolag‘a – bu voqea yoki hodisani bo‘rttirib tasvirlash usulidir. Mubolag‘a orqali yozuvchi tasvirning ta’sirchanligini kuchaytiradi. Masalan: “Ko‘z yoshlaridan daryo oqdi.” Albatta, bu real holat emas, balki tasviriy ifoda.

Stilistik vositalarning estetik ahamiyati

Badiiy matnda stilistik vositalarning qo‘llanishi asarning estetik qiymatini oshiradi. Ular yordamida yozuvchi o‘quvchi tasavvurida jonli obrazlar yaratadi.

Stilistik vositalar quyidagi vazifalarni bajaradi:

1. Matnning obrazliligini oshiradi.
2. O‘quvchi tasavvurini boyitadi.
3. Asarning emotsional ta’sirini kuchaytiradi.
4. Muallifning individual uslubini namoyon qiladi.

Shu sababli stilistik vositalar badiiy adabiyotning ajralmas qismi hisoblanadi.

Lingvostilistik tahlil badiiy matnda qo‘llangan til vositalarini ilmiy jihatdan o‘rganish jarayonidir. Bu tahlil yordamida yozuvchining til boyligi va uslubiy mahoratini aniqlash mumkin [5]. *Lingvostilistik tahlil quyidagi bosqichlarni o‘z ichiga oladi:*

matndagi stilistik vositalarni aniqlash;

ularning funksiyasini tahlil qilish;

matn mazmuniga ta’sirini aniqlash;

Bu usul badiiy matnni chuqurroq anglash imkonini beradi.

Xulosa qilib aytganda, badiiy matnda stilistik vositalarning qo‘llanishi asarning estetik qiymatini oshiradi va o‘quvchi ongiga kuchli ta’sir ko‘rsatadi. Metafora, epitet, taqqoslash va mubolag‘a kabi tasviriy vositalar yordamida yozuvchi voqea-hodisalarni yanada obrazli tarzda ifodalaydi.

Shuningdek, lingvostilistik tahlil badiiy matnning til xususiyatlarini chuqur o‘rganishga yordam beradi hamda yozuvchining individual uslubini aniqlash imkonini beradi.

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ZAMONAVIY TILSHUNOSLIKNING DOLZARB MUAMMOLARI VA KELAJAK ISTIQBOLLARI

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Annotatsiya: bugungi kunda tilshunoslik fanida jadal o‘zgarishlar va yangi tadqiqot yo‘nalishlari kuzatilmoqda. Ushbu tezisda zamonaviy tilshunoslikning eng dolzarb muammolari, jumladan, kognitiv tilshunoslikning rivojlanishi, raqamli texnologiyalarning tilshunoslikka ta’siri, ko‘p tillilik sharoitida tilning o‘rni hamda lingvistik tadqiqotlarning amaliy ahamiyati tahlil qilinadi. Maqsad – tilshunoslikning hozirgi holatini baholash va uning kelajakdagi rivojlanish tendensiyalarini belgilash. Unda tilning inson tafakkuridagi o‘rni va madaniy-ijtimoiy hodisa sifatidagi mohiyati yoritiladi.

Kalit so‘zlar: tilshunoslik, kognitiv tilshunoslik, raqamli tilshunoslik, globallashuv, lingvistik texnologiyalar

MODERN LINGUISTICS: CURRENT CHALLENGES AND FUTURE PROSPECTS

Abstract: nowadays, rapid changes and new research directions are being observed in the field of linguistics. This thesis analyzes the most pressing issues of modern linguistics, including the development of cognitive linguistics, the impact of digital technologies on linguistics, the role of language in a multilingual environment, and the practical significance of linguistic research. The aim is to evaluate the current state of linguistics and identify its future development trends. It also highlights the role of language in human cognition and its essence as a cultural and social phenomenon.

Keywords: linguistics, cognitive linguistics, digital linguistics, globalization, linguistic technologies.

Til insoniyatning eng murakkab va fundamental ixtirolaridan biri bo‘lib, u nafaqat muloqot vositasi, balki tafakkur, madaniyat va ijtimoiy aloqalarning asosini tashkil etadi. XXI asrga kelib, globallashuv, raqamli texnologiyalar va fanlararo integratsiya tilshunoslik oldiga yangi, misli ko‘rilmagan vazifalarni qo‘ymoqda. An’anaviy tilshunoslikka yangi yo‘nalishlar, jumladan, kognitiv, kompyuter va korpus tilshunosligi qo‘shilmoqda. Ushbu tezis zamonaviy tilshunoslikning eng muhim muammolarini ko‘rib chiqish, uning hozirgi rivojlanish bosqichini tahlil qilish va kelajakdagi imkoniyatlarini belgilashni maqsad qilgan.

Kognitiv tilshunoslik tilni inson tafakkuri, idroki va ongining bir qismi sifatida o‘rganuvchi eng jadal rivojlanayotgan yo‘nalishlardan biridir. U tilning faqatgina grammatik qoidalar va lug‘at yig‘indisi emas, balki insonning dunyoni qanday tushunishi va tasniflashi bilan chambarchas bog‘liq ekanligini ta’kidlaydi. Bu yo‘nalish semantika, pragmatika, metafora va metonimiya kabi hodisalarni chuqur tahlil qilib, tilning kognitiv modellarga asoslanganligini ko‘rsatadi. Psixolingvistika va neyrolingvistika bilan birgalikda kognitiv tilshunoslik tilni o‘rganish jarayonlari, miyadagi til markazlari faoliyati va til buzilishlarining sabablarini aniqlashda muhim rol o‘ynaydi. Bu esa tilni o‘qitish metodikalarini takomillashtirish va nutq terapiyasini rivojlantirish uchun yangi imkoniyatlar yaratadi.

Raqamli asr tilshunoslik sohasida inqilobiy o‘zgarishlarni keltirib chiqardi. Kompyuter tilshunosligi, tabiiy tilni qayta ishlash (NLP) va sun’iy intellekt (AI) texnologiyalari tilshunoslarga ulkan hajmdagi matn korpuslari bilan ishlash, til hodisalarini miqdoriy tahlil qilish va til modellarini yaratish imkonini bermoqda. Mashina tarjimasi, nutqni aniqlash, matn sintezi va chat-botlar kabi ilovalar tilshunoslik tadqiqotlarining amaliy natijalaridir. Bu soha nafaqat tilning tuzilishi va ishlatilishini chuqurroq tushunishga yordam beradi, balki jamiyatning turli ehtiyojlarini qondirish, jumladan, axborotni qayta ishlash, ta’lim va madaniyat almashinuvini yaxshilashda ham muhim ahamiyat kasb etadi. Raqamli tilshunoslik, ayniqsa, kam sonli tillarni saqlash va rivojlantirish uchun yangi vositalar taklif etadi.

Xulosa qilib aytganda, zamonaviy tilshunoslik doimiy ravishda rivojlanib borayotgan, fanlararo yondashuvlarni talab qiladigan murakkab sohadir. Kognitiv tilshunoslik inson tafakkuri va til o‘rtasidagi nozik bog‘liqlikni ochib bersa, raqamli tilshunoslik tilni o‘rganish va undan foydalanishda yangi ufqlarni ochmoqda. Globallashuv sharoitida tillarning o‘zaro ta’siri va ko‘p tillilik muammolari ham dolzarbligicha qolmoqda. Kelajakda tilshunoslik fanining rivojlanishi nafaqat tilning o‘zini chuqurroq tushunishga, balki insoniyatning kommunikativ va kognitiv qobiliyatlarini takomillashtirishga, yangi texnologiyalarni yaratishga va madaniy xilma-xillikni saqlashga xizmat qiladi.

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INTEGRATION OF INFORMATION AND COMMUNICATION TECHNOLOGIES INTO THE LANGUAGE LEARNING PROCESS

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Abstract: This article examines the integration of information and communication technologies (ICT) into the language learning process. The study focuses on the role of ICT in improving the effectiveness of language education, increasing student motivation, and supporting independent learning. It also discusses major advantages of ICT, such as access to authentic materials, distance learning opportunities, interactive teaching methods, and the development of communication skills. At the same time, the article identifies several challenges, including inadequate technological infrastructure, insufficient teacher training, and student distraction during lessons. The findings suggest that ICT has become an essential component of modern language education and has strong potential to further transform teaching and learning through emerging technologies such as artificial intelligence and virtual reality.

Keywords: information and communication technologies, language learning, digital education, educational technology, ICT integration, online learning

Аннотация: В данной статье рассматривается интеграция информационно-коммуникационных технологий (ИКТ) в процесс обучения языкам. Основное внимание уделяется роли ИКТ в повышении эффективности языкового образования, усилении мотивации обучающихся и развитии навыков самостоятельного обучения. Также анализируются основные преимущества использования ИКТ, такие как доступ к аутентичным материалам, возможности дистанционного обучения, интерактивные методы преподавания и развитие коммуникативных навыков. Наряду с этим в статье выделяются и некоторые трудности, включая недостаточную техническую инфраструктуру, нехватку подготовки преподавателей и отвлекающие факторы во время занятий. Результаты показывают, что ИКТ стали важной частью современного языкового образования и обладают значительным потенциалом для дальнейшей трансформации процесса обучения благодаря таким новым технологиям, как искусственный интеллект и виртуальная реальность.

Ключевые слова: информационно-коммуникационные технологии, изучение языков, цифровое образование, образовательные технологии, интеграция ИКТ, онлайн-обучение

In the modern world, information and communication technologies (ICT) play an increasingly important role in almost every sphere of life, including education. The rapid development of digital tools has significantly influenced the methods and strategies used in language teaching and learning. Traditional classroom practices are no longer the only means of language instruction, as ICT now provides learners and teachers with access to a wide variety of resources and interactive opportunities.

The integration of ICT into language education has introduced new possibilities for improving the quality of teaching and learning. Through the use of the internet, multimedia tools, online platforms, and communication applications, students can practice listening, speaking, reading, and writing skills more effectively. ICT also enables learners to access authentic materials and communicate in real-life contexts, which contributes to both language proficiency and cultural awareness. **[1;78]**

The purpose of this article is to analyze the role of ICT in language learning, identify its main advantages, discuss the challenges of its integration, and consider future prospects for the development of digital language education.

This article is based on a descriptive and analytical approach. Relevant theoretical literature on ICT in language learning was reviewed in order to examine the educational value of digital technologies. The study draws on the analysis of scholarly works devoted to computer-assisted language learning, modern teaching methods, and the practical application of educational technologies in language classrooms. **[4;145]**

The collected materials were organized into thematic categories, including the role of ICT in language education, its benefits for learners, the challenges of implementation, and possible future developments. This method made it possible to present a structured overview of the issue and identify the main tendencies in the integration of ICT into language learning.

The analysis shows that ICT has a positive impact on language learning in several important ways.

First, ICT improves access to authentic language materials such as videos, podcasts, articles, and online publications. These resources help learners study language in real-life contexts and develop a better understanding of the culture associated with the target language. **[3;46]**

Second, ICT supports distance learning and provides flexible learning opportunities. By using learning management systems, mobile applications, and video conferencing platforms, students can study from different locations and continue learning beyond the traditional classroom.

Third, ICT increases student motivation and engagement. Interactive tasks, multimedia presentations, quizzes, and game-based learning elements make lessons more attractive and enjoyable. As a result, students become more active participants in the learning process. **[2;67]**

Fourth, ICT encourages independent learning. Online dictionaries, educational platforms, and self-study applications allow students to manage their own pace of learning and practice language skills outside the classroom.

Fifth, ICT contributes to the development of communication skills. Through online discussions, video calls, and interaction with native speakers, learners gain confidence in speaking and improve their ability to communicate across linguistic and cultural boundaries. **[1;88]**

At the same time, the study reveals several challenges. Some educational institutions still lack sufficient technological infrastructure, which limits the implementation of ICT. Another problem is the insufficient digital competence of some teachers, who may require additional training to use ICT tools effectively. In addition, technology may distract students if it is not integrated into the lesson in a purposeful and controlled manner.

The findings confirm that ICT has transformed the language learning process by making it more interactive, learner-centered, and accessible. The use of digital technologies supports modern approaches to education in which students are expected to participate actively, develop autonomy, and engage with authentic language input.

These results are consistent with the ideas of scholars who emphasize the value of computer-assisted language learning and modern teaching methods. ICT not only enriches classroom instruction but also creates opportunities for lifelong learning and international communication. Its effectiveness, however, depends on the availability of technical resources, the digital preparedness of teachers, and the proper selection of technological tools according to educational aims. **[3;172]**

The discussion also suggests that future developments in artificial intelligence, virtual reality, and adaptive learning systems may further improve language education. Artificial intelligence can help analyze learner performance and provide personalized feedback, while virtual reality can create immersive environments for real-time language practice. Such innovations may make language learning more practical, individualized, and efficient.

Overall, ICT should not be viewed simply as an additional tool, but as an essential element of contemporary language education. Nevertheless, successful integration requires balanced implementation, pedagogical planning, and ongoing support for both teachers and learners.

In conclusion, the integration of information and communication technologies into the language learning process has significantly enhanced the quality of education. ICT offers access to authentic materials, supports flexible and distance learning, increases motivation, promotes learner autonomy, and improves communication skills. Despite these advantages, several obstacles remain, including limited infrastructure, insufficient teacher training, and the risk of distraction.

Therefore, for ICT to be effective in language education, it is necessary to ensure appropriate technological conditions, train teachers adequately, and use digital tools in a pedagogically meaningful way. With proper implementation, ICT can prepare students for successful communication in a global digital society and continue to shape the future of language learning.

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FRANSUZ TILIDA ARTIKLLARNING SEMANTIK VA GRAMMATIK XUSUSIYATLARI

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Annotatsiya. Mazkur maqolada fransuz tilidagi artikl kategoriyasining semantik va grammatik xususiyatlari tahlil qilinadi. Artikllarning til tizimidagi o'rni, ularning aniqlik, noaniqlik hamda miqdoriy ma'nolarni ifodalashdagi roli ilmiy manbalar asosida yoritiladi. Shuningdek, fransuz tilida qo'llaniladigan aniq, noaniq va qismiy artikllarning funksional xususiyatlari misollar yordamida ko'rib chiqiladi. Maqolada artikllarning nutqdagi referensial vazifasi hamda ularning stilistik imkoniyatlari tahlil qilinadi. Bundan tashqari, fransuz tilini o'rganayotgan talabalar nutqida uchraydigan artikl bilan bog'liq tipik xatolar ham ko'rsatib beriladi.

Kalit so'zlar: artikl, determinatsiya, referensiya, fransuz tili grammatikasi, semantika, aniq artikl, noaniq artikl, qism bildiruvchi artikl, tutash artikl.

Fransuz tilida shahar va kishilarning ismlaridan tashqari barcha otlar artikl bilan qo'llaniladi. Artikllar quyidagi vazifalarni bajaradi:

- Artikll otning rodini bildirib keladi:

le livre, la table
le cahier, la chaise
le garçon, la fille
l'homme, la femme

- Artikll otning sonini bildirib keladi**:**

le crayon – les crayons
la veste – les vestes
le tableau – les tableaux

- Artikll otning aniq ma'noda (article défini) olinganligini ko'rsatadi:

le mur, le tableau, les femmes
la rose, la fenêtre, les hommes

- Artikll otning noaniq ma'noda (article indéfini et partitif) olinganligini ko'rsatadi:

un enfant, un article, un chien
une forêt, une rencontre, une table
des livres, des cahiers, des crayons
du beurre, de l'eau, du courage[6].

Fransuz tilida ot oldidan kelib ularning rodini, sonini aniqlaydigan til birligiga artikl deb ataladi. Fransuz tili roman tillari guruhiga mansub bo'lib, uning grammatik tizimi murakkab va ko'p qirrali xususiyatlarga ega[7]. Ushbu tizimda artikl kategoriyasi muhim grammatik vositalardan biri hisoblanadi. Artikllar ot bilan birgalikda qo'llanib, uning aniqlik darajasi, umumiyligi hamda miqdoriy xususiyatlarini ifodalaydi.

Tilshunoslikda artikllar determinatsiya vositasi sifatida qaraladi. Determinatsiya hodisasi predmet yoki hodisaning nutqda qanday aniqlanishini belgilaydi. Artikllar orqali nutqda tilga olingan obyektning suhbat ishtirokchilari uchun ma'lum yoki noma'lum ekanligi ko'rsatiladi.

[6] A.E.Mamatov, M.M.Mirxoliqov, A.S.Asqarov. Fransuz tilining amaliy grammatikasi, "Fan va texnologiya" –Toshkent, 2015. – P. 17.

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Fransuz tilida artikllarning qo‘llanishi ko‘pincha majburiy hisoblanadi. Bu holat fransuz tilini o‘rganayotgan talabalar uchun muayyan qiyinchiliklar tug‘diradi. Ayniqsa, o‘zbek tilida artikl kategoriyasi mavjud emasligi sababli o‘quvchilar artikllarni qo‘llashda xatolarga yo‘l qo‘yadilar.

Fransuz tilida artikl otning grammatik aniqlanishini ifodalovchi determinativ birlik hisoblanadi. U ot bilan birga qo‘llanadi va uning rod va son kategoriyalari bilan moslashadi.

ARTIKL FORMALARI – FORMES DE L’ARTICLE.

	Article défine	**Article indéfine**	**Article partitif**	**Article contracté**
Masculin singulier	Le	Un	du	Au/ du
Féminin singulier	La	Une	de la	à la/de la
Pluriel pour deux genre	Les	Des	des	Aux/des

Aniq artikl

Aniq artikllar quyidagi shakllarda qo‘llanadi: le, la, les. Fransuz tilida shahar va kishilarning ismlaridan tashqari barcha otlar artikl bilan qo‘llaniladi. U ismlarning rodini va sonini aniqlashga yordam beradi. Artiklsiz ot deyarli ishlatilmaydi.

Noaniq artikl

Noaniq artikllar: un, une, des. Ular predmetning noma’lum yoki birinchi marta tilga olinayotganini bildiradi. Masalan: J’ai acheté un livre. Shuningdek, umumiy sinfni ifodalash uchun ishlatiladi: Un étudiant doit travailler beaucoup.

Qismiy bildiruvchi artikl

Qism bildiruvchi artikl modda yoki abstrakt tushunchaning ma’lum qismini bildiradi. U quyidagi shakllarda qo‘llanadi: du, de la, de l’, des. Masalan: Je bois du lait. Elle mange de la soupe. Shuningdek, avoir du courage, boire du vin.

Tutash artikl.

Fransuz tilida tutash artikllar (articles contractés) — bu préposition + article birikib qisqarib yozilishi va aytilishidir. Asosan à va de predloglari bilan sodir bo‘ladi. Ular gapda alohida yangi vazifa bajarmaydi — ular préposition (à, de) ning vazifasini davom ettiradi.

À + le / la / les → contracté (ga,da, haqida)

• à + le = au
• à + la = à la
• à + l’ = à l’
• à + les = aux

Je vais au marché.
Il parle aux étudiants.
Elle va à la maison.
Nous allons à l’école.

De + le / la / les → Article contracté

• de + le = du
• de + la = de la
• de + l’ = de l’
• de + les = des

Je viens du marché.
Il revient des cours.
Elle sort de la bibliothèque.
Nous venons de l’école.

Artikllarning semantik farqlari.

Quyidagi misollar artikllarning semantik farqlarini ko‘rsatadi:

J’aime le café. Je prends un café. Je bois du café. Birinchi gapda kofe umumiy tushuncha sifatida ishlatilgan, ikkinchisida bir porsiya nazarda tutiladi, uchinchisida esa moddaning bir qismi ifodalanadi[8].

Artikllarni qo‘llashdagi tipik xatolar.

Fransuz tilini o‘rganayotgan talabalar ko‘pincha quyidagi xatolarga yo‘l qo‘yadilar:

1. Artikllarni tushirib qoldirish: Livre est intéressant → Le livre est intéressant.
2. Aniq va noaniq artikllarni chalkashtirish: J’aime un chocolat → J’aime le chocolat.
3. Qismiy artiklni noto‘g‘ri qo‘llash: Je bois le lait → Je bois du lait.

Xulosa qilib aytganda, fransuz tilida artikl kategoriyasi muhim grammatik vosita hisoblanadi. Artikllar predmetning aniqlik darajasi, referensiyasi va miqdoriy xususiyatlarini ifodalaydi. Ularni to‘g‘ri qo‘llash fransuz tilini samarali o‘rganish uchun zarurdir.

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TIL O‘RGANISHNI OSHIRISHDA ZAMONAVIY PEDAGOGIK TEXNOLOGIYALAR

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Andijon davlat chet tillari instituti talabasi

Annotatsiya. Ushbu maqola zamonaviy pedagogik texnologiyalarning chet tillarini o'rganish jarayonida qo'llanilishi va ularning samaradorligini oshirishdagi rolini yoritadi. Mobil ilovalar, virtual reallik (VR/AR), sun'iy intellekt (AI) chatbotlari, teskari sinf (flipped classroom) va multimedia resurslar kabi innovatsion vositalar o'quvchilarning motivatsiyasini kuchaytirib, til ko'nikmalarini (tinglash, gapirish, o'qish, yozish) tez va qiziqarli tarzda rivojlantirish imkonini berishi ta'kidlanadi.Maqolada O'zbekiston ta'lim tizimidagi islohotlar, shu jumladan CEFR standartlari va raqamli platformalarning joriy etilishi misollarida ko'rsatilgan. Xalqaro tadqiqotlar asosida texnologiyalar til o'rganish samaradorligini 30-50% ga oshirishi mumkinligi qayd etilgan. O'qituvchi va o'quvchilarga amaliy tavsiyalar berilgan holda, kelajakda hybrid o'rganishning ustunligi haqida xulosa qilinadi.Maqola o'qituvchilar, o'quvchilar va ta'lim mutaxassislariga zamonaviy usullarni qo'llashda yo'l-yo'riq bo'lib xizmat qiladi.

Kalit so‘zlar: zamonaviy pedagogik texnologiyalar, til o'rganish, mobil ilovalar, VR/AR, sun'iy intellekt, flipped classroom, multimedia resurslar, O'zbekiston ta'limi.

Annotation. This article highlights the application of modern pedagogical technologies in the process of foreign language learning and their role in increasing its effectiveness. Innovative tools such as mobile applications, virtual reality (VR/AR), artificial intelligence (AI) chatbots, the flipped classroom approach, and multimedia resources are emphasized as means to enhance learners’ motivation and to develop language skills (listening, speaking, reading, and writing) in a faster and more engaging way.

The article also presents examples from the education system of Uzbekistan, including ongoing reforms such as the implementation of CEFR standards and digital platforms. Based on international research, it is noted that the use of technology can increase the effectiveness of language learning by 30–50%. Practical recommendations are provided for both teachers and learners, and the advantages of hybrid learning in the future are discussed.

The article serves as a guide for teachers, students, and education specialists in applying modern teaching methods.

Keywords: modern pedagogical technologies, language learning, mobile applications, VR/AR, artificial intelligence, flipped classroom, multimedia resources, education in Uzbekistan.

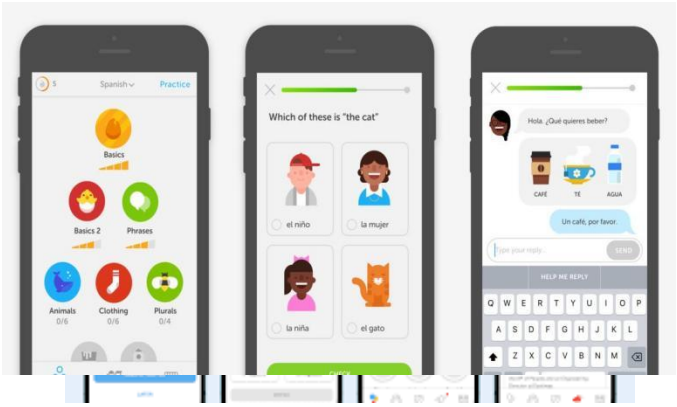
[8] https://www.wikipedia.org

Bugungi kunda til o'rganish jarayoni an'anaviy usullardan uzoqlashib, raqamli va innovatsion texnologiyalar bilan boyimoqda. 2025 yilda sun'iy intellekt (AI), virtual reallik (VR/AR) va mobil ilovalar til o'quvchilarining motivatsiyasini oshirib, ko'nikmalarni tezroq rivojlantirmoqda. Ushbu texnologiyalar o'quv jarayonini shaxsiy va interaktiv qiladi, natijada til o'rganish samaradorligi 30-50% ga oshishi mumkin (xalqaro tadqiqotlar bo'yicha). O'zbekistonda ham Prezident qarorlari asosida raqamli platformalar va multimediadarlar joriy etilmoqda.

1. Mobil ilovalar va gamifikatsiya

Mobil assisted language learning (MALL) – til o'rganishning eng ommabop usuli. Duolingo, Babbel va Memrise kabi ilovalar o'yin elementlari (gamifikatsiya) orqali lug'at va grammatikani mashq qildiradi. Adaptive learning texnologiyasi har bir o'quvchining darajasiga mos mashqlarni taklif etadi.

Afzalliklari: Kunlik qisqa mashqlar bilan motivatsiya saqlanadi, lug'at boyligi tez o'sadi.



Duolingo va shunga o‘xshash mobil ilovalar interfeysi.

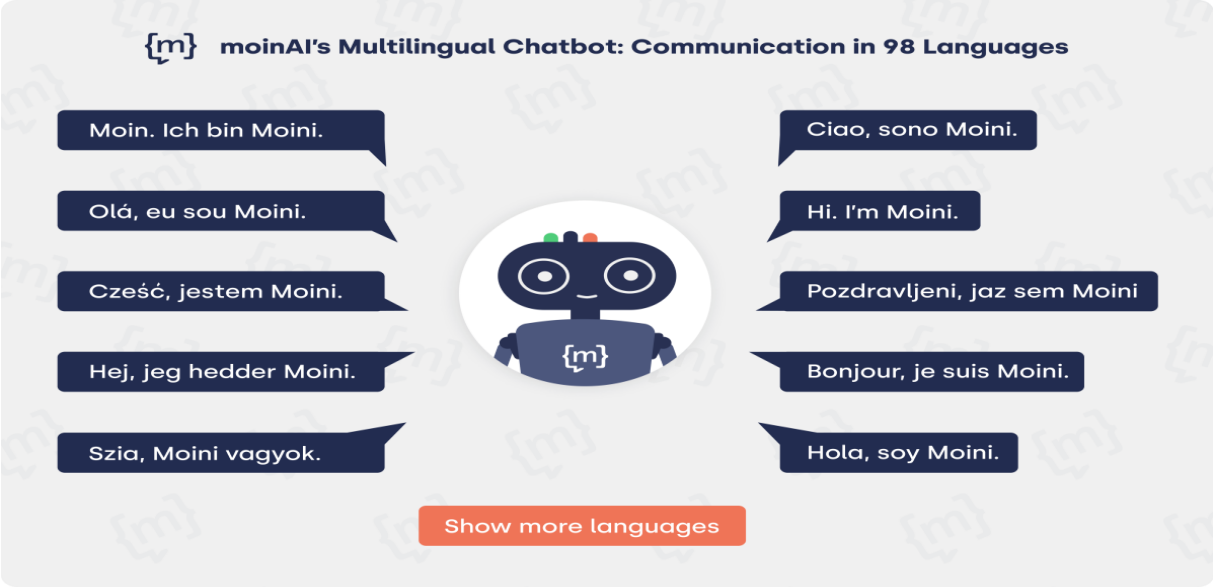
2. Virtual va kengaytirilgan reallik (VR/AR)

VR orqali o'quvchilar virtual sayohatlarda tilni real vaziyatlarda qo'llaydi: restoranda buyurtma berish yoki suhbatlashish. AR esa so'zlarni atrofdagi ob'ektlar bilan bog'laydi.

2025 yil trendi: Immersiv muhitlar til qo'rquvini kamaytirib, talaffuz va suhbat ko'nikmalarini rivojlantiradi.

3. Sun'iy intellekt va chatbotlar

AI chatbotlar (ChatGPT, Duolingo chatbot) bilan doimiy suhbatlashish, avtomatik baholash va xatolarni tuzatish mumkin. 2025 yilda AI shaxsiy o'qituvchi rolini o'ynab, individual dars rejalari tuzadi.



Afzalliklari: Real-time fikr-mulohaza, 24/7 mashq imkoni.

AI chatbotlar bilan til mashqi jarayoni.

4. Multimedia resurslar va integratsiyalangan platformalar

YouTube, podcasts, TED Talks bilan birga, AI va VR ni birlashtirgan platformalar (masalan, Mondly VR).

2025 trendi: Hybrid learning – onlayn va offline usullarni uyg'unlashtirish.

Multimedia resurslar, masalan, TED Talks va podcasts.

5. Flipped classroom va o'yinlashtirilgan o'rganish

Teskari sinf: Uyda video/materiallarni o'rganib, sinfda amaliy mashqlar. Kahoot!, Quizlet kabi o'yinlar raqobatni oshiradi.

O'zbekistonda: CEFR standartlari va multimediadarlar qo'llanilmoqda.

Flipped classroom usuli diagrammasi.

Xulosa. Zamonaviy pedagogik texnologiyalar til o'rganish jarayonini tubdan o'zgartirmoqda: ular nafaqat motivatsiyani oshiradi, balki o'quvchilarning mustaqil fikrlashini, ijodkorligini va til ko'nikmalarini rivojlantiradi. Xalqaro tadqiqotlar shuni ko'rsatadiki, AI va VR kabi vositalar til o'rganish samaradorligini sezilarli darajada oshirib, o'quvchilarning real hayotiy vaziyatlarda tilni qo'llash qobiliyatini kuchaytiradi. Masalan, Duolingo va shunga o'xshash ilovalarda AI chatbotlardan foydalangan o'quvchilarning 90% dan ortig'i o'z til ko'nikmalarini real suhbatlarda muvaffaqiyatli qo'llaganini bildirgan.

O‘zbekiston kontekstida bu texnologiyalar ta'lim islohotlarining muhim qismi bo'lib, 2024-2025 yillarda ikkinchi chet tilini o'rgatuvchi maktablar sonining oshishi, subsidiyalar va CEFR standartlarining keng joriy etilishi bilan qo'llab-quvvatlanmoqda. Bu o'z navbatida yoshlarni global bozorga tayyorlaydi, kasbiy ko'nikmalarni rivojlantiradi va mamlakatning raqamli ta'lim tizimini mustahkamlaydi.

Ammo muvaffaqiyatning kaliti texnologiyalarni to'g'ri integratsiya qilishda: o'qituvchilar malakasini oshirish, infratuzilmani rivojlantirish va shaxsiy yondashuvni saqlash zarur. Kelajakda hybrid modellarning (onlayn + offline) ustunligi bilan til ta'limi yanada inklyuziv va samarali bo'ladi, bu esa o'quvchilarga umrbod o'rganish ko'nikmalarini beradi.

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THE ROLE OF ARTIFICIAL INTELLIGENCE IN THE FIELD OF EDUCATION

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Annotation: This article examines the growing role of Artificial Intelligence (AI) in the field of education and analyzes its impact on teaching methodologies, student learning experiences, and institutional management systems. The study explores how AI-powered technologies contribute to personalized learning, adaptive assessment, automated administrative processes, and predictive academic analytics.

Keywords: artificial Intelligence (AI), personalized learning, adaptive learning, automated assessment, predictive analytics, data privacy, human-centered learning

Аннотация: В данной статье рассматривается возрастающая роль искусственного интеллекта (ИИ) в сфере образования, а также анализируется его влияние на методики

преподавания, учебный опыт студентов и системы управления образовательными учреждениями. В исследовании изучается, как технологии на базе ИИ способствуют персонализированному обучению, адаптивной оценке, автоматизации административных процессов и прогностической академической аналитике.

Ключевые слова: искусственный интеллект (ИИ), персонализированное обучение, адаптивное обучение, автоматизированная оценка, прогностическая аналитика, защита данных, человеко-ориентированное обучение.

In recent decades, technological advancement has significantly transformed nearly every sector of society, and education is no exception. Among the most influential innovations is Artificial Intelligence (AI), a branch of computer science focused on developing systems capable of performing tasks that typically require human intelligence, such as learning, reasoning, and decision-making. In the educational context, AI is not merely a supportive tool but an evolving force that reshapes teaching methodologies, learning experiences, and institutional management. This essay examines the multifaceted role of Artificial Intelligence in education, analyzing its benefits, potential drawbacks, and long-term implications for the future of learning.

One of the most significant contributions of Artificial Intelligence to education is its ability to provide personalized learning experiences. Traditional classroom models often follow a standardized curriculum, which may not address the diverse learning speeds, styles, and abilities of individual students. AI-powered systems, however, can analyze learners' performance data and adapt instructional materials accordingly. For instance, platforms such as Duolingo use machine learning algorithms to track user progress and adjust exercises based on individual strengths and weaknesses. Similarly, Coursera employs AI-driven recommendation systems to suggest relevant courses aligned with users' interests and academic goals. This level of personalization enhances engagement, improves retention rates, and allows students to learn at their own pace.

Moreover, AI-based tutoring systems can provide immediate feedback, reducing the delay between practice and correction. Instant feedback is essential in reinforcing learning outcomes and preventing the formation of misconceptions. Consequently, AI fosters a more student-centered educational environment.

Beyond student learning, Artificial Intelligence significantly improves administrative efficiency within educational institutions. Teachers often spend considerable time on repetitive tasks such as grading assignments, managing attendance records, and organizing academic data. AI-driven automation systems can perform these tasks quickly and accurately, allowing educators to dedicate more time to interactive teaching and mentorship. For example, AI tools integrated into platforms like ChatGPT can assist in drafting lesson plans, generating quizzes, or providing structured explanations of complex topics. When used ethically and responsibly, such tools support educators rather than replace them. Additionally, predictive analytics powered by AI can identify students at risk of academic failure by analyzing behavioral and performance patterns. Early intervention strategies can then be implemented to support those learners.

At an institutional level, AI enhances decision-making processes through data-driven insights. Universities and schools can optimize resource allocation, improve curriculum design, and develop more effective learning strategies based on comprehensive analytics.

Despite its advantages, the integration of Artificial Intelligence in education presents several challenges. One major concern is the potential overdependence of students on AI tools. Excessive reliance on automated systems may hinder critical thinking, creativity, and independent problem-solving skills. Education should not merely provide answers but cultivate intellectual autonomy. Another significant issue involves data privacy and security. AI systems require large amounts of data to function effectively, including personal and academic information about students. If not properly protected, this data may be vulnerable to misuse or cyber threats. Ethical frameworks and strict regulatory policies are therefore essential to safeguard users' rights. Furthermore, critics argue that AI could widen educational inequality. While technologically advanced institutions may benefit from AI integration, under-resourced schools may struggle to access such innovations, potentially increasing the gap between privileged and disadvantaged learners.

Looking ahead, Artificial Intelligence is likely to become even more deeply embedded in educational systems worldwide. Smart classrooms equipped with AI-driven virtual assistants, immersive simulations, and real-time performance tracking may redefine the learning experience. Rather than replacing teachers, AI is expected to act as a collaborative partner, enhancing instructional quality while preserving the essential human element of education. The future model of education may combine human empathy and mentorship with technological precision and efficiency. In such a hybrid system, educators focus on emotional intelligence, creativity, and ethical reasoning, while AI handles data analysis, personalization,

and routine tasks. This balanced integration has the potential to produce a more inclusive, accessible, and effective educational framework.

Conclusion. Artificial Intelligence plays an increasingly vital role in the field of education. Through personalized learning systems, administrative automation, and predictive analytics, AI enhances both teaching and learning processes. However, its implementation must be approached with caution, considering ethical concerns, data privacy issues, and the importance of maintaining human-centered education. When integrated responsibly, Artificial Intelligence does not threaten traditional education but rather strengthens it, paving the way for a more adaptive and innovative future of learning.

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ONLINE AND TRADITIONAL METHODS IN EFL TEACHING

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Annotation: This essay examines how technology has transformed English as a Foreign Language (EFL) teaching, comparing traditional classroom and online learning methods. It highlights the strengths of face-to-face instruction, such as immediate feedback, active participation, confidence-building, alongside the flexibility, accessibility and digital resources offered by online education. This article also addresses challenges of both process of learning.

Keywords: EFL teaching, self-discipline, collaboration, technology, flexibility, face-to-face interaction, accessibility, challenges

Аннотация: В данном эссе рассматривается, как технологии трансформировали преподавание английского языка как иностранного (EFL), с сравнительным анализом традиционных аудиторных и онлайн-методов обучения. Подчеркиваются преимущества очного обучения, такие как немедленная обратная связь, активное участие и формирование уверенности, а также гибкость, доступность и цифровые ресурсы, предлагаемые онлайн-образованием. В статье также рассматриваются трудности, возникающие в обоих процессах обучения.

Ключевые слова: преподавание английского языка как иностранного (EFL), самодисциплина, сотрудничество, технологии, гибкость, очное взаимодействие, доступность, трудности.

The field of English as a Foreign Language (EFL) teaching has undergone significant alteration due to the advancement made in technology and globalization. Two main ways of teaching: traditional, online lessons continue to shape how English is taught and acquired worldwide. As English has become an international language for communication, education, and career opportunities, the demand for effective teaching methods has greatly increased. Both teachers and students now face choosing the approach that best suits their needs, learning styles and accessible resources.

In recent years, especially after the global COVID-19 pandemic, online education has moved from being a supplementary tool to becoming a primary mode of instruction in many contexts. This rapid transition has raised important pedagogical questions about learning outcomes, student engagement, assessment validity, and long-term effectiveness in EFL instruction. Although numerous studies have explored digital learning, there remains a need to comparatively analyze traditional and online approaches within the specific context

of language acquisition. The significance of this study lies in its practical implications for teachers, curriculum designers, and educational institutions seeking to optimize instructional strategies in EFL contexts.

This study adopts a qualitative comparative research design based on an analytical review of existing literature in the field of EFL teaching methodologies. Academic articles, peer-reviewed journals, and educational reports related to online and traditional language instruction were examined. The analysis focused on themes such as learner engagement, assessment practices, technological accessibility, classroom interaction, and self-regulated learning. The collected sources were categorized according to advantages, disadvantages, and pedagogical implications of each teaching method. Through thematic analysis, similarities and differences between traditional and online instruction were identified and synthesized.

Traditional EFL teaching usually takes place in a classroom, where teachers and students communicate face-to-face. In this approach, students can get quick corrections, take part in discussions, and work in pairs or groups. Since the mentor is physically present, it is easier to observe students' progress, pronunciation, not to mention level of participation, which helps create a supportive environment. Moreover offline classrooms often use in-person exams, quizzes, class presentations, and handouts, which has several advantages to offer. These methods provide a fair and controlled environment where teachers can supervise students directly and reduce cheating. Class presentations help students take their confidence and public speaking skills to the next level, while hands-on tasks improve understanding through active learning. Nevertheless, this system of education also has some drawbacks, one of which is that traditional courses typically require students to be present in a specific location at scheduled time. This can be less flexible and may not accommodate people with various commitments or those who live far from educational institutions.

Online methods in teaching English have become very widespread over the last few years. A key benefit of learning online is its flexibility. Learners can access lessons from home or anywhere with an internet connection, which saves both time and transport cost. They also have freedom to study at their own pace, by revising recorded lectures or self-study programs. On top of that digital tools provide a wide range of authentic materials, such as videos, podcasts, online dictionaries, books, as well as opportunities to interact with native speakers from around the world. Despite mentioned positive sides, we cannot neglect the challenges. Reliable internet access and digital technologies are of utmost importance, which may not be available to all students. In turn, technical issues can interrupt lessons and cause frustration. Furthermore, online learning demands strong self-discipline and time management skills. Without face-to-face interaction some people may feel isolated and lose their motivation to acquire knowledge. The comparative analysis indicates that traditional classrooms are particularly effective in promoting speaking skills, spontaneous interaction, and immediate corrective feedback. In contrast, online learning environments tend to foster learner autonomy, digital literacy, and individualized pacing. However, the absence of physical presence in online settings may reduce social engagement and collaborative dynamics unless carefully structured through interactive digital tools.

In conclusion, both traditional and online methods of teaching English have distinct advantages and challenges. Traditional classroom learning provides direct interaction, immediate feedback, and structured activities that support participation and skill development, but it can be less flexible and demanding in terms of time, travel, and pace. Online learning offers flexibility, a variety of resources, and opportunities for self-paced study, yet it relies heavily on technology, self-discipline, and may limit real-life speaking practice and teacher supervision. Ultimately, each method has its own strengths and limitations depending on the learners' needs and circumstances.

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THE ESSENCE, OBJECT OF STUDY, AND MODERN DIRECTIONS OF LINGUISTICS

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Annotatsiya. Mazkur maqolada lingvistika fanining ilmiy mohiyati, tadqiqot obyekti va asosiy vazifalari yoritilgan. Tilshunoslik fanining shakllanish bosqichlari, an'anaviy va zamonaviy yo'nalishlari ilmiy-nazariy jihatdan tahlil qilinadi. Tilning ijtimoiy hodisa sifatidagi o'rni, uning kommunikativ imkoniyatlari hamda inson tafakkuri bilan bog'liqligi ochib beriladi. Shuningdek, lingvistikaning boshqa fanlar bilan aloqasi va bugungi kundagi ahamiyati asoslab beriladi. Maqola filologiya va tillarni o'qitish yo'nalishida tahsil olayotgan talabalar uchun mo'ljallangan.

Kalit so'zlar: lingvistika, til, nutq, tilshunoslik, fonetika, grammatika, semantika, kommunikatsiya.

Annotation. This article examines the scientific essence, object of study, and main functions of linguistics. The stages of development of linguistics, as well as its traditional and modern branches, are analyzed from a theoretical perspective. The role of language as a social phenomenon, its communicative potential, and its close relationship with human cognition are discussed. In addition, the interconnection of linguistics with other sciences and its relevance in the modern world are highlighted. The article is intended for students majoring in philology and language teaching.

Key words: linguistics, language, speech, phonetics, grammar, semantics, communication.

Language is one of the most important social phenomena in human society. Communication between people, the exchange of knowledge, and the transmission of culture and values from generation to generation are carried out through language. It is impossible to imagine society without language. Therefore, the need to study language scientifically led to the emergence of linguistics as an academic discipline.

Linguistics studies language systematically from theoretical and practical perspectives. It explores the structure, functions, development, and social nature of language. In today's globalized world, linguistics plays a significant role not only as a theoretical field but also as an applied science in education, translation, and information technologies.

The object and functions of linguistics

The main object of linguistics is language and speech. Language is a system of signs created by society, while speech is the practical realization of this system in communication.

The primary functions of linguistics include:

- studying the phonetic, lexical, and grammatical structure of language;
- analyzing the origin and historical development of languages;
- exploring the relationship between language and thinking;

The development of linguistics

Linguistics is one of the oldest academic disciplines. Initially, ideas about language developed within philosophy. By the nineteenth century, language became an independent object of scientific research. In the twentieth century, structural, functional, and semantic approaches laid the foundation for modern linguistics.

Main Branches of Linguistics

Phonetics studies speech sounds and their articulation, while **phonology** examines their functional role in the language system.

Lexicology focuses on vocabulary, word meanings, usage, and lexical development.

Grammar examines the morphological and syntactic structure of language, including word forms and sentence patterns. Semantics studies the meaning of linguistic units and their relationships.

Modern Linguistics and New Directions

Modern linguistics includes such branches as sociolinguistics, psycholinguistics, and cognitive linguistics. These areas analyze language in relation to society, psychology, and human cognition.

Linguistics and Other Sciences

Linguistics is closely connected with philosophy, psychology, sociology, pedagogy, and computer science. Linguistic knowledge is especially important in foreign language teaching and modern technologies, including artificial intelligence.

In conclusion, linguistics is a fundamental science that studies language in a comprehensive way. It helps to understand human thinking, social development, and culture. Therefore, studying linguistics is essential for students of philology and language education.

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CULTURE IN WORDS: IDIOMS AND PROVERBS IN ENGLISH AND UZBEK LEXICOLOGY

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Annotation: This thesis is about comparing idioms and proverbs in English and Uzbek lexicology. Idioms and proverbs in English and Uzbek act as cultural repositories, reflecting distinct worldviews, values, and histories through figurative language. English expressions often emphasize individualism and practicality, while hospitality, and communal harmony. Despite these differences, both languages share similar semantic structures, often using animal imagery or nature to convey non-literal meanings

Keywords: idioms, proverbs, lexicology, language and culture, English language, Uzbek language, cultural values, linguistic analysis.

Аннотация: Данная тезис посвящена сопоставлению идиом и пословиц в английской и узбекской лексикологии. Идиомы и пословицы в английском и узбекском языках выступают как носители культурных ценностей, отражая различные мировоззрения, ценности и исторический опыт посредством образного языка. Английские выражения часто подчеркивают индивидуализм и практичность, тогда как узбекские — гостеприимство и общественную гармонию. Несмотря на эти различия, оба языка имеют схожие семантические структуры, нередко используя образы животных или природы для передачи переносного значения.

Ключевые слова: идиомы, пословицы, лексикология, язык и культура, английский язык, узбекский язык, культурные ценности, лингвистический анализ.

Lexicology studies the vocabulary of a language. It examines issues such as changes in word meanings, the widening and narrowing of meaning, the classification of words according to their form-meaning relationship, their regional and social layers, and the emergence of new words. Lexicology, in turn, is divided into several branches such as Semasiology, Lexicography, Etymology, Onomasiology, and Phraseology. Proverbs and idioms are specifically studied in the phraseology branch of lexicology. Both English and Uzbek languages contain a large number of idioms and proverbs that are used in everyday communication. These expressions reflect the life experience, values, and wisdom of people. In many cases, idioms cannot be translated word by word because their meanings are figurative and connected with cultural contexts.

The purpose of this study is to analyze idioms and proverbs in English and Uzbek languages and to demonstrate their role in expressing cultural values and national identity. This research uses comparative and descriptive linguistic methods. Various linguistic materials such as dictionaries, books, and academic sources were analyzed in order to identify idioms and proverbs in both English and Uzbek languages.

In English phraseological units frequently rely on metaphors derived from nature, Christianity, and medieval culture. For example, in Shakespeare's Hamlet, the expression "the slings and arrows of outrageous fortune" symbolizes life's unexpected hardships, employing weapon imagery to convey emotional struggle. Another example comes from Mark Twain's The Adventures of Tom Sawyer, where expressions similar to "a piece of cake" represents simplicity or ease – an association rooted in British and comfort.

Uzbek phraseological units are also often based on people's everyday life, traditions, and perceptions connected with nature. These expressions reflect the wisdom, experience, and cultural values of the Uzbek people. For instance, the Uzbek expression "boshi osmonga yetmoq" describes a person who is extremely happy and figuratively expresses a high level of joy. Another example is "ko'ngli tog'dek ko'tarildi" which means that a person feels very happy. Such phraseological units reflect the worldview, emotional experiences, and life wisdom of the Uzbek people, making speech richer and more expressive.

The results of the study show that idioms and proverbs in English and Uzbek languages perform similar communicative functions because both of them enrich speech, make communication more expressive, and help convey complex ideas in a short form. In English body-part idioms often emphasize perceptual or active functions. For instance, in Shakespeare's Julius Caesar, the expression "lend me your ears" means "listen carefully" using "ears" to symbolize attention. Uzbek idioms, however, highlight emotional and psychological states, such as "ko'ngil yorishmoq" found in classical Uzbek prose, meaning the emergence of hope or relief.

English idioms → physical and action-based metaphor

Uzbek idioms → emotional and spiritual metaphor centered around "ko'ngil".

Animal-based idioms in George Orwell's Animal Farm, idioms and metaphors like "donkey's work" (meaning dull or exhausting labor) reflect cultural attitudes associating animals with personality traits. Uzbek folklore and epics Alpomish, the horse symbolizes loyalty, strength, and honor.

English → animals as individual character stereotypes

Uzbek → animals as moral, cultural, and social symbols

Moral Semantics of Proverbs. English proverbs often express rational causality. Examples include: From the Book of Proverbs: "Pride goes before destruction" Shakespeare's King Lear: "Nothing will come of nothing" These statements rely on logical consequences and moral reasoning. Uzbek proverbs derive from ethical and experiential wisdom. For example: "Yaxshidan bog', yomondan dog'" In Alisher Navoiy's Mahbub-ul qulub, moral contrasts such as good versus evil frequently appear through expressions that function similarly to proverbs.

English → logic-oriented moral reasoning

Uzbek → emotionally rooted ethical interpretation

Sayings and Cultural Pragmatics: English sayings such as "Time is money" reflect a pragmatic, economically oriented worldview. In Dickens's Hard Times, the theme of productivity and time management reinforces this perspective. Uzbek sayings like "Vaqt-daryo" emphasize the natural flow of time and philosophical reflection. In O'tkir Hoshimov's works, sayings illustrating the transient nature of life – "dunyo o'tkinchi" – are common.

English → pragmatic efficiency.

Uzbek → philosophical contemplation.

In Pride and Prejudice, Jane Austen's use of set expressions like "It is a truth universally acknowledged…" demonstrates a highly fixed phraseological structure that functions almost proverbially. In Oybek's Navoiy, expressions such as "yuragi orqaga tortmoq" and "ko'ngli g'ash bo'lmoq" exhibit fixed, emotionally rich constructions typical of Uzbek phraseology.

The analysis shows that idioms and proverbs are closely connected with cultural traditions and historical experiences. They serve not only as linguistic units but also as carriers of cultural knowledge and national identity. Learning idioms and proverbs in foreign languages helps students understand cultural differences and similarities between nations. Therefore, studying idioms and proverbs in English and Uzbek lexicology is important for linguistic research as well as for intercultural communication. Such studies help reveal how language reflects the cultural values and worldview of different societies.

Proverbs and idioms are powerful cultural artifacts: they compactly encode national worldview, social values and collective wisdom. In Uzbek literature and culture, proverbs emphasize community,

nature, respect for tradition and patience. In English literature and culture, proverbs emphasize personal initiative, timeliness, pragmatism and individual responsibility. Comparative analysis shows shared human concerns-work, time, social relations-yet each culture frames them differently. For scholars, appreciating these differences is essential: standard translations may lose cultural depth. For a national journal audience, recognizing how proverbial language reflects worldview enriches both linguistic study and cultural self-understanding. In summary, proverbs and idioms serve as lenses through which we can view and compare national worldviews, remindingus that language is cultural inheritance, not just communication.

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THE INFLUENCE OF UZBEK THINKING PATTERNS ON ENGLISH SENTENCE STRUCTURE AMONG BEGINNER AND B2 LEARNERS

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ABSTRACT: This study investigates the influence of native Uzbek thinking patterns on the sentence structure of Beginner and B2-level English learners. Uzbek, as a Subject-Object-Verb (SOV) language, differs significantly from English, which follows a Subject-Verb-Object (SVO) order. The research highlights the ways in which these structural differences contribute to common errors, delayed fluency, and reliance on mental translation. The study also proposes strategies to overcome these challenges and improve linguistic competence in English.

KEYWORDS: Word Order, Subject-Objekt-Verb (SOV) Uzbek thinking patterns, Mental translation, Grammar errors, Mental translation.

Language learning is not just about learning vocabulary and grammar rules; it requires learning new cognitive frame work. The student who learns English language, but knows Uzbek language as a native can translate and make up long complex sentences with their own knowledge. However, the Uzbek language uses mainly the Subject-Object -Verb(SOV) order, while English uses the Subject-Verb-Object(SOV). For example, (I read the book, but result beginner students think and say; I the book read). Because of coming the Verb at the end, as a result, student continue this habit in English language. This is called native language interference. This is a common misconception among young children that, having a fluency disorder. Means you have trouble speaking in a fluid or flowing way, and awkward pausing existence between words such as stuttering.

Stuttered speech is observed in two different types of disorder one that, typically has its onset during childhood, and one

that typically has its onset during adulthood.[1,17]

Previous studies indicate that, this common mistakes has caused key issues to occur among B2 and Beginner learners, despite this, few students counted Uzbek learners at the intermediate(B2) level.

In order to prevent students being inactive in English communication, use simple and clear examples instead of long sentences.[2,25]

Instead of memorizing rules , learn from real practice and sources such as books, articles, podcasts because practising can enhance your mental and cognitive abilities. Use self-correction technique,after finishing the writing or reading read loudly and analyze mistakes by the help of AI.[3,55] Think in English,

try to describe your action and day, internally. Engage socially, join English courses and make conversion with new students and share new ideas or language exchange patterns.[4,112] Joining English courses helps students learn in an organized way. Teachers help them, correct their mistakes, and teach useful expressions. This helps students learn faster.

Sharing ideas and speaking with others helps students learn actively. Children learn not only from teachers but also from other students. This makes learning more interesting and less stressful.

CONCLUSION. The study confirms that Uzbek thought patterns have a significant impact on English sentence construction among B2 learners. Structural differences between SOV and SVO languages, combined with reliance on translation, contribute to errors and reduced fluency. Implementing strategies to develop direct English thinking and develop the habitual use of correct sentences can increase learners' linguistic competence and confidence.

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ОБУЧЕНИЕ И ПРЕПОДАВАНИЕ КОММУНИКАТИВНОМУ АНГЛИЙСКОМУ ЯЗЫКУ В УЗБЕКИСТАНЕ

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Аннотация. В данной статье изучаются убеждения студентов и преподавателей английского языка как иностранного о процессе обучения и преподавания коммуникативного английского языка в Узбекистане. Более 100 студентов и 12 преподавателя университета Зармед заполнили анкету из 36 вопросов, чтобы оценить их представления о (а) важных областях обучения, (б) целях и задачах, (в) стилях и методах обучения, (г) учебных материалах и (д) культурных аспектах. Результаты показывают, что многие студенты предпочитают традиционные стили преподавания английского языка, включая подход, ориентированный на преподавателя (прослушивание лекций), изучение отдельных навыков (произношение) и акцент на точности (перевод из узбекского языка). С другой стороны, предпочтения преподавателей, по-видимому, изменились в сторону более современных педагогических подходов, таких как подход, ориентированный на учащегося, интегрированные навыки и акцент на беглости речи. Эти результаты свидетельствуют о том, что постоянная оценка отзывов студентов имеет большое значение для связи теорий преподавания английского языка и практики в аудитории.

Ключевые слова: *методика преподавания, педагогический подход, носитель языка, коммуникация, консервативный метод, студенто-ориентированный подход.*

TEACHING AND LEARNING COMMUNICATIVE ENGLISH IN UZBEKISTAN

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Abstract. This article examines students' and teachers' beliefs about the process of learning and teaching communicative English in Uzbekistan. Over 100 students and 12 teachers at Zarmed University completed a 36-item questionnaire to assess their perceptions of (a) important learning areas, (b) goals and objectives, (c) teaching styles and methods, (d) teaching materials, and (e) cultural aspects. The results show that many students prefer traditional English teaching styles, including a teacher-centered approach (listening to lectures), learning individual skills (pronunciation), and an emphasis on accuracy (translation from Uzbek). On the other hand, teachers' preferences appear to have shifted toward more modern

pedagogical approaches, such as a learner-centered approach, integrated skills, and an emphasis on fluency. These results suggest that ongoing assessment of student feedback is essential for linking English language teaching theories and classroom practice.

Key words: teaching methods, pedagogical approach, native speaker, communication, conservative method, student-centered approach.

За последние 15 лет в Узбекистане произошли значительные изменения в системе преподавания английского языка. Министерство образования инициировало ряд реформ на уровне средней школы, направленных на изменение существующей системы обучения английскому языку, часто основанной на грамматико-переводной педагогике, на систему с более сильным акцентом на коммуникативную деятельность. Многие средние школы внедрили эту программу и используют проверенные учебники по устной коммуникации. Таким образом, преподавание английского языка в Узбекистане продвинулось в направлении обучения языку для общения.

Исследователи изучили различия во взглядах на цели курса, стили преподавания, материалы и культурные особенности между преподавателями-носителями английского языка и узбекскими преподавателями английского языка, и результаты показали некоторые различия в стилях преподавания между двумя группами. Преподаватели-носители английского языка, как правило, были более уверены, чем их узбекские коллеги, в эффективности групповой работы и игровых мероприятий для узбекских студентов. В то время как большинство узбекских преподавателей английского языка считали, что использование родного языка студентов (L1) полезно или необходимо, большинство преподавателей-носителей английского языка не соглашались с идеей использования родного языка студентов на уроках английского языка. Кроме того, узбекские преподаватели английского языка были относительно строги в отношении языковых ошибок своих студентов, в то время как преподаватели-носители английского языка, как правило, проявляли большую терпимость к ошибкам.

Фокус исследования. В данном исследовании с помощью анкеты изучаются представления студентов узбекских университетов, изучающих английский язык как иностранный, об обучении и преподавании коммуникативного английского языка, и эти представления сравниваются с представлениями преподавателей английского языка в университете. Вопросы исследования следующие:

1. Какие области обучения, по мнению студентов и преподавателей английского языка в узбекских университетах, важны для изучения и преподавания коммуникативного английского языка?

2. Как обе группы считают, что студенты могут наилучшим образом осваивать английский язык в аудитории узбекского университета?

3. Чем отличаются убеждения студентов-преподавателей английского языка в узбекских университетах от убеждений преподавателей?

Методы исследования. В исследовании приняли участие 105 человек, обучавшихся по направлению филология английского языка в университете Зармед города Самарканд, и, таким образом, они представляют собой выборочную совокупность. Все они были носителями узбекского языка, изучавшими английский как иностранный. Средний возраст участников составлял 18,6 лет (диапазон от 18 до 26 лет); 94 человек были женщинами, 11 —женщинами. 85 студента (80%) обучались по специальности «Английский язык», 11(10,4%) — по специальности «Экономика», 9 (8,3%) — по другим специальностям.

Процедура сбора данных. Исследователи распространили студенческую версию анкеты во время обычных занятий по английскому языку как иностранному в трех университетах, где они преподавали. Ответы были добровольными. Учительская версия анкеты распространялась в печатном виде и в интернете. Бумажные копии с конвертом для обратной отправки были розданы примерно 70 преподавателям английского языка в колледжах на профессиональной конференции и в школах, где они работали. Почти 90% преподавателей ответили на анкету. Адрес веб-страницы, прикрепленный к электронным письмам с просьбой о сотрудничестве, был разослан примерно 200 преподавателям, случайно выбранным из списка членов академической организации, занимающейся преподаванием английского языка как иностранного в колледжах. Только около 10% из тех, кто получил электронное письмо, ответили на веб-версию анкеты. Исследователи предположили, что одной из причин низкого процента ответов было то, что запрос по электронной почте можно было относительно легко проигнорировать, особенно когда получатель электронного письма не знал, кто отправитель. Другая причина была вызвана техническими проблемами с программным обеспечением. Исследователи получили сообщения от нескольких получателей

электронных писем, сообщавших, что они не могут получить доступ к веб-странице. Для будущих исследований необходимо разработать более эффективные способы сбора данных через Интернет.

Анализ данных. Как указывалось ранее, студенты и преподаватели в этом исследовании ответили на две разные анкеты: студенческую версию, написанную на узбекском языке, и преподавательскую версию, написанную на английском языке. Утверждения в обеих версиях были разработаны таким образом, чтобы студенты и преподаватели могли выразить свои убеждения относительно общих понятий. Следовательно, формулировка и точка зрения каждого утверждения не всегда были идентичны, поэтому прямое и статистическое сравнение ответов студентов и преподавателей было невозможно. Например, пункт 12 в студенческой версии был призван выявить общие взгляды на коммуникативный подход в обучении английскому языку посредством утверждения: «Говорение — важный аспект обучения коммуникации». С другой стороны, утверждение в преподавательской версии было призвано выяснить, сколько преподавателей обучают говорению.

Итоги. Студенты, как правило, считали девять аспектов анкеты (т.е., функции, говорение, грамматика, аудирование, культурные различия, чтение, невербальные сигналы, произношение и письмо) важными для изучения коммуникативного английского языка. Однако традиционные области обучения (чтение, письмо и грамматика) не считались столь же важными, как говорение и аудирование. Мнения преподавателей были схожи с мнениями студентов, за исключением произношения. Здесь только 68,3% преподавателей указали, что они уделяют особое внимание обучению произношению, в то время как более 91% студентов указали, что изучение правильного произношения важно.

Родной язык учителей, по-видимому, влиял на их ответы. Как показали независимые t-тесты, сравнивающие средние баллы по девяти аспектам анкеты, учителя-носители английского языка и узбекские учителя английского языка дали значительно различающиеся ответы на большинство пунктов, за исключением пунктов 15, 25 и 35. Однако после применения поправки Бонферрони (деление уровня значимости $\alpha = 0,05$ на количество проведенных t-тестов [девять], что дает очень консервативный уровень значимости 0,0056) только пункты 12 (Говорение) и 30 (Невербальные сигналы) показали значительные различия между двумя группами учителей. Учащиеся и преподаватели продемонстрировали схожие взгляды на цели и задачи изучения и преподавания английского языка. Большинство учащихся считали необходимым научиться отвечать друг другу и взаимодействовать с учителями. Большинство также считало важным знание западных стратегий обучения и стилей общения. Кроме того, почти две трети учащихся считали, что учителям не следует сосредотачиваться только на грамматике. Аналогично, учителя склонялись к мнению, что учащиеся должны научиться отвечать друг другу, больше взаимодействовать с учителями и использовать различные стратегии обучения и стили общения. Кроме того, 59,8% учителей считали, что они не сосредотачиваются только на преподавании грамматики.

Выводы. В данном исследовательском исследовании изучались убеждения студентов и преподавателей университетов в Узбекистане относительно изучения и преподавания английского языка.

Для того чтобы учащиеся получили максимальную пользу от методов, используемых их учителями, необходима постоянная оценка убеждений учащихся для анализа и корректировки существующих теорий и практики.

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INGLIZ TILINI BOSQICHMA-BOSQICH O'RGANISH

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Annotatsiya. Ushbu maqola ingliz tilini bosqichma-bosqich o'rganish jarayonini tahlil qiladi. O'qish, yozish, tinglash va gapirish kabi asosiy tillarni o'rganish ko'nikmalarini rivojlantirish uchun samarali strategiyalar va resurslar taqdim etiladi. Har bir bosqichda o'quvchilar uchun tavsiya etilgan metodlar, materiallar va mashqlar mavjud bo'lib, bu ularning til ko'nikmalarini mustahkamlashga yordam beradi. Maqola shuningdek, o'qish jarayonida uchraydigan umumiy qiyinchiliklar va ularni yengish yo'llarini ham ko'rib chiqadi. O'quvchilarga ingliz tilini o'rganishda motivatsiyani saqlash va davomiylikni oshirish uchun foydali maslahatlar beriladi.

Kalit so‘zlar: Til o'rganish, Bosqichma-bosqich, O'qish ko'nikmalari, Yozish ko'nikmalari, Tinglash ko'nikmalari, Gapirish ko'nikmalari, O'qitish strategiyalari, Mashqlar va materiallar.

Annotation. This article analyzes the process of learning English step by step. Effective strategies and resources are provided to develop the basic language skills of reading, writing, listening and speaking. At each stage, there are recommended methods, materials and exercises for students, which will help them strengthen their language skills. The article also looks at common difficulties encountered in the learning process and ways to overcome them. Students are given useful tips to maintain motivation and increase persistence in learning English.

Key words: language Learning, Step by Step, Reading Skills, Writing Skills, Listening Skills, Speaking Skills, Teaching Strategies, Exercises and Materials

Ingliz tili bugungi kunda dunyodagi eng muhim tillardan biri hisoblanadi. U nafaqat xalqaro aloqalar, balki biznes, ilm-fan va madaniyat sohalarida ham keng qo'llaniladi. Ingliz tilini o'rganish, shubhasiz, ko'plab imkoniyatlarni ochadi va shaxsiy rivojlanishga katta hissa qo'shadi. Ammo, til o'rganish jarayoni ba'zan qiyin va murakkab bo'lishi mumkin. Shuning uchun, ingliz tilini bosqichma-bosqich o'rganish usuli juda samarali strategiya hisoblanadi. Bosqichma-bosqich o'rganish, o'quvchilarga tilni asta-sekin, izchil va tizimli ravishda o'zlashtirish imkonini beradi. Bu usul orqali o'quvchilar har bir ko'nikmani alohida e'tiborga olib, ularni mustahkamlash va rivojlantirish imkoniyatiga ega bo'lishadi. O'qish, yozish, tinglash va gapirish kabi asosiy ko'nikmalarni bosqichma-bosqich o'rganish orqali, o'quvchilar o'zlarining bilimlarini chuqurlashtirishi va yanada mustahkamlashlari mumkin.

Birinchi bosqichda, asosiy lug'at va grammatik qoidalarni o'zlashtirishga e'tibor qaratiladi. Bu bosqichda oddiy jumlalarni tuzish va kundalik hayotda foydalaniladigan iboralarni o'rganish muhimdir. Keyingi bosqichlarda esa, o'qish va tinglash ko'nikmalarini rivojlantirishga o'tiladi. O'quvchilar turli matnlar va audio materiallar bilan ishlash orqali tilni yanada chuqurroq tushunishga erishadilar. Yozish va gapirish ko'nikmalarini rivojlantirish ham juda muhimdir. O'quvchilar o'z fikrlarini ifodalash uchun turli mavzularda yozma ishlar bajaradilar va suhbatlarda ishtirok etadilar. Bu jarayonlar orqali ular o'zlarining til ko'nikmalarini amalda qo'llash imkoniyatiga ega bo'lishadi.

Ushbu maqolada ingliz tilini bosqichma-bosqich o'rganish jarayoni, har bir bosqichda qo'llanilishi mumkin bo'lgan strategiyalar va resurslar haqida batafsil ma'lumot beriladi. O'quvchilar uchun foydali maslahatlar va tajribalar taqdim etilib, ingliz tilini o'rganish jarayonida qanday qilib muvaffaqiyatga erishish mumkinligi ko'rsatib beriladi.

MAVZUGA OID ADABIYOTLAR TAHLILI. Ingliz tilini bosqichma-bosqich o'rganish mavzusi O'zbekistonda bir qator olimlar va tadqiqotchilar tomonidan o'rganilgan. Ularning ishlarida til o'rganish jarayonini samarali tashkil etish, metodologiyalarni ishlab chiqish va o'quvchilarga ingliz tilini o'zlashtirishda yordam berish maqsadida turli yondashuvlar taklif etilgan.

Birinchi navbatda, O'zbekiston davlat pedagogika universitetining professorlari va o'qituvchilari ingliz tilini o'rganish metodikasini rivojlantirishga katta hissa qo'shgan. Masalan, professor Shodmonovning tadqiqotlari ingliz tilini o'qitishda interaktiv metodlardan foydalanishni ta'kidlaydi. U o'quvchilarni faol ishtirok etishga undovchi darslarni tashkil etish orqali tilni o'zlashtirish jarayonini yanada samarali qilish mumkinligini ko'rsatadi. Shuningdek, O'zbekiston milliy universiteti professorlari, xususan, Rahmatov va Xodjayeva o'zlarining ilmiy ishlarida ingliz tilini o'rganish jarayonida zamonaviy texnologiyalardan foydalanishni muhokama qiladilar. Ular onlayn platformalar va mobil ilovalar

yordamida til o'rganishni qulaylashtirish va motivatsiyani oshirish imkoniyatlarini ko'rsatib beradilar. Bu yondashuvlar, ayniqsa, yosh avlod uchun juda muhimdir, chunki ular texnologiyalarga yaqinroqdir.

O'zbekiston davlat jismoniy tarbiya universitetidan professor Xolovning tadqiqotlari esa ingliz tilini sport sohasida o'rganishga qaratilgan. U sportchilar uchun maxsus ingliz tili kurslarini ishlab chiqadi, bu esa sport sohasidagi terminologiyani o'zlashtirishga yordam beradi. Bu kabi yondashuvlar nafaqat tilni o'rganishga, balki sport sohasida xalqaro aloqalarni kuchaytirishga ham xizmat qiladi. Bundan tashqari, O'zbekistonda ingliz tilini o'qitish bo'yicha metodik qo'llanmalar yozgan olimlar ham mavjud. Ular ingliz tilini bosqichma-bosqich o'rganish jarayonida darsliklar va qo'llanmalar yaratish orqali o'quvchilarga yordam berishga intiladilar. Masalan, professor Murodov va uning jamoasi tomonidan tayyorlangan darsliklar, o'quvchilarga asosiy grammatik qoidalarni va lug'atni bosqichma-bosqich o'zlashtirishda yordam beradi. Umuman olganda, O'zbekistonda ingliz tilini bosqichma-bosqich o'rganish mavzusida olib borilgan tadqiqotlar va ilmiy ishlar, ta'lim tizimini rivojlantirishga va o'quvchilarning til ko'nikmalarini oshirishga xizmat qiladi. Bu borada olib borilayotgan ilmiy izlanishlar, kelajakda ingliz tilini o'qitish sifatini yanada yaxshilashga yordam beradi.

TADQIQOT METODOLOGIYASI. Ingliz tilini bosqichma-bosqich o'rganish tadqiqot metodologiyasi bir necha asosiy komponentlardan iborat. Birinchi navbatda, tadqiqotning maqsadi aniqlanadi. Bu, masalan, o'quvchilarning ingliz tilini o'zlashtirish darajasini baholash yoki samarali o'qitish metodlarini aniqlash bo'lishi mumkin. Tadqiqot jarayonida sifatli va miqdoriy usullar birgalikda qo'llaniladi. Sifatli usullar doirasida intervyular, fokus-guruhlar va kuzatuvlar orqali o'quvchilarning til o'rganish jarayoni va ularning motivatsiyasini o'rganish mumkin. Bu usul yordamida o'quvchilarning hissiy tajribalari va til o'rganishdagi qiyinchiliklari haqida chuqurroq ma'lumot olish mumkin. Miqdoriy usullar esa anketalar va testlar orqali amalga oshiriladi. O'quvchilarga turli savollar berilib, ularning ingliz tilidagi bilim darajasi, grammatika va lug'atni o'zlashtirish darajasi aniqlanadi. Bu usul statistik tahlil qilish imkonini beradi va natijalarni raqamlarda ko'rsatish imkonini yaratadi. Tadqiqot davomida ma'lumotlarni to'plash va tahlil qilishda zamonaviy texnologiyalar, jumladan, onlayn platformalar va dasturlar ham qo'llaniladi. Bu esa tadqiqot jarayonini yanada samarali va qulay qiladi. Natijalar asosida olingan xulosalar ingliz tilini o'rganish jarayonini yaxshilashga qaratilgan tavsiyalar ishlab chiqishga yordam beradi. Shuningdek, tadqiqot natijalari ta'lim muassasalari va o'qituvchilar uchun amaliy qo'llanma sifatida xizmat qiladi, bu esa ingliz tilini o'qitish sifatini oshirishga yordam beradi.

TAHLIL VA NATIJALAR. Ingliz tilini bosqichma-bosqich o'rganish jarayoni, o'quvchilarning tilni o'zlashtirish darajasini oshirish va samarali o'qitish metodlarini aniqlashda muhim ahamiyatga ega. Ushbu jarayonni tahlil qilishda bir nechta asosiy omillarni hisobga olish kerak.

Birinchidan, o'quvchilarning boshlang'ich bilim darajasi tahlil qilinadi. O'quvchilarni guruhlarga ajratish orqali ularning ehtiyojlari va qobiliyatlariga mos keladigan dasturlar ishlab chiqish mumkin. Masalan, boshlang'ich, o'rta va ilg'or darajadagi o'quvchilar uchun alohida dasturlar tayyorlash, ularning motivatsiyasini oshiradi va o'qitish jarayonini samaraliroq qiladi.

Ikkinchidan, o'qitish metodlari va materiallari tahlil qilinadi. Zamonaviy texnologiyalar, masalan, interaktiv dasturlar va mobil ilovalar, o'quvchilarga tilni o'rganishda ko'proq qiziqarli va samarali usullarni taklif etadi. O'qituvchilar ushbu vositalardan foydalanib, darslarni yanada qiziqarli va interaktiv qilishlari mumkin. Bunday metodlar o'quvchilarning tilga bo'lgan qiziqishini oshiradi va ularning o'zlashtirish darajasini yaxshilaydi.

Uchinchidan, o'quvchilarning progressi doimiy ravishda baholanadi. Testlar, anketalar va intervyular orqali ularning bilim darajasi monitoring qilinadi. Bu jarayon natijalari asosida o'quvchilarning kuchli va zaif tomonlarini aniqlash mumkin. O'qituvchilar bu ma'lumotlardan foydalanib, har bir o'quvchining individual ehtiyojlariga mos keladigan qo'shimcha yordam yoki resurslarni taklif etishlari zarur.

Natijalar asosida, ingliz tilini bosqichma-bosqich o'rganish jarayoni quyidagi xulosalarga olib keladi: birinchidan, individual yondashuv muhimdir; ikkinchidan, zamonaviy texnologiyalarni qo'llash darslarni yanada samarali qiladi; uchinchidan, progressni muntazam baholash o'quvchilarning rivojlanishini ta'minlaydi. Shuningdek, o'qituvchilar o'z bilimlarini va pedagogik yondashuvlarini doimiy ravishda yangilab borishlari kerak. Umuman olganda, ingliz tilini bosqichma-bosqich o'rganish jarayoni tizimli va rejalashtirilgan yondashuvni talab qiladi. Bu jarayonning muvaffaqiyati esa o'qituvchilar va o'quvchilar o'rtasidagi hamkorlikka bog'liqdir. Yana bir muhim jihat shundaki, tilni o'rganish jarayonida ijtimoiy muhit va madaniyatni hisobga olish ham zarur. Bu omillar ingliz tilini o'rganish tajribasini yanada boyitadi va samarali qiladi.

XULOSA. Ingliz tilini bosqichma-bosqich o‘rganish muvaffaqiyatli til o‘zlashtirishning fundamental asosi bo‘lib, u oddiydan murakkabga o‘tish tamoyiliga tayanadi. Bu jarayon A1 dan C2 gacha bo‘lgan xalqaro standartlar (CEFR) asosida tinglab tushunish, so‘zlashish, o‘qish va yozish ko‘nikmalarini

mutanosib ravishda rivojlantirishni talab etadi. Til o‘rganishda izchillik va kundalik amaliyot asosiy o‘rin tutadi, chunki grammatik qoidalar va lug‘at boyligi bosqichma-bosqich jonli nutqiy vaziyatlarga integratsiya qilinadi. Zamonaviy texnologiyalar, mobil ilovalar va interaktiv metodlardan foydalanish o‘quvchi motivatsiyasini yuqori darajada saqlab qolishga yordam beradi. Xulosa qilib aytganda, tizimli yondashuv va to‘g‘ri tanlangan metodika nafaqat til o‘rganish jarayonini osonlashtiradi, balki olingan bilimlarning mustahkam va amaliy bo‘lishini ta’minlaydi.

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THE IMPORTANCE OF ENGLISH GRAMMAR AND PHONETICS IN LANGUAGE LEARNING

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Keywords: English grammar, phonetics, language learning, pronunciation, communication skills, language accuracy, English language teaching

Annotation: This article discusses the importance of English grammar and phonetics in language learning. It explains how grammar helps learners understand the structure of the language and form correct sentences, while phonetics improves pronunciation and listening skills. The article also highlights the role of grammar and phonetics in developing effective communication and language accuracy. In addition, it emphasizes the need for teachers to integrate grammar and phonetic training in modern English teaching.

In today’s globalized world, English has become one of the most widely used languages in education, business, science, and international communication. As a result, learning English effectively requires a strong understanding of both grammar and phonetics. These two components play a crucial role in helping learners develop accurate and clear language skills.

English grammar is the system of rules that determines how words are combined to form sentences. It helps learners express their ideas clearly and correctly. Without proper knowledge of grammar, communication can become confusing or misunderstood. Grammar provides structure to the language and allows learners to understand how tenses, articles, prepositions, and sentence patterns function in communication.

Learning grammar also improves students' writing and reading abilities. When learners understand grammatical structures, they can produce more accurate written texts and better comprehend reading materials. Grammar knowledge helps students organize their thoughts logically and use language more effectively in both academic and everyday contexts.

Phonetics, on the other hand, focuses on the sounds of language and correct pronunciation. It helps learners understand how English sounds are produced and how words should be pronounced. English pronunciation can be challenging because some sounds do not exist in other languages. Therefore, phonetic training is essential for improving speaking and listening skills.

Through the study of phonetics, students learn about stress, intonation, rhythm, and connected speech. These elements are important for natural and fluent communication. Proper pronunciation helps learners be understood more easily and increases their confidence when speaking English.

In addition, phonetics improves listening comprehension. When students are familiar with the sounds and patterns of English speech, they can better understand native speakers and different accents. Listening activities, pronunciation drills, and phonetic exercises help learners develop more accurate speaking and listening skills.

In modern English teaching, grammar and phonetics should be taught together with communicative activities. Teachers can use dialogues, role-plays, listening tasks, and pronunciation practice to make learning more interactive. Integrating grammar rules and phonetic practice into real communication helps students apply their knowledge in practical situations.

In conclusion, English grammar and phonetics are essential components of successful language learning. Grammar provides the structure needed to form correct sentences, while phonetics helps learners pronounce words accurately and understand spoken language. By developing both grammatical knowledge and phonetic skills, students can communicate more effectively and confidently in English. Therefore, teachers should give equal attention to grammar and pronunciation in the language learning process.

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IJTIMOIY TARMOQLARDAGI NEOLOGIZMLARNING LINGVISTIK TAHLILI VA ULARNING O‘ZBEK TILI LUG‘AT TARKIBIGA TA’SIRI.

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Annotatsiya. Ushbu maqolada zamonaviy axborot texnologiyalari va ijtimoiy tarmoqlar (Instagram, Telegram, TikTok) ta’sirida o‘zbek tiliga kirib kelayotgan yangi qatlam — neologizmlar va sleynglar tahlil qilinadi. Maqolada ushbu so‘zlarning yasalish usullari va til boyligiga ta’siri ilmiy jihatdan yoritilgan.

Kalit so‘zlar: neologizm, sleng, ijtimoiy tarmoqlar, internet lingvistikasi, o’zbek tili leksikasi, virtual muloqot, lisoniy o’zlashmalar.

Аннотация. В данной статье анализируется новый пласт лексики — neologizmlar (неологизмы) и сленг, проникающие в узбекский язык под влиянием современных информационных технологий и социальных сетей (Instagram, Telegram, TikTok). В статье научно освещаются способы образования этих слов и их влияние на богатство языка.

Ключевые слова: неологизм, сленг, социальные сети, интернет-лингвистика, лексика узбекского языка, языковая трансформация, заимствования.

Hozirgi globallashuv davrda tilning rivojlanish bevosita texnologiyalar va ijtimoiy tarmoqlar taraqqiyotiga bevosita bog’liq. Axborot asrining shiddatli su’ratlari tilning ichki imkoniyatlarini yangi davr talablariga moslashishga majbur qilmoqda. Bu jarayon, ayniqsa, ijtimoiy tarmoqlar (Instagram, Telegram, TikTok) muloqot tizimida yaqqol ko’zga tashlanadi. Aslida, tilning tashqi omillar ta’sirida o’zgarishi yoki bevosita ta’sir ostida bo’lishi tarixda yangilik emas. Akademik Nizomiddin Mahmudov aytganiday: XX asrning 20-yillaridan buyog’iga, to 80-yillarning oxiriga qadar O’zbekkiston o’zining mustaqilligini e’lon qilgunch bo’lgan davrda rus tilining qattiq ta’siri ostida qoldi.Oqibatda tilimizni “ruscha-international” so’zlar bosib ketdi tilimiz tabiatiga zid sintaktik qurilma va iboralar yuzaga keldi.

Bugun esa biz xuddi shunday jarayonning raqamli ko‘rinishiga guvoh bo‘lmoqdamiz. Faqat endi ta’sir manbai ma’muriy bosim emas, balki global texnologik ehtiyojlardir. Ijtimoiy tarmoqlar orqali kirib kelayotgan layk, feyk, krinj, direkt, post kabi neologizmlar o‘zbek tili leksikasining yangi qatlamini shakllantirmoqda. Ushbu maqolada mazkur so‘zlarning yasalish xususiyatlari va ularning nutqiy muloqotdagi o‘rni tahlil qilinadi.

Asosiy qism. Ijtimoiy tarmoq leksikasining lingvistik xususiyatlari. Ijtimoiy tarmoqlarni foydalanuvchilarini kuzatganimizda, ingliz tilidan olingan so`zlar shunchaki ishlatilmay, balki o`zbek tili grammatikasiga moslashayotganini ko`ramiz. Bu jarayonni bir necha guruhga bo`lib o`rganish mumkin.

1. Funksional neologizmlar (Post, Reels, Storis). Bu so`zlar internet platformalaridagi yangi texnik imkoniyatlarini ifodalaydi. Masalan, “reels” so`zi o`zbek tilidagi “qisqa video”birikmasiga qaraganda ancha ixcham va aniq ma`no anglatadi, foydalanuvchi uchun tushunarlidir

Ijtimoiy tarmoq leksikasidagi bunday yangilanishlarni tushunish uchun neologizm tushunchasiga chuqurroq to‘xtalish lozim. Atoqli tilshunos olim Shavkat Rahmatullayev ta’kidlaganidek: “Neologizm — o‘ta nisbiy tushuncha. Avvalo, til taraqqiyotining har bir bosqichi o‘z neologizmiga ega bo‘ladi, bir bosqichda neologizm deb qaralgan hodisa ikkinchi bosqichda ham neologizm bo‘lishi shart emas”.

Ushbu nazariyaga tayanib aytish mumkinki, bugungi kunda biz neologizm deb hisoblayotgan reels, story yoki post kabi so‘zlar Sh. Rahmatullayev aytganidek, ma’lum vaqt o‘tgach o‘zining “yangilik” bo‘yog‘ini yo‘qotadi va tilning odatdagi qatlamiga aylanadi.

2. Lisoniy tejamkorlik va internet terminalogiyasi (Like, Direct, Kommentariya). Inson nutqi doimo kuch sarflab, ko`proq ma`lumot berishga intiladi

Direct: “Menga shaxsiy xabarnoma orqali yozing” deyish o`rniga, foydalanuvchilar qisqa qilib “directga yozing” jumlasi bilan ifodalaydi.

Like: Bu so`z o`zbek tilida “yoqtirmoq” yoki “ma`qullamoq” degan ma`noni anglatadi

Comentariya: “Fikr bildirmoq” degan manoni anglatadi. Asosan foydalanuvchilar so`zni tejash uchun Shaxsiy fikringizni qoldiring” deyish o`rniga “ Kommentariyangizni qoldiring” deb aytishadi.

3. Semantik bo`shliqni to`ldiruvchi slenglar (Krinj, Feyk). Ba`zi so`zlar o`zbek tillida bitta so`z bilan ifodalash qiyin bo`lgan, yangi his-tuyg`u qirralarini ochib beradigan tushunchalarni anglatadi

4. Krinj (Cringe): Bu so‘z — birovning noo‘rin yoki ahmoqona harakatidan boshqalarning uyalishi holatidir. Bunday lisoniy bo`shliqni (lacuna) to`ldirish tilning lug`at boyligini oshishiga xizmat qiladi.

Feyk (Fake): Ijtimoiy tarmoqlardagi soxta profillar yoki yolg‘on xabarlarga nisbatan qo‘llaniladi. Ijtimoiy tarmoqlar orqali kirib kelayotgan bu neologizmlar shunchaki so'zlar emas, balki tilimizga moslashayotgan lisoniy o'zlashmalardir.

Tadqiqotchi Azizbek Mamatqulov ta’kidlaganidek, o‘zbek tili o‘zlashma so‘zlarni shunchaki qabul qilmaydi, balki ularni o‘z grammatik qoidalari asosida o‘zgartiradi. Hozirgi kunda tilshunoslikning yangi sohasi bo‘lgan internet lingvistikasi doirasida virtual muloqot jarayonlarini o‘rganish juda muhim. Chunki biz ijtimoiy tarmoqlarda muloqot qilganimizda, tilimiz tabiiy ravishda o‘zgarib boradi. Bu jarayonni quyidagi jadvalda ko‘rish mumkin:

Inglizcha o`zak	O`zbekcha qo`shimcha	Yangi shakl	Funksiyasi
Like	-lamoq	Layklamoq	Harakatni bildiradi (tugmani bosish)
Ban	-lamoq	Banlamoq	Bloklash ma`nosida
Fake	-chi	Feykchi	Soxta ish qiluvchi “odam”ni bildiradi
Hype	-ga uchmoq, qilmoq	Xaypga uchmoq	Shov-shuv bo`lish degan ma`noni anglatadi

Xulosa. Nizomiddin Mahmudov tomonidan ko'tarilgan tilning milliy tabiatini saqlash masalasi bugungi "internet hujumi" davrida ham o'z dolzarbligini yo'qotmagan. Biroq, bu ta'sir rus tili davridagidek majburiy emas, balki tabiiy texnologik ehtiyoj natijasidir.

Shavkat Rahmatullayevning neologizmlar haqidagi "nisbiylik" nazariyasiga tayangan holda aytish mumkinki, biz tahlil qilgan "layk", "post", "storis" kabi so'zlar yaqin yillarda yangilik bo'yog'ini yo'qotib, tilimizning doimiy leksikasiga aylanadi.

Asosiy tahlillarimiz shuni isbotladiki, o'zbek tili chetdan kirgan so'zlarni shunchaki qabul qilmay, ularni o'z grammatik qoliplariga (masalan: layklamoq, feykchi) solmoqda. Bu esa ona tilimizning ichki imkoniyatlari juda kengligidan dalolat beradi.

Xulosa qilib aytganda, yangi so'zlar tilimizni zamonaviy qiladi, lekin biz o'zbek tilining tozaligini saqlashimiz va har bir so'zni o'z o'rnida ishlatishimiz kerak

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YANGICHA QURILISH TERMINLARI VA ULAR MUQOBILLARINI QO‘LLASHNING DOLZARB MUAMMOLARI

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Annotatsiya. Maqolada so‘nggi davrlarda qurilish sohasiga oid atamalar, so‘z birikmalari va boshqaruv leksikasiga mansub terminlar ko‘pincha rus va boshqa tillardan o‘zgarmay qabul qilinganligi qayd etiladi. Zamonaviy tilshunoslikda terminlarni tarjima qilish jarayonida ularning muqobil shakllarini aniqlash va ekvivalentlarini topish masalasi chuqur o‘rganilmoqda. Shu bilan birga, terminlarni tarjima

qilishda turli tarjima usullarini vaziyatga mos qo‘llash orqali tushunchaning va matnning mazmunini to‘liq yetkazish muhim hisoblanadi.

Kalit so’zlar: arxitektura, leksik qatlam, leksik ma'no, qurilish ishlari, muhandislik, dizayn,muqobil termin.

АКТУАЛЬНЫЕ ПРОБЛЕМЫ ИСПОЛЬЗОВАНИЯ СОВРЕМЕННЫХ СТРОИТЕЛЬНЫХ ТЕРМИНОВ И ИХ ЭКВИВАЛЕНТОВ

Аннотация: В статье отмечается, что в последние годы термины, словосочетания и лексика управления в строительной сфере часто заимствуются из русского и других языков без изменений. В современной лингвистике вопрос перевода терминов изучается подробно, включая поиск их альтернативных форм и определение эквивалентов. Кроме того, при переводе терминов важно применять различные методы перевода в зависимости от ситуации, чтобы точно передать смысл и содержание текста.

Ключевые слова: архитектура, лексический слой, лексическое значение, строительные работы, инженерное дело, дизайн, альтернативный термин.

Hozirgi davrda butun dunyoda bo'layotgani kabi bizning mamlakatimiz shahar va qishloqlarida ham ulkan bunyodkorlik, qurilish ishlarining qizg'in kechayotganligi bois keying yillarda arxitektura, muhandislik, dizayn, qurilish texnologiyasi singari sohalarga ko'plab yangı terminlar, tushunchalar, iboralar kirib kelmoqda. Qator leksik birliklar muqobillarsiz jarayonda ommalashmoqda yoxud o'z muqobillarini taqazo qilmoqda.

Ma'lumki fan, texnika, texnologiya sohalaridagi har qanday yangilik, kashfiyot birinchi navbatda leksikada o'z ifodasini topadi. Har qanday yangi kashf gilingan ixtiroga nom qo'yiladi, bu o'z navbatida tilda yangi atamaning shakllanishiga asos

bo'ladi. Bu ilmiy-metodologik gobiliyat qurilish sohasi bilan bog'liq leksik gatlamga ham tegishlidir. Ba’zi hollarda muqobil variantlar mavjud bo'lsa-da, amaliy nutqda asl termin ustunlik qiladi. Qisqalik va qulaylik omiliga kelsak, developer so'zi qurilish tashabbuskoriga qaraganda qisqa va qulay. Shu sababli mutaxassislar ko'pincha asl variantni afzal ko'radi.Mamlakatimizda zamonaviy shaharsozlik jadal sur'atlar bilan rivojlanayotgan bugungi kunda xorijiy texnologiyalar, xorijiy mutaxassislar, kompaniyalar faoliyat ko'rsatmoqda. Bir paytlar qurilish va boshqa sohalar bo'yicha adabiyotlar, yo'riqnomalar, terminlar rus tili orqali kirib kelgan bo'lsa, hozirda to'liq ingliz va boshqa tillardan so'zlar to'g'ridan to'gri o'zlashmoqda. Quyidagi qurilish terminlariga e’tibor qaratamiz:

Ruletka / Tape measure rus va ingliz tillarida mavjud bo‘lib, o‘zbek tilida ba’zida “o‘lchov lenta” deb tarjima qilinadi. Biroq qurilish sohasi terminologiyasida ushbu so‘z qurilish jarayonidagi vazifasini to‘liq ifoda eta olmaydi. Shuning uchun biz rus tilida berilgan “ruletka” terminini o‘zbek tiliga transliteratsiya orqali yoki qurilishda masofani aniq o‘lchash uchun ishlatiladigan asbob ma’nosida tushunamiz.

Yangi tushuncha, termin, ibora va nomlanishlarning, masalan, open space, minimalizm kabi o‘nlab neologizmlarning ahamiyati, tilga joylashishi yoki keng tarqalish masalalarini aniqlashda fanimizning faol ishtirokini oshirish zarur. Qurilish terminlarining yagona lug'atini yaratish, o’zbekcha muqobillarni amaliyotga joriy etish, OAV va darsliklarda bir xil variantini qo’llash muammoni hal etish usullari hisoblanadi. Xullas, terminlarni o'z holicha iste'molda qoldirish yoki ularga muvofiq muqobillarni topish va iste'molga kiritish, terminlar tarjimasi jarayonini oqilona yo'lga qo'yish, terminlar mohiyatini to'laligicha beradigan muqobillarni yaratish, bu borada tilshunoslikning samarali usullaridan foydalanib, sohaviy terminologiyani rivojlantirish bugungi o'zbek tilshunosligining dolzarb vazifalaridan biridir.

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INGLIZ TILINING TARIXIY RIVOJLANISH BOSQICHLARI VA LINGVISTIK XUSUSIYATLARI

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Annotatsiya. Ushbu maqolada ingliz tilining kelib chiqishi ,tarixiy rivojlanish bosqichlari va zamonaviy ingliz tilining shakllanishi ilmiy manbalar asosida yoritilgan.Tilni mukammal bilish, albatta uning kelib chiqish tarixini xrganishni ham xz ichiga oladi. Biz tilni chuqur xrganib borganimiz sari uning tarixi va rivojlanishiga qiziqishimiz ortib boradi, bu esa insonda tilni samarali xrganish va u haqidagi bilimlarini kengaytirishga olib keladi.Tadqiqot davomida ingliz tilining qadimgi, o‘rta va hozirgi davrlari tahlil qilinib, tilning fonetik, grammatik va leksik o‘zgarishlari manbalarga tayangan holda ko‘rib chiqildi. Maqolada keltirilgan barcha nazariy ma’lumotlar yetuk tilshunos olimlarning asarlariga asoslangan.Maqola, shuningdek, ingliz tilidagi leksik, grammatik va fonetik o‘zgarishlar haqida tahliliy ma'lumotlar taqdim etadi. Bu tadqiqot natijalari soha mutaxassislari uchun ingliz tilining rivojlanishini chuqur tushunishga yordam beradi hamda kelajakdagi tadqiqotlar ushun yangi yo'nalishlarni belgilaydi.

Kalit so'zlar: ingliz tili, qadimgi ingliz tili, o‘rta ingliz tili, zamonaviy ingliz tili, til tarixi, til taraqqiyoti, leksik o‘zgarish.

Abstract. This article examines the origin of the English language, its historical stages of development, and the formation of Modern English based on scientific sources. Mastering a language undoubtedly includes studying the history of its origin. As we study a language more deeply, our interest in its history and development increases, which in turn leads to more effective language learning and the expansion of knowledge about it.

During the research, the Old, Middle, and Modern periods of the Englishlangua ge were analyzed, and the phonetic, grammatical, and lexical changes of the language were examined based on reliable sources. All theoretical information presented in the article is based on the works of prominent linguists. The article also provides analytical information about lexical, grammatical, and phonetic changes in the English language. The results of this research help specialists in the field to gain a deeper understanding of the development of the English language and identify new directions for future studies.

Keywords: English language, Old English, Middle English, Modern English, language history, language development, lexical change.

Ingliz tili dunyoning ko‘plab mamlakatlarida keng tarqalgan bo‘lib, u nafaqat asosiy til, balki xalqaro muloqotning eng muhim vositalaridan biri hisoblanadi. Shuning uchun bugungi kunda ingliz tili ilm-fan,texnologiya,diplomatiya va ta'lim sohalarida keng qo'llanilmoqda. Ko'plab tilshunos olimlar va tadqiqotchilar fikriga ko'ra , ingliz tilining bunday mavqega ega bo'lishi uning tarixiy rivoji va boshqa tillar bilan uzoq yillar davomida bo‘lgan o‘zaro ta’siri bilan chambarchas bog‘liq [1:15] .U nafaqat Britaniya orollarida, balki AQSH, Kanada, Avstraliya, Hindiston va boshqa ko‘plab mamlakatlarda keng tarqalgan. Ingliz tili ko‘p millatli va ko‘p madaniyatli jamiyatlarda muloqotning asosiy vositasiga aylangan.. Har yili ko‘plab odamlar ingliz tilini o‘rganishadi, chunki u global ishbilarmonlik, ilm-fan va texnologiyada muhim rol o‘ynaydi. Qadimgi Ingliz tili(Old English V-XI asrlar). Ingliz tilining tarixi uzoq vaqt davomida shakllanib, hozirgi kunga kelib dunyoning eng ko‘p so‘zlashiladigan tiliga aylangan.

Tilshunos olimlarning fikriga ko‘ra, ingliz tili german tillari oilasiga mansub bo‘lib, uning tarixi milodiy V asrdan boshlanadi. Angllar, Sakslar va Yutlarning Britaniya hududiga ko‘chib kelishi natijasida qadimgi ingliz tili (Old English) shakllangan [2:34].

XVI asrdan boshlab, ingliz tili dunyo bo‘ylab ko‘plab xalqaro aloqalarda ishlatila boshlandi. Bugungi kunda ingliz tili ko‘plab xalqaro tashkilotlar, kompaniyalar, ilmiy jurnallar va universitetlar tomonidan rasmiy til sifatida qabul qilingan.

Qadimgi ingliz tili grammatik jihatdan murakkab bo‘lib, unda otlarning kelishik tizimi va fe’llarning murakkab shakllari mavjud edi. So‘z tartibi nisbatan erkin bo‘lgan, ma’no esa asosan grammatik qo‘shimchalar orqali ifodalangan [1:48]

Qadimgi ingliz tilidagi so'zlar hozirgi ingliz tilidagi so'zlar bilan deyarli bir xil talaffuz qilinishiga qaramay u hozirgi ingliz tilidan tubdan farq qilgan.. Qadimgi ingliz tilida ko‘plab qadimgi germancha so‘zlar mavjud bo‘lib, bu davrda grammatikasi ham murakkab bo‘lgan. Rim imperiyasi Britaniyani tark etganidan keyin, ingliz tili rivojlanish uchun yangi yo‘nalishlarni topdi. Bu davrda kelt tili ham o‘z ta'sirini ko‘rsatdi, ammo asosan german tillarining elementlari hukmron bo‘ldi .Hozirgi kunga kelib,so'zlarning shakli va talaffuzida bir qator o'rzgarishlar mavjud.Quyida qadimgi ingliz tilidagi ayrim so'zlar berilgan:

cyning->king

hūs->house

cild->child

Bu so‘zlarning hozirgi ingliz tilida saqlanib qolganligi tilning uzluksiz rivojlanishini va takomillashib borishini ko‘rsatadi [2:41].

O'rta Ingliz tili(Middle English)(XII- XV asrlar)

1066-yilgi Normanlar tomonidan Angliyaning zabt etilishi ingliz tilining keyingi rivojlanishida muhim bosqichni tashkil etdi. Normanlar fransuz tilida so‘zlashganligi sababli, ingliz tiliga fransuzcha so‘zlar kiritila boshladi.Bu davrda fransuz tili hukmron tabaqa tili bo‘lib, ingliz tiliga ko‘plab fransuzcha va lotincha so‘zlar kirib keldi [3:76].Shuningdek, o'rta ingliz tili davrida ingliz tilining grammatik tizimi soddalashdi, kelishiklar kamaydi va so'z tartibi muhim ahamiyat kasb eta boshladi. Masalan, so‘zlarning oxiri o‘zgarmas bo‘ldi va o‘rta ingliz tilining fonetikasida ko‘plab o‘zgarishlar yuz berdi.Tadqiqotchilar bu jarayonni ingliz tilining hozirgi shakliga o‘tishidagi muhim bosqich sifatida baholaydilar. Yangi ingliz tili XVI asrning boshlaridan boshlanadi. Bu davrda ingliz tili katta ijtimoiy, madaniy, va ilmiy o‘zgarishlarga duch keldi. Renessans davri ingliz tilining rivojlanishiga katta ta'sir ko‘rsatdi. Bu davrda ko‘plab ilmiy va adabiy asarlar yozildi, ularning ko‘pi ingliz tilida bo‘lib, tilni boyitdi. Shuningdek, bosma nashrlar kashf etildi, bu esa ingliz tilining ko‘plab odamlar tomonidan o‘rganilishi va tarqalishiga olib keldi. Shekspirning asarlari va Jon Miltonning "Paradise Lost" asari ingliz tilining boyligiga hissa qo‘shdi. Shuningdek, grammatikani soddalashtirish davom etdi, fe’l shakllarining o‘zgarishi davom etdi.

Zamonaviy ingliz tili (Modern English) (XVIII-asrdan hozirgi kungacha) Hozirgi ingliz tili 18-asrdan boshlab global ahamiyatga ega bo‘ldi.

Industrial inqilob, ilm-fan va texnologiya sohasidagi yutuqlar ingliz tilini yanada keng tarqatdi. Bu davrda ingliz tili ko‘plab yangi so‘zlar va iboralarni qabul qildi, ko‘plab so‘zlar boshqa tillardan, ayniqsa, ilm-fan va texnologiyaga oid sohalarda kirib keldi.Bundan tashqari,yozma manbalar keng tarqalib,til me'yorlari shakllandi [1:112].

Uilyam Shekspir asarlari ingliz tilining lug‘at boyligini sezilarli darajada oshirgan. Olimlarning fikricha, Shekspir tomonidan yaratilgan ko‘plab so‘z va iboralar hozirgi ingliz tilida ham faol ishlatiladi [4:59].

Hozirgi kunda ingliz tili butun dunyoda ikkita rasmiy til yoki global kommunikatsiya tili sifatida ishlatiladi.

Qadimgi va hozirgi ingliz tili o'rtasidagi farqlar Qadimgi ingliz tili / Hozirgi ingliz tili

hūs	house	[2:41]
stān	stone	[1:67]
nama	name	[2:44]
sunne	sun	[1:70]

Bu jadval ingliz tilining fonetik va leksik jihatdan soddalashganini yaqqol ko‘rsatadi [2:50].

Ingliz tilining global ahamiyati. Bugungi kunda ingliz tili xalqaro tashkilotlar, ilmiy tadqiqotlar va internet tili sifatida yetakchi o‘rinni egallaydi [4:101].U Birlashgan Millatlar Tashkiloti, Yevropa Ittifoqi, va boshqa ko‘plab xalqaro tashkilotlarda rasmiy til sifatida qabul qilingan. Ingliz tili nafaqat uning yirik iqtisodiy, siyosiy va madaniy ta'siri bilan, balki internet va raqamli texnologiyalar orqali ham global kommunikatsiya vositasi sifatida qo'llaniladi.

Xulosa qilib aytganda, ingliz tili uzoq tarixiy rivojlanish jarayonini bosib o‘tgan va turli tillar bilan o‘zaro ta’sir natijasida bugungi zamonaviy shaklga ega bo‘lgan. Qadimgi ingliz tilidan hozirgi ingliz tiligacha bo‘lgan o‘zgarishlar ilmiy manbalar orqali tasdiqlanadi. Ingliz tilining global miqyosda keng tarqalishi uning moslashuvchan va rivojlanishga ochiq til ekanini ko‘rsatadi.

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INGLIZ TILI GRAMMATIKASINI INTERAKTIV USULLAR ORQALI O‘QITISH

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Annotatsiya. Mazkur maqola ingliz tili grammatikasini o‘qitishda interaktiv usullardan foydalanish samaradorligini o‘rganishga bag‘ishlangan. Zamonaviy ta’lim jarayonida an’anaviy metodlar bilan bir qatorda o‘quvchiga yo‘naltirilgan interaktiv yondashuvlar til o‘rganish sifatini oshirishda muhim ahamiyat kasb etmoqda. Tadqiqotda interaktiv metodlarning nazariy asoslari, amaliy qo‘llanilishi hamda ularning o‘quvchilarning grammatik va kommunikativ kompetensiyasiga ta’siri tahlil qilinadi. Natijalar interaktiv metodlar o‘quvchilarning nutqiy faolligini oshirishi va grammatik bilimlarni amaliy qo‘llashni kuchaytirishini ko‘rsatadi.

Kalit so‘zlar: grammatika, interaktiv usullar, kommunikativ yondashuv, ta’lim tizimi, an’anaviy metod, nutqiy kompetensiya

Annotation. This article examines the effectiveness of interactive methods in teaching English grammar. In modern education, along with traditional approaches, student-centered interactive techniques play a significant role in improving language learning quality. The study analyzes the theoretical foundations and practical implementation of interactive grammar teaching and its impact on learners’ grammatical and communicative competence. The findings indicate that interactive methods enhance students’ motivation, participation, and ability to apply grammar in real communication.

Key words: grammar, interactive methods, communicative approach, education system, traditional method, speech competence

Grammatika chet tilini, jumladan ingliz tilini o‘rganishda asosiy tarkibiy qism hisoblanadi. Grammatik bilimlarsiz samarali muloqot qilish qiyinlashadi. Til o‘rgatishda grammatika nafaqat qoidalar majmui, balki mazmunli nutqni shakllantirish vositasi sifatida qaraladi [1].

An’anaviy ta’lim tizimida grammatika asosan qoidalarni tushuntirish va yozma mashqlar orqali o‘qitilgan. Bunday yondashuv nazariy bilim berishga xizmat qilsa-da, o‘quvchilarning og‘zaki nutqida grammatik tuzilmalarni erkin qo‘llashiga har doim ham imkon bermaydi [2].

Shu bois, zamonaviy metodikada interaktiv usullar muhim o‘rin egallamoqda. Interaktiv yondashuv o‘quvchini ta’lim jarayonining faol subyekti sifatida ko‘rib, uning mustaqil fikrlashi va muloqot ko‘nikmalarini rivojlantirishga qaratilgan [3].

Tadqiqotning maqsadi — ingliz tili grammatikasini o‘qitishda interaktiv usullarning samaradorligini aniqlash va ularning ta’lim jarayoniga ta’sirini tahlil qilishdir.

- Tadqiqotda quyidagi metodlardan foydalanildi:
- ilmiy-metodik adabiyotlarni tahlil qilish;
- pedagogik kuzatuv;
- interaktiv dars metodlarini amaliy qo‘llash;
- taqqoslash va umumlashtirish.

Interaktiv metodlar sifatida juftlikda ishlash (pair work), guruhli ishlar (group work), rolli o‘yinlar (role play), bahs-munozaralar (discussion), o‘yin texnologiyalari va muammoli vaziyatlar qo‘llanildi.

Mazkur metodlar o‘quvchilarning o‘zaro muloqoti va faol ishtirokini ta’minlashga qaratildi. Tadqiqot natijalari shuni ko‘rsatdiki, interaktiv metodlardan foydalanilgan darslarda:

- o‘quvchilarning nutqiy faolligi oshdi;
- grammatik qoidalarni amaliy qo‘llash ko‘nikmasi mustahkamlandi;
- tinglab tushunish va gapirish ko‘nikmalari rivojlandi;
- darsga qiziqish va motivatsiya kuchaydi.

Juftlik va guruhli ishlarda o‘quvchilar grammatik tuzilmalarni real muloqotda qo‘llash imkoniga ega bo‘ldilar [3]. Rolli o‘yinlar real hayotiy vaziyatlarni modellashtirib, grammatik bilimlarni tabiiy nutq jarayonida qo‘llashga yordam berdi [1].

Natijalar shuni tasdiqladiki, interaktiv yondashuv an’anaviy metodlarga nisbatan samaraliroq hisoblanadi.

Interaktiv usullar o‘quvchilarning faolligini oshiradi va ularni mustaqil fikrlashga undaydi. Bu esa ularning kommunikativ kompetensiyasini rivojlantiradi [2]. Shu bilan birga, interaktiv metodlarni qo‘llash jarayonida ayrim muammolar kuzatilishi mumkin:

- katta guruhlarda tashkil etish qiyinligi;
- vaqt taqsimotining murakkabligi;
- o‘qituvchining metodik tajribasi yetarli emasligi.

Biroq to‘g‘ri rejalashtirish, dars vaqtini samarali taqsimlash va o‘qituvchilarning malakasini oshirish orqali ushbu muammolarni bartaraf etish mumkin.

Umuman olganda, interaktiv metodlar grammatika o‘qitishda nazariy bilimni amaliy nutq bilan uyg‘unlashtiradi va ta’lim samaradorligini oshiradi.

Ingliz tili grammatikasini interaktiv usullar orqali o‘qitish zamonaviy ta’lim talablariga mos keladi. Interaktiv metodlar o‘quvchilarning grammatika bilimlarini mustahkamlab, ularni real muloqotda qo‘llash imkonini beradi. Shuningdek, ular o‘quvchilarning motivatsiyasini oshiradi va dars jarayonini samarali tashkil etishga yordam beradi.

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

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

Kalit so‘zlar: o‘zlashma so‘zlar, inglizcha borrowings, uslubiy qatlam, kollekvial nutq, nostandart leksika, internet tili, globallashuv.

Аннотация: В статье рассматривается влияние английских заимствований на стилистические слои узбекского языка. Особое внимание уделяется функционированию английских лексических единиц в нейтральной, нестандартной и разговорной речи. В качестве материала исследования были использованы тексты средств массовой информации, интернет-коммуникации, социальные сети и примеры молодежной речи. Анализ показывает, что английские заимствования не только обогащают лексическую систему узбекского языка, но и способствуют формированию новых стилистических оттенков и функциональных особенностей. Особенно активно такие единицы используются в интернет-дискурсе и разговорной коммуникации, где они выступают маркерами современности, глобальной культуры и коммуникативной эффективности.

Ключевые слова: заимствования, английские заимствования, стилистический слой, разговорная речь, нестандартная лексика, глобализация, интернет-коммуникация.

Kirish. Globallashuv jarayoni zamonaviy jamiyatning barcha sohalariga, jumladan til tizimiga ham kuchli ta’sir ko‘rsatmoqda. Ayniqsa ingliz tilining xalqaro kommunikatsiya vositasi sifatida keng tarqalishi boshqa tillarning lug‘at tarkibiga inglizcha leksik birliklarning kirib kelishini tezlashtirmoqda. Bu jarayon lingvistik adabiyotlarda til kontaktlari natijasida yuzaga keladigan tabiiy hodisa sifatida izohlanadi. O‘zbek

tili ham dunyo tillari bilan faol aloqada bo‘lganligi sababli turli davrlarda arab, fors-tojik, rus va boshqa tillardan o‘zlashma birliklarni qabul qilgan. Hozirgi davrda esa ingliz tilining ta’siri ayniqsa kuchayib bormoqda. Ingliz tilidan kirib kelayotgan birliklar ko‘pincha yangi ilmiy, texnologik, iqtisodiy yoki madaniy tushunchalarni ifodalash zarurati bilan bog‘liq holda paydo bo‘ladi. Masalan, axborot texnologiyalari, biznes, marketing, media va internet kommunikatsiyasi bilan bog‘liq ko‘plab terminlar ingliz tilidan o‘zlashgan. Bunday birliklar dastlab ma’lum bir professional yoki ilmiy sohada ishlatilgan bo‘lsa, vaqt o‘tishi bilan ular keng omma nutqiga ham kirib bormoqda. Tilshunoslik nuqtai nazaridan o‘zlashma so‘zlarning til tizimiga kirib kelishi nafaqat leksik boyish jarayoni, balki uslubiy o‘zgarishlarni ham yuzaga keltiradi. Chunki har bir yangi birlik tilning ma’lum bir kommunikativ vazifasini bajaradi va muayyan nutq uslubida faol ishlatiladi. Shu sababli inglizcha borrowingslarning o‘zbek tilidagi uslubiy qatlamlarga qanday ta’sir ko‘rsatishini o‘rganish dolzarb ilmiy masalalardan biri hisoblanadi. So‘nggi yillarda ijtimoiy tarmoqlar, bloglar, onlayn media va raqamli kommunikatsiya vositalari yoshlar nutqida inglizcha birliklarning keng qo‘llanishiga sabab bo‘ldi. Bu jarayon natijasida o‘zbek tilida yangi nostandart va kollekvial birliklar paydo bo‘lmoqda. Masalan, “post qo‘ymoq”, “like bosmoq”, “chatlashmoq”, “trend bo‘lmoq” kabi gibrid shakllar tilning yangi kommunikativ imkoniyatlarini namoyon etadi. Mazkur tadqiqotning asosiy maqsadi inglizcha borrowingslarning o‘zbek tilidagi uslubiy qatlamga ta’sirini tahlil qilish va ularning neytral, nostandart hamda kollekvial nutqda qanday funksiyani bajarishini aniqlashdan iborat.

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

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

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

bildiriladi. Shu sababli inglizcha borrowingslarning o‘zbek tilida me’yoriy va stilistik jihatdan to‘g‘ri qo‘llanishini o‘rganish muhim ilmiy vazifalardan biri hisoblanadi.

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

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INGLIZ VA O’ZBEK TILLARIDA SHAXS TASNIFINING SUBSTANSIAL XUSUSIYATLARI

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Annotatsiya. Jahon tilshunosligida tilning antropotsentrik paradigmadagi tadqiqida inson bosh omildir. Inson til egasi, til tashuvchi, tildagi shaxs, so‘zlovchi, tinglovchi, adresant, adresat mavqelarida fanning antropologik yo‘sinda rivojlangan sotsiolingvistika, pragmalingvistika, psixolingvistika, kognitiv lingvistika, etnolingvistika, lingvopersonologiya, lingvokulturologiya, neyrolingvistika, ekolingvistika kabi tarmoqlarda ustuvorlashgan. Inson sotsiallashuvi mahsuli sifatida shaxs tilda “lisoniy shaxs” kategoriyasining ilmiy tadqiqini kuchaytirdi. Zotan, tildagi shaxsning sotsiolingvistik, pragmalingvistik, lingvomadaniy, lingvopersonologik tadqiqida tildagi shaxsning yangi qirralari ochilmoqda. Shaxs kategoriyasining lisoniy, nutqiy, kommunikativ, pragmatik, sotsial, madaniy, uslubiy qirralari lingvistik konsepsiyalar birlashuvidagi tadqiqida yorqin va yaxlit ifodalanadi. Shaxs kategoriyasi leksik, morfologik, sintaktik sath birliklarida aks etadi. Shaxsning so‘z birikmalaridagi ifodasida lisoniy, sintaktik, nominativ, onomastik, sotsial, pragmatik aspektlar birlashuvi substansial, sotsiolingvistik va pragmalingvistik nazariyalar kesishuvida tadqiq etishni taqozo etadi. Dunyo tilshunosligida “shaxs” lingvistik kategoriyasining antropotsentrik, lisoniy tizimdagi in’ikosi sistemaviy, struktural, semantik, diskursiv, derivatsion tadqiqi natijasida tahlil usullari va metodikasi, nazariy asoslari shakllangan. Til fanining nazariy bosqichdan amaliy bosqichga o‘tishi global taraqqiyot va umuminsoniy ehtiyojlar belgilagan ijtimoiy zaruriyatdir. Tilning muloqot, nutqiy vaziyatlar, nutqiy harakatlarda faollashuvini sotsial kontekstda baholash shaxs omili yetakchi bo‘lgan sotsiolingvistik va pragmalingvistik tadqiqotlarni kuchaytirdi. Binobarin, shaxs tavsifining so‘z birikmalarida ifodalanishi substansial, sotsiolingvistik, pragmalingvistik ilmiy asoslar va usullarning integratsiyasida tadqiq etishni taqozo etadi.

Kalit so’zlar: til, shaxs otlari, antropologik usul, sotseolingvistika, substansiya, lingvopragmatika, kishi ismlari

Kirish. Tilshunoslikda “shaxs” asosiy ilmiy tushuncha sifatida tilning barcha vazifalarini amalga oshirish va mavjud imkoniyatlarini nutqda ro‘yobga chiqarishda faol qatnashadi. Lingvistik terminlik maqomi, qamrovi, ixtisoslashuvini terminologik mazmuni va izohlari yanada aniq ko‘rsatadi. Shaxs yakka va birikmali shaklda to‘rt xil terminologik ma’nosi asosida qo‘llanadi: Shaxs. Grammatikadagi uch shaxs: so‘zlovchi, tinglovchi, o‘zga. Shaxs nomlari. Kishilarning ismi, otasining ismi, familiyasi, taxallusini bildiruvchi otlar: Abdulla Qahhor, Abdulla Oripov. Shaxs otlari. Shaxslarning yoshiga, yashash joyiga, mansab-unvoniga, kasb-koriga, ijtimoiy holatiga, qarindoshlik darajasiga, nasl-nasabiga ko‘ra nomlanishi:

samarqandlik, hokim, o'qituvchi, duradgor, amma. Amaki, tog'a, jiyan kabi. Shaxs otli birikmalar. Shaxs oti va kishi nomlarining o‘zaro birikishi: zargar Dostonjon, Sirojiddin bog'bon, Abdurahim sartarosh,Anzirat tikuvchi, Salim etikdo'z". Lingvistikada "shaxs" tushunchasi ilmiy paradigmalardan o‘rin olishiga, shaxs (inson) ilmiy tadqiq usuli, mezoni, ilmiy yondashuvlar vektorini belgilovchi lingvistik kategoriyaga aylanishiga zamin yaratdi. Uning lingvistik in'ikos kategoriyasida yetakchiligi "inson – so‘zlovchi shaxs sifatida ham, o‘zi so‘z yuritayotgan olamning bosh ijrochisi sifatida ham tilning markaziy figurasi" ekanligi bilan izohlanadi. Lisoniy faoliyat negizida inson yoki shaxs turgan lingvistik konsepsiya ilmiy asoslari E.Benvenist, V.V.Vinogradov, Y.S.Stepanov, G.A.Zolotovaning ishlarida berilgan. Shaxs o‘zi mansub millat tili, shuningdek, ma'lum madaniy mentallik va voqelikni individual idrok etishining usuli o‘z "tili"ning egasidir. U insonning mental, ichki olami, aqliy saviyasi aks etgan "lisoniy shaxs" ko'rinishida namoyon bo‘ladi. Tilda inson va olam munosabati, lisoniy shaxs ruhiyati, ichki kechinmalari, maqsad va intilishlari, orzu-istaklarini ifodalash vositalari, ularning vazifasi va o‘rnini aniqlash uchun juda muhim hisoblanadi. XXI asrda global taraqqiyot shaxs manfaatdorligiga ustuvorlik berganligi jadal rivojlanayotgan antropotsentrik nazariyalar va tilning antropotsentrik paradigmadagi tadqiqlari misolida ham anglasah mumkin. D.Niyazovaning e'tirofiga ko‘ra, "Dunyo tilshunosligida nutq tuzuvchi va nutqni idrok etuvchi shaxs tushunchasi talqinida yangi nazariy qarashlarning yuzaga kelishi bu muammoni o‘rganuvchi soha – lingvopersonologiyaning shakllanishiga turtki bergan" va "insonga tildan shunchaki foydalanuvchi shaxs sifatida emas, bu jarayonda til orqali o‘z shaxsiy sifatlarini namoyon etuvchi, unga milliy-madaniy, etnik belgilarni singdiruvchi, tilni saqlovchi va kelajak avlodlarga uzatuvchi lisoniy shaxs sifatida qarash lingvopersonologiyaning alohida paradigma sifatida ajralib chiqishiga zamin yaratgan". Hozirgi kunda "lisoniy shaxs" kategorial maqomga ega. Tildagi "shaxs"ni anglatishi pragmalingvistika, sotsiolingvistika, kommunikativ lingvistika, psixolingvistika, etnolingvistika, kognitiv lingvistika, lingvokulturologiyada asosiy termin sifatida qo‘llanilishiga asos bo‘lgan. Lingvistik sohalarda keng qo‘llanayotgan "lisoniy shaxs", "kommunikativ shaxs", "so‘zlovchi", "til shaxsi" singari maxsus leksik birliklar "shaxs" tushunchasini yaxlit ifodalasa ham, terminologik ma'nosi, muayyan semantik xususiyatiga ko‘ra farq qiladi. Ushbu bobning "Shaxs" ma'nosining leksik ifodasi" deb nomlangan ikkinchi bo‘limida o‘zbek tilida "shaxs" ma'nosining lug‘aviy birliklarda ifodalanishi masalasi tahlil qilindi: tilning shaxsni atash vazifasining "shaxs" ma'noli leksik birliklarda namoyon bo‘lishi, "shaxs tavsifi" lug‘aviy mavzuviy to‘dasi va uni tashkil qiluvchi shaxs otlari, shaxsni tavsiflash imkoniyatlari xususida fikr yuritildi.

Tilda shaxsni nomlash, tavsiflash imkoniyatlari, usullari va vositalari bo‘lib, "Shaxs" tushunchasini shaxsni atash vazifasiga xoslangan til birliklari sifatida, birinchi navbatda, shaxs nomlari, ilmiy muomalada keng qo‘llanuvchi shaxs otlari, ya'ni "shaxsni atab, uning ma'lum bir belgi-xususiyatlariga ishora etuvchi so‘zlar" ifodalaydi. O‘zbek tilida shaxs otlari muayyan ot tarkibiga kiruvchi "shaxs nomi" deb atalmish lug‘aviy mavzuviy to‘da sifatida alohida ajratiladi. "Shaxs nomi" mavzuviy to‘dasi yigit, chol, o‘zbek, tojik, cho‘loq, kasal, ota, ona kabi leksemalarni birlashtirishi1 ma'lum. O‘zbek tilida "shaxs" ma'noli leksik birliklar "shaxs tavsifi" lug‘aviy mavzuviy to‘dasi tarkibiga kiradi. Ushbu to‘daning "shaxsni atovchi" elementi sifatida shaxsni nomlash yoki tavsiflash vazifasini bajaradi. "Shaxs" tushunchasi yaxlit shakl va mazmunga ega bo‘lgan "shaxs" semali leksik birliklar shaxs nomlari yoki shaxs otlari deyiladi. Shaxsni atovchi leksik birliklar "shaxs nomi" integral semali mavzuviy to‘da tarkibida oldindan tayyor bo‘ladi. Shaxs nomlari alohida lug‘aviy mavzuviy to‘dani tashkil qilishi va 12 xil lug‘aviy mavzuviy guruhni o‘z ichiga olishi B.Mengliyev, M.Abuzalova , M.Narziyeva qarashlari asosida belgilandi.

Ko‘p hollarda "harakatni bajaruvchi shaxs", ya'ni ismi foillar shaxs otlari bilan chalkashtirib yuboriladi. Chunki "harakat bajaruvchisi" (ish-harakat bajaruvchisi – egani emas,) "shaxs" ma'nosini o‘z ichiga olgani uchun shaxs otlariga o‘xshaydi. Ularning farqli jihatlari lison-nutq qarama-qarshiligida aniqlanib, "shaxs" ma'nosi va tavsifi leksik, morfologik, so‘z yasalishi sathlarida ifodalanishi ilmiy dalillangan. Bu masalaga e'tibor qaratilishiga sabab bo‘lgan ikki asos: 1) "ismi foillarda nutqiy taraqqiyot natijasida ixtisoslashish yuz berib, ular shaxs otlariga qarab rivojlanishi" va shaxs otlari paradigmasidan o‘rin olishi; 2)"shaxs" konsepti bilan assotsiativ bog‘lanuvchi birliklar ichida shaxs otlari va ismi foillar muhim o‘rin tutishi"dir. Shaxs otlari va ismi foillarning aloqadorligi "shaxs" konsepti asosida ilmiy yechimini topadi.

O‘zbek tilshunosligida "shaxs" tushunchasi leksik sathda lug‘aviy birliklar, morfologik sathda ot turkumi doirasida o‘rganilib, sistemaviy, struktural, substansial tadqiq yo‘nalishlarida muayyan natijalarga erishilgan bo‘lishiga qaramay, "shaxs" konsept sifatida yetarli darajada o‘rganilmagan, lisoniy, konseptual talqini to‘liq shakllanmagan. "Shaxs" tushunchasi kognitiv, umuman, atropolingvistik aspektlarda chuqur va atroflicha tahlil qilinishi zarur.) borki, shaxs otlarining atoqli otlar bilan sintaktik munosabatidan yuzaga keladi. Shaxsni tavsiflovchi so‘z birikmalarining bu turiga quyidagi hosilalar kiradi: Shokir juvozkash, temirchi Jo‘ra, Miroqil paxtafurush, general Rahimov, Fazliddin me'mor, akademik Abdurahmonov,

Jabbor rais, Hikmat buva, Mengnor momo, Hakima aya, Sobir tog‘a, Ra’no opa, Azamat aka (v.h.). Antroponimlar (aksariyat holda kishi ismi, familiyasini anglatuvchi birliklar)

tobe yoki hokim vaziyatda reallashuvini tasdiqlovchi bu so‘z birikmalari alohida guruhni tashkil etadi. Shunga ko‘ra, bu guruhni shaxsni tavsiflovchi so‘z birikmalari sirasida antroponim shakllantiruvchi guruh sifatida ajratish mumkin. Bu guruhga oid so‘z birikmalari ham tilning shaxsni atash va muayyan xususiyatiga ko‘ra tavsiflash vazifasini nutqda ro‘yobga chiqishi bilan amalga oshiradi. Otlarga xos lisoniy imkoniyatlardan biri shaxs otlari va atoqli ot (antroponim)larning sintaktik aloqasi asosida voqelanar ekan, shaxs otlarining atoqli otlarni biriktirish va ularga birikish qobiliyatlarini namoyon etadi.

Boshqacha aytganda, o‘zbek tilida shaxsni tavsiflovchi ot leksemalarning atoqli otlar, ya’ni kishi ismi, ota ismi, familiyasini anglatgan leksemalar bilan tobelanishidan hosil bo‘ladigan hamda kommunikativ maqsad va nutqiy ehtiyojdan paydo bo‘ladigan so‘z birikmalari mavjud. Bunday so‘z birikmalarining tarkibida kishi ismi, ota ismi, familiyasini atovchi leksemalar goh tobe, goh hokim vaziyatda voqelana oladi. Antroponim shakllantiruvchi so‘z birikmalari nutqiy muloqot yoki nutq sharoitida fikr qaratilgan shaxsning boshqalardan farqlanuvchi xususiyatlarini ta’kidlash, o‘ziga xosligini ifodalash, umuman, shaxsni muayyan belgilari asosida atash maqsadida keng iste’molda bo‘ladi. Zero, antroponimlar so‘z birikmalari shaklida shaxsni aniq ifodalaydi. Aslida, Shokir ismli erkak Shokir juvozkash yoki Hakima ismli ayol Hakima aya tarzida qayta nomlangandek tuyuladi. Demak, muayyan ism egasini qanday xususiyatga egaligini ko‘rsatish ko‘p hollarda, kishi ismi uning shaxsi haqida to‘liq tushuncha bera olmaydigan nutqiy vaziyatlarda shaxsni qayta nomlashni taqozo etadi. Mohiyatan qayta nomlashga teng jarayon – nutqda antroponimlar va shaxs otlari birikuvida namoyon bo‘ladi. Aniqroq aytsak, temirchi Jo‘ra, Miroqil paxtafurush, general Rahimov, akademik Abdurahmonov, Jabbor rais, Xolmat buva, Mengnor momo, Sobir tog‘a tipidagi so‘z birikmalarida shaxs haqidagi tushuncha torayib, muayyan ism (familiya) egasi to‘g‘risidagi axborot aniqlashadi.

O‘zbek tili sintaksisining struktural, substansial tadqiqi ilmiy asoslari va tahlil usullari asosida shaxs otlarining o‘zaro va kishi nomlari bilan birikuvlarini umumlashtirgan sintaktik qoliplar keltirib chiqarildi. So‘z birikmasi va gaplarni hosil qiluvchi lisoniy sintaktik qolip mohiyatan riyoziy tenglamaga o‘xshab ketadi va u ikki qismdan iborat: tenglik belgisidan chap tomon va bu belgidan o‘ng

tomon. Masalan, suvchi yigit ва qo‘shni ayol birikmalarida tobe-hokimlik munosabatini yuzaga chiqarayotgan shaxsni kasbi, yoshi, yaqinlik munosabati va jinsiga ko‘ra tavsiflovchi ot leksemalar ham birikadi.

XULOSA

1.Til, inson, jamiyat chambarchas bog‘langan. Inson til mavjudligi va taraqqiyotining bosh omili, shu bois tilni insondan ajratib, o‘rganib bo‘lmaydi. Tildan foydalanuvchi ham, til jamiyati yuksalishini namoyon qiluvchi ham insondir. U so‘zlovchi, tinglovchi, axborotni qabul qiluvchi va yetkazuvchi, umuman, til egasi.

2. Shaxs falsafiy nuqtayi nazardan “inson tushunchasining yuksak ko‘rinishi, oliy maqomi”; ongli faoliyat va munosabatlar subyekti, odam individi; sotsial xususiyatlarning barqaror majmuyidir. “Shaxs”– insonga xos barcha xususiyatlarni qamrab oladigan murakkab, serqatlam tushuncha va ilmiy termin. “Shaxs” fenomenini “individ”, “individuallik” ochib beradi. Uning ko‘pqirraliligi fanlararo maqomi va turli aspektlarda talqin qilinishini belgilaydi. Nutqda “shaxs” tushunchasini ifodalash ehtiyoji “shaxs” ma’noli til birliklarini faollashtiradi. Shaxsni anglatuvchi leksik, morfologik, sintaktik birliklar zaxirasidan nutqiy ehtiyojga muvofiqlari tanlanadi. Tilda shaxsni anglatuvchi birliklar turli sathlar va lisoniy tabiatiga mos paradigmalarda “yashaydi” va shaxsni nomlash, tavsiflash imkoniyatlari, usullari shu vazifaga xoslangan birliklar orqali namoyon bo‘ladi.

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CURRENT ISSUES IN CONTEMPORARY LINGUISTICS

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ABSTRACT. Language, with its ever-evolving nature and intricate link to human experience, presents a dynamic landscape for both linguists and pedagogists. As technologies transform communication, societies become more diverse, and educational approaches shift, both fields are adapting and facing new challenges. This article explores some of the most significant current issues in linguistics and pedagogy, highlighting their complexities and possible solutions.

KEYWORDS: Linguistics, language change, globalization, digital communication, multilingualism, sociolinguistics, language technology, endangered languages, communication, modern linguistics.

Contemporary linguistics focuses on several important issues such as language change, multilingualism, language technology, and the influence of globalization on communication. One of the major challenges is understanding how digital communication and artificial intelligence affect language structure and usage. Linguists also study language preservation, especially endangered languages, and analyze how social, cultural, and technological factors shape modern communication.

Language plays a crucial role in connecting people across cultures. Globalization has increased the need for effective communication skills, making language learning more important than ever. Languages open access to knowledge, information, and technology, providing individuals with broader opportunities in life.

This study uses qualitative analysis and a review of linguistic literature. Information was collected from academic articles, books, and online linguistic resources. The method focuses on analyzing modern linguistic phenomena such as digital communication, multilingualism, and language change.

The analysis identifies several important issues in contemporary linguistics. First, globalization increases contact between languages and leads to borrowing of new words. Second, digital communication—especially through social media—creates new forms of language such as abbreviations, emojis, and internet slang. Third, many languages are endangered, making language preservation a key concern for linguists.

The challenges faced by linguists and pedagogists are interconnected. Collaboration between these fields is essential for developing effective solutions. Linguistics provides a deeper understanding of language systems, while pedagogy offers insights into practical language use.

The findings show that language is constantly evolving. Technology and globalization play a major role in shaping modern linguistic trends. Linguists must continue studying these changes to better understand communication in different societies. Additionally, protecting endangered languages is necessary to preserve cultural diversity and heritage.

In conclusion, current issues in linguistics and pedagogy present both challenges and opportunities. By adopting innovative approaches and fostering collaboration, linguists and educators can ensure that language remains a powerful tool for communication, understanding, and cultural expression.

Improving communicative competence in language teaching requires a balanced approach that integrates modern technologies with traditional methods. Continuous research, critical thinking, and lifelong learning are essential for addressing the evolving needs of language users.

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ARCHITECTURAL TERMINOLOGY IN MODERN GERMAN: LINGUISTIC FEATURES AND CHALLENGES IN PROFESSIONAL COMMUNICATION

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Abstract. The rapid development of architecture and construction technologies has led to the expansion of specialized terminology in many languages, including German. Architectural discourse requires precise vocabulary, structured descriptions, and professional communication skills. This study investigates the linguistic characteristics of modern German architectural terminology and analyzes challenges faced by learners and professionals when using this vocabulary. The research applies descriptive and comparative methods to examine lexical, morphological, and semantic features of architectural terms in German. The findings demonstrate that German architectural terminology is characterized by compound nouns, borrowing from English, and high semantic precision. The study highlights the importance of integrating domain-specific vocabulary into foreign language instruction for architecture students. The results contribute to improving professional communication and linguistic competence in German for architectural purposes.

Аннотация. Быстрое развитие архитектурных и строительных технологий привело к расширению специализированной терминологии во многих языках, включая немецкий. Архитектурный дискурс требует точной лексики, структурированных описаний и навыков профессионального общения. Данное исследование рассматривает лингвистические особенности современной немецкой архитектурной терминологии и анализирует трудности, с которыми сталкиваются учащиеся и специалисты при использовании данной лексики. В исследовании применяются описательный и сравнительный методы для изучения лексических, морфологических и семантических особенностей архитектурных терминов немецкого языка. Результаты показывают, что немецкая архитектурная терминология характеризуется сложными составными существительными, заимствованиями из английского языка и высокой семантической точностью. В работе подчеркивается важность интеграции профессионально-ориентированной терминологии в преподавание иностранного языка для студентов архитектурных специальностей. Полученные результаты способствуют развитию профессиональной коммуникации и формированию лингвистической компетенции в немецком языке для архитектурных целей.

Modern linguistics increasingly focuses on language for specific purposes, especially professional communication in technical fields. Architecture is one such domain where accurate terminology plays a crucial role. German is widely used in engineering, architecture, and construction industries, making it important for students and professionals to understand specialized vocabulary.

Architectural texts in German include complex compound words, technical descriptions, and discipline-specific expressions. These linguistic features often create difficulties for foreign language learners. Therefore, studying German architectural terminology is essential for improving professional communication skills.

The purpose of this study is to analyze linguistic features of architectural terminology in modern German and identify challenges in understanding and using these terms. The research also aims to highlight the role of terminology in professional discourse.

Methodology. This research uses qualitative linguistic analysis of German architectural texts, textbooks, and professional materials. The data includes architectural descriptions, technical documents, and academic sources in German.

The following methods were applied: descriptive linguistic analysis, lexical-semantic analysis, comparative method, terminology classification

The study examines compound nouns, borrowed terms, abbreviations, and semantic structures used in German architectural discourse.

Results. The analysis revealed several important linguistic features of German architectural terminology. First, compound nouns are highly productive in architectural German. Examples include:

Gebäudeplanung (building planning)

Tragwerkskonstruktion (structural construction)

Raumgestaltung (space design)

Bauaufsichtsbehörde (construction supervisory authority)

Second, English borrowings are increasingly common in modern architectural discourse: Design, Layout

Masterplan, Rendering, Smart building

Third, German architectural terms demonstrate high semantic precision. Many terms reflect functional and structural meaning. For example: Grundriss (floor plan), Fassadengestaltung (facade design), Tragende Wand (load-bearing wall)

Additionally, long compound structures create comprehension difficulties for learners. Students often struggle with word segmentation and meaning interpretation.

Discussion. The findings indicate that German architectural terminology reflects both traditional linguistic structures and modern technological influence. Compound nouns provide semantic clarity but increase linguistic complexity. Borrowings from English show globalization in architecture and design communication.

These linguistic characteristics create challenges for students learning German for architectural purposes. Teaching strategies should include terminology analysis, word formation practice, and contextual learning.

Integrating professional vocabulary into language instruction improves students' communicative competence. Visual materials such as architectural drawings also support vocabulary acquisition.

Conclusion. German architectural terminology plays a significant role in professional communication. The study shows that compound nouns, borrowings, and semantic precision characterize modern architectural German. These features both enrich vocabulary and create learning challenges.

The research highlights the importance of teaching domain-specific terminology for architecture students. Developing linguistic competence in professional vocabulary enhances communication and academic success. Future research may focus on comparative analysis of architectural terminology across languages.

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TEACHING ENGLISH THROUGH METHODS: INTERACTIVE TEACHING METHODS IN ENGLISH AS A FOREIGN LANGUAGE

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Abstract. The importance of interactive teaching techniques in English as a Foreign Languages (EFL) classes is examined in this article. It emphasizes how engagement-driven strategies, such role-plays, group projects, and technology-assisted instruction, improve student`s motivation and communication skills. They study highlights the transforming impact of interaction in fostering critical thinking, cultural awareness and language competency. It provides useful insights for educators who want to design dynamic, student-centered learning environments.

Key words: Student engagement, role-play activities, group-based learning, interactive education, communicative skill development.

Introduction: In the rapidly evolving field of language education, traditional teacher-centered approaches are increasingly complemented by interactive teaching methods that place learners at the heart of the learning process. Particularly in English as a Foreign Language(EFL) settings, where exposure to authentic communication is limited, interactive strategies such as group discussions ,problem-solving tasks and digital language tools provide meaningful contexts for practice. These methods foster active engagement, simulate critical thinking and develop practical communication skills that extend beyond the classroom .This paper examines the various interactive teaching approaches in EFL, their theoretical

underpinnings and the pedagogical benefits they bring aiming to offer practical guidance for educators seeking to cultivate motivated ,confident and linguistically competent learners.

In today`s English as a Foreign Language (EFL) classrooms, interactive teaching methods are an effective way to engage students and improve language skills. This study investigated the use of role-playing, small-group projects, peer-led exercises and technology-assisted tasks, such as language learning applications and online collaborative tools, to generate authentic communication situations (Ellis, 2017).These tactics were chosen to actively engage students in practicing English outside of standard lecture-based training. Task-based and collaborative activities enable learners to negotiate meaning and use language purposefully, which is essential for communicative competence development (Ellis, 2017; Nunan,2025). Furthermore, interactive methods help to create a psychologically conducive learning environment. Student`s desire to speak in traditional classrooms is typically limited by their fear of making mistakes. However, interactive exercises accept mistakes as a natural part of the learning process, fostering exploration and risk-taking in language use. As a result students feel more comfortable expressing their thought, asking questions and engaging in discussions, which is critical for improving speaking fluency and communicative competence (Thornbury,2017).

A mixed-methods research design was used to assess the effectiveness of these interactive tactics. Quantitative data were gathered by pre and post-tests that assessed speaking fluency, vocabulary memory and participation. Qualitative data were collected through classroom observations, student reflections and semi-structured interviews with a focus on motivation, confidence and autonomy. Another advantage of interactive teaching approaches in EFL classes is their capacity to accommodate learners` various learning styles and individual variations. Students learn languages at different rates and using diverse tactics; hence, interactive activities like pair work, group discussions and technology-based assignments allow students to participate based on their abilities. This inclusive strategy helps low-proficiency learners while also challenging more advanced students, resulting in balanced classroom interaction and enhanced learner confidence (Brown, 2020).

The result revealed significant improvements in a variety of categories. Students that participated in role-playing and group projects displayed improved speaking accuracy, a greater ability to negotiate meaning and stronger collaboration skills (Thornbury,2017).Technology-supported assignments enabled students to practice independently ,reinforcing vocabulary and grammar while increasing engagement. Reflections and interviews revealed that students felt more comfortable expressing their opinions and appreciated taking an active role in their education. Furthermore, exposure to cultural conversations and realistic materials increased intercultural understanding and students for real-world communication.

(Warschauer and Kern,2000).

Interactive instruction also reshapes the role of the teacher in the EFL classroom. Rather than acting solely as a knowledge provider, the teacher functions as a facilitator, guide and organizer of learning experiences. This shift promotes learner autonomy and responsibility, as students take a more active role in constructing their own knowledge through collaboration and reflection (Harmer,2018;Nunan,2015). Moreover, integrating digital technologies into interactive instruction increases exposure to real language use .Online platforms, language learning apps and collaborative technology allow students to practice English outside of the classroom and interact with real-world information. Such technology-supported engagement not only enhances linguistic accuracy but also develops intercultural awareness, preparing learners for communication in global circumstances. (Warschauer and Kern,2000; Ellis,2017).

The study confirms that interactive teaching methods foster a dynamic and supportive learning environment that meets the needs of modern EFL learners. Therefore, educators are encouraged to incorporate interactive techniques into their teaching practices to promote effective language acquisition and prepare students for real-world communication in English.

Conclusion. Interactive teaching methods play a vital role in enhancing English language learning in EFL classrooms. By emphasizing student engagement through role-plays, group projects, peer-led activities, and technology-assisted tasks, these approaches foster communicative competence, critical thinking, and cultural awareness. Interactive methods create a supportive learning environment where students feel confident to express themselves, take risks, and actively participate in their own learning. Furthermore, they accommodate diverse learning styles, promote collaboration, and encourage learner autonomy.

The study demonstrates that when teachers act as facilitators rather than sole knowledge providers, and integrate interactive strategies effectively, students achieve higher motivation, improved language skills, and greater readiness for real-world communication. Therefore, educators are strongly encouraged

to adopt interactive teaching approaches to cultivate dynamic, student-centered classrooms that prepare learners for success in English communication.

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RAQAMLI MULOQOT TIZIMIDA YANGI SO‘ZLARNING SHAKLLANISHI: INGLIZ VA O‘ZBEK TILLARI QIYOSIDA

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ANNOTATSIYA. Ushbu tadqiqot raqamli muloqot tizimida yangi so‘zlarning shakllanish jarayonini ingliz va o‘zbek tillari nuqtai nazaridan tahlil qiladi. Raqamli texnologiyalar va internetning rivojlanishi, tilning dinamikasini o'zgartirib, yangi so'zlarni yaratish jarayonini tezlashtirmoqda. Ushbu ishda, yangi so'zlarning kelib chiqishi, ularning semantik va morfologik xususiyatlari ko'rib chiqiladi. Maqsadimiz, ingliz va o‘zbek tillaridagi yangi leksik birliklarni taqqoslash va ularning tilshunoslikdagi ahamiyatini belgilashdir.

Kalit so‘zlar: *raqamli muloqot, yangi so‘zlar, tilshunoslik, taqqoslash.*

Raqamli muloqot tizimlarining jadal rivojlanishi, insonlar o'rtasidagi muloqotni yangi formatda taqdim etadi. Internet va axborot texnologiyalari zamonida, tilning o'zgarishi, yangi so'zlar va iboralar paydo bo'lishi, tilning rivojlanishiga ta'sir ko'rsatmoqda. Ushbu tadqiqot, raqamli muloqot orqali yangi so'zlarning shakllanishini ingliz va o‘zbek tillari misolida o'rganishga qaratilgan. Maqsadimiz, ushbu jarayonni chuqur tahlil qilish va tilshunoslikda yangi leksik birliklarning rolini aniqlashdir. Shuningdek, yangi so'zlar qanday qilib muloqotda faol qo'llanilayotganini, ularning semantik va morfologik xususiyatlarini o'rganish hamda ikki til o'rtasidagi farqlarni ko'rsatishdir. Tadqiqotda, ingliz va o‘zbek tillaridagi yangi so'zlarning shakllanish jarayonlari, ularning madaniyat va muloqotga ta'siri ham ko'rib chiqiladi.

Yangi so‘zlarning shakllanish jarayoni tilshunoslikda qiziqarli va muhim masalalardan biridir. Raqamli muloqot tizimlari orqali, so'zlar tezkor va dinamik ravishda shakllanmoqda. Ingliz tilida, yangi so'zlar ko'pincha internet madaniyati, texnologiya va ijtimoiy tarmoqlar orqali paydo bo'ladi. Masalan, 'selfie', 'hashtag', va 'viral' kabi so'zlar, raqamli kommunikatsiya orqali keng tarqalgan. O‘zbek tilida esa, yangi so'zlar ko'pincha ingliz tilidan qabul qilinadi yoki o'ziga xos morfologik tuzilmalarga ega bo'ladi. Bunday so'zlar o'zbek tilida qanday kontekstdan kelib chiqishi va ularning qabul qilinishi jarayoni o'rganilishi zarur. Yangi so'zlarning shakllanishi, faqat leksik birliklar emas, balki ularning semantik xususiyatlarini ham o'z ichiga oladi. Shuningdek, yangi so'zlar orqali til va madaniyat o'rtasidagi aloqani ko'rish mumkin. Ushbu bo'limda, yangi so'zlarning shakllanish jarayoni, ularning ijtimoiy va madaniy kontekstdagi o'rni va ahamiyati tahlil qilinadi.

Ingliz va o‘zbek tillarida yangi so'zlarning paydo bo'lish jarayonlari o'rtasida sezilarli farqlar mavjud. Ingliz tilida yangi so'zlar ko'pincha xalqaro kontekstda paydo bo'ladi va barcha tillarga kirib keladi. Bu jarayon, ingliz tilini global til sifatida qabul qilish orqali amalga oshadi. O'zbek tilida esa, yangi so'zlar ko'pincha milliy va madaniy kontekstda shakllanadi. O'zbek tilida yangi so'zlar yaratishda, morfologik o'zgarishlar, so'z birikmalari va sinonimlar orqali amalga oshiriladi. Ushbu bo'limda ingliz va o‘zbek tillaridagi yangi so'zlar o'rtasidagi farqlar, ularning kelib chiqish manbalari va qabul qilinishi jarayonlari o'rganiladi. Shuningdek, yangi so'zlar orqali tilning rivojlanishini va madaniyatning o'zgarishini ko'rish

imkoniyatini taqdim etamiz. Yangi so'zlarning leksik mazmuni va ularning kommunikativ afzalliklari ham muhokama qilinadi.

Ushbu tadqiqot raqamli muloqot tizimida yangi so‘zlarning shakllanishi va ularning ingliz va o‘zbek tillarida qanday ta'sir ko'rsatishini o'rganishga qaratilgan. Natijalar shuni ko'rsatdiki, raqamli muhit yangi so'zlar yaratish jarayonini tezlashtirmoqda va bu jarayon ikki til o'rtasidagi farqlarni yanada oshirishga olib kelmoqda. Yangi so'zlar, nafaqat tilning rivojlanishiga, balki madaniyat va muloqotga ham ta'sir etadi. Tadqiqot davomida, yangi so'zlarning shakllanishi va qabul qilinishi jarayonlari, shuningdek, ularning tilshunoslikdagi ahamiyati haqida muhim xulosalar chiqarildi. Umuman olganda, raqamli muloqot tizimlari orqali yangi so'zlar, tilning doimiy rivojlanishini ta'minlaydi.

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THE BENEFITS OF LEARNING LANGUAGES

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ABSTRACT: In the context of an increasingly globalized and interconnected world, the learning of foreign languages has evolved into a widespread and indispensable practice. It is true that language acquisition, like any intellectually demanding endeavor, offers a multitude of substantial benefits. The mastery of additional languages provides individuals with access to diverse opportunities across academic, social, and professional spheres. In particular, multilingualism has been shown to contribute significantly to cognitive development by enhancing memory capacity, analytical thinking, and advanced problem-solving skills. Moreover, language learning plays a pivotal role in fostering academic excellence, broadening social and cultural sensitivity, and promoting intercultural competence. From a professional standpoint, proficiency in foreign languages substantially increases employability and career mobility in an increasingly competitive global labor market. Drawing upon established research findings, this article aims to critically examine and elucidate the principal advantages of language learning in modern society.

Key words: foreign languages, language acquisition, professional spheres, cognitive development, language learning, intercultural competence.

More than half the world’s population is bilingual (Grosjean & Li, 2013;) As Bentz et al. (2018) mention, there are more than 7000 languages around the globe, and a person has several options to learn different languages and select an appropriate language to acquire its benefits. “Learning a new language can be immensely helpful for cognitive health, particularly as we age. This is because language learning engages a wide range of complex cognitive abilities, including memory, attention, and problem-solving, which can help to create and strengthen connections in the brain,” explains Dr. Roy Hamilton, MD, trustee of the McKnight Brain Research Foundation. According to psychotherapist Kristie Tse, LMHC, clinical director and founder of Uncover Mental Health Counseling, “Learning a new language has profound benefits for brain health. It encourages the brain to be flexible and adaptable, as it requires quick thinking and problem-solving skills to comprehend and construct new sentences.” (Kendra Cherry, Learning a New Language is Hard, But Your Brain Will Thank You)

Bilingualism has been associated with various benefits, including enhanced cognitive (e.g., Adesope et al., 2010; Barac et al., 2016., Yurtsevar et al.,2023) and linguistic skills (e.g., Bialystok et al., 2014; Hirosh & Degani, 2018). Building on this, a growing body of research suggests that bilingualism may also facilitate foreign language learning. Several studies reported that Two-language speakers outperform their monolingual peers in acquiring a foreign language across various domains including vocabulary, grammar, and narrative skills (e.g., Hofer & Jessner, 2019; Hopp et al., 2019; Kopeckova, 2018; Maluch et al., 2015, 2016; Maluch & Kempert, 2017; Nguyen & Winsler, 2021; Rauch et al, 2012; Schwarts et al, 2007; Soto –

Corominas et al 2025; Tribushinina and Boz, 2025). A component of literacy common to all languages is the of making meaning from texts. Readers must learn to combine a number of strategies in order to do this: using their knowledge of the world, skimming, making inferences, contextual guessing of words, etc. These skills are common to literacy in all language, and are transferable from one language to another (e.g. Baker 2006)

Languages are a collection of sentences, grammar, vocabulary, and structure. However, learning a second language means controlling the grammar complexity and knowing many words of the language structure (Mohammed & Thabit, 2015). Language learning promotes greater concentration and cognitive control. In a study published in the journal Development Science, researchers found that bilingual children demonstrated better performance on tasks involving attention and cognitive control compared to single-language speakers. Bilingual children showed enhanced abilities in tasks that required resolving conflicting focus-regulatory demands (Bialystok, E., Martin, M., & Viswanathan, M. (2005)).

Language is a vehicle for understanding culture (Byram and Michael., 2014, Ramírez-Esparza et al., 2020). Cultural sensitivity in language learning promotes respect and empathy towards speakers of English as a second or foreign language (Seidhofer, 2011). Global mindset gained traction in education, especially in English-speaking regions, during the 1980s and 1990s. it's not just about languages; it stems from a broader shift in human and social sciences towards acknowledging cultural differences. This shift, often termed the 'cultural turn', highlighted the importance of understanding and appreciating diverse cultures, whether national, ethnic, social, regional, or institutional. Underpinning of cultural awareness lies the idea of reflexivity. This means recognizing how insights into other cultures shape our understanding of ourselves and our identity. In education, cultural awareness finds its place across different subjects like geography, social studies, and history. It's not solely about knowing facts; it's about grasping the significance of cultural differences and historical contexts. (Mateusz Wiacek, Cultural Awareness in Language Learning).

Schools play a pivotal role in promoting students' intercultural awareness and competence, and engagement in global issues (Byram, 1997). Cultural diversity is a defining characteristic of language classrooms, with learners representing a broad spectrum of linguistic and cultural backgrounds (Seidhofer, 2011). Embracing this diversity is crucial for fostering inclusive and effective language learning environments (Gay, 2010).

In today's business landscape, language skills are essential. Being multilingual can set you apart, especially in roles that involve client relations, diplomacy, or international collaboration. Companies are increasingly on the lookout for individuals who can communicate effectively across cultures, as this skill is crucial for building trust and rapport.

Speaking someone's language goes beyond just communication; it shows a level of commitment and empathy that fosters stronger working relationships. This is vital in international projects where understanding cultural context can lead to better teamwork and outcomes. Language learning is a journey that enriches our lives and connects us with the world. Whether for personal growth, career advancement, or simply out of curiosity, each new word and phrase brings us closer to a more connected, empathetic global community. Embracing multilingualism means embracing the richness and diversity of our world—and that's an investment worth making (Dillon Wilkinson, November 3, 2024, How Language Learning Builds Global Connections in Today's World). In our digital age, the ability to connect with people from around the world has never been easier. Social media platforms, online forums, and virtual communities provide opportunities to interact with individuals from different linguistic backgrounds. Learning a foreign language enhances these interactions, allowing for more meaningful and effective communication. It fosters international friendships, professional networks, and collaborative projects, bridging geographical and cultural divides (Wang, 2023).

Language programs can help students become fluent in a new language, especially in today's job market where second-language proficiency is in demand. Whether through a language school or self-directed learning, language programs can serve as a gateway to long-term career satisfaction in the business world.

According to Dr. Tracy Brower in Forbes, around 40 % of multilingual employees said that their foreign language skills helped them find a job more than monolingual speakers.

Many international companies or smaller companies with global clients highly value employees who can facilitate communication with international clients by speaking, reading, or writing another language. Being proficient in one or more foreign languages makes you an asset to a company, especially if that organization has a global reach and wants to pursue business opportunities in other countries.

Speaking more than one language can set you apart from other candidates. Certain positions, such as translators and interpreters, may have their language skills reflected in their compensation – sometimes

resulting in a significant pay raise for employees fluent in high – demand languages. Also, international companies with diverse customers often pay more to employees who can communicate effectively using different languages. According to Workforce Essentials, some bilingual employees earn 5-20 % higher pay than monolingual speakers. (Dr. Karolina Kopczynski. Career Benefits of Learning a Foreign Language for Students. 04/07/2025).

Language instructors in 2023 have a variety of teaching approaches at their disposal to include in their repertoire. Each method has evolved over time, influenced by linguistic theories, pedagogical approaches, cultural events and technological advancements. In the pursuit of effective language instruction, 8 popular methods have emerged over the years, each emphasizing different aspects of language learning and catering to diverse learner needs.

- Communicative language teaching
- The direct method
- Task-Based Language Teaching (TBLT)
- Audio-Lingual Method
- Total Physical Response (TPR)
- Grammar translation method
- Content and Language Integrated Learning (CLIL)
- The Silent Way

Each of the above approaches has its own pros and cons, and no one method is universally regarded as superior to the others in all teaching contexts. Modern language instruction involves an 'eclectic approach', a combination of methods, tailored to learners' proficiency levels, specific learning objectives and cultural backgrounds. Through video communication tools, these methods are being adapted to online teaching settings (Nestor Kiourtzidis, 8 common language teaching methods, November 29. 2023)

Just as everything has its advantages and disadvantages, learning a language also has both benefits and drawbacks. Language learning fatigue strikes when you feel overwhelmed or stuck when learning a language, leading to mental and emotional exhaustion. It can happen when the amount of effort you're putting in and the level of progress you're seeing become unbalanced. Over time this can lead to building listlessness and, eventually, language learning fatigue. This fatigue can manifest in several ways, such as a lack of motivation to continue, frustration with difficult concepts, and a general sense of disinterest (Jonny, How to Overcome Language Fatigue: 5 TIPS). Learning a new language is a significant endeavor that challenges nearly everyone who attempts to do so. Fortunately, there are tools and strategies to speed up the learning process (Elaina Giolando, 5 Tips to Overcome Language Barriers). For optimal language learning, it's important to fuel your body with the right nutrients. Eating a balanced diet rich in fruits, vegetables, proteins, and healthy fats can provide sustained energy throughout the day (Luca Lampariello)

Take Breaks: Pause your learning or speaking sessions regularly to let your brain recharge.

Change Your Approach: Switch between activities – listening, speaking, reading, or writing – to keep it interesting and prevent burnout.

Set Realistic Goals: Break your learning into small, manageable steps and celebrate every little win.

Engage in Relaxing Activities: Meditate, breath, or go for a walk to relieve mental pressure and refresh your mind.

Practice in Low-Stress Settings: Chat with friends, join language exchange groups, or use language apps in a relaxed environment where mistakes are okay. Get Enough Sleep and Exercise: Both are crucial for keeping your brain in top shape for learning. (Anamika Mahajan, Language fatigue is real, October 08. 2024)

CONCLUSION. Learning new things is good for your brain, and experts suggest that learning a new language, in particular, can have numerous important benefits for your cognitive functioning and health. Dr. Hamilton recommends managing your expectations as an adult language learner.

"Language learning is a gradual process," he says, "and embracing mistakes as part of the learning journey and staying motivated through setting achievable goals can make the experience both effective and enjoyable. (Kendra Cherry, MSEd.)

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KOREYS VA O‘ZBEK NUTQ FAOLIYATLARIDA MAQOLLARNING TUTGAN O‘RNI

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Annotatsiya. Ushbu maqolada koreys va o’zbek maqollari xalq og’zaki ijodining Paremiologiya sohasi bo’yicha o’rganiladi hamda maqollarning nutq faoliyatidagi tutgan o’rni tahlil qilinadi. Maqollarni o’rganish natijasida esa ikki xalq madaniyatidagi o’xshash va farqli jihatlari o’rganildi.

Kalit so‘zlar: maqol, nutqiy faoliyat, koreys maqollari, o’zbek maqollari, qiyosiy tahlil, ma’no

Abstract. In this article, Korean and Uzbek proverbs within the field of Paremiology and analyzes their role in folk oral literature. As a result of the proverbs, similar and different aspects of the cultures were explored.

Key Words: proverb, speech activity, korean proverb, uzbek proverb, comparative analysis, meaning.

Maqol-bu xalq og’zaki ijodining qanchalik boy tarixga ega ekanligini ko’rsatib turuvchi vosita bo’lib qolmaygina, balki nutq bezagi ham hisoblanadi. Maqollar xalqning donoligini, millatning ruhini, uning madaniyatini, qadr-qimmatini va o’ziga xos qarashlarini namoyon etuvchi vosita sanaladi. Barchamizga ma’lumki, maqol bu uzoq yillardan beri davom etib kelayotgan va ota-bobolarimiz ko’rgan kechirgan voqea hodisalari asosida yuzaga kelgan hamda bu xalq orasida “Otalar so’zi” deya tanilgan.

Paremiologiya- so’zi grekchada “paranomia”-hikmat, va “logos” ta’limot so’zlaridan olingan bo’lib bir tildagi maqol, matal, aforizm kabi hikmatli iboralarni o’rganuvchi tilshunoslik sohasi sanaladi.Ya’ni ma’lum bir xalqning turmush tarzi, hayoti, kishilarning jamiyatda bo’lgan munosabatlarini, kuzatishlarini va tajribalarga suyanish asosida chiqarilgan xulosalarni ifodalovchi bo’lim sanaladi. Paremiologiya-bu maqollar, matallar, va hikmatli so’zlarni o’rganuvchi tilshunoslik bo’limi. Paremilogiyada fikr aniq, tugal xulosa, lo’nda hukm tarzida ifodalanadi hamda muayyan fikrni mantiqiy izchilikda yetakchilik qiladi va o’z va ko’chma ma’nolarda qo’llanish xususiyatiga ega.Yevropa tilshunosligida XVIII asrning boshlarida German paremiografi W.Wander Yevropa xalqlariga oid 250,000 dan ortiq bo’lgan maqollarni o’z ichiga olgan 5 ta kitobdan iborat paremiologik lug’atni yaratadi.Bularning ichida eng mashhur tadqiqotchilardan biri A.Taylor o’zining 223 sahifadan iborat “The proverb” asarida maqollarni turlicha tahlil qilgan. Shu bilan birgalikda,V.I.Dal paremiyani “o’qimishlilar so’zi” deb ataydi.Paremalar ko’proq pand-nasihat usulida yozilgan bo’lib qadimda cherkovlarda ishlatiluvchi parema so’zi 1970-yildan boshlab tilshunoslikda “Paremiologiya” termin sifatida kirib keladi.[1,33]. Tarixda biz Yusuf Xos Xojib, Ahmad Yugnakiy, Alisher Navoiy ijodi bilan tanishar ekanmiz maqol deb atalmish dono va hikmatli so’zlarga duch kelamiz. “Oz-oz o’rganib dono bo’lur, qatra-qatra yig’ilib daryo bo’lur” kabi misollar shular jumlasidandir.

Xalq maqollariga murojaat etganda, ulardagi tarixiylikni hisobga olish lozim. Chunki bugungi kunda nutqimizda ishlatayotgan maqollarning ko’pchiligi o’tmishda yaratilganligi bilan xalq psixologiyasi, dunyoqarashdagi cheklanganliklar va ziddiyatlar aniq ifodasini topgan. Masalan o’zbek xalq maqollaridan biri “Boy boyga boqar, Suv soyga boqar” maqolasi jamiyatninhg qaysi davrida qanday sinf vakillari tomonidan aytilganligini anglash bir qarashda qiyin. Agar maqol mehnatkash xalqning nutqida qo’llangan bo’lsa u shu sinf manfaatlariga xizmat qilishi mumkin. Yoki koreys maqollaridan “*가는 말이 고와야 오는 말도 곱다*” maqolini ko’rib chiqsak maqolning tarjimasi-“boradigan gap chiroyli bo’lsa keladigan gap ham chiroyli bo’ladi”. O’zbekcha muqobil variant esa “Salomga yarasha alik olasan”Agar tarjimadan kelib chiqadigan bo’lsak maqol uzoq o’tmishda yaratilganligiga shubha

yo’q. Chunki unda ishlatilgan “*곱다*“so’zi “chiroyli” Choson davri qo’lyozmalarida ham uchrovchi eski so’z sanaladi. Haqiqatdan ham maqollar turli ijtimoiy-siyosiy mnosabatlarini, xalqning etik va estetik normalarini obyektiv baholaydi. Mashhur rus yozuvchisi L.N.Tolstoy “Har bir maqolda men shu maqolni yaratgan xalq siymosini ko’raman” deyishi ham fikrlarni tamoman tasdiqlay oladi.

Demak maqollardagi sinfiy funksiya ularning nutqda qo’llanishiga qarab belgilanadi. Ammo maqollar qaysi davrda yaratilishidan qat’iy nazar ular nutqqa qarab faollashishi mumkin. Ijtimoiy hayotdagi o’zgarish bilan shartlangan holda maqollar mazmunidagi turli darajadagi o’zgarishlar-torayish va kengayishlar yuz beradi. Mana shu faktning o‘ziyoq maqolning jamiyat hayoti, xalq turmushi bilan bevosita bog’lanishda ekanligini ko‘rsatadi.[9] Maqollar tuzilishiga ko’ra bir va bir necha sintaktik butunliklar asosida tashkil topgan. Bir sintaktik maqoldan iborat bo’lgan bir qismli maqollar ko’pincha darak gap yo’sinida bo’ladi. Aynan shu tomonlari bilan koreys va o’zbek maqollari juda o’xshashdir. Masalan: koreyschada *사공이 많으면 배가 산으로 간다*” – o’zbekchada esa muqobil varianti- “Boshqaruvchi ko’p bolsa,kema toqqa ketadi”.Ko’rib chiqganimizdek, o’zbek va koreys xalq maqollari juda ko‘p xususiyatlari bilan folklorning boshqa janrlaridan keskin farqlanib tursalar ham, ko‘pchilikning ijod mahsuli sifatida, anonim yaratilishi, o‘g’zaki holda jonli yashashi, keng variantlashishi va o‘ta ommaviyligi bilan xalq og’zaki ijodining barcha janrlari bilan umumiylik kasb etadi .Qaysi til, qaysi millatning maqollarini jamlasak ham ular o’zaro o’xshashliklar va sezilarli farqlarini ko’rishimiz mumkin. O’xshashlik tomoni shundaki, tarbiya masalasi qaysi din, qaysi millat bo’lishiga qaramasdan juda o’xshash. Masalan: “*시작이 반이다*”- ko’z qo’rqoq qo’l botir, yoki *호랑이도 제 말하면 온다- “* Bo’rini yo’qlasang qulog’i ko’rinadi”, “*티끌 모아 태산*”- “Toma-toma ko’l bo’lur”

O’zbek tilida 4 komponentli maqollar ham uchrab turadi. Biroq koreys maqollarida esa 4 komponentli maqollar kam uchraydi. “Zamon seni o‘qitar, tayoq bilan so‘kitar”. “Sabog'ingni bilmasang, do‘konda bo‘z to‘qitar[10]”

Maqollar shakliga ko’ra nasriy hamda she’riy ko’rinishda bo’ladi. “*가까운 남이 먼 일가보다 낫다*”- Uzoqdagi qarindoshdan, yaqindagi qo’shni yaxshi hamda “*쇠귀에 경 읽기*” -“Eshakning qulog’iga lag’mon osish” kabi maqollar nasriy tuzilishdagi maqollar sanaladi. A.M.Gorkiy xalq maqollarning roliga yuksak baho bergan edi. “Eng ulug’ donolik so’zning soddaligidir”.Ularda butun-butun kitoblar mazmuniga teng keladigan fikr va sezgilar mavjud bo`ladi[11]. Ko’plab misollar yordamida keltiradigan bo’lsak masalan: o’zbekchada “Yetti o’lchab bir kes” koreyschada esa “*돌다리도 두들겨 보고 건너라*” *yoki* “*믿는 도끼에 발등 찍힌다*”- “Ishonmagin do’stingga somon tiqar po’stingga”

Bugungi kunda bir narsa yoki holat har ikkala tilda ham mavjud bo’lsa, maqol ko’pincha bir xil ma’no anglatadi. “Yomon bilan yursang, qolarsan uyatga, yaxshi bilan yursang-yetarsan murodga”, “Sabrning tagi-oltin”, “Mehnat- mehnatning tagi rohat” [1:32] , koreys xalq maqollarida“호랑이굴에가야호랑이를잡는다”,“콩심은데콩나고팥심은데팥난 다 ” va shu kabi maqollarlarni misol sifatida keltirish mumkin deb ta’kidlanadi. Shu o’rinda “Koreys va O’zbek maqollarida xalqning o’tmishidan bugungi kunigacha barcha millatga xos urf-odatlar o’z aksini topgan va xalq og’zaki ijodining nodir namunalari sifatida maqollar va vazifani bajarishda yetakchilik qilib, o’zbek va koreys xalqining mentalitetiga xos jihatlarni o’rganishda bu ikki xalqning maqollari va bu ikki xalqning o’ziga yarasha o’xshash va farqli tomonlarini ko’rsatib bera oladi” deb ta’kidlab o’tiladi.

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COMPUTATIONAL PHILOLOGY: USING AI TO ANALYZE ANCIENT TEXTS

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Abstract. This thesis examines how artificial intelligence is transforming the study of ancient and medieval texts. Machine learning, optical character recognition, and large language models are enabling faster decipherment, large-scale corpus analysis, and new cultural interpretations. At the same time, the paper highlights key methodological risks and argues that human scholarly judgment remains irreplaceable.

Introduction. Philology has traditionally been a slow and painstaking discipline, relying on specialist knowledge of dead languages and years of careful manuscript study. The rise of computational philology over the past three decades has begun to change this. Advances in digitization, optical character recognition (OCR), and, most recently, artificial intelligence have made it possible to analyze ancient texts at a scale and speed that was previously unimaginable [2]. The implications for classical studies, Egyptology, medieval history, and related fields are significant.

From Digitization to Deep Analysis. The foundation of computational philology is digitization. Major libraries worldwide — including the British Library and the Vatican Apostolic Library — have made hundreds of thousands of manuscripts available online. However, digitized images still require transcription before analysis. This is handled by handwritten text recognition (HTR) tools such as the Transkribus platform, which uses neural networks to transcribe historical manuscripts with error rates below five percent after training on as few as fifty sample pages [6]. Projects that once required decades of manual work can now be completed in months.

3. Key AI Techniques in Philological Analysis

3.1 Authorship Attribution

Machine learning has given new power to stylometry — the statistical analysis of writing style. By examining vocabulary, syntax, and function word usage, neural networks can attribute disputed ancient texts to known authors with a high degree of confidence. These methods have been applied to disputed speeches in the Demosthenic corpus, authorship questions in the Book of Isaiah, and texts attributed to Plato [5].

3.2 Large Language Models and Ancient Languages

Large language models (LLMs) such as GPT-4 and Claude have shown surprising capability in translating, parsing, and analyzing ancient languages including Classical Greek, Latin, and Sanskrit. A notable example is DeepMind's Ithaca model (2022), trained to restore damaged ancient Greek inscriptions. When used alongside human experts, it raised scholars' restoration accuracy from 25% to 72% [1].

3.3 Intertextuality and Network Analysis. AI tools have also enabled new approaches to studying how ancient authors quote and respond to one another. The Tesserae project uses computational algorithms to detect allusions across the entire surviving Latin corpus, revealing intertextual connections that centuries of traditional scholarship had missed [3].

4. Decipherment of Unknown Scripts. Some of the most dramatic applications of AI concern undeciphered scripts such as Linear A and the Indus Valley script. Using unsupervised machine learning, researchers have identified structural patterns in unknown scripts without prior knowledge of the underlying language [8]. The Voynich Manuscript has attracted similar computational attention; while it remains undeciphered, AI analysis has confirmed that the text has genuine linguistic structure rather than being random.

5. Limitations and Methodological Concerns. Despite these advances, computational philology faces serious limitations. Training data for ancient languages is scarce and biased — the surviving texts represent only a fraction of what was written, shaped by centuries of selective transmission [7]. There is also the problem of algorithmic opacity: when a model like Ithaca suggests a textual restoration, it cannot explain its reasoning in terms that a scholar can evaluate or challenge. This risk of "black-box philology" makes it essential to treat AI as a tool that supports, rather than replaces, human scholarly judgment [9].

6. Conclusion. Computational philology does not replace traditional humanistic scholarship — it extends it. By combining philological expertise with AI tools, scholars can recover knowledge that would otherwise remain out of reach: restoring damaged texts, mapping intertextual networks, and deciphering unknown scripts. The field is still developing, and its full potential depends on close collaboration between

computer scientists and traditional philologists. As Gregory Crane has argued, the goal is not to automate philology, but to augment it [4].

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RUS TILI DARSLARIDA INTERAKTIV O`YINLARDAN FOYDALANISHNING SAMARADORLIGI

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Annotatsiya. Ushbu maqolada rus tili darslarida interaktiv o`yin texnologiyalaridan foydalanishning afzalliklari va samaradorligi yoritilgan. Muallif o`z ish faoliyatida qo`llagan “Lays chipslari” va “Bilim savatchasi” kabi didaktik o`yinlar misolida o`quvchilarning lug`at boyligini oshirish va darsga bo`lgan qiziqishini shakllantirish usullarini tahlil qiladi. Tadqiqot natijalari o`yinli metodlarning o`quvchilar xotirasi va nutqiy faolligiga ijobiy ta`sirini ko`rsatadi.

Kalit so`zlar: Interaktiv o`yinlar, rus tili, pedagogik texnologiya, lug`at boyligi, samaradorlik.

Аннотатция. В данной статье рассматриваются преимущества и эффективность использования интерактивных игровых технологий на уроках русского языка. Автор анализирует методы пополнения словарного запаса и формирования интереса к уроку на примере дидактических игр, таких как, «Чипсы Lays» (Lays chipslari) и «Корзинка знаний» (Bilim savatchasi) примененных в собственной практике. Результаты исследования демонстрируют положительное влияние игровых методов на память и речевую активность учащихся.

Ключевые слова: Интерактивные игры, русский язык, педагогическая технология, словарный запас, эффективность.

Abstract. The article examines the advantages and effectiveness of using interactive game technologies in Russian language lessons. On the example of such didactic games as "Lays Chips" and "Knowledge bascet", used by the author in their own teaching practice, methods of increasing students` vocabulary and forming interest in the lesson are analyzed. The research results demonstrate a positive impact of game methods on students` memory and speech activity, contributing to a more effective mastery of the material.

Keywords: Interactive games, Russian language, pedagogical technology, vocabulary, efficiency.

Hozirgi kunda zamonaviy ta`lim tizimida an`anaviy dars o’tish usullaridan voz kechib, interaktiv o`yin texnologiyalariga o`tish dolzarb masalalardan biri bo`lib qolmoqda. Olim Yo`ldoshev J.G`. ta`kidlaganidek, zamonaviy darsning asosiy maqsadi – o`quvchini tayyor bilimni qabul qiluvchi emas, balki bilimni mustaqil izlovchi va ijodiy fikrlovchi shaxsga aylantirishdir.[1] O`yinli darslar nafaqat o`quvchilar, balki o`qituvchilar uchun ham jarayonni qiziqarli bo`lishini ta`minlaydi. O`quvchi darsda zerikib qolmaydi,

balki o`yin orqali yangi mavzuni mukammalroq va osonroq o`zlashtiradi. Bu usul o`quvchilarning darsga bo`lgan ijobiy munosabatini shakllantiradi va bilim olish samaradorligini oshiradi.

Pedagog A.V. Konishevning fikricha, o`yinli metodlar o`quvchilarning emotsional holatiga ijobiy ta`sir ko`rsatib tildagi to`siqlarni ( ya`ni uyatchanglikni) yengib o`tishga yordam beradi [2]. O`quvchilarning lug`at boyligini oshirish va diqqatni jamlash maqsadida “Lays chipslari” ko`rinishidagi interaktiv o`yin qo`llaniladi. Bunda o`quvchi qadoq ichidan “chips” (rangli qog`ozdan yasalgan) tanlaydi va undagi so`zning tarjimasini tezkorlik bilan aytishi lozim. Bu usul o`quvchida kutilmaganlik effekti orqali xotirani faollashtiradi va so`zlarni o`yin orqali yod olishni ta`minlaydi. Mavzuni mustahkamlash va grammatik ko`nikmalarni rivojlantirish uchun “ Bilim savatchasi” o`yinidan foydalaniladi. O`quvchilar “sabzi “(ichida savollar yozilgan qog`oz) yordamida “quyonchalar`` (bilim savatini) to`ldiradilar. To`g`ri javob berish orqali o`quvchi muammoni hal qilish ya`ni quyonni ovqatlantirish vazifasini bajaradi, bu esa darsda emotsional ijobiy muhitni yaratadi. O`yinli metodlarning eng katta ustunligi — natijaning darhol ko`rinishidir. O`quvchi javob berishi bilan "quyonchani ovqatlantirishi" yoki "chip"ni yutib olishi uning miyasida muvaffaqiyat hissini uyg`otadi. Bu ilmiy pedagogikada "ijobiy mustahkamlash" (positive reinforcement) deb ataladi. Keyingi darslarda o`quvchi o`sha muvaffaqiyatni qayta his qilish uchun yangi so`zlarni o`z ixtiyori bilan yodlay boshlaydi.

Rus tili darslarida didaktik o`yinlardan foydalanish nafaqat til o`rganish, balki nutqiy muloqot madaniyatini ham shakllantiradi[3]. Bunda o`quvchilar o`yin qoidalari orqali jamoada ishlash va fikrni tezkor bayon qilish ko`nikmalarini o`zlashtiradilar. Tadqiqot natijalari shuni ko`rsatadiki, rus tili darslarida interaktiv o`yinlardan foydalanish o`quvchilarning lug`at boyligini o`zlashtirish darajasini 25-30% ga oshirdi. An`anaviy usulda o`quvchilar yangi so`zlarning 50% qismini eslab qolgan bo`lsa, “Lays chipslari” va “Bilim savatchasi” o`yinlaridan so`ng bu ko`rsatkich 80% ni tashkil etdi. Eng muhimi, o`yin jarayoni darsda passiv o`tirgan va uyatchan o`quvchilarning ham faollashishiga, ularda muloqotga kirishish qo`rquvining yo`qolishiga xizmat qildi.

Xulosa qilib aytganda, rus tili darslarida interaktiv o`yin texnologiyalaridan, xususan, «Lays chipslari» va «Savat va quyonchalar» kabi didaktik o`yinlardan foydalanish ta`lim sifatini yangi bosqichga olib chiqadi. O`tkazilgan tadqiqotlar va dars jarayonidagi kuzatuvlar shuni ko`rsatadiki, bunday metodlar quyidagi muhim natijalarni beradi:

Birinchidan, o`quvchilarda chet tilini o`rganishga bo`lgan ichki motivatsiya va qiziqish ortadi. An`anaviy darslarda kuzatiladigan zerikish va mavzudan chalg`ish holatlari o`yin jarayonida deyarli uchramaydi. Har bir o`quvchi o`zini jarayonning faol ishtirokchisi sifatida his qiladi.

Ikkinchidan, o`yinlar orqali o`rganilgan yangi lug`at boyligi (so`zlar) o`quvchilar xotirasida mustahkamroq va uzoq muddatli saqlanib qoladi. Bu "kutilmaganlik effekti" va ijobiy emotsiyalar bilan bog`liq bo`lib, o`quvchi so`zni shunchaki yodlamaydi, balki uni o`yin kontekstida tushunib yetadi.

Uchinchidan, ushbu metodlar o`quvchilar orasidagi psixologik to`siqlarni (uyatchanlik, xato qilishdan qo`rqish) bartaraf etishga yordam beradi. Erkin muloqot muhiti shakllanadi, bu esa rus tilida gapirish ko`nikmalarining tezroq rivojlanishiga zamin yaratadi.

Xulosa o`rnida ta`kidlash joizki, interaktiv o`yinlar nafaqat rus tili, balki boshqa fanlarni o`qitishda ham samarali vosita bo`la oladi. Kelajakda ushbu metodlarni raqamli texnologiyalar bilan boyitish va dars samaradorligini yanada oshirish bo`yicha izlanishlarni davom ettirish maqsadga muvofiqdir. Bu esa o`sib kelayotgan yosh avlodning intellektual salohiyatini oshirishga xizmat qiladi.

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(Aynan chet tili darslarida o`yin metodining samaradorligi haqidagi fundamental kitob).

INGLIZ TILI TALAFFUZINI OSON O‘RGATISH USULLARI

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Annotatsiya. Mazkur tezis ingliz tili talaffuzini oson va samarali o‘rgatish usullarini tahlil qiladi. Unda fonetik mashqlar, eshitish orqali o‘rganish (listening), takrorlash (shadowing) hamda zamonaviy raqamli vositalardan foydalanish yo‘llari yoritilgan. Shuningdek, o‘quvchilarning talaffuz ko‘nikmalarini shakllantirishda innovatsion metodlarning ahamiyati asoslab berilgan. Tadqiqot natijalari ingliz tilini o‘rganishda talaffuzni rivojlantirish samaradorligini oshirishga xizmat qiladi.

Kalit so‘zlar: talaffuz, fonetika, shadowing, listening, innovatsion metodlar, ingliz tili

Annotation. This thesis analyzes simple and effective methods for teaching English pronunciation. It highlights phonetic exercises, listening-based learning, shadowing techniques, and the use of modern digital tools. The study also emphasizes the importance of innovative approaches in developing learners’ pronunciation skills. The findings contribute to improving pronunciation proficiency and enhancing overall language learning outcomes. These methods provide practical strategies for both teachers and learners in mastering accurate English pronunciation.

Keywords: pronunciation, phonetics, shadowing, listening, innovative methods, English language

Аннотация. Данный тезис анализирует простые и эффективные методы обучения английскому произношению. Рассматриваются фонетические упражнения, обучение через аудирование, метод шэдоуинг и использование современных цифровых технологий. Особое внимание уделяется роли инновационных подходов в формировании произносительных навыков учащихся. Результаты исследования направлены на повышение эффективности изучения английского языка и развитие правильного произношения. Предложенные методы могут быть полезны как преподавателям, так и обучающимся.

Ключевые слова: произношение, фонетика, шэдоуинг, аудирование, инновационные методы, английский язык

Bugungi globallashuv sharoitida ingliz tilini mukammal o‘zlashtirish nafaqat grammatik bilimlar, balki to‘g‘ri talaffuz (pronunciation) ko‘nikmalarini ham talab etadi. Ko‘plab o‘rganuvchilar tilni yozma jihatdan yaxshi egallagan bo‘lsalar-da, og‘zaki nutqda talaffuzdagi xatolar sababli muloqotda qiyinchiliklarga duch keladilar. Bu esa kommunikativ kompetensiyaning to‘liq shakllanmaganligini ko‘rsatadi. Shu sababli, ingliz tili talaffuzini o‘rgatishda an’anaviy yondashuvlar bilan cheklanib qolmasdan, oson, samarali va innovatsion metodlardan foydalanish muhim ahamiyat kasb etadi. Mazkur tezisda talaffuzni o‘rgatishning sodda, lekin yuqori samaradorlikka ega bo‘lgan usullari, real hayotiy misollar asosida tahlil qilinadi hamda ularning amaliy qo‘llanish mexanizmlari yoritiladi.

Talaffuzni o‘rgatishda birinchi navbatda fonetik asoslarni tushuntirish zarur. Ingliz tilida mavjud bo‘lgan tovushlar tizimi ko‘plab tillardan farq qiladi, ayniqsa o‘zbek tilida mavjud bo‘lmagan tovushlar o‘rganuvchilar uchun murakkablik tug‘diradi. Masalan, /θ/ (think) va /ð/ (this) tovushlari ko‘pchilik tomonidan /s/ yoki /z/ sifatida noto‘g‘ri talaffuz qilinadi. Ushbu muammoni bartaraf etish uchun o‘quvchilarga artikulyatsion mashqlar, ya’ni til va lablarning joylashuvini ko‘rsatib beruvchi vizual metodlar qo‘llanilishi lozim. Masalan, “think” so‘zini talaffuz qilishda til tishlar orasiga chiqarilishi amaliy tarzda ko‘rsatib beriladi. Bu kabi mashqlarni oynaga qarab bajarish o‘quvchilarga o‘z xatolarini mustaqil aniqlash imkonini beradi. Shuningdek, minimal juftliklar (minimal pairs) — masalan, “ship” va “sheep”, “bit” va “beat” kabi so‘zlar orqali talaffuzdagi nozik farqlarni anglash va mustahkamlash mumkin [5].

Ikkinchi samarali metod sifatida eshitish orqali o‘rganish (listening-based learning) alohida ahamiyatga ega. Talaffuzni rivojlantirishda tinglash ko‘nikmasi asosiy rol o‘ynaydi, chunki to‘g‘ri

talaffuzni shakllantirish uchun avvalo uni to‘g‘ri eshita olish zarur. Zamonaviy texnologiyalar bu borada keng imkoniyatlar yaratmoqda. Masalan, podkastlar, audiokitoblar va YouTube videolari orqali ona tilida so‘zlashuvchilarning nutqini muntazam tinglash o‘quvchining fonetik sezgirligini oshiradi. Amaliy misol sifatida, o‘quvchiga har kuni 10-15 daqiqa davomida ingliz tilidagi qisqa audio materiallarni tinglash va eshitilgan gaplarni yozib olish topshirig‘i berilishi mumkin. Bu usul “dictation” deb ataladi va u nafaqat talaffuzni, balki eshitish va yozish ko‘nikmalarini ham rivojlantiradi. Shu bilan birga, o‘quvchilar noto‘g‘ri eshitgan joylarini aniqlab, asl variant bilan solishtirish orqali o‘z ustida ishlash imkoniga ega bo‘ladilar[2].

Uchinchi muhim metod — bu shadowing (soya usuli) hisoblanadi. Bu usulda o‘quvchi audio yoki video materialni tinglab, gapiruvchining ortidan deyarli bir vaqtda takrorlaydi. Ushbu metod talaffuzni, intonatsiyani va nutq tezligini tabiiy ravishda shakllantirishga yordam beradi. Masalan, ingliz tilidagi qisqa dialog yoki film parchasini tanlab, o‘quvchi uni eshitib, darhol ortidan takrorlaydi. Dastlab bu jarayon qiyin bo‘lishi mumkin, ammo muntazam mashq qilish orqali nutq avtomatik tarzda yaxshilanadi. Shadowing usulining afzalligi shundaki, u o‘quvchini passiv tinglovchidan faol nutq ishtirokchisiga aylantiradi. Bu esa o‘z navbatida talaffuzdagi xatolarni kamaytiradi va nutqning ravonligini oshiradi[1].

To‘rtinchi yondashuv sifatida raqamli vositalardan foydalanish alohida e’tiborga loyiq. Bugungi kunda talaffuzni yaxshilash uchun ko‘plab mobil ilovalar va platformalar mavjud. Masalan, talaffuzni tekshiruvchi sun’iy intellekt asosidagi dasturlar o‘quvchining nutqini tahlil qilib, xatolarini aniqlaydi va tuzatish bo‘yicha tavsiyalar beradi. Amaliy jihatdan, o‘quvchi har kuni yangi so‘zlarni ushbu ilovalar orqali talaffuz qilib, natijalarni monitoring qilishi mumkin. Bundan tashqari, Google Translate kabi vositalarning “audio playback” funksiyasi orqali so‘zlarning to‘g‘ri talaffuzini eshitish mumkin. Bu yondashuv ayniqsa mustaqil o‘rganuvchilar uchun samarali hisoblanadi, chunki u o‘qituvchi ishtirokisiz ham o‘z ustida ishlash imkonini beradi.

Beshinchi metod sifatida intonatsiya va urg‘u (stress) ustida ishlashni ko‘rsatish mumkin. Ko‘pincha o‘quvchilar alohida so‘zlarni to‘g‘ri talaffuz qilsalar ham, gap darajasida xatolarga yo‘l qo‘yadilar. Ingliz tilida so‘z urg‘usi va gap intonatsiyasi ma’noni o‘zgartirishi mumkin. Masalan, “I didn’t say he stole the money” gapida urg‘uning qayerga tushishiga qarab ma’no o‘zgaradi. Shu sababli, o‘quvchilarga gaplarni turli intonatsiya bilan talaffuz qilish mashqlari berilishi lozim. Real misol sifatida, dialoglarni rollarga bo‘lib o‘qish, teatr elementlarini qo‘llash yoki audio dramatizatsiya mashqlari juda samarali hisoblanadi. Bu usullar nafaqat talaffuzni, balki nutqning emotsional ifodasini ham rivojlantiradi[6].

Oltinchi muhim yondashuv — bu o‘yin asosidagi o‘rganish (gamification). Talaffuzni o‘rgatishda qiziqarli va interaktiv metodlardan foydalanish o‘quvchilarning motivatsiyasini oshiradi. Masalan, “tongue twisters” (tez aytish mashqlari) orqali murakkab tovushlarni mashq qilish mumkin: “She sells seashells by the seashore” kabi iboralar talaffuzni aniqlashtirishga yordam beradi. Shuningdek, talaffuz bo‘yicha viktorinalar, jamoaviy musobaqalar yoki rol o‘yinlari orqali o‘quvchilar faol ishtirok etishga jalb qilinadi. Bu usul ayniqsa maktab o‘quvchilari va boshlang‘ich darajadagi o‘rganuvchilar uchun juda samarali bo‘lib, ular uchun o‘rganish jarayonini qiziqarli va stresssiz qiladi [3].

Yettinchi metod sifatida individual yondashuvni ta’kidlash zarur. Har bir o‘quvchining o‘rganish uslubi va tezligi turlicha bo‘lganligi sababli, talaffuzni o‘rgatishda differensial yondashuv talab etiladi. Masalan, ba’zi o‘quvchilar vizual materiallar orqali yaxshiroq o‘rganadilar, boshqalari esa eshitish orqali. Shu bois, o‘qituvchi har bir o‘quvchining kuchli tomonlarini aniqlab, mos metodlarni tanlashi lozim. Amaliy misol sifatida, bir o‘quvchiga video materiallar tavsiya etilsa, boshqasiga audio mashqlar yoki yozma transkripsiya bilan ishlash foydaliroq bo‘lishi mumkin. Bu yondashuv o‘quvchilarning individual ehtiyojlarini qondirishga yordam beradi va o‘rganish samaradorligini oshiradi.

Sakkizinchi yondashuv sifatida muntazamlik va tizimlilikni ta’minlash muhimdir. Talaffuzni rivojlantirish bir martalik mashqlar bilan emas, balki doimiy amaliyot orqali amalga oshiriladi. Har kuni kamida 10-20 daqiqa talaffuz ustida ishlash sezilarli natijalarga olib keladi. Masalan, “daily pronunciation routine” ishlab chiqish — ya’ni har kuni yangi 5 ta so‘zni o‘rganish, ularni talaffuz qilish, audio bilan solishtirish va gapda qo‘llash — juda samarali usuldir. Bu jarayon o‘quvchining talaffuz ko‘nikmalarini bosqichma-bosqich mustahkamlaydi va avtomatlashtiradi [4].

Xulosa qilib aytganda, ingliz tili talaffuzini oson va samarali o‘rgatish kompleks yondashuvni talab etadi. Fonetik mashqlar, eshitish orqali o‘rganish, shadowing, raqamli vositalar, intonatsiya ustida ishlash, o‘yin asosidagi metodlar va individual yondashuv kabi usullar birgalikda qo‘llanilganda yuqori natijalar beradi. Ushbu metodlar o‘quvchilarning talaffuz ko‘nikmalarini rivojlantirish bilan birga, ularning umumiy kommunikativ kompetensiyasini ham oshiradi. Zamonaviy ta’lim tizimida innovatsion yondashuvlarni joriy etish orqali ingliz tilini o‘rganish jarayonini yanada samarali va qiziqarli qilish mumkin.

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INGLIZ TILINI O‘RGANUVCHILARDA GAPIRISH KO‘NIKMASINI RIVOJLANTIRISHDA TINGLASHNING ROLI

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Annotatsiya. Tinglash va gapirish ingliz tilini o‘rganish jarayonida o‘zaro chambarchas bog‘liq bo‘lgan til ko‘nikmalaridir.Ko‘plab til o‘rganuvchilar asosan gapirishni mashq qilishga e‘tibor qaratadilar,ammo tinglash ham gapirish qobiliyatini rivojlantirishda muhim rol o‘ynaydi. Tinglash orqali o‘rganuvchilar talaffuz,so‘z boyligi va tabiiy nutq uslublari bilan tanishadilar.Ushbu maqolada tinglashning gapirish ko‘nikmasini rivojlantirishdagi ahamiyati muhokama qilinadi hamda tinglash faoliyatlari talabalarga ingliz tilida samarali muloqot qilishga qanday yordam berishi tushuntiriladi.

Kalit so‘zlar: Tinglash ko‘nikmasi, gapirish ko‘nikmasi, til o‘rganish, muloqot, ingliz tili o‘rganuvchilari.

Ingliz tili dunyoda eng keng tarqalgan tillardan biri hisoblanadi. U ta‘lim , ilm-fan, texnologiya va xalqaro muloqotda muhim rol o‘ynaydi. Ko‘plab o‘rganuvchilar uchun ingliz tilini o‘rganishdan asosiy maqsad -ravon gapirish va samarali muloqot qilishdir.

Tilning asosiy ko‘nikmalari - tinglash, gapirish, o‘qish va yozish orasida gapirish ko‘pincha eng murakkab ko‘nikma deb hisoblanadi. Biroq gapirish ko‘nikmasi yaxshi tinglash qobiliyatisiz samarali shakllanmaydi.Tinglash o‘rganuvchilarga so‘zlarning qanday talaffuz qilinishini, gaplarning qanday tuzilishini va odamlar real hayotda qanday muloqot qilishini tushunishga yordam beradi. Shu sababli tinglash gapirish ko‘nikmasini rivojlantirishda muhim omil sanaladi.

Tinglash ko‘nikmasining ahamiyati. Tinglash til o‘rganish jarayonida asosiy ko‘nikmalardan biri hisoblanadi. U og‘zaki nutqni anglashga va bundan tashqari ma‘nosini uqishga ko‘maklashadi. O‘rganuvchilar uzliksiz ingliz tilini tinglaganlarida,ular talaffuz, urg‘u va intonatsiya bilan tanishib boradilar. Bora-bora ular so‘zlarda urg‘u qayerga qo‘yilishini, so‘zlar qanday talaffuz qilinishini va shu bilan birga gapirganda intonatsiya bilan gapirishni o‘rganadilar. Rost(2011) ta'kidlaganidek, tinglash tilni o‘zlashtirish jarayonida muhim rol o‘ynaydi, chunki u ta‘lim oluvchilarni tabiiy nutq va haqiqiy til namunalariga duchor qiladi. Muntazam tinglash ularga tilni yaxshiroq anglashga yordam beradi. Bundan tashqari, tinglash lug‘at boyligini ham oshiradi.Ingliz tili o‘rganuvchilari yangi so‘zlarni kontekstda ko‘rganlarida, u so‘z qanday gaplarda ishlatilishini va qanday ma‘noni anglatib kelganini osonlikcha eslab qoladilar. Ushbu usul lug‘at kitoblardan quruq so‘zning o‘zini yodlashdan ko‘ra ancha samarali hisoblanadi.

Gapirish ko‘nikmasini rivojlantirish uchun samarali tinglash faoliyatlari. Ular tinglash qobiliyatlarini rivojlantirganlari sari, gapirish ko‘nikmalari ham asta-sekin shakllana boshlaydi.Albatta, bu o‘z-o‘zidan bo‘lib qolmaydi. Uni kuchaytirishga yordam beradigan ba'zi usullar mavjud.Tabiiyki, bu usullar bevosita tinglash jarayoni bilan bog‘liq. Masalan, talabalar orasida ma‘lum va mashhur bo'lgan "shadowing" texnikasi. Ya‘ni tinglab darhol ortidan qaytarish. Bunda o‘rganuvchilar o‘zlarining darajalaridan kelib chiqqan holda va qiziqishlarini ham e'tiborga olgan holda video, intervyu yoki podkastlar tanlaydilar va o‘sha videodagi insonni tinglab, so‘ngra huddi u kabi aytgan gaplarini ortida qaytaradilar. Bunda gaplarni faqatgina oddiy qaytarishga emas, balki huddi u inson kabi qo‘l harakatlari bilan , mimika bilan gapirishga alohida ahamiyat qaratishlari lozim. Bu bilan ular ham gapirish qobiliyatlarini ham tinglash qobiliyatlarini kuchaytiradilar. Harmer(2007) fikriga ko‘ra, filmlar, intervyular va qo‘shiqlar kabi haqiqiy tinglash materiallari talabalarning tinglash va gapirish ko‘nikmalarini sezilarli darajada o‘stiradi. Bunday materiallar o‘rganuvchilarga tilning real hayotdagi qo‘llanilishini ko‘rsatadi. Bundan tashqari, yana bitta

foydali usul mavjud. Bu baland ovozda inglizcha hikoya, maqola yoki matn o‘qish.Ovozlarini baland qilib o‘qiganlarida beixtiyor so‘zlarni qanday talaffuz qilayotganlariga e‘tibor qaratadilar va o‘sha so‘zlarni gapirish jarayonida qo‘llasalar, ishonch bilan, aniq va ravon talaffuz qiladilar.Ya‘ni ularda qanday talaffuz qilinardi degan ikkilanish bo‘lmaydi.Bu usulni ham uzliksiz kamida 2 oy davomida takrorlashlari tavsiya etiladi.

Xulosa qilib aytganda, tinglash ingliz tilini o‘rganuvchilarda gapirish ko‘nikmasini kuchaytirishning asosiy omillaridan biri deb qaraladi. Tinglash jarayoni orqali ta‘lim oluvchilar nafaqat to‘g‘ri talaffuz va intonatsiyani o‘zlashtiradilar, balki lug‘at boyligini kengaytirib, tilning real muloqotdagi qo'llanish xususiyatlarini ham anglaydilar. Shuningdek, tinglash o‘rganuvchilarga tabiiy nutqni tushunish va turli kommunikativ vaziyatlarda mos ravishda javob qaytarish ko‘nikmasini o‘stirishga ham ko‘maklashadi. Natijada, ular ingliz tilida o‘z fikrlarini yanada aniq va ravon ifoda etadilar. Tadqiqotlar shuni ko'rsatadiki, doimiy va maqsadli tashkil etilgan tinglash faoliyatlari gapirish qobiliyatining sezilarli darajada shakllanishiga olib keladi. Shu sababli, til o‘rganish jarayonida tinglash mashqlariga alohida urg‘u berish, ularni bugungi kun talabiga mos ravishda pedagogik usullar bilan uyg‘unlashtirish muhim ahamiyat kasb etadi. Umuman olganda, tinglash va gapirish ko‘nikmalari o‘zaro bir-biriga bog‘liq, ularni parallel ravishda shakllantirish tilni unumli o‘zlashtirishga yordam beradi.

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FORMATION OF SPEECH PERFORMANCE IN ENGLISH LESSONS

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Annotation: The article reveals the concept of speech activity, as well as its mechanisms, structure, and types. The main methods and techniques that it is advisable to use in English lessons for the formation of speech activity for schoolchildren are determined.

Keywords: Speech activity, speech, speaking skill, exercise, methods of teaching English, reading, speech contribution, speech development, listening, written speech.

Currently, in the methodology of teaching English, there is a tendency to understand a foreign language as a means of interpersonal communication, enriching the spiritual world of the student and introducing him to active social activity. In addition, the Federal State Educational Standard specifies expected results: speech, communicative, linguistic, and cultural competence [1]. For the successful development of the listed skills and competencies, it is necessary to form the speech activity of students.

Speech activity is a multidimensional process that is studied by various scientific branches – psychology, linguistics, and linguistics. Thus, such scientists as L.S. Vygotsky, A.A. Leontiev, I.R. Galperin, T.A. Ladyzhenskaya, M.R. Lvova, M.S. Soloveitchik, and others were engaged in the theoretical development of the question of speech activity.

From a psychological point of view, speech activity is a specific type of human activity, during which a statement is created with the help of a language sign, which is aimed at solving a particular problem [3].

Speech activity is an integral part of the system of other activities and mental mechanisms of personality – cognitive, communicative, social, and labor [6]. In other words, it very rarely performs in an independent order. For example, a student sets out to ask a classmate for a pen. The act of activity includes a speech utterance, but it will be considered completed only when the classmate fulfills the request [3].

By its structure, speech activity consists of several stages, which were determined by I. A. Zimnaya, taking into account the specifics of the process [7]:

Motivational and inspirational. Assumes the presence of an internal desire to perform a speech act, in other words, a communicative and cognitive need. In this context, the stable motive of speech is the speech intention;

Approximate research. At this stage, the necessary information about the conditions for the implementation of speech activity is selected;

Performing. Direct realization of speech activity through a speech act.

There are types of speech activities – speaking, listening, reading, and writing [7]. The listed types of speech activity determine various methods of organizing speech communication, the subject of utterance, forms of feedback, and forms of speech – written, oral, and internal.

One of the main tasks of the process of teaching a foreign language is the formation of speech activities for students. In the content, cultural, social, and communicative aspects, this subject has a significant potential to achieve this goal [8].

In English lessons, first of all, it is necessary to form a speech skill – a method of performing a speech action brought to automatism.

Let's highlight the main methods that contribute to the formation of speech skills in English lessons.

Exercises aimed at practicing speaking as one of the types of speech activity. This includes building a dialogue on a given topic using reference words, creating your oral utterance based on the proposed stable constructions, repeating words and more complex utterances according to the standard, and composing your own stories using active and passive vocabulary. These methods develop communicative competence, involve students in speech activity, and help overcome the fear of using a foreign language as a means of communication [5].

Exercises that develop writing skills. In the first stages of learning to write, it is necessary to use visual samples, following which the student will be able to create his own written statement. Students may be asked to write a story on behalf of the hero, compose a letter to a foreign friend, and describe their thoughts about a particular problem. In addition, it is necessary to justify the relevance of written speech in modern realities [4].

Exercises that provide mastery of the graphic system of the language, in other words, reading. The main purpose of teaching reading as one of the types of speech activity is the ability of the student to adequately correlate the written text with its sound embodiment. To successfully solve this problem, it is necessary to carry out preliminary oral work to identify unfamiliar words. To develop the reading skill, it is necessary to mechanically assimilate the basic rules of reading and their exceptions [5].

Exercises that practice the listening skill. Listening is one of the most difficult types of speech activity the aspect of learning a foreign language since in this process it is necessary not only to listen to speech but also to perceive it. Students can be offered to listen to musical compositions, native speaker speech, and watch movies in English. Before starting listening, it is advisable to carry out preliminary work – to view a similar written text, and find out the meaning and sound of unexplored worlds. After listening, it is necessary to consolidate the information received – insert the missing words into the written text, answer questions, and compose a dialogue.

Thus, summarizing what has been said, we can conclude that speech activity in the modern world is one of the most significant competencies. Speech activity is a complex, multidimensional process in which mental, personal, and cognitive aspects of personality are involved.

English lessons actively contribute to the formation of speech activity in schoolchildren. Comprehensive, specially organized development of all types of speech activity is necessary – speaking, listening, writing, and reading.

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BUGUNGI KUN TILSHUNOSLIGINING DOLZARB MUOMMOLARI

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Annotatsiya. Ushbu bob zamonaviy tilshunoslikning dolzarb muammolarini tanqidiy tahlil qilishga bag'ishlangan. Unda tilshunoslikning hozirgi holati, uning asosiy yo'nalishlari, metodologik va nazariy qiyinchiliklar, raqamli texnologiyalarning ta'siri hamda tilni saqlash va ko'p tillilik bilan bog'liq ijtimoiy masalalar atroflicha ko'rib chiqiladi. Bobda mavjud ilmiy adabiyotlar sintez qilinib, tilshunoslik oldida turgan yangi vazifalar va kelajak istiqbollari muhokama qilinadi.

Kalit so'zlar: Zamonaviy tilshunoslik, Dolzarb muammolar, Raqamli texnologiyalar, Lingvopoetika, Sotsiolingvistika, Metodologiya, Tilni saqlash

Abstract. This chapter critically analyzes the pressing issues in contemporary linguistics. It examines the current state of linguistics, its main directions, methodological and theoretical challenges, the impact of digital technologies, and social issues related to language preservation and multilingualism. The chapter synthesizes existing academic literature to discuss new tasks and future prospects facing linguistics.

Keywords: Contemporary linguistics, Pressing issues, Digital technologies, Linguopoetics, Sociolinguistics, Methodology, Language preservation

Аннотация. Данная глава посвящена критическому анализу актуальных проблем современного языкознания. В ней подробно рассматриваются текущее состояние лингвистики, ее основные направления, методологические и теоретические трудности, влияние цифровых технологий, а также социальные вопросы, связанные с сохранением языков и многоязычием. В главе синтезируется существующая научная литература, обсуждаются новые задачи и будущие перспективы, стоящие перед языкознанием.

Ключевые слова: Современное языкознание, Актуальные проблемы, Цифровые технологии, Лингвопоэтика, Социолингвистика, Методология, Сохранение языка

Tilshunoslik fani insoniyat madaniyati va tafakkurining ajralmas qismi bo'lib, asrlar davomida tilning mohiyati, tuzilishi va funksiyalarini o'rganib keladi. Biroq, XXI asr globalizatsiya, texnologik inqiloblar va ijtimoiy o'zgarishlar bilan birga tilshunoslik oldiga yangi, murakkab va dolzarb muammolarni qo'ymoqda. Bu muammolar nafaqat nazariy asoslarni qayta ko'rib chiqishni, balki tadqiqot metodologiyalarini yangilashni ham talab qiladi. Tilshunoslikning dolzarb muammolari haqida keng ko'lamli tadqiqotlar mavjud bo'lib, masalan, Namangan Davlat Universitetining "Tilshunoslikning dolzarb muammolari" nomli 100 sahifalik hujjati [1] bu mavzuning chuqur o'rganilishini ko'rsatadi.

Zamonaviy tilshunoslikning nazariy asoslari va manbalari tahlili shuni ko'rsatadiki, fan an'anaviy grammatika va leksikologiya doirasidan chiqib, yangi yo'nalishlar bilan boyimoqda. "Linguistics and Literary Studies: Modern Trends and Research" nomli maqolada [2] sotsiolingvistika, statistik tilshunoslik va kompyuter tilshunosligi kabi sohalarning bugungi kundagi ahamiyati alohida ta'kidlanadi. Ushbu yo'nalishlar tilning ijtimoiy, miqdoriy va texnologik jihatdan o'rganilishini ta'minlaydi. Maqolada, shuningdek, fikrlash qobiliyatini rivojlantirish, fanlararo integratsiya zarurati va tadqiqotlarda erkin fikrlashni rag'batlantirish kabi keng intellektual tushunchalar tilshunoslik tendensiyalari bilan bog'lanadi. Axborot-kommunikatsiya texnologiyalarining tilshunoslik rivojlanishiga ta'siri ham muhim omil sifatida qayd etilgan [2]. Boshqa bir tadqiqotda [3] lingvopoetika sohasining zamonaviy o'zbek tilshunosligida yangi rivojlanish bosqichiga kirayotgani ta'kidlanadi. Lingvopoetikaning kognitiv tilshunoslik bilan o'zaro bog'liqligi va badiiy matnlarni tahlil qilishdagi ahamiyati alohida qayd etilgan.

Ushbu bobda tilshunoslikning dolzarb muammolarini tahlil qilish uchun sifatli, analitik va sintetik tadqiqot yondashuvi qo'llaniladi. Tadqiqotning asosiy maqsadi – mavjud ilmiy adabiyotlarni tanqidiy ko'rib chiqish, ulardagi asosiy g'oyalarni sintez qilish va zamonaviy tilshunoslik oldida turgan asosiy qiyinchiliklarni aniqlashdir. Ma'lumotlar to'plash jarayoni akademik maqolalar, monografiyalar va ilmiy hisobotlarni o'z ichiga olgan ikkilamchi manbalarni chuqur tahlil qilish orqali amalga oshirildi. Xususan, [1], [2], [3], [4] manbalaridagi ma'lumotlar tilshunoslikning turli jihatlari – uning nazariy asoslari,

metodologik yondashuvlari, texnologik ta’sirlari va ijtimoiy ahamiyati bo‘yicha muhim dalillar sifatida xizmat qildi. Tadqiqot yondashuvi quyidagi bosqichlarni o‘z ichiga oladi: 1. Muammolarni aniqlash: Mavjud adabiyotlar asosida tilshunoslikning asosiy dolzarb muammolarini tizimlashtirish. 2.

Bugungi kunda tilshunoslik an’anaviy til tavsifi chegaralaridan chiqib, fanlararo tadqiqotlar markaziga aylangan. Sotsiolingvistika, psixolingvistika, neyrolingvistika, kognitiv tilshunoslik va kompyuter tilshunosligi kabi yo‘nalishlar tilning inson tafakkuri, jamiyat va texnologiya bilan o‘zaro aloqasini o‘rganadi [2]. Xususan, lingvopoetika badiiy matnlarni tahlil qilishda kognitiv tilshunoslik bilan integratsiyalashib, tilning estetik funksiyalarini chuqur o‘rganishga imkon bermoqda [3]. Bu diversifikatsiya tilshunoslikning ta’sir doirasini kengaytirgan bo‘lsa-da, o‘z navbatida metodologik va nazariy muammolarni ham keltirib chiqaradi.

Zamonaviy tilshunoslikning eng dolzarb muammolaridan biri – bu fanlararo integratsiya sharoitida yagona nazariy asos va metodologik yondashuvni saqlab qolishdir. Turli sohalardan olingan nazariyalar va tushunchalar tilshunoslikning ichki birligini saqlashda qiyinchiliklar tug‘dirishi mumkin. Masalan, lingvopoetika sohasida ham turli xil ilmiy yondashuvlar mavjud bo‘lib, bu metodologik xilma-xillikni birlashtirish zarurati seziladi [3]. Shuningdek, tadqiqotlarda "erkin fikrlash"ni rag‘batlantirish zarurati [2] yangi nazariy modellarni yaratishga undasa-da, ularning empirik asoslanishi va umumiy qabul qilinishi masalasi ochiq qolmoqda. Katta hajmdagi ma’lumotlar (big data) bilan ishlashda an’anaviy sifatli tahlil usullari yetarli bo‘lmasligi mumkin, bu esa yangi miqdoriy va gibrid metodologiyalarni talab qiladi.

Raqamli texnologiyalar tilshunoslik uchun ham ulkan imkoniyatlar, ham jiddiy muammolar yaratmoqda. Kompyuter tilshunosligi va tabiiy tilni qayta ishlash (NLP) sohalari til ma’lumotlarini yig‘ish, tahlil qilish va modellashtirishda inqilobiy o‘zgarishlar olib keldi [2]. Raqamli tizimlar signallarni diskret diapazonlarda (0, 1, NULL) ifodalab, buzilishlarsiz uzatish, dasturiy ta’minot orqali yangi funksiyalarni qo‘shish va ma’lumotlarni shovqin hamda eskirishga qarshi yanada mustahkam saqlash imkonini beradi [4]. Bu korpus tilshunosligi, mashina tarjimasi va nutqni aniqlash kabi sohalarda katta yutuqlarga erishishga zamin yaratdi. Biroq, raqamli texnologiyalar bilan bog‘liq bir qator muammolar ham mavjud. Raqamli sxemalar ko‘proq quvvat sarflab, ko‘proq issiqlik ishlab chiqarishi mumkin, bu esa portativ qurilmalarda ulardan foydalanishni cheklaydi [4].

Yuqoridagi tahlillar shuni ko‘rsatadiki, zamonaviy tilshunoslik bir qator murakkab va o‘zaro bog‘liq muammolar bilan yuzma-yuz turibdi. Nazariy va metodologik xilma-xillik fan rivojiga hissa qo‘shsa-da, uzoq muddatda yagona ilmiy paradigma va standartlashtirilgan tadqiqot usullarini shakllantirishni talab qiladi. Fanlararo integratsiya [2], [3] tilshunoslikning boshqa sohalar bilan hamkorligini kuchaytirishni taqozo etadi, bu esa yangi bilimlar va yondashuvlarni keltirib chiqarishi mumkin. Raqamli texnologiyalarning ta’siri tilshunoslik uchun ham imkoniyat, ham xavfdir. Kompyuter tilshunosligi va NLP sohalarida erishilgan yutuqlar til ma’lumotlarini tahlil qilishda misli ko‘rilmagan imkoniyatlar yaratdi. Biroq, raqamli ma’lumotlarning buzilishi, "raqamli eskirish" [4] va etik masalalar tilshunoslarni yangi strategiyalar ishlab chiqishga undaydi.

Ushbu bobda zamonaviy tilshunoslikning dolzarb muammolari kompleks tarzda tahlil qilindi. Aniqlangan asosiy muammolar qatoriga nazariy va metodologik xilma-xillikni birlashtirish zarurati, raqamli texnologiyalar keltirib chiqarayotgan yangi vazifalar (ma’lumotlarni saqlash, "raqamli eskirish", etik masalalar) va tilni saqlash, ko‘p tillilik bilan bog‘liq ijtimoiy masalalar kiradi. Tilshunoslikning sotsiolingvistika, kompyuter tilshunosligi [2] va lingvopoetika [3] kabi yo‘nalishlarda erishgan yutuqlari kelajakdagi tadqiqotlar uchun mustahkam asos yaratadi. Biroq, raqamli texnologiyalarning afzalliklari bilan birga keladigan kamchiliklar [4] (masalan, ma’lumotlar yo‘qolishi va raqamli eskirish) tilshunoslik oldiga yangi metodologik va texnologik vazifalarni qo‘yadi.

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HOW LANGUAGE SHAPES THOUGHT AND CULTURE: A REVIEW OF LINGUISTIC RELATIVITY

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Abstract. Language is not just a tool for speaking; it shapes the way we think and understand the world. This paper explores the deep connection between language, thought, and culture through the idea of linguistic relativity — the hypothesis that the language we speak influences our thinking and worldview. The study is mainly based on Claire Kramsch's important chapter "Language, Thought, and Culture." It reviews classical ideas from Herder, Humboldt, Sapir, and Whorf, as well as modern research by Vygotsky, Deacon, Slobin, and Wierzbicka. The paper explains three levels of linguistic relativity (semiotic, linguistic, and discursive) and shows why culture must be taken seriously in language teaching and research. It also discusses the risks of stereotyping and offers practical suggestions for students and teachers. The goal is to help young learners see language and culture as inseparable parts of human communication.

Keywords: linguistic relativity, Sapir-Whorf hypothesis, language and thought, culture in applied linguistics, semiotic relativity, thinking for speaking, language education

Аннотация. Язык — это не просто инструмент для говорения; он формирует наш способ мышления и понимания мира. Данная статья исследует глубокую связь между языком, мышлением и культурой через концепцию лингвистической относительности — гипотезу о том, что язык, на котором мы говорим, влияет на наше мышление и мировоззрение. Исследование в основном опирается на важную главу Клэр Крамш «Язык, мышление и культура». В ней рассматриваются классические идеи Хердера, Гумбольдта, Сепира и Уорфа, а также современные исследования Выготского, Дикона, Слобина и Вежбицкой. Статья объясняет три уровня лингвистической относительности (семиотический, лингвистический и дискурсивный) и показывает, почему культуру необходимо серьёзно учитывать в преподавании и исследовании языков. Кроме того, обсуждаются риски стереотипизации и предлагаются практические рекомендации для студентов и преподавателей. Цель работы — помочь молодым учащимся увидеть язык и культуру как неразрывные части человеческой коммуникации.

Ключевые слова: лингвистическая относительность, гипотеза Сепира-Уорфа, язык и мышление, культура в прикладной лингвистике, семиотическая относительность, мышление для говорения, языковое образование.

Annotatsiya. Til nafaqat gapirish vositasi, balki bizning fikrlash tarzimizni va dunyoni anglashimizni shakllantiradi. Ushbu maqola til, fikr va madaniyat o‘rtasidagi chuqur bog‘liqlikni lingvistik relyativlik (tilning nisbatiyligi) gipotezasi orqali o‘rganadi — ya’ni biz gapiradigan til fikrlashimiz va dunyoqarashimizga ta’sir qiladi. Tadqiqot asosan Claire Kramschning "Til, fikr va madaniyat" muhim bobiga asoslanadi. Unda Herder, Humboldt, Sapir va Whorfning klassik g‘oyalari hamda Vygotskiy, Deacon, Slobin va Wierzbickaning zamonaviy tadqiqotlari ko‘rib chiqiladi. Maqolada lingvistik relyativlikning uch darajasi (semiotik, lingvistik va diskursiv) tushuntiriladi hamda til o‘qitish va tadqiqotlarda madaniyatni jiddiy hisobga olish zarurati ko‘rsatiladi. Shuningdek, stereotiplar xavfi muhokama qilinadi va talabalar hamda o‘qituvchilar uchun amaliy tavsiyalar beriladi. Maqsad — yosh o‘quvchilarga til va madaniyatni insoniy aloqaning ajralmas qismi sifatida ko‘rishga yordam berishdir.

Kalit so‘zlar: lingvistik relyativlik, Sapir-Whorf gipotezasi, til va fikr, amaliy tilshunoslikdagi madaniyat, semiotik relyativlik, gapirish uchun fikrlash, til ta’limi

1. Introduction. Every day we use language to express our thoughts, feelings, and ideas. But does language only express what we already think, or does it actually help shape our thoughts? This question has interested philosophers and linguists for more than two hundred years.

The idea that language, thought, and culture are closely connected is called the linguistic relativity hypothesis. Claire Kramsch, in her clear and detailed chapter "Language, Thought, and Culture," explains this relationship in a way that is very useful for applied linguistics. She shows how early thinkers like Johann Herder and Wilhelm von Humboldt first talked about language reflecting a nation's spirit, how American anthropologists Edward Sapir and Benjamin Lee Whorf developed the famous Sapir-Whorf hypothesis, and how modern researchers have brought the idea back with new evidence.

In this paper, I follow Kramsch's structure but expand the explanations with simple examples so that university students can easily understand the main points. The paper aims to show that when we learn a foreign language, we are not just learning new words and grammar — we are also learning a new way of seeing the world. Ignoring culture can lead to misunderstandings and stereotypes, while understanding the language-culture link makes us better communicators and more open-minded people.

2. Literature Review. The connection between language, thought, and culture was first clearly expressed in the early nineteenth century by two German philosophers: Johann Herder (1744–1803) and Wilhelm von Humboldt (1762–1835). Herder reacted against the idea that all human reason is the same everywhere. He believed that each nation has its own spirit, and this spirit is reflected in its language. He famously wrote: "one language = one folk = one nation." [1,235] Humboldt went further and said that every language contains a characteristic "world-view." He explained that when we speak, we do not just describe the world — we actually create a view of reality that is shaped by the grammar and vocabulary of our language. [4,60]

In the twentieth century, American anthropologists Franz Boas, Edward Sapir, and Benjamin Lee Whorf continued this tradition. They studied small, traditional societies and showed how language directs speakers' attention to certain aspects of experience. Sapir wrote that "language is a guide to social reality" and that it "powerfully conditions" our thinking. [5,68-9] Whorf gave powerful examples. For instance, he described how Hopi speakers think about time differently from English speakers because their grammar does not treat time as a countable thing like "three days."

Claire Kramsch carefully reviews this history in her chapter. She explains that the strong version of linguistic relativity (language completely determines thought) was mostly rejected because people can translate between languages and bilingual speakers can think in different ways.

However, the weak version (language influences or guides thought) is now widely accepted in applied linguistics. [6,238-240]

Kramsch introduces three useful levels of linguistic relativity:

Semiotic relativity: how the use of a symbolic system (language) affects thought. Drawing on Vygotsky, she shows that children learn to think by internalizing the speech of their community.

Linguistic relativity: how differences in grammar and vocabulary across languages affect the way speakers describe events.

Discursive relativity: how the way people talk in conversations reflects and creates cultural worldviews.

Other important scholars mentioned by Kramsch include Terrence Deacon (who explains symbolic reference as a uniquely human ability), Dan Slobin (who studies "thinking for speaking"), and Anna Wierzbicka (who compares culture-specific concepts such as English "mind," German "Seele," and Russian "dusha"). Kramsch's review is especially valuable because it connects these ideas directly to language teaching and applied linguistics.

3. Methods. This paper is a qualitative literature review. The main source is Claire Kramsch's chapter "Language, Thought, and Culture." I also used the original works she refers to, such as writings by Sapir, Whorf, Vygotsky, Slobin, and Wierzbicka. I selected the clearest passages and examples that are most relevant to students of linguistics. No new experiments or surveys were conducted. Instead, I expanded and explained the existing ideas with additional examples and simple language so that the content is richer but still easy to understand for young university students.

4. Results. The review of the literature gives us several clear results:

Language shapes thought at the symbolic level. According to Vygotsky, children first use language on the social plane (talking with others) and then internalize it as inner speech. This process turns social symbols into personal thinking tools. Terrence Deacon adds that symbolic reference allows humans to create meaning in a way that animals cannot. [7,236-237]

Different languages make speakers pay attention to different things. Dan Slobin's research on motion events shows this clearly. English speakers (satellite-framed languages) usually say "The boy ran into the house," focusing on the path. Spanish speakers (verb-framed languages) often say something like "El niño entró corriendo a la casa," focusing more on the manner of running. These habits influence how people remember and describe events.

Cultural concepts are language-specific. Anna Wierzbicka's examples are very helpful. The English word "mind" is not exactly the same as Russian "dusha" or German "Seele." Each word carries different emotional, social, and cultural meanings that cannot be translated perfectly. This shows that culture is built into the very words we use.

5. Discussion. These results have important practical meaning for applied linguistics and language education. In the classroom, teachers should not treat culture as an extra topic added at the end of the lesson. Instead, culture should be seen as part of the language itself. For example, when teaching English prepositions of motion, students can compare them with their own language and discuss how each language "sees" movement differently. This kind of activity helps learners become aware of their own worldview and respect other ways of thinking.

Claire Kramsch warns that ignoring linguistic relativity can easily lead to stereotyping and prejudice. If teachers say "English speakers are direct because their language is direct," they may create unfair generalizations. At the same time, understanding relativity helps students become more flexible thinkers and better intercultural communicators.

The three levels proposed by Kramsch give researchers useful tools: semiotic relativity helps us study how symbols develop in the mind, linguistic relativity helps compare grammar across languages, and discursive relativity helps analyze real conversations and social interactions.

All of this supports a sociocultural approach to language learning, where students are encouraged to reflect on how language and culture work together.

6. Conclusion Language and culture cannot be separated. The linguistic relativity hypothesis, which was once very controversial, now offers rich and useful insights for applied linguistics. By expanding on Claire Kramsch's clear review and adding simple explanations and examples, this paper has shown that language both reflects and creates culture.

For young students and future teachers, the main message is clear: when we learn a new language, we also learn a new cultural way of thinking. Teachers who understand this can make their lessons more interesting, respectful, and effective. Future research should continue to explore how multilingual people move between different cultural worldviews in their daily lives. Recognizing the language-culture link will help us build a more understanding and open world.

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THE ROLE OF LINGUISTICS IN MODERN LANGUAGE STUDIES

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Abstract. This article explores the role of linguistics in modern language studies. It examines the main branches of linguistics and their functions in understanding language structure, meaning, and communication. The paper also highlights the importance of linguistic theories in language teaching methodologies and discusses the growing influence of technology and globalization on linguistic research.

Annotatsiya. Ushbu maqolada tilshunoslik fanining zamonaviy til o'rganishdagi o'rni yoritiladi. Unda tilshunoslikning asosiy yo'nalishlari, ularning til tuzilishi, ma'no va kommunikatsiyani tushunishdagi

ahamiyati tahlil qilinadi. Shuningdek, lingvistik nazariyalarning til o‘qitish metodlariga ta’siri hamda globalizatsiya va texnologiyalar rivoji sharoitida tilshunoslikning o‘rni ko‘rib chiqiladi.

Keywords: linguistics, language, phonetics, grammar, communication, methodology

Introduction. Language is one of the most fundamental aspects of human life. It serves as the primary means of communication, allowing individuals to share ideas, emotions, and cultural values. Without language, social interaction and the development of society would not be possible. Therefore, the scientific study of language has become an important field known as linguistics.

Linguistics is concerned with analyzing language structure, function, and development. It provides a systematic approach to understanding how languages operate at different levels, including sounds, words, and sentences. In recent years, the importance of linguistics has increased due to globalization, which requires effective communication between people of different linguistic backgrounds.

Moreover, linguistics is closely connected with various practical fields such as language teaching, translation, and modern technologies. This makes it not only a theoretical discipline but also a highly applicable science in today’s world. The purpose of this article is to analyze the role of linguistics in modern language studies and to highlight its significance in different areas.

Main Part

Branches of Linguistics:

Linguistics consists of several branches that study different aspects of language. One of the primary branches is phonetics, which focuses on the physical production and perception of speech sounds. Closely related to it is phonology, which studies how sounds function within a language system.

Another important branch is morphology, which examines the structure of words and how they are formed from smaller units called morphemes. Syntax, on the other hand, deals with sentence structure and the rules governing the arrangement of words.

In addition, semantics studies the meaning of words and sentences, while pragmatics explores how context influences meaning in communication. Each of these branches contributes to a deeper understanding of language as a complex and dynamic system.

The Importance of Linguistics in Language Teaching:

Linguistics plays a crucial role in language teaching and learning. It helps educators understand how language works, which allows them to develop effective teaching methods. For example, knowledge of phonetics helps students improve their pronunciation, while understanding grammar supports accurate sentence formation.

Modern teaching approaches, such as communicative language teaching, are based on linguistic principles. These approaches emphasize interaction and real-life communication rather than memorization of rules. As a result, students are able to use language more effectively in practical situations.

Furthermore, linguistics contributes to the development of учеб materials and curricula. It ensures that language learning is systematic, logical, and adapted to learners’ needs.

Linguistics and Technology

In the modern era, linguistics has become closely linked with technological advancements. Fields such as computational linguistics and natural language processing (NLP) have emerged, focusing on how computers can process and understand human language.

These developments have led to the creation of various applications, including machine translation systems, voice recognition software, and virtual assistants. Such technologies are widely used in everyday life and demonstrate the practical value of linguistic research.

As technology continues to evolve, the role of linguistics in this field is expected to grow even further, opening new opportunities for innovation and communication.

Linguistics in the Context of Globalization

Globalization has increased interaction between people from different linguistic and cultural backgrounds. In this context, linguistics helps facilitate communication and mutual understanding. It provides tools for analyzing language differences and overcoming communication barriers.

Additionally, linguistics plays an important role in preserving linguistic diversity. Many languages are at risk of extinction, and linguistic research helps document and protect them. At the same time, it promotes multilingualism, which is essential in a globalized world.

Conclusion. In conclusion, linguistics is an essential field that contributes significantly to the understanding of language and communication. It provides both theoretical knowledge and practical applications in various areas, including education, technology, and intercultural communication.

The analysis presented in this article shows that the different branches of linguistics help to study language from multiple perspectives. At the same time, modern developments such as globalization and technological innovation have expanded the scope and importance of linguistics.

Therefore, studying linguistics is highly important for students of philology and language education. It not only improves their understanding of language but also equips them with skills necessary for effective communication in today's global society.

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ЯЗЫКОВЫЕ БАРЬЕРЫ В МЕДИЦИНСКОЙ КОММУНИКАЦИИ И ПУТИ ИХ ПРЕОДОЛЕНИЯ

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Аннотация. В статье рассматривается проблема языковых барьеров в медицинской коммуникации в условиях межкультурного взаимодействия. Анализируются основные причины возникновения коммуникативных трудностей между врачом и пациентом, включая различия в языке, культуре и уровне медицинской грамотности. Особое внимание уделяется влиянию данных барьеров на качество оказания медицинской помощи. Предлагаются современные подходы к их преодолению, включая использование переводческих технологий, развитие межкультурной компетенции медицинских работников и внедрение цифровых инструментов [1-8].

Ключевые слова: медицинская коммуникация, языковые барьеры, межкультурный диалог, пациент, врач, перевод

Введение. В условиях глобализации и роста международной мобильности населения проблема межкультурной коммуникации становится особенно актуальной. Медицинская сфера является одной из наиболее чувствительных областей, где точность и полнота передачи информации напрямую влияют на здоровье и жизнь человека [1][2].

Языковые барьеры возникают в ситуациях, когда врач и пациент говорят на разных языках или имеют различный уровень владения общим языком. Это приводит к искажению информации, снижению эффективности диагностики и лечения, а также увеличивает риск медицинских ошибок [3][4].

Целью данной статьи является анализ языковых барьеров в медицинской коммуникации и определение эффективных способов их преодоления в условиях современного межкультурного взаимодействия [5][6].

Основная часть. Причины возникновения языковых барьеров

Языковые барьеры в медицинской практике обусловлены рядом факторов. Прежде всего, это различие в языках общения. В многонациональных обществах пациенты часто не владеют государственным языком на достаточном уровне, что затрудняет коммуникацию с медицинским персоналом [1][2].

Кроме того, важную роль играет уровень медицинской грамотности пациента. Даже при знании языка пациент может не понимать специализированную терминологию, что усложняет процесс объяснения диагноза и лечения [3][4].

Культурные различия также являются значимым фактором. В разных культурах по-разному воспринимаются вопросы здоровья, болезни и взаимодействия с врачом. Это может приводить к недопониманию и снижению доверия [5][6].

Влияние языковых барьеров на качество медицинской помощи

Языковые барьеры оказывают серьёзное влияние на все этапы оказания медицинской помощи. На этапе диагностики возможны ошибки из-за неполного или неправильного понимания симптомов пациента. Это может привести к постановке неверного диагноза [1][2].

В процессе лечения пациент может неправильно интерпретировать рекомендации врача, что снижает эффективность терапии [3][4]. Также возрастает риск несоблюдения режима лечения.

Кроме того, языковые барьеры негативно влияют на психологическое состояние пациента. Отсутствие взаимопонимания с врачом вызывает тревожность, стресс и снижает уровень доверия к медицинской системе [5][6][7].

Пути преодоления языковых барьеров. Одним из наиболее эффективных способов преодоления языковых барьеров является использование профессиональных медицинских переводчиков. Они обеспечивают точную передачу информации и способствуют установлению доверия между врачом и пациентом [1][2].

В последние годы активно развиваются цифровые технологии перевода, включая мобильные приложения и системы автоматического перевода. Они позволяют оперативно решать проблему коммуникации, особенно в экстренных ситуациях [3][4].

Важным направлением является развитие межкультурной компетенции медицинских работников. Врачи должны учитывать культурные особенности пациентов, проявлять эмпатию и использовать простой, понятный язык [5][6].

Также рекомендуется использование визуальных материалов: схем, изображений и инфографики, которые помогают пациентам лучше понимать информацию независимо от уровня владения языком [7,8].

Роль образования и подготовки специалистов. Современное медицинское образование должно включать элементы межкультурной коммуникации. Это позволит будущим врачам эффективно взаимодействовать с пациентами из разных культурных и языковых групп [1][2].

Обучение должно включать:

развитие коммуникативных навыков

изучение основ медицинского перевода

формирование культурной чувствительности [3][4]

Такая подготовка способствует повышению качества медицинской помощи и снижению числа ошибок [5][6].

Заключение. Языковые барьеры являются серьёзной проблемой в медицинской коммуникации, особенно в условиях межкультурного взаимодействия. Они негативно влияют на качество диагностики и лечения, а также на психологическое состояние пациентов.

Преодоление данных барьеров требует комплексного подхода, включающего использование переводческих технологий, развитие межкультурной компетенции медицинских работников и совершенствование системы медицинского образования.

Эффективная коммуникация между врачом и пациентом является ключевым фактором успешного лечения и повышения качества медицинской помощи в целом.

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Annotatsiya. Ushbu maqolada o‘zbek tilining shakllanishi va tarixiy taraqqiyot bosqichlari yoritilgan. Unda qadimgi turkiy til davridan boshlab chig‘atoy tili, eski o‘zbek adabiy tili hamda yangi o‘zbek adabiy tilining rivojlanish jarayonlari haqida ma’lumot beriladi. Shuningdek, jadidchilik davri til islohotlari, adabiy til me’yorlarining shakllanishi va mustaqillik yillarida o‘zbek tilining jamiyatdagi o‘rni mustahkamlangani tahlil qilinadi. Maqolada o‘zbek tilining davlat tili sifatidagi ahamiyati, uning ilm-fan, ta’lim va madaniyat sohalarida qo‘llanilishi hamda zamonaviy davrdagi rivojlanish tendensiyalari haqida xulosa chiqarilgan.

Kirish. O‘zbek tili turkiy tillar oilasiga mansub bo‘lib, Markaziy Osiyoda keng tarqalgan qadimiy va boy tarixga ega tillardan biridir. Bu til asrlar davomida turli tarixiy jarayonlar, siyosiy o‘zgarishlar va madaniy aloqalar ta’sirida shakllanib, rivojlanib kelgan. O‘zbek tilining taraqqiyot bosqichlarini o‘rganish nafaqat tilshunoslik, balki tarix, adabiyot va madaniyatni anglashda ham muhim ahamiyatga ega. O‘zbek tili bugungi kunda mustaqil davlat – O‘zbekiston Respublikasining davlat tili sifatida jamiyatning barcha sohalarida faol qo‘llanilmoqda.

Mazkur maqolada o‘zbek tilining shakllanishi, tarixiy taraqqiyot bosqichlari, adabiy tilning rivoji hamda mustaqillik davridagi o‘zgarishlar haqida batafsil ma’lumot beriladi.

Qadimgi turkiy til davri. O‘zbek tilining ildizlari qadimgi turkiy tilga borib taqaladi. Qadimgi turkiy til milodiy VI–X asrlar oralig‘ida Markaziy Osiyo hududida yashagan turkiy qabilalar tomonidan qo‘llanilgan. Bu davrga oid eng muhim yozma manbalar sifatida Orxon-Yenisey bitiklari ko‘rsatiladi. Ushbu yodgorliklarda turkiy xalqlarning siyosiy hayoti, urf-odatlari va dunyoqarashi aks etgan.

Qadimgi turkiy til fonetik, grammatik va leksik jihatdan hozirgi o‘zbek tiliga ma’lum darajada yaqin bo‘lsa-da, ayrim farqlarga ham ega bo‘lgan. Masalan, tovush tizimi, ayrim grammatik shakllar hamda so‘z boyligi bugungi zamon tilidan farq qilgan. Shunga qaramay, bu davr o‘zbek tilining shakllanishida muhim poydevor vazifasini o‘tagan.

Qadimgi turkiy davrda til asosan og‘zaki shaklda rivojlangan. Yozma adabiyot kam bo‘lsa-da, mavjud yodgorliklar tilning yuqori darajada rivojlanganligini ko‘rsatadi. Bu davrda shakllangan ko‘plab so‘zlar hozirgi o‘zbek tilida ham qo‘llanilmoqda.

Eski turkiy til va chig‘atoy tili davri. XI–XIV asrlar o‘zbek tilining rivojida muhim bosqich hisoblanadi. Bu davrda eski turkiy til asosida yangi adabiy til shakllana boshladi. Mahmud Koshg‘ariy tomonidan yaratilgan "Devonu lug‘otit turk" asari turkiy tillarning o‘sha davrdagi holatini o‘rganishda muhim manba hisoblanadi. Shuningdek, Yusuf Xos Hojibning "Qutadg‘u bilig" asari ham til taraqqiyotini yoritishda katta ahamiyatga ega.

XIV–XV asrlarda chig‘atoy tili deb atalgan adabiy til shakllandi. Bu til Markaziy Osiyo hududida keng qo‘llanilgan va ko‘plab adiblar ijod qilgan. Ayniqsa, Alisher Navoiy ijodi chig‘atoy tilining yuksalishida alohida o‘rin tutadi. Navoiy o‘z asarlarida turkiy tilning boy imkoniyatlarini namoyon etib, uni adabiy til sifatida mustahkamladi.

Chig‘atoy tili davrida adabiy til me’yorlari shakllandi, yozma nutq rivojlandi va badiiy adabiyot keng taraqqiy etdi. Bu davr o‘zbek adabiy tilining shakllanishida asosiy bosqichlardan biri hisoblanadi.

Eski o‘zbek adabiy tili davri. XVI–XIX asrlar oralig‘ida eski o‘zbek adabiy tili rivojlandi. Bu davrda chig‘atoy tili asta-sekin o‘zbek adabiy tiliga yaqinlashib bordi. Ko‘plab shoir va yozuvchilar o‘z asarlarini turkiy tilning mahalliy xususiyatlariga yaqin holda yozdilar.

Bu davrda Bobur, Ogahiy, Mashrab, Muqimiy, Furqat kabi ijodkorlarning asarlari muhim ahamiyat kasb etdi. Ularning ijodi tilning xalqchillashuvi, sodda va tushunarli shaklga kelishiga xizmat qildi. Shuningdek, xalq og‘zaki ijodi ham til rivojiga katta ta’sir ko‘rsatdi.

Eski o‘zbek adabiy tilida arab va fors tillaridan kirib kelgan so‘zlar ko‘p bo‘lgan. Bu holat o‘sha davrdagi madaniy va ilmiy aloqalar bilan bog‘liq edi. Shunga qaramay, turkiy tilning asosiy grammatik tuzilishi saqlanib qolgan.

Yangi o‘zbek adabiy tili shakllanishi. XX asr boshlarida o‘zbek tilida yangi bosqich boshlandi. Jadidchilik harakati vakillari tilni soddalashtirish, xalq tiliga yaqinlashtirish va yangi adabiy me’yorlarni yaratishga harakat qildilar. Abdulla Avloniy, Munavvarqori, Fitrat, Cho‘lpon kabi ma’rifatparvarlar til rivojiga katta hissa qo‘shdilar.

Bu davrda matbuot rivojlandi, gazeta va jurnallar paydo bo‘ldi. Yozma nutq kengayib, adabiy til me’yorlari mustahkamlandi. O‘zbek tilida ilmiy va badiiy asarlar ko‘paydi. Tilning lug‘at boyligi yangi so‘zlar bilan boyidi.

XX asrning ikkinchi yarmida o‘zbek adabiy tili grammatik jihatdan tartibga solindi. Imlo qoidalari ishlab chiqildi, lug‘atlar yaratildi va ta’lim tizimida o‘zbek tilidan keng foydalanila boshlandi.

Mustaqillik davrida o‘zbek tilining rivoji. 1991-yilda O‘zbekiston mustaqillikka erishgach, o‘zbek tilining jamiyatdagi o‘rni yanada mustahkamlandi. O‘zbek tili davlat tili sifatida qonun bilan belgilandi. Til siyosati asosida o‘zbek tilini rivojlantirish, uning nufuzini oshirish bo‘yicha keng ko‘lamli ishlar amalga oshirildi.

Lotin yozuviga o‘tish o‘zbek tilining rivojida muhim qadam bo‘ldi. Bu jarayon tilning xalqaro maydonda qo‘llanish imkoniyatlarini kengaytirdi. Shuningdek, zamonaviy texnologiyalar, internet va ommaviy axborot vositalari til rivojiga ijobiy ta’sir ko‘rsatdi.

Bugungi kunda o‘zbek tili ilm-fan, ta’lim, adabiyot va rasmiy hujjatlarda keng qo‘llanmoqda. Yangi terminlar yaratilmoqda, lug‘at boyligi kengaymoqda. Tilning xalqaro miqyosdagi ahamiyati ham ortib bormoqda.

Xulosa. O‘zbek tili uzoq tarixiy taraqqiyot yo‘lini bosib o‘tgan boy va qadimiy tillardan biridir. Qadimgi turkiy til davridan boshlab chig‘atoy tili, eski o‘zbek adabiy tili va yangi o‘zbek adabiy tiligacha bo‘lgan bosqichlar tilning shakllanishida muhim rol o‘ynadi. Har bir davr o‘ziga xos xususiyatlari bilan til boyligini oshirdi va uning rivojiga xizmat qildi.

Bugungi kunda o‘zbek tili mustaqil davlatning ramzi sifatida jamiyatning barcha sohalarida faol qo‘llanmoqda. Tilni asrab-avaylash, uni yanada rivojlantirish har bir fuqaroning muhim vazifalaridan biridir. O‘zbek tilining kelajagi uning to‘g‘ri qo‘llanishi, ilmiy o‘rganilishi va yosh avlodga puxta o‘rgatilishiga bog‘liq.

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O‘ZBEK VA INGLIZ TILLARIDA PRAGMATIK MA’NO: NUTQ MADANIYATI VA KONTEKST FARQLARI

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Annotatsiya. Ushbu maqola o‘zbek va ingliz tillarida pragmatik ma’no, ya’ni nutqning yashirin qatlamlari, kontekstga bog‘liqligi va nutq madaniyatidagi farqlarni tahlil qiladi. Tadqiqot muloqot jarayonida so‘zdan ko‘ra muhimroq bo‘lgan jihatlar — qanday aytilgani, kimga va qaysi vaziyatda aytilgani kabi omillarga qaratilgan. Maqolada iltimos qilish, rad etish va taklif bildirish kabi nutq aktlari qiyosiy tahlil qilinadi. Natijalar shuni ko‘rsatadiki, o‘zbek tilida bilvositalik va muloyimlik ustuvor bo‘lsa, ingliz tilida aniqlik va individuallik muhim o‘rin tutadi. Ushbu farqlarni anglash interkultural muloqot samaradorligini oshiradi.

Kalit so‘zlar: pragmatik ma’no, nutq madaniyati, kontekst, bilvosita nutq, muloyimlik strategiyalari, lingvopragmatika, interkultural kommunikatsiya.

Asosiy qism

1. Pragmatik ma’no tushunchasi

Til — bu inson tafakkurining murakkab tizimi bo‘lib, unda har bir so‘z ko‘pincha yashirin ma’nolarni o‘z ichiga oladi. Pragmatik ma’no nutq jarayonida aynan shu yashirin ma’nolarni ochib berishga xizmat qiladi.

Tilshunos olim Stephen C. Levinson (1983) pragmatikani til va kontekst o‘rtasidagi bog‘liqlikni o‘rganuvchi soha sifatida izohlaydi. Shu nuqtai nazardan, nutqning haqiqiy mazmuni ko‘pincha so‘zlarning lug‘aviy ma’nosidan emas, balki ularning qo‘llanish vaziyatidan kelib chiqadi.

Masalan, ingliz tilidagi “Can you pass the salt?” jumlasi grammatik jihatdan savol bo‘lsa-da, amalda iltimos vazifasini bajaradi (Yule, 1996). O‘zbek tilida esa “Tuzni uzatib yuborsangiz bo‘ladimi?” shakli iltimos bilan birga hurmat ifodasini ham bildiradi.

2. Nutq madaniyatidagi farqlar

Nutq madaniyati jamiyatning ijtimoiy qadriyatlari va madaniy me’yorlari bilan chambarchas bog‘liq. Penelope Brown va Stephen C. Levinson (1987) ishlab chiqqan muloyimlik nazariyasiga ko‘ra, insonlar muloqot jarayonida bir-birining “ijtimoiy yuzini” saqlashga harakat qiladi.

O‘zbek nutq madaniyatida bu jarayon ayniqsa kuchli namoyon bo‘ladi. Fikrlar ko‘pincha bilvosita, yumshoq shaklda ifodalanadi:

“Yana bir oz o‘ylab ko‘rsak yaxshi bo‘lardi” (rad etish)

“Hozir biroz noqulayroq vaqt edi” (uzr yoki rad)

Ingliz tilida esa nutq ko‘proq to‘g‘ridan-to‘g‘ri va aniq bo‘ladi:

“I’m sorry, I can’t.”

“I disagree.”

Bu farq madaniy qadriyatlar bilan izohlanadi.

3. Kontekst va yashirin ma’no

Kontekst nutqning ajralmas qismi bo‘lib, ma’no shakllanishida hal qiluvchi rol o‘ynaydi. Herbert Paul Grice (1975) tomonidan ilgari surilgan kooperativ prinsipga ko‘ra, suhbat ishtirokchilari yashirin ma’nolarni tushunishda umumiy qoidalarga amal qiladi.

Masalan, o‘zbek tilidagi “Qiziq gap ekan” iborasi vaziyatga qarab maqtov yoki kinoya bo‘lishi mumkin. Ingliz tilidagi “That’s interesting” iborasi ham shunga o‘xshash tarzda turli ma’nolarni anglatadi.

Shu sababli pragmatik ma’noni tushunish uchun nafaqat tilni, balki kontekstni ham hisobga olish zarur.

4. Iltimos va rad etish strategiyalari

Nutq aktlari nazariyasi John Searle (1969) tomonidan rivojlantirilgan bo‘lib, u har bir nutq biror amalni bajarishini ta’kidlaydi. Bu nazariya J. L. Austin (1962) ishlariga asoslanadi.

O‘zbek tilida iltimos qilish odatda muloyim va bilvosita shaklda amalga oshiriladi:

“Agar iloji bo‘lsa...”

“Sizdan bir iltimos bor edi...”

Ingliz tilida esa standart shakllar keng qo‘llaniladi:

“Could you please...?”

“Would you mind...?”

Rad etishda esa farq yanada aniq:

O‘zbek tilida: “Ko‘rib chiqamiz”, “Keyinroq gaplashamiz”

Ingliz tilida: “No, I can’t”, “That won’t work”

Bu tafovutlar turli madaniyatlarda muloqot strategiyalarining farqlanishini ko‘rsatadi.

5. Interkultural muloqotdagi ahamiyati

Turli madaniyatlar o‘rtasidagi muloqotda pragmatik farqlar muhim rol o‘ynaydi. Shoshana Blum-Kulka va hamkorlari (1989) tadqiqotlariga ko‘ra, turli tillarda iltimos va uzr kabi nutq aktlari sezilarli darajada farqlanadi.

Agar bu farqlar e’tiborga olinmasa, noto‘g‘ri tushunishlar yuzaga keladi. Masalan, ingliz tilidagi to‘g‘ridan-to‘g‘ri rad o‘zbek tinglovchi tomonidan qo‘pol deb qabul qilinishi mumkin, o‘zbek tilidagi bilvosita rad esa ingliz tilida gapiruvchi tomonidan tushunilmasligi mumkin.

Shu bois pragmatik kompetensiya interkultural kommunikatsiyada muhim ahamiyat kasb etadi.

Metodologiya. Mazkur tadqiqot qiyosiy-tahliliy yondashuv asosida olib borildi. O‘zbek va ingliz tillaridagi nutq namunalarini kuzatish, ilmiy adabiyotlarni tahlil qilish va real muloqot jarayonlarini o‘rganish orqali pragmatik farqlar aniqlab olindi.

Tadqiqot mezonlari:

Iltimos, rad etish va taklif nutq aktlari.

Nutqdagi bilvositalik va aniqlik darajasi.

Kontekst va madaniy omillarning ta’siri.

Natijalar va tahlil

1. Nutqdagi asosiy farqlar

O‘zbek tilida muloyimlik va hurmat ustuvor, ingliz tilida esa aniqlik ustunligi kuzatildi.

2. Kontekstning roli

Har ikki tilda ham kontekst ma’no shakllanishida hal qiluvchi omil ekanligi aniqlandi.

3. Pragmatik xatolar

Til o‘rganuvchilar ko‘pincha pragmatik xatolarga yo‘l qo‘yadi, bu esa noto‘g‘ri tushunishga olib keladi.

4. Madaniy ta’sir

Nutq uslubi jamiyatning madaniy qadriyatlari bilan bevosita bog‘liq ekanligi tasdiqlandi.

Xulosa. Pragmatik ma’no tilning eng muhim jihatlaridan biri bo‘lib, u nutqning haqiqiy mazmunini ochib beradi. O‘zbek va ingliz tillari o‘rtasidagi pragmatik farqlarni o‘rganish interkultural muloqotni samarali tashkil etishda muhim ahamiyatga ega.

Mazkur tadqiqot shuni ko‘rsatadiki, tilni mukammal egallash uchun faqat grammatik bilim yetarli emas — pragmatik kompetensiya ham zarur. Bu esa zamonaviy global jamiyatda samarali kommunikatsiya uchun asosiy omillardan biridir.

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CURRENT ISSUES OF MODERN LINGUISTICS

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Abstract. This study examines the contemporary challenges and evolving trends in modern linguistics. With globalization and technological innovations reshaping communication, linguistics faces new theoretical and practical problems. The research highlights key issues such as the influence of artificial intelligence on language processing, the endangerment of minority languages, sociolinguistic inequalities, and the role of corpus-based studies. Employing qualitative and analytical methods, this paper synthesizes current literature and case studies to provide a comprehensive overview of the field. Findings indicate that while modern linguistics encounters significant obstacles, interdisciplinary approaches and technological integration offer promising solutions. Emphasis is placed on preserving linguistic diversity and promoting adaptive frameworks for language research and education.

Keywords: modern linguistics, artificial intelligence, language loss, sociolinguistics, corpus linguistics, globalization

Introduction. Language is one of the most fundamental human faculties, serving as a primary tool for communication, cultural expression, and cognitive development. Linguistics, the scientific study of language, investigates its structure, function, evolution, and social impact. Over the past century, the field has evolved from focusing solely on phonology, morphology, and syntax to embracing interdisciplinary approaches, including cognitive science, computational modeling, and sociolinguistics.

The modern era has introduced new challenges and opportunities for linguistics. Technological advancements, such as artificial intelligence and natural language processing, have transformed how researchers analyze and interpret language data. Globalization has intensified interactions among diverse language communities, simultaneously facilitating cross-cultural communication and contributing to the endangerment of minority languages. Sociolinguistic factors, including gender, social class, and identity,

further influence language usage and accessibility. This study aims to provide a comprehensive examination of the current issues in modern linguistics, focusing on four central themes:

The influence of technology, particularly AI and NLP, on linguistic research and applications;

The loss and endangerment of minority languages in a globalized context;

Sociolinguistic inequalities, including dialectal variation and language-based discrimination;

Methodological innovations, including corpus-based and data-driven approaches.

By synthesizing recent studies, reports, and theoretical perspectives, this paper seeks to highlight emerging trends, persistent challenges, and potential directions for future research. Understanding these issues is not only essential for academic advancement but also for preserving linguistic diversity and promoting effective communication in a multicultural world.

Methods. To examine contemporary linguistic issues, this study employs a qualitative literature review supplemented by analytical synthesis of empirical findings. The research process involved the following steps:

Literature Selection: Relevant sources were identified using academic databases such as JSTOR, Google Scholar, and Scopus. Priority was given to studies published in the last twenty years to ensure contemporary relevance. Selected works cover technology in linguistics, language endangerment, sociolinguistics, and corpus-based methodologies.

Thematic Categorization: The literature was organized into key thematic areas: technology and linguistics, globalization and language loss, sociolinguistic inequalities, and methodological innovations. Each theme was analyzed to identify trends, recurring challenges, and proposed solutions.

Critical Analysis and Synthesis: Findings from different sources were compared and synthesized to construct an integrated view of current issues. Emphasis was placed on identifying gaps in research and highlighting emerging areas of inquiry.

This methodology allows for a comprehensive examination of both theoretical and practical challenges in modern linguistics while providing a structured framework for discussion. By combining literature review and analytical synthesis, the study captures the multidimensional nature of linguistic research in the 21st century.

Results. The analysis of recent literature reveals several key trends in modern linguistics.First, technological advancements, particularly in artificial intelligence and natural language processing, have significantly enhanced language analysis and communication tools. However, these systems still demonstrate limitations in understanding context and pragmatic meaning.

Second, globalization continues to contribute to the decline of minority languages. Evidence indicates that linguistic diversity is decreasing, with many languages facing endangerment due to the dominance of global languages.

Third, sociolinguistic factors remain influential in shaping language use. Studies confirm that language variation, identity, and inequality affect communication patterns and access to opportunities.

Finally, corpus-based approaches have improved empirical research by enabling large-scale analysis of authentic language data, although challenges in interpretation and contextualization persist.

Discussion. The findings highlight that modern linguistics is characterized by both opportunity and complexity. Technology provides unprecedented analytical tools, but human oversight remains essential. Language loss and sociolinguistic inequalities continue to pose significant challenges, necessitating interdisciplinary collaboration between linguists, educators, policymakers, and technologists.

Emerging fields such as cognitive and computational linguistics offer innovative frameworks for addressing these challenges. Cognitive linguistics investigates conceptual structures and meaning-making, while computational linguistics enables large-scale modeling and predictive analysis. Integrating these approaches allows for more nuanced and practical insights into language phenomena.

Preserving linguistic diversity is paramount. Languages embody cultural heritage, cognitive patterns, and social knowledge that cannot be replicated. Global efforts in documentation, revitalization, and digital archiving are crucial for sustaining the richness of human language. Furthermore, inclusive language policies and awareness of sociolinguistic disparities promote social equity and intercultural understanding.

Conclusion. Modern linguistics faces multifaceted challenges shaped by technological, social, and global pressures. Artificial intelligence, language endangerment, sociolinguistic inequalities, and methodological innovations define the contemporary research landscape. This study emphasizes the importance of integrating traditional analysis with computational tools, adopting interdisciplinary strategies, and prioritizing linguistic diversity. Addressing these challenges enables linguistics to contribute meaningfully to knowledge, education, and cultural preservation, ensuring that human communication remains rich, inclusive, and adaptive in the 21st century.

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ONA TILINING INGLIZ TILI TALAFFUZIGA TA'SIRI: O'ZBEK TALABALARI MISOLIDA

Latifova Nurshoda Dilmurod qizi
Andijon davlat chet tillari instituti talabasi

Annotatsiya. Ushbu tadqiqot o'zbek talabalari ingliz tilini o'rganish jarayonida yuzaga keladigan fonetik interferensiyani aniqlash va tahlil qilishga qaratilgan. Tadqiqot natijalari shuni ko'rsatdiki, talaffuzdagi xatolar asosan ona tilining fonetik va artikulyatsion xususiyatlari bilan bog'liq. Maxsus tadqiqot metodikasi orqali /θ/, /ð/ va /w/ kabi tovushlar, shuningdek, so'z ichidagi urg'ular bilan bog'liq xatolar aniqlangan. Natijalar shuni ko'rsatdiki, o'rganuvchilarning ona tilidan keladigan artikulyatsion odatlar ingliz tilidagi talaffuzni o'zlashtirishda muhim rol o'ynaydi. Tadqiqot, shuningdek, talaffuzni o'rgatishda zamonaviy metodikalar - audio-vizual materiallar, interaktiv mashqlar va individual yondashuvlarni qo'llash zarurligini ta'kidlaydi. Ushbu natijalar o'zbek tilida ta'lim olayotgan talabalar uchun fonetik ko'nikmalarni rivojlantirish va kommunikativ kompetensiyani oshirish bo'yicha amaliy tavsiyalar beradi.

Kalit so'zlar: Fonetik interferensiya, talaffuz, ona til ta'siri, o'zbek talabalari, ingliz tili.

Kirish. Bugungi globallashuv sharoitida ingliz tili xalqaro muloqot, ilm-fan, texnologiya va ta'lim sohalarida yetakchi vosita sifatida alohida ahamiyat kasb etmoqda. Shu sababli, ingliz tilini samarali o'zlashtirish masalasi zamonaviy ta'lim tizimining ustuvor yo'nalishlaridan biriga aylangan. Til o'rganishda grammatik va leksik bilimlar bilan bir qatorda, to'g'ri talaffuz ham muhim o'rin tutadi, chunki u nutqning aniqligi va tushunarliligini ta'minlaydi. Ikkinchi tilni o'rganish jarayonida uchraydigan asosiy muammolardan biri - bu o'rganuvchining ona tili ta'siridir. Tilshunoslikda ushbu hodisa fonetik va fonologik interferensiya sifatida izohlanadi. Interferensiya natijasida o'rganuvchilar yangi tilning tovush tizimini o'zlashtirishda qiyinchiliklarga duch keladi va ko'pincha o'z ona tilidagi artikulyatsion modellarga tayanadi. O'zbek va ingliz tillari fonetik tizim jihatidan sezilarli darajada farqlanadi. Xususan, ingliz tilida mavjud bo'lgan interdental frikativ tovushlar (/θ/, /ð/), lab-velyar approximant (/w/) kabi tovushlar o'zbek tilida uchramaydi. Bundan tashqari, ingliz tilidagi urg'u tizimi ham o'zbek tilidan farqli bo'lib, bu holat talaffuzda qo'shimcha qiyinchiliklarni yuzaga keltiradi. Mazkur tadqiqotning dolzarbligi shundaki, u o'zbek talabalari tomonidan ingliz tilini o'rganish jarayonida yuzaga keladigan fonetik muammolarni aniqlash va ularni ilmiy asosda tahlil qilishga qaratilgan. Shu bilan birga, tadqiqot natijalari talaffuzni o'qitish metodikasini takomillashtirishga xizmat qilishi mumkin. Tadqiqotning maqsadi - o'zbek talabalari ingliz tilidagi talaffuz xatolarini aniqlash, ularning kelib chiqish sabablarini tahlil qilish hamda ularni bartaraf etish bo'yicha amaliy tavsiyalar ishlab chiqishdan iborat.

Metodologiya. Ushbu tadqiqot o'zbek talabalari ingliz tilidagi talaffuz xatolarini aniqlash va ularni ona tilining fonetik ta'siri bilan bog'lashga qaratilgan.

1. Ishtirokchilar

Tadqiqotda Andijon davlat chet tillari instituti bakalavriyat 2-bosqich talabalari ishtirok etdi.

Umumiy soni: 30 nafar talaba, ingliz tilini o'rta va yuqori darajada o'rganayotganlar.

Ishtirokchilar tasodifiy tanlab olindi, bu tadqiqot natijalarining adolatli va obyektiv bo'lishini ta'minlaydi.

2. Ma'lumot to'plash usullari

Og'zaki testlar: talabalar tanlangan 10 so'z va 5 jumlani talaffuz qildi. Bu testlar talaffuzdagi eng muhim tovushlar va urg'uni aniqlashga xizmat qiladi.

Audio yozuvlar: talabalar nutqlari yozib olindi, talaffuzdagi xatolarni keyinchalik tahlil qilish uchun.

Kuzatuvlar: talabalar artikulyatsion odatlari, urg‘u va intonatsiya xususiyatlari qayd qilindi.

3. Tadqiqot metodlari

Fonetik tahlil: Talaffuzdagi xatolar turkumlash orqali aniqlanadi va ular ona til ta’siri bilan bog‘lanadi.

Chastota hisoblash: Har bir xato qanchalik tez-tez uchraganini ko‘rsatish uchun hisoblandi. Masalan, agar 30 talaba har biri 5 so‘z talaffuz qilsa, jami 150 talaffuz bo‘ladi. Agar /θ/ tovushi 15 marta xato aytilsa, demak bu xato jami talaffuzlarning 10% ini tashkil qiladi.

Nazariy asos: Tadqiqot fonetik interferensiya, artikulyatsion farqlar va prosodiya (urg‘u va intonatsiya) nazariyalariga asoslanadi.

4. Tadqiqot jarayoni

Ishtirokchilar tayyorlandi va test topshiriqlari berildi.

Talabalar talaffuzini yozib olish orqali xatolar aniqlandi.

Xatolar tovushlar va urg‘u bo‘yicha turkumlandi va chastota hisoblandi.

Natijalar ona tilining ta’siri nuqtai nazaridan tahlil qilindi va talaffuzni yaxshilash bo‘yicha amaliy tavsiyalar ishlab chiqildi.

Qisqacha: ushbu metodologiya tadqiqotning ilmiy asosli, sodda va qayta tekshiriladigan tarzda o‘tkazilishini ta’minlaydi.

Natija va muhokama. Tadqiqot natijalari o‘zbek talabalari ingliz tilidagi ayrim fonetik birliklarni talaffuz qilishda tizimli va takrorlanuvchi xatolarga yo‘l qo‘yishini ko‘rsatdi. Ushbu xatolar asosan ingliz tilida mavjud, ammo o‘zbek tilida uchramaydigan tovushlar bilan bog‘liq ekanligi aniqlandi.

Birinchi navbatda, interdental frikativ tovushlar - /θ/ va /ð/ bilan bog‘liq xatolar eng yuqori ko‘rsatkichni tashkil etdi. Kuzatuv natijalariga ko‘ra, ishtirokchilarning taxminan 80 foizi /θ/ tovushini /s/ yoki /t/ tovushlari bilan almashtirgan. Masalan, think so‘zi sink yoki tink tarzida talaffuz qilindi. Bu holat mazkur tovushning artikulyatsion jihatdan o‘zbek tilida mavjud emasligi bilan izohlanadi. Shuningdek, /ð/ tovushi ham ko‘plab talabalarda noto‘g‘ri talaffuz qilindi. Ishtirokchilarning 70-75 foizi ushbu tovushni /d/ yoki /z/ tovushlari bilan almashtirdi. Masalan, this so‘zi dis shaklida aytildi. Bu esa tovushni hosil qilishda tilning tishlar orasiga joylashuvi kabi artikulyatsion harakatlarning yetarlicha shakllanmaganini ko‘rsatadi.

Ikkinchi muhim muammo sifatida /w/ tovushining noto‘g‘ri talaffuzi qayd etildi. O‘zbek tilida ushbu tovushning mavjud emasligi sababli, talabalar uni ko‘pincha /v/ bilan almashtiradi. Masalan, weather so‘zi veder tarzida talaffuz qilindi. Ushbu xato ishtirokchilarning qariyb 65 foizida kuzatildi.

Bundan tashqari, urg‘u (word stress) bilan bog‘liq xatolar ham ancha keng tarqalganligi aniqlandi. Ko‘plab talabalar ingliz tilidagi ko‘p bo‘g‘inli so‘zlarda urg‘uni noto‘g‘ri qo‘ydi. Masalan, develop so‘zi DEvelop tarzida talaffuz qilindi, holbuki to‘g‘ri variant deVELOP hisoblanadi. Bu esa ingliz tilidagi urg‘u tizimining o‘zbek tilidan farqli ekanligini ko‘rsatadi.

Umuman olganda, tadqiqot natijalari shuni ko‘rsatdiki, o‘zbek talabalari ingliz tilidagi fonetik tizimni o‘zlashtirishda sezilarli qiyinchiliklarga duch keladi va bu qiyinchiliklar asosan ona tili bilan bog‘liq interferensiya natijasidir.

Tadqiqot natijalari o‘zbek tilidan ingliz tiliga o‘tishda yuzaga keladigan fonetik interferensiya jarayonini yaqqol namoyon etdi. Aniqlangan xatolarni tahlil qilish shuni ko‘rsatadiki, bu holat nafaqat tovushlarning mavjud yoki mavjud emasligi, balki artikulyatsion baza va fonologik tizimlarning farqi bilan ham bog‘liq. Avvalo, interdental frikativ tovushlarning (/θ/, /ð/) noto‘g‘ri talaffuzi o‘zbek tilida ushbu tovushlarning mavjud emasligi bilan izohlanadi. O‘zbek tilida frikativ tovushlar mavjud bo‘lsa-da, ular tishlar orasida emas, balki boshqa artikulyatsion nuqtalarda hosil qilinadi. Natijada, o‘rganuvchilar yangi tovushni o‘zlashtirish o‘rniga, unga eng yaqin bo‘lgan mavjud tovush bilan almashtirishga moyil bo‘ladi. Bu hodisa lingvistikada “substitutsiya” deb yuritiladi. Ikkinchi jihat sifatida artikulyatsion odatlarning ta’sirini ko‘rsatish mumkin. O‘rganuvchilar yangi tilni o‘rganishda ko‘pincha ona tilida shakllangan artikulyatsion harakatlarga tayanadi. Bu esa yangi tovushlarni to‘g‘ri hosil qilishni qiyinlashtiradi. Masalan, /w/ tovushini talaffuz qilish uchun lablarning yumaloqlanishi talab etiladi, ammo o‘zbek tilida bunday artikulyatsion harakat kam qo‘llaniladi.

Uchinchi muhim jihat - prosodik tizimlar farqidir. Ingliz tilida urg‘u erkin va ma’no farqlash xususiyatiga ega bo‘lsa, o‘zbek tilida urg‘u ko‘pincha oxirgi bo‘g‘inga tushadi va kamroq fonologik ahamiyatga ega. Shu sababli talabalar ingliz tilida urg‘uni noto‘g‘ri qo‘llaydi. Shuningdek, aniqlangan xatolar o‘qitish metodikasi bilan ham bog‘liq bo‘lishi mumkin. Ko‘plab hollarda talaffuzga yetarli e’tibor qaratilmaydi va asosiy urg‘u grammatika hamda lug‘atga beriladi. Bu esa fonetik ko‘nikmalarning yetarlicha rivojlanmasligiga olib keladi. Shu nuqtai nazardan, talaffuzni o‘rgatishda zamonaviy yondashuvlardan, xususan, audio-vizual materiallar, fonetik dasturlar va interaktiv mashqlardan foydalanish muhim ahamiyat kasb etadi.

Xulosa. Mazkur tadqiqot o‘zbek talabalari ingliz tilini o‘rganish jarayonida talaffuz bilan bog‘liq sezilarli qiyinchiliklarga duch kelishini va bu qiyinchiliklar asosan ona tilining fonetik va fonologik xususiyatlari bilan bog‘liq ekanligini ko‘rsatdi. Tadqiqot natijalari ingliz tilidagi ayrim tovushlarning, xususan, /θ/, /ð/ va /w/ kabi fonemalarning noto‘g‘ri talaffuz qilinishi keng tarqalgan muammo ekanligini tasdiqladi. Shuningdek, urg‘u tizimidagi farqlar ham o‘rganuvchilarning talaffuzida muhim rol o‘ynashi aniqlandi. O‘zbek tilida urg‘uning nisbatan barqarorligi ingliz tilidagi erkin urg‘u tizimini o‘zlashtirishda qiyinchilik tug‘diradi.

Mazkur natijalar shuni ko‘rsatadiki, talaffuzdagi xatolarni bartaraf etish uchun an’anaviy o‘qitish usullarini takomillashtirish zarur. Xususan, fonetik ko‘nikmalarni rivojlantirishga qaratilgan maxsus mashg‘ulotlarni joriy etish, audio-vizual materiallardan samarali foydalanish hamda zamonaviy texnologiyalar asosida interaktiv o‘qitish metodlarini qo‘llash muhim ahamiyatga ega. Bundan tashqari, o‘qituvchilar tomonidan o‘quvchilarning artikulyatsion xususiyatlarini hisobga olish va individual yondashuvni qo‘llash talaffuzni o‘zlashtirish jarayonini sezilarli darajada samarali qilishi mumkin.

Xulosa qilib aytganda, ingliz tili talaffuzini o‘rgatishda ona tilining ta’sirini inobatga olish va unga mos metodik yondashuvlarni ishlab chiqish bugungi kunda dolzarb vazifalardan biri hisoblanadi. Ushbu tadqiqot natijalari esa mazkur yo‘nalishda keyingi ilmiy izlanishlar uchun muhim asos bo‘lib xizmat qiladi.

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ТРАНСФОРМАЦИЯ ФРАЗЕОЛОГИИ РУССКОГО ЯЗЫКА В УСЛОВИЯХ ЦИФРОВОГО ДИСКУРСА: ЛИНГВИСТИЧЕСКИЙ АНАЛИЗ

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Аннотация: В статье рассматриваются процессы трансформации фразеологического состава русского языка в условиях цифровизации коммуникации. Анализируются механизмы обновления фразеологического фонда, включая деривацию, семантическое переосмысление и заимствование. Особое внимание уделяется влиянию интернет-дискурса и медиасреды на формирование новых устойчивых выражений. Делается вывод о высокой динамичности современной фразеологии и её адаптивности к цифровой среде.

Ключевые слова: фразеология, цифровой дискурс, интернет-коммуникация, неологизмы, языковая динамика.

Введение. Современная лингвистика характеризуется усиленным интересом к динамическим процессам в языке, обусловленным глобализацией и цифровизацией коммуникативного пространства. Одной из наиболее чувствительных к изменениям областей является фразеология, отражающая как языковые, так и социокультурные трансформации [4].

Актуальность исследования определяется необходимостью анализа изменений, происходящих во фразеологическом составе русского языка под влиянием цифровой среды. Интернет-коммуникация формирует новые условия функционирования языка, способствуя появлению и закреплению новых устойчивых выражений [6].

Цель исследования — выявить основные тенденции трансформации фразеологического состава русского языка в условиях цифрового дискурса.

Задачи исследования:

- Охарактеризовать интернет-дискурс как среду формирования фразеологии;
- Выявить типы трансформаций фразеологических единиц;
- Определить механизмы формирования новых выражений;
- Оценить влияние цифровой среды на свойства фразеологизмов;
- Объект исследования — фразеологический состав современного русского языка.
- Предмет исследования — процессы его изменения в цифровой коммуникации.

Материалы и методы. Материалом исследования послужили тексты интернет-коммуникации: публикации в социальных сетях, комментарии, блоги, мемы и медиатексты. Отбор единиц осуществлялся по критерию устойчивости и воспроизводимости.

В работе применялись следующие методы:

контекстуальный анализ для выявления значений фразеологизмов;

дискурсивный анализ для определения их функций в коммуникации [7];

сопоставительный метод для сравнения традиционных и новых единиц;

элементы корпусного анализа для оценки частотности.

Результаты.

1. Интернет-дискурс как фактор развития фразеологии

Цифровая коммуникация отличается высокой скоростью, экспрессивностью и неформальностью, что способствует активному формированию новых фразеологических единиц. Интернет-дискурс ускоряет закрепление языковых инноваций и способствует их массовому распространению [6].

Наблюдается стирание границ между устной и письменной речью, что усиливает гибкость и вариативность фразеологических единиц [4].

2. Типы трансформации фразеологических единиц

2.1. Семантическое переосмысление

Традиционные фразеологизмы получают новые значения в цифровом контексте:

«зависнуть» — «перестать отвечать в сети»;

«выйти из игры» — «прекратить онлайн-активность».

Данный процесс связан с развитием метафорического мышления и переносом значений [3].

2.2. Структурная модификация

Фразеологизмы подвергаются сокращению и трансформации:

«держать руку на пульсе» → «держать руку»;

«в топе» как самостоятельная единица.

Подобные изменения отражают тенденцию к экономии языковых средств [4].

2.3. Заимствование и гибридизация

Широкое распространение получают англоязычные заимствования:

«словить хайп»;

«уйти в оффлайн»;

«быть в тренде».

Этот процесс связан с глобализацией и доминированием английского языка в цифровой среде [6].

2.4. Мемоизация

Интернет-мемы становятся источником устойчивых выражений:

«это фиаско»;

«ну такое»;

«я в домике».

Фразеологизация мемов обусловлена их массовой воспроизводимостью [7].

3. Механизмы формирования новых фразеологизмов

В ходе анализа выделены следующие механизмы:

Деривация на основе сленга («залипать», «крашиться»). Калькирование («сломать интернет») [6]. Метафоризация («токсичный человек», «горит дедлайн») [3]. Влияние медиакультуры. Визуальные образы способствуют закреплению выражений [7].

4. Изменение свойств фразеологических единиц

Цифровая среда трансформирует ключевые характеристики фразеологизмов:

устойчивость становится относительной;

вариативность возрастает;

воспроизводимость усиливается за счёт цифровых каналов;

экспрессивность увеличивается [3].

Обсуждение. Результаты исследования показывают, что фразеология в цифровую эпоху приобретает динамический характер. В отличие от традиционного подхода, рассматривающего фразеологизмы как устойчивые единицы, современная языковая практика демонстрирует их гибкость и изменчивость [1].

Интернет выступает не только средой распространения, но и механизмом формирования новых выражений. Значительную роль играет англоязычное влияние, что подтверждает тенденции глобализации языкового пространства [6]. Несмотря на кратковременность многих новых выражений, часть из них закрепляется в языке и становится элементом нормативной системы [5].

Заключение (Conclusion)

В ходе исследования установлено, что фразеологический состав русского языка в условиях цифрового дискурса характеризуется высокой динамичностью и открытостью к изменениям.

Основные выводы:

Интернет-дискурс является ключевым фактором формирования фразеологии.

Происходит активная трансформация традиционных выражений.

Основными механизмами являются заимствование, деривация и семантическое переосмысление.

Устойчивость фразеологизмов снижается, а вариативность возрастает.

Цифровая среда усиливает экспрессивность языка.

Перспективы исследования связаны с дальнейшим корпусным анализом и изучением процессов нормализации цифровой фразеологии.

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TIL MANZARASI VA UNING JAMIYATDAGI O‘RNI

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Annotatsiya. Ushbu maqola til manzarasi tushunchasi, uning jamiyatdagi roli va ijtimoiy, madaniy hamda siyosiy ahamiyatini tahlil qiladi. Tadqiqot do‘kon peshlavhalari, reklama bannerlari, yo‘l belgilaridagi va davlat belgilaridagi til foydalanishini o‘rganadi. Maqolada til manzarasining jamiyat, madaniy jarayon va til siyosatiga ta’siri misollar bilan ko‘rsatib beriladi. Tadqiqot natijalari shuni ko‘rsatadiki, til manzarasi jamiyatni va madaniy jarayonlarni tushunishda muhim vositadir.

Kalit so‘zlar: til manzarasi, jamoat yozuvlari, til siyosati, madaniy identitet, globalizatsiya, reklama yozuvlari, ijtimoiy roli, lingvistik manzara.

Asosiy qism

1. Til manzarasi tushunchasi. Til manzarasi (linguistic landscape) jamoat joylaridagi yozuvlar orqali tilning ijtimoiy, siyosiy va madaniy rolini aks ettiradi. Ushbu tushuncha birinchi marta Landry va Bourhis (1997) tomonidan ilgari surilgan. Shohamy (2006) esa til manzarasining madaniy identitet va global jarayonlarni aks ettirishdagi ahamiyatini ta’kidlaydi.

2. Jamiyatdagi roli. Til manzarasi jamiyatdagi ijtimoiy va siyosiy holatni aks ettiradi. Masalan, davlat tashkilotlaridagi yozuvlar asosan o‘zbek tilida berilishi davlat tilining ustuvorligini ko‘rsatadi. Shu bilan birga, rus va ingliz tilidagi yozuvlar globalizatsiya va tijorat ta’sirini aks ettiradi (Gorter, 2006).

3. Madaniy va global ta’sir. Shahar hududlaridagi ingliz tilidagi yozuvlar, masalan, “Coffee House” va “City Mall”, globalizatsiya va zamonaviylikni aks ettiradi. Rus tilidagi yozuvlar esa tarixiy va madaniy izlarni saqlashga yordam beradi.

4. Inson ongiga ta’siri. Jozibali peshlavhalar va reklama yozuvlari odamlarning qarorlariga ta’sir qiladi, ularni mahsulot yoki xizmatni tanlashga undaydi. Shu tariqa, til manzarasi marketing va kommunikatsiya sohasida ham muhim ahamiyatga ega.

5. O‘zgarish va rivojlanish. Til manzarasi vaqt o‘tishi bilan o‘zgaradi. Yangi texnologiyalar va madaniy ta’sirlar yozuvlarda ishlatiladigan tillar va uslublarni yangilaydi, bu esa jamiyatdagi til siyosati va madaniy jarayonlarning rivojlanishini aks ettiradi (Shohamy, 2006; Gorter, 2006).

Metodologiya. Tadqiqot adabiyotlarni sharhlash va jamoat joylaridagi yozuvlarni kuzatishni birlashtiradi. Ma’lumotlar ilmiy maqolalar, kitoblar va tadqiqotlar tahlil qilinib, til manzarasini o‘rganish uchun eng samarali yondashuvlar aniqlangan. Tadqiqot mezonlari:

Jamoat joylaridagi yozuvlar va ularning ijtimoiy ta’siri.

Davlat va tijorat yozuvlaridagi til siyosati.

Madaniy identitet va globalizatsiya bilan bog‘liq yozuvlar.

Natijalar va tahlil.

1. Jamiyatdagi ko‘rinishi

Jamoat joylarida tilning ko‘rinishi uning nufuzi va ahamiyatini ko‘rsatadi. Davlat tashkilotlaridagi yozuvlar asosan o‘zbek tilida, tijorat sohasidagi yozuvlar esa ingliz yoki rus tilida berilgan.

2. Madaniy va global ta’sir

Shaharlardagi ingliz tilidagi yozuvlar globalizatsiya ta’siri va zamonaviylikni aks ettiradi, rus tilidagi yozuvlar esa tarixiy va madaniy aloqalarni saqlaydi.

3. Inson ongiga ta’siri

Jozibali peshlavhalar odamlarni mahsulot yoki xizmatga jalb qiladi va qaror qabul qilish jarayoniga ta’sir qiladi.

4. O‘zgarish va rivojlanish

Yangi yozuvlar, tillar va uslublar jamiyatdagi ijtimoiy, siyosiy va madaniy jarayonlarni aks ettiradi va til manzarasining doimiy o‘zgarishini ko‘rsatadi.

Xulosa. Til manzarasi jamiyatning muhim ko‘zgusi hisoblanadi. U orqali til siyosati, madaniy identitet, global ta’sirlar va ijtimoiy jarayonlarni anglash mumkin. Yozuvlar inson ongiga ta’sir qiladi, e’tiborni jalb qiladi va ijtimoiy xulqni shakllantiradi. Til manzarasini o‘rganish jamiyatni chuqur tushunish va madaniy jarayonlarni baholash imkonini beradi.

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TRENDS AND EFFICIENCY OF IMMERSIVE TECHNOLOGIES IN FOREIGN LANGUAGE LEARNING: A COMPARATIVE REVIEW

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Abstract: Immersive media, specifically Augmented Reality (AR) and Virtual Reality (VR), are transforming educational paradigms due to their unique properties of immersion and interactivity. While extensively applied in STEM fields, their integration into foreign language learning (FLL) remains an evolving area of study. This paper examines current research trends in Uzbekistan and globally, analyzing the impact of game-based learning (GBL) and varying levels of immersion on learner motivation and retention. The findings suggest that while these technologies hold significant potential, empirical results regarding their efficacy are mixed, necessitating further research into pedagogical design tailored to learner needs.

Keywords: augmented reality, virtual reality, foreign language learning, immersive technologies, game-based learning.

1. Introduction. The rapid advancement of computer-generated imagery has introduced Augmented Reality (AR) and Virtual Reality (VR) as potent tools in education. AR overlays digital information onto the physical world, whereas VR provides a fully immersive, 360-degree virtual environment.

Historically, these technologies have been utilized in science and medical training to visualize complex, time-varying objects like anatomy or physics simulations. However, their application in foreign language learning (FLL) is relatively recent. The core challenge in FLL is bridging the gap between theoretical knowledge and practical communication. Immersive technologies offer a solution through simulated role-playing and interactive environments. Despite this potential, there is a noted lack of practical knowledge and theoretical grounding specifically for FLL contexts in regions like Uzbekistan.

2. Methods. This study utilizes a classification framework based on Simon (2008) to analyze existing literature from the past six years. The research categorized technologies into two primary groups:

Augmented Reality (AR): Divided into marker-based (scanning 2D codes) and markerless (image analysis).

Virtual Reality (VR): Divided into low-immersion (desktop-based 3D) and high-immersion (360° headset-based).

The analysis focused on empirical papers that scientifically verify the effectiveness of these tools in FLL, moving beyond mere descriptive practical studies.

3. Results. The review of current research reveals several critical findings:

Technology Efficacy: Studies have produced mixed results. For instance, while some research shows increased engagement, others found that AR-based learning resulted in lower vocabulary retention after one week compared to traditional digital tools like Quizlet.

Game-Based Learning (GBL): A significant trend is the integration of game elements into immersive environments. GBL has been shown to improve learner motivation and interaction.

User Acceptance: Questionnaire data indicates a high degree of "perceived usefulness" and a generally positive attitude toward using VR for language acquisition, despite varying levels of statistical significance in actual learning outcomes.

Table 1: Comparison of Immersive Technology Types in FLL

Technology	Subtype	Primary Use Case in FLL	Hardware Requirement
AR	Marker-based	Vocabulary flashcards, interactive textbooks	Smartphone/Tablet

Technology	Subtype	Primary Use Case in FLL	Hardware Requirement
AR	Markerless	Location-based language games	Mobile GPS/Camera
VR	Low-Immersion	Desktop virtual worlds	Standard PC
VR	High-Immersion	Realistic role-playing simulations	VR Headset (HMD)

4. Discussion. The research indicates that the field is currently hyper-sensitive to pedagogy and game design. A notable gap exists regarding the level of abstraction in language learning; it is currently unclear how AR/VR can support advanced conceptual language acquisition versus basic vocabulary.

Furthermore, the cost and functionality of high-immersion VR headsets have improved, making them more feasible for classroom use. However, technology alone does not guarantee success. As seen in the study by Lee (2022), there were no significant differences in motivation between an AR mobile game group and a traditional print game group, suggesting that the design of the learning environment is more crucial than the technology itself.

5. Conclusion. AR and VR possess the capacity to create highly interactive FLL environments that boost student engagement. To move forward, future research in Uzbekistan and abroad must focus on:

Developing theoretical frameworks that align with recent technological shifts.

Tailoring immersive experiences to the specific proficiency levels and linguistic needs of learners.

Investigating the relationship between immersive presentation methods and long-term learning motivation.

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KOREYSVA O‘ZBEK TILLARIDA KELIN KONSEPTINING LINGVOMADANIY TALQINI

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Annotatsiya: Ushbu maqolada koreys va o‘zbek tilida “kelin” konseptining lingvokulturalogik jihatdan tahlil qilinadi. Konsept asosida xalqlar o‘rtasidagi o‘xshashliklar lingvistik jihatdan kuzatiladi.

Kalit so‘zlar: kelin, madaniyat, lingvokulturalogiya, sheva, urf- odatlar.

Аннотация: В данной статье проводится анализ понятия «невеста» с лингвокультурной точки зрения в корейском и узбекском языках. На основе этого понятия выявляются лингвистические сходства между народами.

Ключевые слова: невеста, культура, лингвокультурология, диалект, обычаи и традиции.

Abstract: This article analyzes the concept of “bride” from a linguocultural perspective in Korean and Uzbek. Based on the concept, linguistic similarities between the peoples are observed.

Keywords: bride, culture, linguocultural studies, dialect, customs and traditions.

Lingvokulturalogiya-bu til va madaniyat o'rtasidagi bog'liqlikni ilmiy o'rganadigan fandir. [1,250]. Har bir xalqning o'ziga xos madaniyati,urf-odatlari va qadriyatlari mavjud. O'zbek va koreys xalqlari ham boy tarixiy merosga ega bo'lib, ularning madaniyati oila, hurmat va an'analarga asoslanadi. Ushbu maqolada o'zbek va koreys madaniyatining asosiy jihatlari yoritiladi. O'zbek madaniyati qadimiy tarixga ega bo'lib, mehmondo'stlik va insoniylik asosiy o'rin tutadi. Mehmondo'stlik-mehmonni hurmat qilish juda muhim. Kattalarga hurmat - salom berish, o'rin berish odatiy hol. Oila qadriyatlari- oila jamiyatning asosi hisoblanadi. Milliy urf-odatlari to'ylar, marosimlar juda boy va rang-barang.

Milliy ta'omlari: osh (palov), somsa, lag'mon; milliy kiyimi: atlas, adras, do'ppi.

Koreys madaniyati ham qadimiy bo'lib, tartib-intizom va hurmatga asoslangan. Kattalarga hurmat, ota-onaga sadoqat muhim ahamiyat kasb etadi.

Jamiyatda yosh va mavqe jihatdan muhim rol o'ynaydi. An'analar-qadimiy urf-odatlar saqlanib qolgan. Milliy ta'omlari: kimchi, bibimbop, teokbokk; milliy kiyimlari: hanbok. O'zbek va koreys madaniyatlari o'ziga xos bo'lsa-da, ularni birlashtiradigan jihatlar ko'p. Maqolamizda shu haqida fikr-mulohaza yuritamiz.

Kelin-bu oila va jamiyatda muhim rolga ega bo'lgan ijtimoyi atama. Kelin nafaqat ikki oilani birlashtiradi, balki ikki xalqni birlashtiruvchi qarindoshlik tushunchasidir. "O'zbek tilining izohli lug'ati"da kelin leksemasiga quyidagicha izoh berilgan: yangi turmushga chiqqan yoki chiqayotgan qiz.[7, 801] O'zbek milliy madaniyatida yaqinda turmush qurgan qizni kelinchak , yoshi ulg'aygach, kelin termini bilan ifodalanadi. O'zbek tilining etimologik lug'ati u so'z asli qadimgi turkiy tilda boshqa joydan yaqinlashish, tomonga harakatlan— ma'nosini anglatuvchi kel— fe'lidan ot yasovchi —(i)n qo'shimchasi bilan yasalgan deyiladi (Devon. Indeks, 42)

Koreys tilida ham xuddi o'zbek tilidagiday yangi kelinni 새댁 (saedaek) — yangi kelin, ya'ni endigina turmushga chiqqan ayolga nisbatan shu so'zdan foydalaniladi. O'zbek tilidan farqli jihati shundaki, koreys tili ayni to'y jarayonida 신부 (shinbu) so'zidan foydalanishadi. 며느리 (myonыri) esa o'g'ilning rafiqasi ma'nosida ishlatiladi. Ya'ni kelin tushunchasini ifodalaydi. O'zbek tilida "o'g'limga tegishli oila" ma'nosini ifodalash uchun quyidagi so'zlardan foydalaniladi: rasmiy uslubda rafiqasi, so'zlashuv uslubda xotini, badiiy uslubda oilasi, shevada esa bolalari so'zlari qo'llaniladi.

O'zbek tilida kelinga murojaat qilishda ham shevalarda turli xillikni kuzatish mumkin. Samarqand, Qashqadaryo shevalarida "yanga", Toshkent shevasida "kelinoyi", Jizzax shevasida "oicha", qadimda bu so'z checha so'zlaridan foydalanilgan. Koreys tilida esa umumiy kelin tushunchasini beruvchi 며느리 (myonыri) so'zi shevalarida fonetik jihatdan cho'zib yoki qisqartirib aytish bilan farq qiladi.

Gyeongsang shevasi (Busan tomoni)→ 며너리 (myonori / myeonori) (o'rtadagi tovush soddalashadi), · Jeolla shevasi (Janubi-g'arbiy hudud)
→ 며눌 / 며늘 (myonul / myonыl) (so'z qisqaradi) · Cheju oroli shevasi (o'ziga xos sheva)→ 멘느리 / 멘네리 (mennыri / menneri) (talaffuz ancha o'zgargan). Har ikkala tilda ham shevalarda o'zgarishga uchragan. O'zbek tilida shakliy jihatdan bo'lsa, koreys tilida fonetik jihatdan. "Kelin" konseptining har ikki tilda qanday ifodalanishini lisoniy jihatdan tahlil qildik. Madaniyat jihatdan jihatdan ham kuzatilganda, ular o'rtasidagi o'xshashlikni kuzatish mumkin. Masalan, kattalarga hurmatda bo'lishi, kelinlik hayotlarining dastlabki vaqtlaridan, toki yangi bir oilaga moslashgunicha o'zlarini mehmonday his qilishi, avlodalarni davom ettirish mas'uliyati yuklanganigi kabi jihatlarini keltirish mumkin.

Kuzatish va tahlillardan shuni aytish mumkinki, birgina "kelin" konseptining tahlili orqali koreys va o'zbek madaniyati bir- biriga juda o'xshash ekanligining guvohi bo'ldik. Tillar o'zaro bir- biridan farq qilsa-da, ammo madaniyat jihatdan juda o'xshash.

Xulosa qilib aytganda, ikkala xalqda ham "kelin" hurmat, odob va sabr timsoli hisoblanishi bilan birga, har ikki xalqda ham uning qadriyatlarini, urf-odatlarini davom ettiruvchi ijtimoyi shaxs sifatida qaraladi.

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COMPARATIVE ANALYSIS OF IDIOMS
(in example of English & Uzbek languages)

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Abstract. All languages have idioms and are full of them. In each language native speakers tend to use idiomatic expressions because there are some stuations or words that is mostly explained in figurative meaning to understand each other adequately. However, it is the natural phenomena that non-native speakers face challenges while learning language because they cannot even imagine what the idiomatic expression is mainly based on. Also, while reading the article, it will be interpreted with examples from English and Uzbek literature.

Keywords: language, idiom, Uzbek equivalent, meaning, stylistics, comparative note, phraseology, researchers, example

Introduction

Modern linguistic approaches interpret the phenomenon of phraseology not only as a tool with a communicative function, but also as a factor organizing cognitive activity.In linguistics, idioms are an important part of every language. Research shows that within the framework of global linguistics, the concept of an idiom is an important methodological category in determining social status, functional load, level of distribution, etc. This article examines the linguistic essence of the idiom phenomenon, its components, social and cognitive functions, as well as the results of research related to modern global processes.Language is the most important part of the culture of every nation, and its richness of words and expressive forms are reflected in the various linguistic units in speech. English idioms are one such linguistic unit, which are expressions that have a figurative and cultural meaning, different from their literal translation.

Currently, Uzbek issues of phraseology are also reflected in the research of M.E. Umarkho'jayev, Kh. Dadabovyev, I.Kh. Sadikova, S.Kh. Nurmatova, O. Tursunova, P.P. Nishonov, O.S. Ahmedov, H.V. Mirzakhmedova, and S.T. Mustafayeva. A.A. Nasirov noted that the function of phraseologisms in each language is to study the correct and portable meanings of expressions and word combinations, which make the language beautiful and colorful[1]. T. Mirzayev — paid great attention to the classification of phraseological units in the Uzbek language. A. Madvaliyev — deeply analyzed the semantic and stylistic characteristics of phraseological units[2]. N. Mahmudov — conducted research on the role of phraseological units in language and culture[3].

On the other hand, the first scholars to deal with idioms in the framework of TG were Jerrold J. Katz and Paul M. Postal (1963). Two very novel proposals they made were (1) the division of the lexicon into two parts, namely the lexical part and the phraseme-idiom part, and (2) the criterion of non-compositionality. This is perhaps what we take for granted today. [1] Pike’s linguistic theory of cultural factors In fact, idiomatic expressions reflect the culture of the peoples concerned [2]. In 1925, Logan P. Smith published his book "Words and Idioms." Recalling the idea of F. de Saussure, Robert's "language" is a psychophysical mechanism, a "language" that realizes expression through the dynamic aspect of the word, that is, through "conditional release" [3].

Main part

1. A piece of cake (food product)

Meaning (EN): Something is very easy

Ma'nosi (O'zbek): Nimadir juda oson, hech qanday qiyinchiliklarsiz (Bir bo'lak tort)

Uzbek equivalent: Xamir uchidan qil sug'urganday (Juda oson)

Example (EN): Her life was anything but a piece of cake (Janet Maslin "A piece of cake").

https://www.nytimes.com/2006/02/26/style/a-piece-of-cake.html?smid=url-share

A Piece of Cake: A Memoir https://share.google/rDpZZZTKSW9AufG8t

Misol (O'zbek): Achchiq sho‘rva ichib, ko‘rpaga o‘ralib yotsangiz, chunonam bir terlaysizki,dardingiz xamirdan qil sug‘urganday chiqib ketadi. (S.Ahmad. "Hukm")

2. Spill the beans (food product)

Meaning (EN): To reveal a secret or to expose a secret

Ma'nosi (O'zbek): Sirni fosh qilmoq,kimgadir aytmoq (Loviyalarni to'kib tashlamoq)

Uzbek equivalent: Og'zi bo'shlik qilmoq (Sirni ochib qo‘ymoq)

Example (EN):Spilling the Beans can bring you to tears as it illustrates fairly and proves the value of women and girls is equal to the value of men and boys (Clarissa Dickson Wright "Spilling the Beans").

https://share.google/l0wVf2V1GdiM1i0HP

Spilling The Beans: A Book For the World: Collins, Rodger: 9781957641041: Amazon.com: Books https://share.google/TA0IXODo528kJJHVZ

Misol (O'zbek): Sevargul choy quyib uzatarkan, og‘zi bo‘shlik qilib qo‘yganiga ko‘nglida pushaymon bo‘ldi. (N. Qilichev, "Chig‘iriq")

3. A couch potato (food product)

Meaning (EN): A lazy, inactive person who spends excessive time sitting or lying on a couch, typically watching a lot of television and eating snacks, instead of engaging in physical activity or doing productive things

Ma'nosi (O'zbek): Dangasa, harakatsiz odam, jismoniy faollik yoki samarali mashg'ulotlar o'rniga, odatda ko'p televizor ko'rib, gazaklar yeb, divanda o'tirish yoki yotish bilan ko'p vaqt o'tkazadi.

Uzbek equivalent:Daqqi bo'lib qolgan

Example (EN): I am a couch potato. Oh yeah, it’s true! My favorite place to slouch is on the couch (JORY JOHN AND PETE OSWALD (#1 New York Times Bestselling Team) "The couch potato").

1)I spend all my free time sitting in this exact spot. (16th page)

It makes me wonder . . . what if I don’t always need to be totally comfortable? What if I’m happier when I have a better balance between my gadgets and the world outside?

2)Because it turns out that I’m more than just a couch potato.

I’m an amusing. (64th page) https://share.google/9L1nlyBkTHc540HGm

Misol (O'zbek): Bunday sovuq so‘zlarni juda ko‘p eshitib, daqqi bo‘lib qolgan (S. Abdulla,Mavlono Muqimiy)

4. Cry over spilled milk (food product)

Meaning (EN): To express regret about something that has already happened or cannot be changed

Ma'nosi (O'zbek): Biror ishni qilmasam bo‘lar ekan, deb ruhiy ezilmoq, afsuslanmoq

Uzbek equivalent: Pushaymon yemoq

Example (EN): People might regret their previous value judgments, but there is no use crying over spilled milk (Gene Callahan "Economics for Real People").

Misol(O'zbek): Qudratning o‘zi ham ko‘chib kelishganiga pushaymon yedi (H. Nazir. "So‘nmas chaqmoqlar").

https://share.google/1NVE01S4f0ZCxRM7B 207th page

Comparison

It is necessary to mention that,Idioms often serve as windows into cultural values, historical experiences, and shared knowledge. The cultural specificity of idioms createsadditional challenges for cross-linguistic comparison and translation.

Conclusion

To conclude it must be remembered that there is a view according to which everything in natural languages is idiomatic – based on encoding and decoding, fromphonology through word-formation up to syntax and semantics, including also sayings,proverbs, even literature and culture.

SECTION 2

ENGINEERING SCHOOL – A DEMAND OF THE TIME

ИНТЕГРАЦИЯ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА И РОБОТИЗИРОВАННЫХ СИСТЕМ В МАЛОИНВАЗИВНОЙ ХИРУРГИИ: СОВРЕМЕННЫЕ ИНЖЕНЕРНЫЕ РЕШЕНИЯ И КЛИНИЧЕСКИЕ ПЕРСПЕКТИВЫ.

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Аннотация. (Abstract). В последние годы интеграция искусственного интеллекта (ИИ) и роботизированных технологий становится ключевым направлением развития малоинвазивной хирургии. Данные технологии позволяют существенно повысить точность хирургических вмешательств, минимизировать интраоперационные риски и улучшить клинические исходы лечения пациентов. В работе представлен комплексный анализ современных инженерных решений, включающих алгоритмы машинного и глубокого обучения, системы компьютерного зрения, а также роботизированные хирургические платформы нового поколения. Особое внимание уделено их применению в реальной клинической практике, включая поддержку принятия решений, автоматизацию отдельных этапов операций и улучшение визуализации операционного поля.Рассматриваются клинические преимущества внедрения данных технологий, такие как снижение кровопотери, уменьшение времени операции и госпитализации, а также повышение воспроизводимости результатов. Одновременно обсуждаются ограничения, включая высокую стоимость, сложность внедрения, вопросы безопасности и этические аспекты.

Результаты анализа свидетельствуют о том, что интеграция ИИ и роботизированных систем формирует основу для перехода к персонализированной и высокоточной хирургии будущего.

Ключевые слова: искусственный интеллект, роботизированная хирургия, малоинвазивные технологии, машинное обучение, хирургическая автоматизация, клиническая эффективность.

Введение. (Introduction)

Малоинвазивная хирургия является одним из наиболее значимых достижений современной медицины, обеспечивая минимальное повреждение тканей, сокращение сроков восстановления и снижение частоты осложнений по сравнению с традиционными открытыми операциями. Однако, несмотря на очевидные преимущества, данный подход имеет ряд ограничений, связанных с техническими особенностями лапароскопических инструментов, ограниченной степенью свободы движений и зависимостью от опыта хирурга. С развитием цифровых технологий и вычислительной мощности произошёл качественный скачок в области интеграции искусственного интеллекта в медицинскую практику. Алгоритмы машинного обучения, особенно глубокие нейронные сети, позволяют анализировать большие объёмы медицинских данных, включая изображения, видеопотоки и клинические показатели, с высокой степенью точности. Параллельно развивается роботизированная хирургия, предоставляющая хирургу расширенные возможности управления инструментами, включая многоплановую свободу движений, устранение тремора и улучшенную эргономику. Ведущие роботизированные системы активно интегрируются с интеллектуальными алгоритмами, создавая гибридные платформы нового поколения. Таким образом, возникает новая парадигма хирургии, в которой человек и интеллектуальная система работают в тесной связке, обеспечивая максимальную эффективность и безопасность вмешательства.

Цель настоящего исследования - анализ современных инженерных решений, применяемых в интеграции ИИ и роботизированных систем в малоинвазивной хирургии, а также оценка их клинических перспектив и ограничений.

Результаты и обсуждение. (Results and Discussion)

1. Инженерные основы интеграции ИИ в хирургии

Современные системы ИИ в хирургии основаны на алгоритмах машинного обучения, включающих:

а) контролируемое обучение (supervised learning),

b) неконтролируемое обучение (unsupervised learning),

c) обучение с подкреплением (reinforcement learning).

Особое значение имеют сверточные нейронные сети (CNN), которые используются для анализа медицинских изображений и видео в реальном времени. Они позволяют выполнять такие задачи, как:

a) сегментация анатомических структур;

b) обнаружение патологических изменений;

c) отслеживание хирургических инструментов;

d) оценка качества выполнения манипуляций.

Интеграция ИИ в хирургические системы позволяет формировать интеллектуальные ассистирующие модули, которые помогают хирургу принимать решения в режиме реального времени.

2. Роботизированные хирургические системы

Современные роботизированные платформы представляют собой сложные мехатронные системы, включающие:

a) высокоточные манипуляторы;

b) системы обратной связи (haptic feedback);

c) интегрированные камеры высокого разрешения;

d) интерфейсы управления для хирурга.

Роботизированные системы позволяют:

a) выполнять операции с высокой степенью точности;

b) минимизировать влияние человеческого фактора;

c) обеспечить доступ к труднодоступным анатомическим зонам;

d) проводить операции с минимальной инвазивностью.

Интеграция с ИИ позволяет дополнительно автоматизировать отдельные этапы операций, включая позиционирование инструментов и навигацию.

3. Клинические преимущества применения ИИ и роботизированных систем

Клинические исследования показывают, что внедрение интеллектуальных и роботизированных технологий приводит к следующим результатам:

a) снижение интраоперационной кровопотери;

b) уменьшение длительности хирургических вмешательств;

c) снижение частоты послеоперационных осложнений;

d) сокращение сроков госпитализации;

e) улучшение косметических и функциональных результатов.

Кроме того, наблюдается повышение точности выполнения сложных хирургических задач, особенно в онкологии, урологии, гинекологии и кардиохирургии.

4. Использование компьютерного зрения в хирургии

Компьютерное зрение является одним из ключевых направлений ИИ в хирургии. Оно позволяет анализировать видеопоток в режиме реального времени и обеспечивать:

a) автоматическую идентификацию анатомических структур;

b) предупреждение повреждения жизненно важных органов;

c) улучшение ориентации в операционном поле;

d) поддержку навигации.

Алгоритмы глубокого обучения способны распознавать даже минимальные изменения тканей, что особенно важно в онкологических операциях.

5. Персонализация хирургии и предиктивная аналитика

Одним из наиболее перспективных направлений является персонализированная хирургия. На основе анализа больших данных ИИ может:

a) прогнозировать риски осложнений;

b) оценивать индивидуальные особенности пациента;

c) подбирать оптимальную хирургическую тактику;

d) моделировать исход операции.

Это открывает возможности для создания цифровых двойников пациента и проведения виртуального планирования операций.

6. Ограничения и проблемы внедрения

Несмотря на значительные преимущества, существует ряд ограничений:

Технические:

a) необходимость больших объёмов данных для обучения;

b) зависимость от качества данных;

c) ограниченная универсальность алгоритмов.

Экономические:

a) высокая стоимость оборудования;

b) необходимость инфраструктуры и обучения персонала.

Этические и юридические:

a) ответственность за ошибки системы;

b) вопросы конфиденциальности данных;

c) отсутствие чётких международных стандартов.

Кроме того, многие алгоритмы ИИ остаются «непрозрачными», что ограничивает их клиническое принятие.

7. Перспективы развития

Будущее интеграции ИИ и роботизированной хирургии связано с:

a) развитием автономных хирургических систем;

b) внедрением адаптивных алгоритмов обучения;

c) расширением телехирургии;

d) интеграцией с системами дополненной и виртуальной реальности;

e) созданием полностью цифровых операционных.

Ожидается, что в перспективе ИИ будет не только ассистировать, но и частично выполнять хирургические функции под контролем специалиста.

Заключение (Conclusion)

Интеграция искусственного интеллекта и роботизированных систем в малоинвазивной хирургии представляет собой революционное направление, способное трансформировать современную медицинскую практику.

Внедрение данных технологий обеспечивает повышение точности, безопасности и эффективности хирургических вмешательств, а также способствует переходу к персонализированной медицине.

Несмотря на существующие ограничения, дальнейшее развитие алгоритмов, снижение стоимости технологий и совершенствование нормативной базы позволят существенно расширить область их применения.

Таким образом, ИИ и роботизированные системы формируют основу хирургии будущего, где ключевую роль будет играть синергия человека и интеллектуальных технологий.

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ARTIFICIAL INTELLIGENCE-POWERED REAL-TIME UZBEK SIGN LANGUAGE TRANSLATION SYSTEM

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Abstract. The automatic recognition and translation of sign language has become an increasingly vital area within artificial intelligence and computer vision research. The fundamental challenge lies in accurately identifying the complex and diverse hand gestures performed by humans and converting them into meaningful linguistic units. This paper presents an intelligent system capable of recognizing and translating Uzbek sign language in real time. The proposed system monitors hand movements through a standard camera, extracts hand landmarks using the MediaPipe platform, and performs gesture classification through neural networks. Results are delivered to users in both text and audio formats. What distinguishes this approach is its independence from specialized equipment, coupled with its potential for large-scale deployment.

Keywords. Gesture recognition, Uzbek sign language, MediaPipe, real-time system, LLM

Introduction

Sign language constitutes a comprehensive linguistic system of comparable complexity to spoken languages, wherein meaning is conveyed through hand movements, facial expressions, and body posture [1]. Hand movements form its cornerstone: through the coordinated combination of shape, orientation, and motion, signers can transmit complete linguistic information to one another. Automating the computational recognition and translation of sign language remains fraught with significant challenges. Distinguishing between morphologically similar gestures, accounting for individual variation in performance of identical signs, and contending with environmental variables including lighting conditions, background composition, and camera angle all directly influence system accuracy [2]. Early approaches relied on data-glove technology to circumvent these obstacles, yet this solution proved unsuitable for widespread practical application, as it imposed the burden of specialized wearable equipment on users [3]. Research subsequently pivoted toward vision-based systems utilizing ordinary cameras, an approach that offers users natural interaction without demanding auxiliary hardware [5]. The widespread adoption of deep learning methodologies, particularly convolutional neural networks, has substantially expanded the field's capabilities [4]. Nevertheless, the majority of existing research has concentrated on American Sign Language and European sign language variants, leaving Uzbek sign language largely understudied. This oversight is particularly consequential, given that sign language serves as the primary communication medium for deaf and hard-of-hearing individuals throughout Uzbekistan. This work addresses this gap by introducing a real-time Uzbek sign language translation system that leverages MediaPipe-based hand landmark detection [7][8] combined with neural network-driven gesture classification

Related Work

Recent years have witnessed substantial scholarly work in the field of gesture recognition. These investigations encompass diverse methodological approaches, spanning both hardware-based and camera-based systems. Rautaray and Agrawal developed a system employing gesture recognition technology to facilitate human-computer interaction [5]. Operating in real time, their system demonstrates applicability across various computational domains. Haria and colleagues proposed a marker-free gesture recognition model that operates without requiring additional hardware, thereby enhancing practical usability [6]. In a multimodal approach, Ceolini and associates demonstrated that integrating EMG signals with camera data can enhance recognition accuracy, addressing limitations of single-modality systems [3].

Materials and Methods

Data Collection. Data acquisition was conducted using standard RGB camera equipment. Images were captured across varied lighting conditions and backgrounds to ensure robust real-world performance. The involvement of multiple participants in data collection improved the model's generalization capacity across different users and signing styles.

Dataset. The MediaPipe platform identifies 21 key anatomical landmarks on the hand [7][8]. These reference points represent the spatial configuration of hand geometry and position.

For each captured image, the extracted landmark coordinates are vectorized to construct the training dataset. This numerical representation enables the neural network to learn the spatial patterns characteristic of different signs.

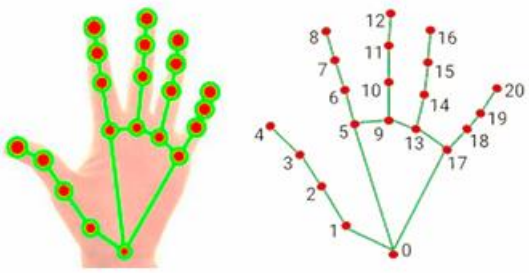

Fig. 1. The 21 hand reference pointsdetectable with MediaPipe framework.

Model Architecture. The proposed system employs a neural network-based model trained to recognize and classify hand gestures. The operational pipeline consists of the following sequential stages:

1. Image acquisition via camera capture
2. Landmark detection through MediaPipe processing
3. Feature vector transmission to the neural network

4. Classification into corresponding gesture classes

5. Output conversion to textual or audio format

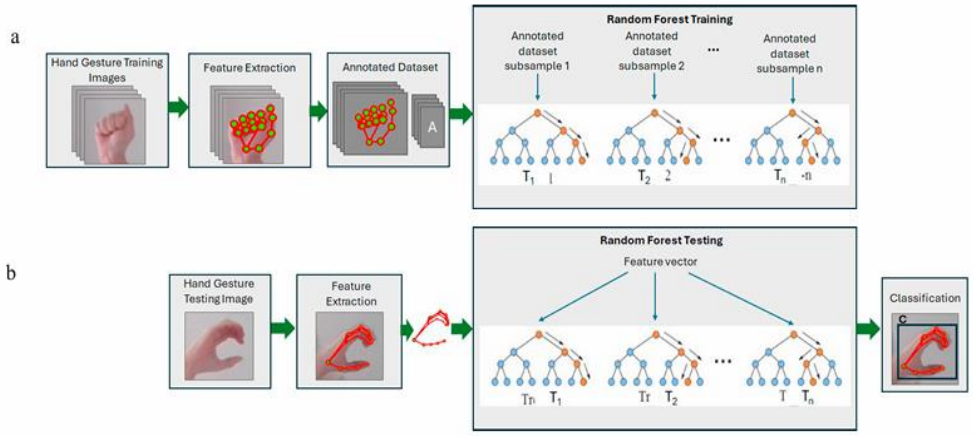

Fig. 3. Model architecture (a) training process; (b) testing process

Results and Discussion

The proposed system underwent comprehensive real-time evaluation. The findings demonstrate that the system achieves high performance in hand gesture recognition tasks. The model achieved classification accuracy in the range of 90–93%. The precision, recall, and F1-score metrics indicate consistent and reliable system performance across varying conditions. However, certain challenges emerged in distinguishing between morphologically similar gestures, suggesting opportunities for future model refinement and improvement.

Performance metrics were calculated as follows:

$$\text{Precision} = \frac{TP}{TP+FP};$$

$$\text{Recall} = \frac{TP}{TP+FN};$$

$$F1 = \frac{2 \times \text{Precision} \times \text{Recall}}{\text{Precision} + \text{Recall}};$$

These results substantiate the system's effectiveness in gesture recognition tasks.

Fig. 4. Hand Gesture prediction results.

Conclusion

This study presents a real-time Uzbek sign language translation system powered by artificial intelligence. The system's principal advantages include its operational independence from specialized hardware and its feasibility for widespread implementation. This technology holds considerable promise as a critical communication tool for individuals with hearing or speech impairments. Future development plans include model enhancement, dataset expansion, and deployment on mobile computing platforms to increase accessibility.

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INFRAQIZIL NURLANISH VA TERMAL TASVIRLASH TEXNOLOGIYALARINING FIZIK ASOSLARI VA AMALIY QO‘LLANILISHI

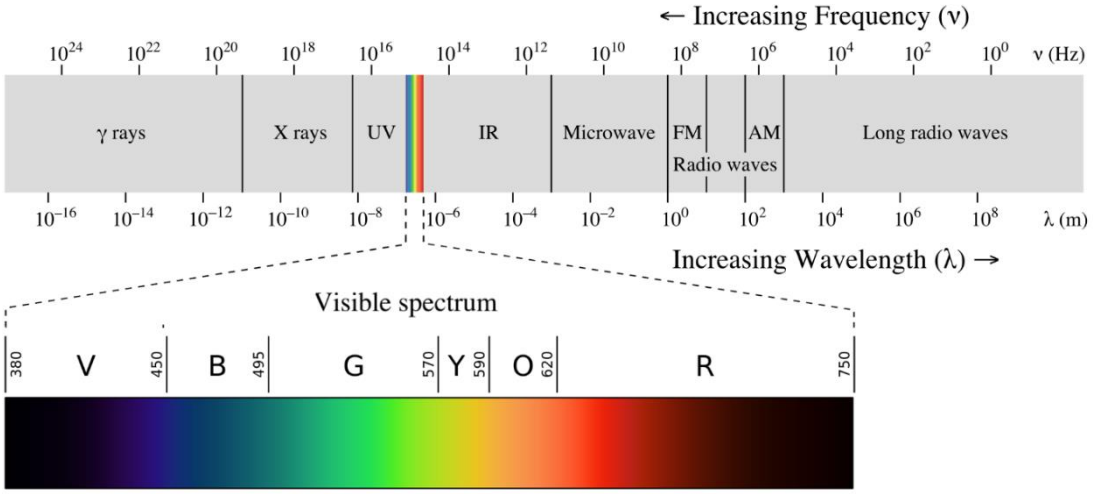
Yulbarsov Dilmurod Zokirjon o’g’li
Andijon davlat texnika insitituti

Annotatsiya. Ushbu tezisda infraqizil nurlanishning fizik mohiyati, qora jism nurlanishining asosiy qonunlari (Plank, Vinn, Stefan-Boltsmann) va termal tasvirlash texnologiyalarining ish prinsiplari qisqa, aniq va tizimli tarzda yoritilgan. LWIR va MWIR diapazonlari, sovutilmagan va sovutilgan detektorlarning afzallik-kamchiliklari solishtirilgan. Texnologiyalarning tibbiyot, sanoat monitoringi, energiya tejash va xavfsizlik sohalaridagi amaliy qo‘llanilishi misollar bilan ko‘rsatilgan. Tezis O‘zbekiston sharoitida ushbu texnologiyalarni joriy etish imkoniyatlarini baholaydi va ularning iqtisodiy samaradorligini ta’kidlaydi.

Kalit so‘zlar: infraqizil nurlanish, termal tasvirlash, qora jism nurlanishi, Plank qonuni, Vinn siljish qonuni, LWIR, MWIR, mikrobolometr, termografiya.

Kirish. Infraqizil nurlanish elektromagnit spektrning ko‘rinadigan yorug‘lik (400–700 nm) va mikroto‘lqinlar orasidagi qismidir. U yaqin infraqizil (NIR: 0,7–1,4 mkm), qisqa to‘lqinli (SWIR: 1,4–3 mkm), o‘rta to‘lqinli (MWIR: 3–5 mkm) va uzoq to‘lqinli (LWIR: 8–14 mkm) diapazonlarga bo‘linadi. Har qanday mutlaq noldan yuqori haroratdagi jism infraqizil nurlantiradi, bu termal energiyaning elektromagnit shaklidir. Ushbu nurlanish 1800-yilda ingliz olimi Uilyam Gershel tomonidan quyosh spektrini prizma orqali o‘tkazib, termometr bilan o‘lchaganida kashf etilgan: ko‘rinadigan qizil yorug‘likdan tashqarida harorat yuqori bo‘lgan.

Termal tasvirlash (termografiya) – ob’yektlarning infraqizil nurlanishini detektorlar yordamida qabul qilib, harorat taqsimotini rangli yoki kulrang tonli tasvirga aylantirish jarayonidir. Issiq joylar odatda sariq-qizil, sovuq joylar ko‘k-binafsha rangda ko‘rsatiladi. Bu texnologiya passiv bo‘lib, tashqi yoritish talab etmaydi – faqat ob’yektning o‘z nurlanishi yetarli.



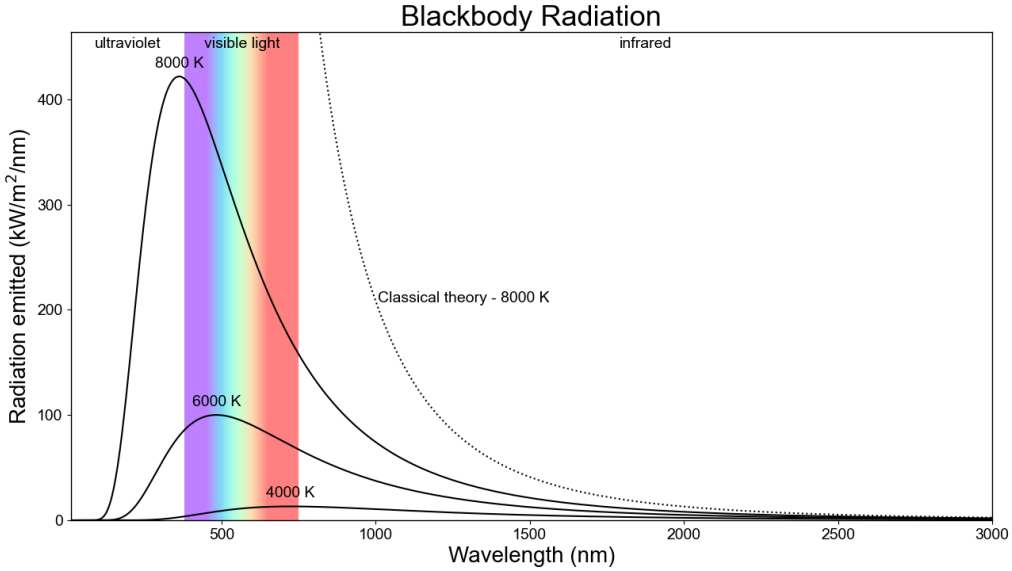
1-rasm. Elektromagnit spektr va infraqizil nurlanish joylashuvi. Ko‘rinadigan yorug‘likdan keyin NIR, MWIR (3–5 μm) va LWIR (8–14 μm) diapazonlari keladi. Termal tasvirlash asosan atmosfera oynalarida (LWIR va MWIR) amalga oshiriladi.

Dissertatsiyaning maqsadi: infraqizil nurlanish va termal tasvirlashning fizik asoslarini chuqur o‘rganish, texnologiyalarni solishtirish va O‘zbekistonda (masalan, energiya auditida va sanoatda) qo‘llash imkoniyatlarini baholash. Vazifalar: nazariy qonunlarni tahlil qilish, detektor turlarini o‘rganish, atmosfera ta’sirini hisobga olgan holda diapazonlarni solishtirish, amaliy misollarni keltirish.

Nazariy asoslar

Infraqizil nurlanishning fizik asosi qora jism (ideal absorber va emitter) modeliga asoslanadi. Qora jism har qanday to‘lqin uzunlikdagi nurlanishni to‘liq yutadi va haroratga bog‘liq holda nurlantiradi.

Plank qonuni spektral nurlanish zichligini quyidagi formula bilan tavsiflaydi: B(λ,T)=2hc2λ5·1ehc/λkT−1 B(\lambda, T) = \frac{2hc^2}{\lambda^5} \cdot \frac{1}{e^{hc/\lambda kT}



- 1} B(λ,T)=λ52hc2·ehc/λkT−11 Bu yerda h – Plank doimiysi, c – yorug‘lik tezligi, k – Boltsmann doimiysi, λ – to‘lqin uzunligi, T – harorat (Kelvin). Formula shuni ko‘rsatadiki, harorat oshishi bilan nurlanish zichligi ortadi va maksimum qisqaroq to‘lqinlarga siljiydi.

2- rasm. Plank qonuni bo‘yicha qora jism nurlanish egri chiziqlari. Turli haroratlarda (4000–8000 K) spektral zichlik ko‘rsatilgan. Xona haroratida maksimum LWIR diapazonida.

Vinn siljish qonuni maksimal nurlanish to‘lqin uzunligini aniqlaydi: λma·T=2898 μm·K \lambda_{\max} \cdot T = 2898 \, \mu m \cdot K λmaxT=2898μm·K Masalan, xona harorati (300 K) da λ_max ≈ 9,7 mkm – bu LWIR diapazonining o‘rtasi. Quyosh yuzasi (6000 K) da esa maksimum ko‘rinadigan yorug‘likka to‘g‘ri keladi.

Stefan-Boltsmann qonuni umumiy nurlanish quvvatini beradi: P=εσT4A P = \varepsilon \sigma T^4 A P=εσT4A (ε – emissivlik koeffitsienti, σ – Stefan-Boltsmann doimiysi, A – yuza maydoni). Real jismlar uchun ε < 1, lekin inson tanasi va ko‘pchilik materiallar uchun ε ≈ 0,95–0,98.

Atmosfera ta’siri muhim: suv bug‘i va CO_2 ba’zi diapazonlarni yutadi, shuning uchun MWIR (3–5 mkm) va LWIR (8–14 mkm) “atmosfera oynalari” deb ataladi – bu yerda nurlanish yaxshi o‘tadi.

Termal tasvirlash texnologiyalari

Termal kameralar infraqizil nurlanishni aniqlab, elektron signalga aylantiradi va tasvir hosil qiladi. Asosiy turlari:

Sovutilmagan (uncooled) detektorlar: Mikrobolometrlar (vanadiy oksidi yoki amorf kremniy asosida). Harorat o‘zgarishi detektor qarshiligini o‘zgartiradi. Afzalliklari: arzon (bir necha yuz dollar), quvvat sarfi kam, ixcham, uzoq umr. Kamchiliklari: sezuvchanligi 50–100 mK. Asosan LWIR diapazonida ishlaydi. Zamonaviy matritsalar 640x480 yoki 1280x1024 pikselga ega.

3-

rasm.sovutilmaydigan FLIR T 865 camerasi

Sovutilgan (cooled) detektorlar: Indiy antimonid (InSb) yoki merkuri-kadmiy-tellurid (HgCdTe). Kriokulerlar bilan –200°C gacha sovutiladi. Afzalliklari: yuqori sezuvchanlik (10–20 mK), tez javob berish, uzoq masofalarda ishlaydi. Kamchiliklari: qimmat (o‘n minglab dollar), og‘ir, muntazam texnik xizmat talab qiladi. Asosan MWIR diapazonida.

4-rasm.sovutiladigan FLIR A6780 camerasi

Solishtirma: LWIR tutun, chang va qorong‘uda yaxshi ishlaydi, ambient haroratni (inson, binolar) aniqlash uchun ideal. MWIR nam va tumanli muhitda (dengiz, tropik iqlim) ustun, issiq nishonlarni (dvigatel, raketa) uzoqdan ko‘radi.

Tasvir hosil qilish: Detektor nurlanishni qabul qiladi, signal protsessor orqali rang palitrasiga aylantiriladi (masalan, “ironbow” yoki “rainbow” palitralari). Zamonaviy kameralar AI bilan anomaliyalarni avtomatik aniqlaydi.

Amaliy qo‘llanilishi va natijalar

Tibbiyot: Yallig‘lanish, qon aylanish buzilishlari va o‘smalarni aniqlash. Masalan, inson tanasida issiq joylar (yallig‘langan bo‘g‘imlar) aniq ko‘rinadi, sovuq joylar (qon yetishmovchiligi) farqlanadi.

Sanoat: Elektr jihozlarining qizib ketishini, quvurlar issiqlik yo‘qotishini monitoring qilish. Natijada, nosozliklarni oldindan aniqlab, 30–50% tejamkorlikka erishiladi.

Energiya tejash: Binolar devor, deraza va tomdan issiqlik oqishini aniqlash. O‘zbekistonda qishki mavsumda bu juda muhim – issiqlik yo‘qotishini 20–40% kamaytirish mumkin.

Harbiy va xavfsizlik: Tungi kuzatuv, perimeter nazorati, qutqaruv ishlari. Termal tasvir tuman yoki tutunda oddiy kameradan ustun.

Natijalar: 2025-yilga kelib LWIR bozori 70% ulushga ega, chunki narx pasaymoqda (smartfonlarga integratsiya, masalan, FLIR One). MWIR maxsus vazifalar uchun qoladi.

Xulosa

Infraqizil nurlanish va termal tasvirlash fizikaning termodinamika va kvant mexanikasi asosida rivojlangan. Kelajakda AI, yuqori ruxsatli sensorlar va arzonlashuv bilan texnologiya yanada keng tarqaladi. O‘zbekistonda energiya tejash, sanoat va tibbiyotda joriy etish tavsiya etiladi – bu iqtisodiy samara va xavfsizlikni oshiradi.

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TARMOQ MONITORINGI ASOSIDA G‘AYRITABIIY TRAFIKNI ERTA ANIQLASH: VMWARE VIRTUAL LABORATORIYA MUHITI MISOLIDA

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Annotatsiya. Ushbu tezisda virtual laboratoriya muhiti asosida tarmoq monitoringini tashkil etish va g‘ayritabiiy trafikni erta aniqlashning amaliy ahamiyati yoritiladi. Tadqiqot VMware platformasida qurilgan stendda amalga oshirildi. Stend tarkibiga bitta Ubuntu Server, ikkita Windows 10 foydalanuvchi tuguni hamda nazorat qilinadigan sinovlar uchun bitta Kali Linux tuguni kiritildi. Ubuntu Server markaziy xizmat va monitoring nuqtasi sifatida ishlatildi, Windows 10 tugunlari odatiy foydalanuvchi faolligini shakllantirdi, Kali Linux esa ruxsat etilgan test ssenariylari asosida g‘ayritabiiy trafikni modellashtirish uchun qo‘llandi. Tadqiqot davomida normal trafik holati, portlar faolligi, ulanishlar soni, takroriy so‘rovlar va log yozuvlaridagi o‘zgarishlar tahlil qilindi. Natijalar shuni ko‘rsatdiki, monitoring vositalari yordamida tarmoqdagi noodatiy faollik, ortiqcha yuklama va shubhali ulanish urinishlarini dastlabki bosqichda aniqlash mumkin. Taklif etilgan yondashuv tarmoq administratoriga hodisalarni tezroq baholash, nosozlik va xavfsizlik muammolarini o‘z vaqtida ajratish hamda tarmoqning barqaror ishlashini ta’minlashga yordam beradi.

Kalit so‘zlar: tarmoq monitoringi, virtual laboratoriya, VMware, Ubuntu Server, Windows 10, Kali Linux, log tahlili, g‘ayritabiiy trafik, tahdidlarni aniqlash.

Kirish

Zamonaviy axborot infratuzilmasida tarmoqning uzluksiz va xavfsiz ishlashi tashkilot faoliyatining muhim shartlaridan biri hisoblanadi. Tarmoqda yuzaga keladigan nosozliklar, ortiqcha yuklama, ruxsatsiz ulanishlar yoki g‘ayritabiiy trafik oqimlari dastlab kichik belgi sifatida namoyon bo‘ladi. Shu sababli

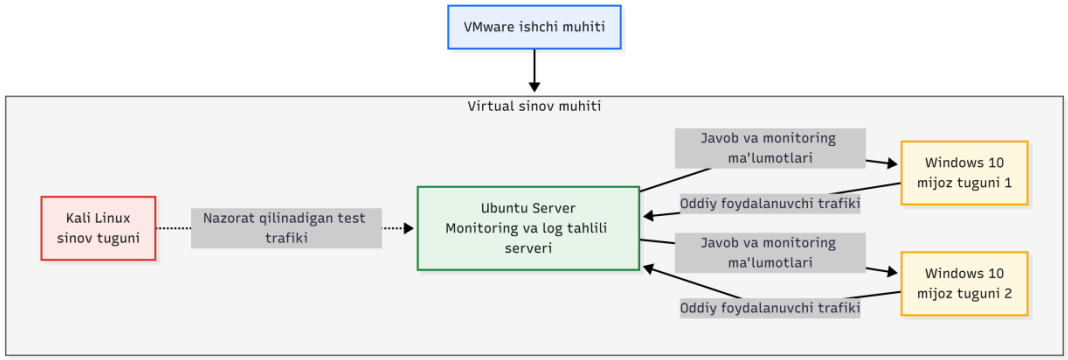
uzluksiz monitoring tarmoq holatini doimiy kuzatish, xavf va zaifliklarni o‘z vaqtida sezish hamda boshqaruv qarorlarini tez qabul qilishda muhim o‘rin tutadi [1]. Kiberxavfsizlik bo‘yicha zamonaviy yondashuvlarda ham aniqlash bosqichi alohida ajratilib, hodisalarni erta topish va tahlil qilish zarurligi ta’kidlanadi [2].

Tarmoq va tizim administratorining asosiy vazifalaridan biri normal ish holatini buzadigan omillarni imkon qadar erta bosqichda aniqlashdan iborat. Bunda monitoring faqat trafik hajmini ko‘rish bilan cheklanmaydi. U portlar faolligi, ulanishlar xarakteri, log yozuvlari, takroriy so‘rovlar va xizmatlar yuklanishidagi o‘zgarishlarni kuzatish imkonini beradi. Ayniqsa virtual laboratoriya muhitida bunday holatlarni modellashtirish tarmoq xavfsizligi bo‘yicha amaliy ko‘nikmalarni shakllantirish uchun qulay sharoit yaratadi.

Mazkur tezisning maqsadi VMware asosida tashkil etilgan virtual laboratoriya muhitida tarmoq monitoringini yo‘lga qo‘yish, normal va g‘ayritabiiy trafik holatlarini solishtirish hamda monitoring natijalarining administrator uchun amaliy ahamiyatini ko‘rsatishdan iborat.

Tadqiqot metodlari

Tadqiqot uchun VMware platformasida virtual laboratoriya stendi tashkil etildi. Stend tarkibiga bitta Ubuntu Server, ikkita Windows 10 foydalanuvchi mashinasi va bitta Kali Linux test tuguni kiritildi. Ubuntu Server markaziy tugun sifatida xizmat ko‘rsatish va monitoring ma’lumotlarini yig‘ish vazifasini bajardi. Windows 10 mijoz mashinalari orqali normal foydalanuvchi faolligi, jumladan tarmoqqa ulanish, xizmatlarga murojaat va odatiy trafik almashinuvi modellashtirildi. Kali Linux esa faqat nazorat qilinadigan test ssenariylari asosida g‘ayritabiiy trafik va shubhali faollik belgilarini hosil qilish uchun qo‘llanildi.



1-rasm. VMware platformasida tashkil etilgan virtual laboratoriya muhiti: Ubuntu Server monitoring markazi sifatida, Windows 10 tugunlari foydalanuvchi qurilmalari sifatida va Kali Linux nazorat qilinadigan test tuguni sifatida ishlatilgan.

Virtual stenddagi har bir tugunning vazifasi, operatsion tizimi va tarmoqdagi roli alohida belgilandi. Kuzatuv jarayonida tarmoqning odatiy ish rejimi uchun bazaviy holat shakllantirildi. So‘ngra test tuguni yordamida g‘ayritabiiy trafik ssenariylari yaratildi. Kuzatilgan asosiy ko‘rsatkichlar sifatida ulanishlar soni, portlar bo‘yicha faollik, qayta-qayta yuborilgan so‘rovlar, log yozuvlaridagi o‘zgarishlar va trafik yuklamasining keskin almashishi olindi. Loglarni tahlil qilish va hodisalarni qayd etish monitoringning muhim qismi hisoblanadi [3], shuningdek bunday sinov muhitida aniqlash tizimlari va ogohlantirish yondashuvlarini baholash amaliy jihatdan foydali hisoblanadi [4].

1-jadval

Virtual laboratoriya stendi komponentlari va ularning vazifalari

T/r	Tugun nomi	Operatsion tizim	Vazifasi	Kuzatilgan trafik turi
1	Server	Ubuntu Server	Markaziy xizmat va monitoring tuguni	Server loglari, ulanishlar, port faolligi

2	Client-1	Windows 10	Oddiy foydalanuvchi faolligini hosil qilish	Mijoz trafiklari
3	Client-2	Windows 10	Oddiy foydalanuvchi faolligini hosil qilish	Mijoz trafiklari
4	Test tuguni	Kali Linux	Nazorat qilinadigan test ssenariylarini yaratish	G‘ayritabiiy trafik belgilari

Natijalar

Tajribalar davomida normal ish rejimida Windows 10 mijoz mashinalaridan kelayotgan trafik nisbatan barqaror va kutilgan diapazonda kuzatildi. Ushbu holatda tarmoqdagi ulanishlar soni me’yoriy darajada bo‘lib, log yozuvlarida keskin og‘ishlar qayd etilmadi. Server bilan mijozlar o‘rtasidagi almashinuv muntazam xarakterga ega bo‘ldi va tarmoq faoliyatida shubhali port faolligi sezilmadi.

Nazorat qilinadigan test ssenariylari ishga tushirilganda esa vaziyat o‘zgardi. Kali Linux tugunidan yuborilgan sinov trafiklari paytida qisqa vaqt oralig‘ida bir nechta portlar bo‘yicha faollik oshgani, takroriy ulanish urinishlari paydo bo‘lgani va log yozuvlarida noodatiy hodisalar ko‘paygani kuzatildi. Ayrim holatlarda trafikning keskin ko‘tarilishi, odatiy fon bilan taqqoslaganda, monitoring tizimi orqali tez ajratib olindi. Bu holat monitoringning faqat tarmoq yuklamasini ko‘rsatib qolmasdan, balki shubhali faollikni administrator e’tiboriga tez yetkazish imkoniyatini ham namoyon etdi.

2-jadval

Normal va g‘ayritabiiy trafik holatlarining solishtirma natijalari

Ssenariy	**Kuzatilgan holat**	**Asosiy belgi**	**Monitoring xulosasi**
Normal ish rejimi	Windows 10 foydalanuvchi tugunlaridan odatiy ulanishlar amalga oshirildi	Ulanishlar barqaror, loglarda keskin o‘zgarish kuzatilmadi	Tarmoq normal ishlamoqda
Server bilan odatiy almashinuv	Mijoz-server o‘rtasida me’yoriy trafik kuzatildi	Faol portlar soni odatiy diapazonda bo‘ldi	Shubhali holat aniqlanmadi

Nazorat qilinadigan test ssenariysi	Kali Linux tugunidan sinov trafiklari yuborildi	Takroriy ulanishlar va port faolligi oshdi	G‘ayritabiiy trafik belgilari aniqlandi
Yuklama oshirilgan holat	Qisqa vaqt ichida tarmoq trafigi ko‘paydi	Log yozuvlari va ulanishlar soni ortdi	Qo‘shimcha kuzatuv va ogohlantirish zarur

Natijalar shuni ko‘rsatdiki, virtual laboratoriya muhitida ham tarmoq monitoringi vositalari yordamida normal va g‘ayritabiiy holatlar orasidagi farqni aniq kuzatish mumkin. Ayniqsa portlar faolligi, takroriy ulanishlar va log yozuvlaridagi o‘zgarishlar administrator uchun tezkor indikator vazifasini bajaradi. Bu esa monitoring tizimining amaliy ahamiyatini tasdiqlaydi.

Muhokama

Olingan natijalar tarmoq monitoringining administrator faoliyatidagi real foydasini ko‘rsatdi. Monitoring nafaqat hodisa yuz berganidan keyin, balki uning dastlabki belgilarini payqashda ham muhim vosita bo‘lib xizmat qiladi. Virtual laboratoriya muhitida shakllantirilgan model tarmoq xavfsizligini o‘rganish va boshqaruv qarorlarini sinab ko‘rish uchun qulay bo‘ldi. Ayniqsa markaziy server, foydalanuvchi tugunlari va nazorat qilinadigan test tugunidan iborat arxitektura tarmoqdagi turli holatlarni solishtirma ravishda ko‘rish imkonini berdi.

Shu bilan birga, tadqiqotning ayrim cheklovlari ham mavjud. Birinchidan, tajriba kichik hajmli virtual stendda o‘tkazildi, shuning uchun yirik korporativ tarmoqlardagi barcha murakkab holatlarni to‘liq aks ettirmaydi. Ikkinchidan, natijalar ko‘proq laboratoriya sharoitidagi ssenariylarga tayangan. Kelgusida bunday stendga qo‘shimcha tugunlar, ko‘proq xizmatlar va avtomatik ogohlantirish mexanizmlarini qo‘shish monitoringning aniqligi va amaliy qiymatini yanada oshirishi mumkin. Uzluksiz monitoring, log tahlili va aniqlash mexanizmlarini birgalikda qo‘llash amaliy xavfsizlik boshqaruvi uchun tavsiya etiladi [1], [3], [4].

Xulosa

Xulosa qilib aytganda, VMware asosida tashkil etilgan virtual laboratoriya muhitida tarmoq monitoringini yo‘lga qo‘yish g‘ayritabiiy trafikni erta aniqlashda samarali yondashuv ekanligi aniqlandi. Ubuntu Server, Windows 10 mijoz mashinalari va Kali Linux test tugunidan iborat arxitektura normal va shubhali holatlarni taqqoslash uchun yetarli amaliy asos yaratdi. Monitoring jarayonida portlar faolligi, ulanishlar soni va log yozuvlaridagi o‘zgarishlar asosiy indikator sifatida namoyon bo‘ldi. Ushbu yondashuv tarmoq va tizim administratorlari uchun amaliy tajriba, tezkor tahlil va xavfsizlik hodisalarini boshqarishda foydali hisoblanadi.

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THE IMPACT OF SOCIAL MEDIA ON MODERN SOCIETY

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Annotatsiya. Mazkur maqolada ijtimoiy tarmoqlarning zamonaviy jamiyatga ta'siri ilmiy jihatdan tahlil qilinadi. Ijtimoiy tarmoqlarning muloqot jarayonlariga, ta'lim tizimiga va axborot almashinuviga ta'siri yoritiladi. Shuningdek, ijtimoiy tarmoqlardan foydalanish bilan bog'liq muammolar, jumladan ruhiy salomatlikka salbiy ta'siri, yolg'on axborotlarning tarqalishi va shaxsiy ma'lumotlar xavfsizligi masalalari ko'rib chiqiladi.

Kalit so'zlar: ijtimoiy tarmoqlar, jamiyat, muloqot, ta'lim, axborot,
raqamli madaniyat

Abstract. Social media has become an essential part of modern life, influencing the way individuals communicate, learn, and interact with society. Over the past two decades, social networking platforms have transformed information sharing, social relationships, and public discourse. This article examines the positive and negative impacts of social media on modern society, focusing on communication, education, mental health, misinformation, and privacy issues.

Keywords: social media, communication, mental health, misinformation, education, digital society

Introduction

The rapid development of digital technology has led to the widespread use of social media platforms across the world. Social media refers to online tools that allow users to create, share, and exchange information in virtual communities. Today, billions of people use social networking sites daily for communication, entertainment, education, and professional purposes. As a result, social media has become a powerful force shaping modern society.

Although social media offers numerous benefits, such as instant communication and access to information, it also raises concerns related to mental health, privacy, and the reliability of online content. This article aims to analyze both the advantages and disadvantages of social media and to evaluate its overall impact on modern society.

The Role of Social Media in Communication

One of the most important contributions of social media is its ability to improve communication. Social networking platforms enable users to communicate instantly regardless of geographical distance. This has strengthened relationships between family members, friends, and international communities. Social media also allows individuals to express opinions, share experiences, and participate in public discussions.

Furthermore, social media has created new forms of communication, such as online communities and digital activism. People with shared interests or concerns can easily connect and organize activities. As a result, social media has increased public participation in social and political life.

Social Media and Education

Social media has also had a significant impact on education. Many students and educators use social networking platforms to share academic materials, discuss topics, and collaborate on projects. Educational videos, online courses, and digital resources are widely available, making learning more accessible and flexible.

In addition, social media encourages independent learning and critical thinking. Students can access diverse perspectives and information sources beyond traditional textbooks. However, excessive use of social media may distract students from academic responsibilities, highlighting the need for balanced and purposeful use.

Effects on Mental Health

Despite its benefits, social media has been linked to various mental health issues. Continuous exposure to idealized images and lifestyles can lead to low self-esteem, anxiety, and depression. Many users compare themselves to others online, which can create unrealistic expectations and emotional pressure.

Moreover, excessive use of social media can result in addiction and reduced face-to-face interaction. This may weaken social skills and increase feelings of loneliness. Therefore, it is essential for users to manage their screen time and develop healthy online habits.

Misinformation and Privacy Concerns

Another major challenge associated with social media is the spread of misinformation. False news and misleading content can be shared rapidly, influencing public opinion and creating social tension. The lack of content verification makes it difficult for users to distinguish reliable information from false sources.

Privacy is also a serious concern. Social media platforms collect large amounts of personal data, which may be misused or exposed through data breaches. Additionally, cyberbullying and online harassment remain significant problems, particularly among young users.

Conclusion

In conclusion, social media plays a crucial role in modern society by enhancing communication, supporting education, and increasing access to information. However, it also presents serious challenges related to mental health, misinformation, and privacy. To maximize the benefits of social media, users must develop digital literacy and responsible online behavior. At the same time, governments and technology companies should work together to create safer and more transparent digital environments. When used wisely, social media can continue to be a valuable tool for social development.

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DEVELOPING STUDENTS' MENTAL ARITHMETIC SKILLS IN THE CONTEXT OF INTERDISCIPLINARY INTEGRATION

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Annotation: This article examines the development of students' mental arithmetic skills in the context of interdisciplinary integration, emphasizing the importance of connecting mathematics with other subjects to strengthen knowledge and improve the speed and accuracy of calculations. It highlights the role of mental arithmetic in developing logical thinking, attention, and problem-solving abilities, while also discussing effective teaching methods such as interactive techniques, game-based learning, problem-based tasks, and the use of real-life examples. These approaches increase students' motivation, encourage active participation, and make lessons more engaging, ultimately helping to organize the learning process more effectively and supporting students in developing strong and practical mathematical skills.

Keywords: interdisciplinary integration, mental arithmetic, students, mathematical skills, logical thinking, problem-solving, interactive methods, game-based learning, real-life examples, educational process

Interdisciplinary integration is a modern and effective approach in education that combines knowledge from different subjects into a cohesive learning process. This method allows students to see connections between disciplines and apply their knowledge in real-life situations. One of the key areas where interdisciplinary integration is particularly beneficial is in the development of mental arithmetic skills. Mental arithmetic involves the ability to calculate quickly and accurately in one's mind, without relying on written methods or calculators. Developing this skill is crucial not only for mathematics but also for enhancing logical thinking, attention, memory, and problem-solving abilities.

The integration of mathematics with language subjects is one of the most effective ways to develop oral calculation skills. When students are encouraged to explain solutions orally, create number-based stories, or describe mathematical problems in their own words, they practice both speaking and calculating simultaneously. This dual practice helps strengthen their understanding of mathematical concepts and improves their ability to perform calculations mentally. Oral discussions, storytelling with numbers, and mathematical dialogues in the classroom increase engagement and allow students to internalize concepts more deeply.

Integrating mathematics with natural sciences provides practical contexts for mental arithmetic. For example, students can calculate the growth of plants, the number of animals in a habitat, or changes in

temperature over time. These exercises help students understand that mathematics is not an abstract subject but a practical tool for interpreting and analyzing real-world phenomena. By connecting numbers to tangible observations, students develop a stronger grasp of both scientific concepts and arithmetic operations. This also promotes critical thinking, as students need to analyze data, estimate results, and draw conclusions using mental calculations.

The connection between mathematics and technology or craft lessons further enhances practical mental arithmetic skills. Measuring materials, counting components, estimating lengths or weights, and comparing sizes require students to perform calculations mentally. These tasks demonstrate how mathematics is used in everyday life and reinforce students' ability to make quick and accurate decisions without relying on paper or digital tools. Craft activities, construction projects, and small experiments provide opportunities for hands-on learning where mental calculation is applied directly.

Physical education is another area where interdisciplinary integration can support mental arithmetic development. Active games that involve counting steps, keeping scores, measuring distances, or tracking time encourage students to calculate mentally while being physically engaged. Such activities not only make learning enjoyable but also train the brain to perform calculations under dynamic and sometimes challenging conditions. This combination of movement and mental work improves focus, memory, and cognitive flexibility.

To enhance mental arithmetic effectively, teachers should employ a variety of modern teaching methods. Rapid question-and-answer sessions, sometimes called "flash calculations," stimulate quick thinking and reinforce speed and accuracy. Game-based learning introduces an element of competition and fun, motivating students to practice more. Problem-based learning tasks, where students are asked to solve real-life or complex problems mentally, encourage independent thinking and the application of knowledge. Group work and collaborative problem-solving allow students to learn from one another, share strategies, and develop communication skills alongside arithmetic proficiency.

The use of real-life examples is particularly important in interdisciplinary learning. Tasks related to everyday activities such as shopping, managing time, budgeting, or dividing resources provide meaningful contexts for mental arithmetic. Students not only calculate numbers but also understand the practical consequences of their calculations. This makes learning relevant and helps students transfer classroom skills to daily life situations, fostering independence and confidence in their abilities.

Moreover, regular practice in various integrated contexts strengthens the cognitive processes necessary for mental arithmetic. It develops logical reasoning, memory retention, and the ability to approach problems systematically. Students learn to break down complex problems into smaller steps, estimate results mentally, and verify answers without writing them down. This approach also reduces anxiety toward mathematics, as students see it applied in meaningful and engaging ways rather than as abstract or isolated exercises.

1. Integration of Mathematics and Language. Integrating mathematics with language subjects is one of the most effective ways to develop oral calculation skills. This approach helps students practice both numerical reasoning and verbal expression simultaneously.

Examples of activities include:

- Number-based storytelling: Students create short stories using numbers, such as calculating the total cost of items in a store or the number of pages read over several days.
- Oral problem-solving: Teachers ask verbal questions like, "Ali has 5 pencils and gives 2 to his friend. How many does he have left?" Students answer mentally without writing.
- Mathematical riddles and dialogues: Students prepare arithmetic riddles for classmates and explain their solutions orally.

Through these activities, students not only strengthen their understanding of mathematical concepts but also develop their speaking skills and actively engage in the learning process.

2. Integration of Mathematics and Natural Sciences. Combining mathematics with natural sciences provides practical contexts for mental arithmetic and helps students apply calculations to real-world phenomena.

Examples include:

- Growth and measurement tasks: Students observe the growth of plants or animals and mentally calculate the changes over time.
- Analyzing environmental data: Students record temperature changes, rainfall, or the number of animals in a habitat and perform mental calculations to compare or estimate results.

• Simple experiments: Students calculate ratios of liquids or count seeds for planting, enhancing both arithmetic and scientific observation skills.

This integration promotes critical thinking, estimation skills, and problem-solving abilities, as students analyze data and draw conclusions using mental calculations.

3. Integration of Mathematics and Other Subjects. Mathematics can also be integrated with technology, crafts, physical education, and even history or social sciences to further develop mental arithmetic skills in diverse contexts.

Examples include:

• Mathematics and Technology / Crafts: Students measure materials, count components, estimate lengths or weights, and divide materials into equal parts. For example, in a craft project, measuring fabric or wood mentally reinforces practical application of math.

• Mathematics and Physical Education: Students calculate steps, laps, or scores during active games, track time intervals, and perform mental arithmetic while physically engaged. This combination improves focus, memory, and cognitive flexibility.

• Mathematics and Other Subjects (History, Economics, etc.): Students apply arithmetic to time calculations, statistics, or resource distribution. By solving these tasks orally, they enhance logical reasoning and mental calculation skills.

By integrating mathematics across multiple subjects, students learn to use arithmetic practically, develop independence, and strengthen overall cognitive abilities.

The integration of mathematics with other subjects creates a dynamic and engaging learning environment that significantly enhances students' mental arithmetic skills. By connecting mathematics with language, natural sciences, technology, crafts, physical education, and even social sciences, students are provided with multiple contexts in which to practice calculations mentally and orally. This approach not only improves numerical proficiency but also promotes higher-order cognitive abilities such as logical reasoning, critical thinking, and problem-solving.

In particular, integrating mathematics with language strengthens students' ability to express mathematical ideas clearly and improves verbal reasoning. When combined with natural sciences, mathematics gains a practical dimension, allowing students to apply calculations to real-life phenomena, observe patterns, and draw conclusions using mental computation. Integrating mathematics with technology, crafts, and physical education further develops practical skills, as students measure, estimate, calculate, and track results in hands-on activities. These experiences reinforce the applicability of mathematics beyond the classroom.

Moreover, interdisciplinary integration encourages students to approach problems creatively and independently. They learn to analyze situations, break down complex tasks into manageable steps, estimate outcomes mentally, and communicate results effectively. The repeated practice in varied contexts also builds confidence, reduces anxiety toward mathematics, and nurtures the ability to transfer knowledge to everyday life situations.

Overall, interdisciplinary integration is not just a teaching strategy; it is a comprehensive framework for fostering holistic development. It supports the simultaneous growth of mental arithmetic, cognitive flexibility, communication skills, and practical reasoning. Teachers who effectively implement interdisciplinary approaches provide students with meaningful opportunities to internalize mathematical concepts, apply them in real-world scenarios, and develop lifelong skills for independent thinking and problem-solving. This method ultimately prepares students to become confident, capable, and adaptable individuals in an increasingly complex world.

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MUHANDISLIK MAKTABINING BUGUNGI KUNDAGI O’RNI

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Annotatsiya Mazkur maqolada zamonaviy jamiyat taraqqiyotida muhandislik ta’limining tutgan o‘rni, muhandislik maktablarini tashkil etish zarurati va ularning innovatsion rivojlanishga qo‘shayotgan hissasi keng yoritilgan. Shuningdek, muhandislik maktablarining o‘quv jarayoni, ularning iqtisodiyot bilan bog‘liqligi hamda kelajakdagi istiqbollari aniq faktlar asosida tahlil qilingan.

Kalit so‘zlar: muhandislik ta’limi, innovatsiya, STEM, texnologiya, sanoat, kadrlar, raqamli iqtisodiyot.

Kirish. XXI asr texnologiyalar asri sifatida tarixga kirmoqda. Bugungi kunda inson hayotining deyarli barcha sohalari – sanoat, qishloq xo‘jaligi, tibbiyot, transport, axborot texnologiyalari – muhandislik yutuqlariga tayanadi. Ayniqsa, raqamli iqtisodiyot, sun’iy intellekt, robototexnika va avtomatlashtirish kabi yo‘nalishlarning rivojlanishi muhandislarga bo‘lgan ehtiyojni keskin oshirdi.

Zamonaviy dunyoda davlatlarning raqobatbardoshligi ko‘p jihatdan ularning texnologik rivojlanish darajasi bilan belgilanadi. Texnologik rivojlanish esa, o‘z navbatida, malakali muhandis kadrlar tayyorlashga bog‘liq. Shu sababli muhandislik maktablarini tashkil etish va rivojlantirish bugungi kunning dolzarb masalalaridan biri hisoblanadi. Muhandislik maktablari nafaqat bilim beruvchi ta’lim muassasasi, balki innovatsion fikrlashni rivojlantiruvchi, yangi g‘oyalarni shakllantiruvchi va amaliy muammolarni hal qila oladigan mutaxassislarni tayyorlovchi markazdir.

Muhandislik ta’limining jamiyatdagi o‘rni, bugungi kunda rivojlangan davlatlar tajribasi shuni ko‘rsatadiki, iqtisodiy taraqqiyotning asosiy omillaridan biri bu muhandislik va texnologiya sohasidir. Masalan, Germaniya, Yaponiya va Janubiy Koreya kabi davlatlar o‘z sanoat salohiyatini aynan muhandislik asosida rivojlantirgan.

Statistik ma’lumotlarga ko‘ra:

- rivojlangan davlatlarda YAIMning 60–80% qismi texnologik va muhandislik sohalariga to‘g‘ri keladi;
- dunyo bo‘yicha STEM mutaxassislariga talab yiliga o‘rtacha 8–10% ga oshmoqda;
- 2030 yilga borib mavjud kasblarning yarmidan ko‘pi texnologik bilimlarni talab qiladi.

Bu esa muhandislik ta’limini rivojlantirishni strategik zaruratga aylantiradi.

Muhandislik maktablarining mohiyati va vazifalari Muhandislik maktablari – bu texnik bilimlarni chuqur o‘rgatishga ixtisoslashgan ta’lim muassasalari bo‘lib, ular o‘quvchilarga nazariy bilim bilan bir qatorda amaliy ko‘nikmalarni ham beradi.

Ularning asosiy vazifalari quyidagilardan iborat:

1. zamonaviy texnologiyalar asosida ta’lim berish;
2. o‘quvchilarda muammoli fikrlashni rivojlantirish;

3. ilmiy-tadqiqot faoliyatiga jalb qilish;

4. amaliy tajriba va loyihalar asosida o‘qitish;

5. sanoat bilan hamkorlikni yo‘lga qo‘yish.

Muhandislik maktablarida o‘quvchilar oddiy bilim oluvchi emas, balki yaratuvchi va tadqiqotchi sifatida shakllanadi.

STEM ta’lim tizimi asosida o‘qitish Muhandislik maktablarining asosiy xususiyatlaridan biri – STEM yondashuviga asoslangan ta’lim tizimidir. Bu yondashuv fan, texnologiya, muhandislik va matematikani yagona tizimda o‘qitishni nazarda tutadi.

STEM tizimi o‘quvchilarga:

1.bilimlarni integratsiyalashgan holda o‘rganish;

2.real hayot muammolarini hal qilish;

3.mustaqil izlanish olib borish;

4.kreativ fikrlashni rivojlantirish

imkonini beradi.

Masalan, oddiy fizika qonunlarini o‘rganish bilan cheklanib qolmasdan, o‘quvchilar bu bilimlarni robot yaratishda yoki texnik qurilmalar ishlab chiqishda qo‘llaydi.

Amaliy ta’limning ustuvorligi: Muhandislik maktablarining eng muhim jihatlaridan biri bu amaliy ta’limga katta e’tibor qaratilishidir. An’anaviy ta’limdan farqli ravishda bu yerda o‘quv jarayoni quyidagicha tashkil etiladi:

1.laboratoriya mashg‘ulotlari;

2.loyiha asosida o‘qitish;

3.tajriba va sinovlar;

4.startap va innovatsion loyihalar yaratish.

Masalan, o‘quvchilar:

- robototexnika qurilmalari yaratadi;
- 3D printerlar yordamida modellar ishlab chiqadi;
- mobil ilovalar va dasturlar tuzadi.

Bu esa nazariy bilimlarning amaliyot bilan mustahkamlanishini ta’minlaydi.

Sanoat va ta’lim integratsiyasi; Muhandislik maktablarining yana bir muhim jihati – sanoat bilan uzviy bog‘liqligidir. Zamonaviy ta’lim tizimi ishlab chiqarishdan ajralgan holda samarali bo‘la olmaydi.

Shu sababli:

1.o‘quvchilar korxonalarda amaliyot o‘taydi;

2.sanoat mutaxassislari darslarda ishtirok etadi;

3.real muammolar asosida loyihalar ishlab chiqiladi.

Bu esa bitiruvchilarning ishga tayyor holda yetishib chiqishiga xizmat qiladi.

O‘zbekistonda muhandislik maktablarining rivojlanishi; So‘nggi yillarda O‘zbekistonda ta’lim sohasida katta islohotlar amalga oshirilmoqda. Xususan:

1. Prezident maktablari tashkil etildi;

2. ixtisoslashtirilgan texnik maktablar ochildi;

3. IT va dasturlash maktablari rivojlantirilmoqda.

Bu muassasalarda:
- zamonaviy laboratoriyalar;
- ilg‘or o‘quv dasturlari;
- xalqaro tajribaga asoslangan ta’lim tizimi joriy etilgan.

Natijada yoshlarning texnik bilimlarga qiziqishi ortib bormoqda.

Kelajak kasblari va muhandislik Kelajakda eng talabgir kasblar aynan muhandislik bilan bog‘liq bo‘ladi. Jumladan:

1.sun’iy intellekt mutaxassislari;

2.robototexnika muhandislari;

3.energetika muhandislari;

4.qurilish va infratuzilma muhandislari;

5.dasturiy ta’minot ishlab chiquvchilar.

Bu esa bugungi kunda muhandislik maktablariga e’tiborni kuchaytirishni talab qiladi.

Muammolar va ularning yechimlari; Muhandislik ta’limini rivojlantirishda ayrim muammolar ham mavjud:

1. zamonaviy texnik jihozlarning yetishmasligi;
2. malakali o‘qituvchilar kamligi;
3. amaliy mashg‘ulotlar yetarli emasligi.

Ularni bartaraf etish uchun:

1.ta’limga investitsiyalarni oshirish;

2.o‘qituvchilar malakasini oshirish;

3.xalqaro tajribani joriy etish;

4.sanoat bilan hamkorlikni kuchaytirish zarur.

Natijalar va muhokama Tahlillar shuni ko‘rsatadiki, muhandislik maktablari:

1.iqtisodiy o‘sishni ta’minlaydi;

2.innovatsiyalarni rivojlantiradi;

3.yoshlarning kasbiy tayyorgarligini oshiradi.

Shu bilan birga, bu tizimni yanada rivojlantirish uchun kompleks yondashuv zarur. Ta’lim, sanoat va ilm-fan o‘rtasidagi hamkorlik muhim ahamiyatga ega.

Xulosa qilib aytganda, muhandislik maktablari bugungi kunning eng muhim ta’lim yo‘nalishlaridan biridir. Ular:

1.zamonaviy bilimlarni beradi;

2.innovatsion fikrlashni rivojlantiradi;

3.iqtisodiy taraqqiyotga xizmat qiladi.

Kelajakda har bir davlatning rivoji aynan muhandislik salohiyatiga bog‘liq bo‘ladi. Shu sababli muhandislik maktablarini rivojlantirish strategik ahamiyat kasb etadi.

Foydalanilgan adabiyotlar

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2. UNESCO – Education Reports
3. World Economic Forum hisobotlari
4. “STEM Education” bo‘yicha ilmiy maqolalar
5. Oliy va o‘rta maxsus ta’lim vazirligi materiallari
6. Internet va statistik ma’lumotlar

SECTION 3
SCIENTIFIC DEVELOPMENT – THE DRIVER OF THE ECONOMY

IQTISODIYOTDA FOYDALANILADIGAN DASTURIY MAHSULOTLAR

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Annotatsiya. Ushbu maqolada zamonaviy iqtisodiyotda axborot-kommunikatsiya texnologiyalari va dasturiy mahsulotlarning tutgan o‘rni yoritilgan. Iqtisodiy jarayonlarni boshqarish, tahlil qilish va prognozlashda dasturiy ta’minotdan foydalanish masalalari ilmiy-nazariy jihatdan tahlil qilingan. Maqolada buxgalteriya hisobi, moliya, bank, statistika va boshqaruv sohalarida keng qo‘llaniladigan dasturiy mahsulotlarning ahamiyati ochib berilgan. Tadqiqot davomida o‘zbek olimlarining ilmiy qarashlari va mahalliy adabiyotlar asos qilib olingan. Maqola iqtisodiyotni raqamlashtirish jarayonida dasturiy mahsulotlardan samarali foydalanish masalalarini yoritishga qaratilgan.

Kalit sozlar: raqamli iqtisodiyot, axborot-kommunikatsiya texnologiyalari, dasturiy mahsulotlar, iqtisodiy tahlil, boshqaruv tizimlari, buxgalteriya hisobi.

Kirish. Hozirgi globallashuv va raqamlashtirish jarayonlari sharoitida iqtisodiyotning barcha sohalarida axborot-kommunikatsiya texnologiyalaridan foydalanish tobora kengayib bormoqda. Zamonaviy iqtisodiy munosabatlar tezkorlik, aniqlik va ishonchlilikni talab etadi. Shu sababli iqtisodiy jarayonlarni qo‘lda boshqarish va an’anaviy usullar orqali hisob-kitob yuritish bugungi kun talablariga javob bermaydi. Iqtisodiyotda foydalaniladigan dasturiy mahsulotlar korxonalar, tashkilotlar va davlat boshqaruvi organlarida ma’lumotlarni yig‘ish, qayta ishlash, saqlash va tahlil qilish jarayonlarini avtomatlashtirish imkonini beradi. O‘zbekiston Respublikasi Prezidentining raqamli iqtisodiyotni rivojlantirishga qaratilgan qaror va farmonlarida ham AKTni iqtisodiyot tarmoqlariga joriy etish ustuvor vazifa sifatida belgilangan. Mahalliy olimlarning ilmiy tadqiqotlarida qayd etilishicha, iqtisodiyotda dasturiy mahsulotlardan foydalanish ishlab chiqarish samaradorligini oshirish, boshqaruv qarorlarini asoslash va iqtisodiy xavfsizlikni ta’minlashda muhim ahamiyat kasb etadi. Shu bois ushbu maqolada iqtisodiyotda keng qo‘llaniladigan dasturiy mahsulotlar, ularning turlari va iqtisodiy samaradorlikka ta’siri batafsil yoritiladi.

Iqtisodiyotda dasturiy mahsulotlarning nazariy asoslari. Iqtisodiyotda dasturiy mahsulotlar tushunchasi iqtisodiy axborotlarni avtomatlashtirilgan tarzda qayta ishlashga mo‘ljallangan dasturiy vositalar majmuini anglatadi. Ular iqtisodiy tizimlarning barqaror ishlashini ta’minlash, boshqaruv jarayonlarini soddalashtirish va tezkor qarorlar qabul qilishga xizmat qiladi.

O‘zbek olimlari ta’kidlashicha, dasturiy mahsulotlar iqtisodiyotni boshqarishning zamonaviy mexanizmi bo‘lib, u axborot resurslarini strategik resurs darajasiga olib chiqadi. Iqtisodiy axborotning sifati va tezkorligi bevosita dasturiy ta’minot darajasiga bog‘liqdir.

Iqtisodiyotda dasturiy mahsulotlarning ahamiyati. Iqtisodiyotda dasturiy mahsulotlardan foydalanish iqtisodiy faoliyat samaradorligini oshirishning asosiy omillaridan biri hisoblanadi. Dasturiy vositalar yordamida iqtisodiy jarayonlar real vaqt rejimida kuzatiladi va nazorat qilinadi.

Mahalliy iqtisodchi olimlarning fikriga ko‘ra, dasturiy mahsulotlar quyidagi muhim vazifalarni bajaradi:

-iqtisodiy axborotlarni tizimlashtirish va tahlil qilish;
-boshqaruv qarorlarini qabul qilish jarayonini tezlashtirish;
-moliyaviy va iqtisodiy risklarni kamaytirish;
-resurslardan oqilona foydalanishni ta’minlash;
-iqtisodiy jarayonlarning shaffofligini oshirish.

Iqtisodiyotda qo'llaniladigan asosiy dasturiy mahsulotlar. Buxgalteriya hisobi iqtisodiy tizimning muhim bo‘g‘ini hisoblanadi. Ushbu sohada dasturiy mahsulotlardan foydalanish moliyaviy operatsiyalarni avtomatlashtirish va hisobotlarni tezkor tayyorlash imkonini beradi. Buxgalteriya dasturlari orqali daromad va xarajatlar hisobi, ish haqi, amortizatsiya va soliq hisob-kitoblari yuritiladi. O‘zbekistonlik mutaxassislar buxgalteriya dasturlari moliyaviy intizomni mustahkamlash va hisobotlarning aniqligini ta’minlashini ta’kidlaydilar. Natijada korxonaning moliyaviy holati real va ishonchli tarzda baholanadi.

Statistik va iqtisodiy tahlil dasturlari. Statistik va iqtisodiy tahlil dasturlari iqtisodiy jarayonlarni chuqur o‘rganish va prognozlashda muhim ahamiyatga ega. Ushbu dasturlar yordamida vaqt qatorlari,

regressiya modellari va iqtisodiy bog‘liqliklar tahlil qilinadi. Mahalliy ilmiy adabiyotlarda statistik dasturlar iqtisodiy tadqiqotlarning aniqligi va ishonchliligini oshiruvchi vosita sifatida baholanadi. Ular ilmiy tadqiqotlar va amaliy iqtisodiy tahlilda keng qo‘llaniladi.

Boshqaruv va rejalashtirish dasturlari. Boshqaruv va rejalashtirishga mo‘ljallangan dasturiy mahsulotlar korxona faoliyatini yagona tizim asosida muvofiqlashtirish imkonini beradi. Ushbu tizimlar ishlab chiqarish, moliya, marketing va kadrlar boshqaruvini integratsiyalashgan holda yuritishga xizmat qiladi. O‘zbek olimlarining fikricha, bunday dasturlar strategik rejalashtirish va boshqaruv samaradorligini sezilarli darajada oshiradi. Iqtisodiyotda dasturiy mahsulotlardan foydalanishning iqtisodiy samaradorligi. Dasturiy mahsulotlardan foydalanish iqtisodiy samaradorlikni oshirishda muhim rol o‘ynaydi. Ular yordamida mehnat unumdorligi oshadi, vaqt tejaladi va boshqaruv xarajatlari kamayadi. Mahalliy tadqiqotlarda qayd etilishicha, dasturiy mahsulotlarni joriy etish natijasida:

-boshqaruv xarajatlari qisqaradi;
-iqtisodiy qarorlar qabul qilish sifati oshadi;
-korxonaning raqobatbardoshligi kuchayadi;
-iqtisodiy barqarorlik ta’minlanadi

Xulosa

Xulosa qilib aytganda, iqtisodiyotda foydalaniladigan dasturiy mahsulotlar zamonaviy iqtisodiy tizimning ajralmas qismi hisoblanadi. Ular iqtisodiy jarayonlarni avtomatlashtirish, tahlil qilish va boshqaruv qarorlarini qabul qilishda muhim ahamiyat kasb etadi. O‘zbek olimlarining ilmiy ishlari shuni ko‘rsatadiki, dasturiy mahsulotlardan samarali foydalanish iqtisodiy rivojlanishning muhim omillaridan biridir.Raqamli iqtisodiyot sharoitida dasturiy mahsulotlardan oqilona foydalanish mamlakat iqtisodiyotining barqaror rivojlanishiga xizmat qiladi.

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DEVELOPMENT PROSPECTS FOR FINANCIAL TECHNOLOGY IN UZBEKISTAN

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Abstract:This study examines the trajectory of financial technology development in Uzbekistan through an integrated analysis of regulatory reform, payment-system modernization, and financial-inclusion dynamics. The paper applies documentary analysis, institutional review, and comparative interpretation of official statistical and policy materials in order to evaluate how the national fintech ecosystem is evolving from a payments-centered model toward a broader digital financial architecture. The findings show that Uzbekistan has already established the core infrastructure for large-scale digital payments, remote onboarding, and non-bank participation, whereas the next stage of development will depend on deeper interoperability, data governance, open-banking architecture, cybersecurity resilience, and innovation finance. The study argues that the strategic priority is no longer basic digitalization alone, but the creation of a coherent ecosystem in which banks, payment organizations, fintech start-ups, regulators, and public digital platforms interact through standardized and secure interfaces. The paper contributes to the literature by framing Uzbekistan’s fintech transition as a shift from rapid quantitative expansion to institutionally embedded, innovation-driven, and inclusion-oriented growth.

Keywords: fintech; digital finance; open banking; instant payments; interoperability; financial inclusion; digital identification; alternative credit scoring; regtech; Uzbekistan

Introduction

The digital transformation of financial markets has become one of the most dynamic forces in the reorganization of contemporary economic systems. In both developed and emerging economies, fintech is no longer treated as a peripheral technological trend; rather, it is increasingly understood as an institutional mechanism that reshapes payments, savings, lending, and customer interaction. In this context, Uzbekistan represents an especially important case. Since the late 2010s, the country has pursued a rapid transition toward digital financial services, supported by regulatory modernization, banking-sector reforms, and the gradual expansion of non-bank payment providers. The legal basis for this shift was established by the 2019 Law on Payments and Payment Systems, which formalized the regulatory status of payment-system operators, payment organizations, electronic money, and related supervisory mechanisms.

At the same time, the Uzbek fintech ecosystem has entered a more complex stage of development. The earlier phase was defined primarily by quantitative expansion: growth in bank cards, terminals, mobile applications, remote banking channels, and payment organizations. The current phase is more demanding. It requires interoperability across platforms, stronger cybersecurity standards, more effective use of digital identification, better access points outside major urban centers, and new financing mechanisms for fintech start-ups. The policy agenda has therefore shifted from simple digitization toward ecosystem building. This paper analyzes the development prospects of fintech in Uzbekistan by combining verified official statistics with institutional and policy analysis.

Research Methodology

The study is based on a mixed documentary approach that combines descriptive statistics, institutional analysis, and comparative policy interpretation. The empirical foundation consists of the Central Bank of Uzbekistan's Annual Report 2024, World Bank materials on financial inclusion and financial-sector development, the Financial Sector Assessment prepared jointly by the World Bank and the International Monetary Fund, and official policy communications released by the Central Bank in 2025 and 2026. These materials were examined in order to identify the main structural features of the Uzbek fintech ecosystem, the principal constraints to its further expansion, and the policy directions that are most likely to shape its medium-term evolution.

Methodologically, the paper proceeds in three stages. First, it evaluates the measurable expansion of digital financial infrastructure. Second, it considers demand-side inclusion indicators in order to assess how far the diffusion of digital finance has moved beyond urban and already banked groups. Third, it examines the institutional conditions needed for the transition from rapid quantitative growth to a more integrated and innovation-driven fintech market.

Results and Discussion

The first major finding is that Uzbekistan has already achieved substantial scale in the infrastructure layer of fintech. By the beginning of 2025, the number of bank cards in circulation had reached 62.0 million, the number of payment terminals had reached 426 thousand, and the network of ATMs and infokiosks had expanded to more than 29.9 thousand units. The number of clients using remote banking services rose to 52.9 million, including 1.5 million business entities, while the value of online transactions executed by individuals through banks' mobile applications reached UZS 396.7 trillion. The same reporting framework records 44 payment organizations, 12 registered electronic money systems, and 20.6 million electronic wallets. Together, these indicators show that fintech in Uzbekistan has moved beyond pilot-level adoption and now functions as a mass-market segment of the national financial system.

Table 1. Selected verified indicators of Uzbekistan's fintech infrastructure

Indicator	Verified official value	Interpretive significance
Bank cards in circulation	62.0 million	Mass adoption of cashless retail instruments.
Payment terminals	426 thousand	Broad merchant-side acceptance infrastructure.
ATMs and infokiosks	29.9 thousand	Continued dual-track expansion of digital and cash-access channels.

Indicator	Verified official value	Interpretive significance
Remote banking users	52.9 million	Large-scale migration toward app-based and remote service delivery.
Online mobile-app transactions	UZS 396.7 trillion	High transaction intensity in bank-led digital channels.
Payment organizations	44	Deepening competition beyond the traditional banking perimeter.
Electronic money systems	12	Institutionalization of non-cash value storage instruments.
Electronic wallets	20.6 million	Growing readiness for embedded and app-based payment behavior.

A second major result concerns the depth of financial inclusion behind this infrastructural expansion. According to the Global Findex 2025 country profile for Uzbekistan, 59.7 percent of adults had an account in 2024, 49.9 percent made or received a digital payment during the year, and 24.1 percent made an online bill payment. The same source shows that women's account ownership reached 60.7 percent, while 32.0 percent of adults received a government payment into an account. These figures indicate that digital finance in Uzbekistan is no longer confined to a narrow urban elite. Instead, it is progressively entering the sphere of social transfers, household payment routines, and gendered access to formal finance. This broadening of use cases is one of the strongest foundations for further fintech expansion.

Nevertheless, the evidence also shows that scale does not automatically translate into systemic depth. The 2025 Financial Sector Assessment notes that most of the population still relies on cash, that digital payment acceptance points remain limited outside Tashkent, and that the architecture of the payment system remains fragmented in several important use cases. The report further argues that transaction fees for certain card-based person-to-person transfers remain relatively high by international comparison and that large recurring payment streams, including government-to-person and business-to-person transfers, still lack sufficiently interoperable infrastructure. These constraints imply that the next phase of fintech development must be defined by integration, standardization, and cost-efficient interoperability rather than by expansion alone.

A third result relates to regulation and institutional readiness. Uzbekistan has already moved toward a more sophisticated supervisory model by strengthening information-security and cybersecurity requirements for payment-system operators and payment-service providers. The Central Bank's 2024 annual report also shows rapid diffusion of digital identification technologies: Face ID was used by 28 banks and 15 payment organizations, and the number of customers who completed digital identification through mobile applications reached 12.2 million by the end of the reporting year. This matters because trustworthy remote onboarding is a precondition not only for digital payments, but also for digital lending, e-wallet expansion, automated compliance checks, and real-time service delivery.

From a strategic perspective, the most promising development path for Uzbekistan lies in five mutually reinforcing directions. First, open-banking infrastructure and application-programming-interface integration can reduce market fragmentation and enable third-party service innovation. Second, account-to-account transfers and unified QR standards can lower transaction costs and create more competitive rails for person-to-person, merchant, and public-service payments. Third, alternative credit scoring based on transaction data, e-commerce histories, and digital footprints can expand access to finance for households and small enterprises that remain thin-file borrowers in the traditional banking system. Fourth, regtech and

suptech solutions can strengthen compliance, fraud monitoring, and risk-based supervision. Fifth, the start-up environment requires stronger institutional support through accelerators, venture finance, policy sandboxes, and cross-border knowledge partnerships.

These priorities are not merely theoretical. In June 2025, the Central Bank of Uzbekistan and the Global Finance & Technology Network under the Monetary Authority of Singapore signed a memorandum focused on a fintech growth strategy, capacity building, innovation events, and digital platforms for venture financing and start-up growth. In January 2026, the Central Bank and Visa discussed the National Strategy for Financial Technology Development for 2026–2030, the creation of a national payment switch, the introduction of unified QR standards, and the development of open banking and account-to-account transfer services. These initiatives demonstrate that the country's policy agenda is shifting toward a more mature fintech model in which payments, data infrastructure, capital formation, and regulation are treated as elements of a single ecosystem rather than isolated reform tracks.

Conclusion

The prospects for fintech development in Uzbekistan are strong, but they should be understood in qualitative as well as quantitative terms. The country has already established a substantial digital payments base, expanded remote service delivery, and encouraged the growth of licensed non-bank payment providers. At the same time, the long-term success of fintech will depend less on further numerical expansion alone and more on whether the ecosystem becomes interoperable, secure, regionally inclusive, and innovation-friendly.

For this reason, the central policy task is to move from a bank-led digitalization model toward an integrated digital-finance architecture. Open banking, unified payment standards, alternative credit analytics, digital identification, targeted support for merchant acceptance outside major cities, and venture-based financing for fintech firms should be treated as complementary reforms. If these elements are aligned effectively, Uzbekistan has the potential not only to deepen domestic financial inclusion but also to emerge as one of the most important fintech nodes in Central Asia.

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RAQAMLI IQTISODIYOTDA MENEJMENTNING YANGI PARADIGMALARI

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Abstract. The rapid expansion of the digital economy has fundamentally transformed traditional management systems. This study explores emerging management paradigms shaped by digital transformation, including data-driven decision-making, artificial intelligence integration, platform-based business models, and flexible management systems such as Agile and Lean. The research employs a

comparative and analytical approach to evaluate the impact of these paradigms on enterprise performance and competitiveness. The findings reveal that digital management significantly improves efficiency, reduces operational risks, and enhances strategic adaptability. The study concludes that the transition to digital management is essential for sustainable economic growth in modern economies.

So‘nggi yillarda raqamli texnologiyalarning jadal rivojlanishi natijasida global iqtisodiyot tubdan o‘zgarib bormoqda. Raqamli iqtisodiyot nafaqat yangi biznes modellarini shakllantirdi, balki menejmentning mohiyatini ham qayta ko‘rib chiqishni talab qilmoqda. An’anaviy boshqaruv tizimlari ko‘proq markazlashgan va qat’iy bo‘lsa, zamonaviy menejment tizimlari moslashuvchan, tezkor va ma’lumotlarga asoslangan bo‘lib bormoqda.

Raqamli transformatsiya jarayonida tashkilotlar katta hajmdagi ma’lumotlar (Big Data), sun’iy intellekt (AI), bulutli texnologiyalar va platformaviy yechimlardan keng foydalanmoqda. Bu esa menejerlardan yangi kompetensiyalarni, xususan, analitik fikrlash, raqamli savodxonlik va strategik moslashuvchanlikni talab etadi.

Mazkur maqolaning asosiy maqsadi – raqamli iqtisodiyot sharoitida menejmentning yangi paradigmalari, ularning asosiy xususiyatlari va iqtisodiy samaradorlikka ta’sirini ilmiy jihatdan tahlil qilishdan iborat.

Results and Discussion

1. Raqamli menejmentning nazariy asoslari

Raqamli menejment – bu tashkilot faoliyatini zamonaviy axborot texnologiyalari asosida boshqarish tizimi bo‘lib, unda qarorlar real vaqt rejimida ma’lumotlar tahliliga asoslanadi. Ushbu yondashuv quyidagi elementlarni o‘z ichiga oladi:

- katta ma’lumotlar (Big Data)
- sun’iy intellekt va mashinaviy o‘rganish
- avtomatlashtirish va robotlashtirish
- bulutli xizmatlar

Natijada menejment jarayonlari tezlashadi, inson omiliga bog‘liqlik kamayadi va qarorlar sifati oshadi.

2. Menejmentning yangi paradigmalari

Raqamli iqtisodiyotda quyidagi yangi boshqaruv paradigmalarini ajratish mumkin:

2.1. Data-driven management

Bu yondashuvda qarorlar sub’ektiv fikrga emas, balki real ma’lumotlarga asoslanadi. Bu esa xatolik ehtimolini kamaytiradi va prognozlash aniqligini oshiradi.

2.2. Agile menejment

Agile yondashuvi tezkor qaror qabul qilish va o‘zgarishlarga moslashishni ta’minlaydi. Bu ayniqsa IT va startap sohalarida keng qo‘llaniladi.

2.3. Lean menejment

Lean tizimi isrofgarchilikni kamaytirish va resurslardan maksimal samarali foydalanishga qaratilgan.

2.4. Platforma iqtisodiyoti

Raqamli platformalar (Uber, Amazon kabi) orqali qiymat yaratish va boshqarish modeli shakllanmoqda. Bu model tarmoqli effekt (network effect) orqali tez rivojlanadi.

3. Matematik yondashuv va modellashtirish

Raqamli menejmentda matematik modellar muhim rol o‘ynaydi. Masalan, qaror qabul qilish jarayoni quyidagicha ifodalanishi mumkin:

$$E=f(D,T,R)$$

bu yerda: E – samaradorlik, D – ma’lumotlar sifati, T – texnologiya darajasi, R – resurslar.

Shuningdek, optimallashtirish modeli:

$$\max Z = \sum_{i=1}^{n} P_i x_i - C_i x_i$$

Bu model orqali korxona foydasini maksimal darajaga chiqarish mumkin.

4. Sun’iy intellekt va boshqaruv

Sun’iy intellekt menejment jarayonlarini quyidagi yo‘nalishlarda rivojlantiradi:

- avtomatik prognozlash

- mijozlar xulq-atvorini tahlil qilish
- risklarni aniqlash
- strategik qarorlarni qo‘llab-quvvatlash

AI asosidagi tizimlar inson qarorlariga qaraganda tezroq va aniqroq ishlaydi.

5. Raqamli menejment samaradorligi tahlili

Ko‘rsatkich	An’anaviy menejment	Raqamli menejment
Qaror qabul qilish tezligi	Past	Juda yuqori
Moslashuvchanlik	Past	Yuqori
Xarajatlar	Yuqori	Kam
Risk darajasi	Yuqori	Nazorat ostida
Innovatsionlik	Cheklangan	Yuqori

Natijalar shuni ko‘rsatadiki, raqamli menejment tizimlari iqtisodiy samaradorlikni sezilarli darajada oshiradi.

6. Muammolar va cheklovlar

Raqamli menejmentni joriy etishda quyidagi muammolar mavjud:

- kadrlar malakasining yetishmasligi
- kiberxavfsizlik muammolari
- texnologik infratuzilmaning sustligi
- katta investitsiya talab qilinishi

Bu muammolarni hal qilish davlat va xususiy sektor hamkorligini talab qiladi.

Conclusion

Raqamli iqtisodiyot sharoitida menejmentning yangi paradigmalari tashkilotlar faoliyatining ajralmas qismiga aylanmoqda. Ma’lumotlarga asoslangan boshqaruv, sun’iy intellekt va moslashuvchan tizimlar iqtisodiy samaradorlikni oshirishda muhim rol o‘ynaydi. Shu bilan birga, ushbu tizimlarni joriy etishda mavjud muammolarni bartaraf etish zarur.

Kelgusida menejment to‘liq raqamlashtirilgan, avtomatlashtirilgan va sun’iy intellekt bilan integratsiyalashgan tizimga aylanishi kutilmoqda.

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ISH HAQI VA IJTIMOIY TO‘LOVLARNING IQTISODIY MOHIYATI VA UNING VAZIFALARI

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Mehnat haqi va ijtimoiy to‘lovlar har qanday zamonaviy iqtisodiyotning, shu jumladan O‘zbekiston iqtisodiyotining ham markaziy elementlari hisoblanadi. Ular nafaqat shaxslar va oilalar uchun daromad manbai bo‘lib xizmat qiladi, balki mehnat bozorining samaradorligini, ijtimoiy adolatni, iqtisodiy

barqarorlikni va umumiy farovonlikni ta’minlashda hal qiluvchi rol o‘ynaydi. Ish haqi tizimi mehnat resurslarini taqsimlashda, ishchilarni rag‘batlantirishda va ularning turmush darajasini belgilashda asosiy mexanizm bo‘lsa, ijtimoiy to‘lovlar iqtisodiy zarbalardan himoya qilish, daromadlar tengsizligini kamaytirish va ijtimoiy birdamlikni mustahkamlash vositasi hisoblanadi. Ushbu ikki komponent, garchi alohida-alohida funksiyalarga ega bo‘lsa-da, aslida bir-biri bilan chambarchas bog‘liqdir va ularning o‘zaro ta’siri murakkab iqtisodiy va ijtimoiy oqibatlarga olib kelishi mumkin. Muammo bayoni: Ish haqi va ijtimoiy to‘lovlarning iqtisodiy mohiyatini chuqur tushunish, ularning turli vazifalarini aniqlash va bu ikki soha o‘rtasidagi dinamik o‘zaro bog‘liqlikni tahlil qilish iqtisodiy siyosatni ishlab chiqishda, xususan, O‘zbekistonda barqaror iqtisodiy o‘sish va ijtimoiy rivojlanish strategiyalarini amalga oshirishda muhim ahamiyatga ega. Ushbu masalalar ko‘pincha alohida o‘rganiladi, biroq ularning sinergik ta’siri yetarlicha kompleks baholanmaydi. Ish haqi va ijtimoiy to‘lovlar, shuningdek, mehnat bozoridagi tendensiyalar, qashshoqlikni kamaytirish va inson kapitalini rivojlantirishga qanday ta’sir ko‘rsatishi global miqyosda ham, milliy doirada ham dolzarb tadqiqot mavzusi bo‘lib qolmoqda. Tadqiqot maqsadi: Ushbu tezis bobining asosiy maqsadi ish haqi va ijtimoiy to‘lovlarning iqtisodiy mohiyatini nazariy jihatdan tahlil qilish, ularning iqtisodiyotdagi asosiy vazifalarini belgilash hamda ularning o‘zaro ta’sirini baholashdan iborat. Bu maqsadga erishish uchun quyidagi vazifalar qo‘yiladi: 1. Ish haqi shakllanishining asosiy iqtisodiy nazariyalarini tanqidiy ko‘rib chiqish. 2. Ijtimoiy to‘lovlarning iqtisodiy mohiyatini va ularning ijtimoiy himoya tizimidagi vazifalarini aniqlash. 3. Ish haqi va ijtimoiy to‘lovlarning mehnat bozoriga va umumiy iqtisodiy farovonlikka o‘zaro ta’sirini tahlil qilish. 4. Olingan natijalar asosida tegishli siyosiy tavsiyalar ishlab chiqish. Ilmiy yangilik: Ushbu tadqiqot ish haqi va ijtimoiy to‘lovlar masalasini yagona kompleks doirada ko‘rib chiqish orqali yangicha yondashuvni taqdim etadi, ularning har birining alohida iqtisodiy mohiyati va funksiyalarini chuqur tahlil qilish bilan bir qatorda, ularning o‘zaro bog‘liqligi va umumiy iqtisodiy tizimga ta’sirini birgalikda o‘rganishga urg‘u beradi. Xususan, empirik dalillarga asoslanib, ijtimoiy dasturlarning xususiy sektordagi ish haqi darajasiga ta’siri masalasini ko‘rib chiqish orqali mavjud nazariy bilimlarni boyitadi va amaliy siyosat uchun asos yaratadi.

Mavzuga oid klassik va zamonaviy iqtisodiy nazariyalar, xalqaro tashkilotlar (masalan, Eustat) hisobotlari va akademik tadqiqotlar chuqur o‘rganiladi va tanqidiy baholanadi. Bu ish haqi shakllanishi, ijtimoiy himoya mexanizmlari va ularning iqtisodiy ta’sirlari bo‘yicha turli nuqtai nazarlarni aniqlash imkonini beradi. Kontseptual tahlil: Ish haqi va ijtimoiy to‘lovlarning iqtisodiy mohiyatini aniqlash uchun ularning iqtisodiy tizimdagi o‘rni, funksional ahamiyati va tashkiliy prinsiplari kontseptual jihatdan tahlil qilinadi. Sintezlash: Turli nazariy yondashuvlar va empirik topilmalar o‘zaro bog‘liq tizim sifatida sintez qilinadi. Bu ish haqi va ijtimoiy to‘lovlarning kompleks ta’sirini tushunishga yordam beradi. Qiyosiy tahlil: Ish haqi nazariyalarining evolyutsiyasi va ijtimoiy himoya tizimlarining turli modellari o‘rtasidagi farqlar va o‘xshashliklar qiyosiy tahlil qilinadi. Empirik dalillarni integratsiya qilish: Mavjud empirik tadqiqotlar (masalan, Imbert va Pappning Hindistondagi ish haqi dasturi bo‘yicha ishi) natijalari nazariy muhokamalarga kiritilib, amaliy siyosat uchun asos bo‘ladigan xulosalarni shakllantirishga yordam beradi. Ma’lumotlar manbalari: Tadqiqot asosan ikkilamchi ma’lumotlarga tayanadi. Bular quyidagilarni o‘z ichiga oladi: Akademik jurnallar va nashrlar: Iqtisodiyot, mehnat iqtisodiyoti, ijtimoiy siyosat bo‘yicha yetakchi ilmiy jurnallarda chop etilgan maqolalar (masalan, "American Economic Journal: Applied Economics"). Iqtisodiy klassik asarlar: Ish haqi nazariyasining klassik manbalari (Ricardo, Marx, Malthus, Walker). Xalqaro tashkilotlar hisobotlari: Eustat (Eurostat) kabi tashkilotlarning ijtimoiy himoya funksiyalari bo‘yicha hujjatlari va statistik ma’lumotlari. Siyosiy hujjatlar va tahlillar: Ijtimoiy farovonlik tizimlari, ularning funksiyalari va tanqidlari haqidagi hisobotlar. Tadqiqotda aniq statistik ma’lumotlar to‘plami yaratish yoki empirik modellashtirish o‘tkazish nazarda tutilmagan, balki mavjud ilmiy bilimlarni chuqur tahlil qilish va sintezlash orqali yangi tushunchalar va xulosalar shakllantirishga e’tibor qaratilgan.

Ish haqi va ijtimoiy to‘lovlarning iqtisodiy mohiyati va vazifalarini chuqur tahlil qilish ularning jamiyat farovonligini ta’minlashdagi markaziy rolini yaqqol ko‘rsatadi. Muhokama qilingan nazariyalar va empirik dalillar ularning o‘zaro murakkab bog‘liqligini ta’kidlaydi, bu esa samarali iqtisodiy va ijtimoiy siyosatni ishlab chiqishda kompleks yondashuv zarurligini anglatadi.Topilmalarni sintezlash va tanqidiy baholash Adabiyotlar sharhi ish haqi nazariyalarining klassik yondashuvlardan tortib, marjinal samaradorlik va savdolashish nazariyalarigacha bo‘lgan evolyutsiyasini namoyon qildi. Har bir nazariya ish haqi shakllanishining ma’lum bir jihatini tushuntirsa-da, ularning hech biri mehnat bozorining barcha murakkabliklarini to‘liq qamrab olmaydi. Masalan, marjinal samaradorlik nazariyasi uzoq muddatli tendensiyalar uchun yaxshi yo‘l-yo‘riq bo‘lsa-da, qisqa muddatli institutsional omillar va muzokaralar (savdolashish nazariyasi) yoki ishchi kuchining taklif tomonidagi cheklovlarni (klassik nazariyalar) e’tiborsiz qoldirishi mumkin. O‘zbekiston kabi rivojlanayotgan iqtisodiyotlarda mehnat bozori infratuzilmasi, kasaba uyushmalarining roli va minimal ish haqi kabi davlat aralashuvi bu nazariy

yondashuvlarga o‘ziga xos tarzda ta’sir qiladi. Ijtimoiy to‘lovlar, Eustat tomonidan belgilangan keng funksiyalari va ijtimoiy farovonlik tizimining umumiy maqsadi orqali, shaxslarni iqtisodiy xavflardan himoya qilish, daromadlarni qayta taqsimlash va inson kapitalini rivojlantirishda muhim ahamiyatga ega. Biroq, bu tizimlar “farovonlikka qaramlik”, yuqori soliq xarajatlari va inflyatsion xavflar kabi tanqidlarga uchraydi. O‘zbekiston kontekstida ijtimoiy yordam dasturlarining manzilliligi, moliyaviy barqarorligi va mehnatga bo‘lgan rag‘batlantirishga ta’siri alohida e’tibor talab qiladi. Imbert va Pappning tadqiqoti ijtimoiy to‘lovlar va ish haqi o‘rtasidagi muhim bog‘liqlikni empirik tarzda ko‘rsatib berdi. Davlatning ish haqi dasturi xususiy sektorda ish haqi o‘sishiga olib kelgan bo‘lsa-da, ayni paytda "siqib chiqarish" effektini ham yuzaga keltirgan. Bu topilma, ijtimoiy siyosatni ishlab chiqishda nafaqat bevosita, balki bilvosita ta’sirlarni ham hisobga olish zarurligini ta’kidlaydi. O‘zbekiston sharoitida, bu, ishga joylashtirish dasturlari yoki ishsizlik nafaqalari dizaynini optimallashtirishda xususiy sektorga ta’sirini tushunish muhimligini anglatadi.

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SCIENCE PROGRESS – THE DRIVER OF ECONOMIC DEVELOPMENT

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Abstract. This paper examines the impact of scientific and technological progress on economic development. In the modern economy, innovations, scientific research, and technological advancements are considered the primary drivers of growth. The article analyzes the experiences of developed countries, the significance of the digital economy, and the benefits of investing in science. Additionally, the integration of science and the economy in Uzbekistan is discussed.

Key words: science, economy, innovation, technology, development, digital economy, scientific research

Introduction

Currently, the global economy is undergoing rapid changes. Previously, economic growth largely depended on natural resources and labor; today, knowledge, innovation, and technology play the central role. Scientific progress not only generates new knowledge but also increases economic efficiency when applied in practice.

Science acts as a “driver” of economic development. The concept of a driver refers to the main force that stimulates economic processes. Through scientific progress, new technologies are developed, production is improved, and economic growth accelerates.

Competition among countries is now determined primarily by science and technology. Countries that invest more in science gain economic advantages.

Results and Discussion

1. The relationship between science and the economy

Science and the economy are closely interconnected systems. Innovations derived from scientific research improve production, enhance product quality, and reduce costs, thereby increasing the competitiveness of enterprises.

For example, new energy-efficient technologies reduce production costs and increase profits. In agriculture, scientific approaches significantly improve productivity.

2. Innovations as a factor of economic growth

Innovation refers to the practical implementation of new ideas, products, or technologies. Innovations are one of the main drivers of economic development.

Through innovations:

new jobs are created

production efficiency increases

export potential improves

economic stability is ensured

The IT sector's development has contributed significantly to economic growth in many countries. Startups and tech companies are shaping new economic sectors.

3. The importance of the digital economy

The digital economy is one of the clearest results of scientific progress. The Internet, artificial intelligence, big data, and cloud technologies are penetrating all sectors of the economy.

Advantages of the digital economy:

speed and efficiency

reduction of human error

increased transparency

improved quality of services

E-commerce platforms have simplified trade processes and opened up new markets.

4. The necessity of investing in science

Scientific progress does not occur spontaneously. It requires substantial investment. Developed countries allocate a significant portion of their GDP to scientific research.

Investing in science results in:

development of new technologies

accelerated economic growth

training of highly skilled personnel

gaining a competitive edge globally

5. The role of the education system

Scientific progress is directly linked to the education system. Without quality education, scientific development cannot occur. Therefore, modernizing the education system is of great importance.

Modern education:

develops creative thinking

fosters innovative approaches

enhances practical skills

6. Science and the economy in Uzbekistan

Uzbekistan is increasingly prioritizing science. Innovation development strategies have been adopted, and support for scientific research has been strengthened. In the country:

IT parks are being established

startup projects are supported

grants are allocated to young scientists

This will contribute to sustainable economic development in the future.

Conclusion

In conclusion, scientific progress is one of the most important drivers of economic development. Innovations and technological advancements accelerate economic growth, improve production efficiency, and enhance societal well-being.

By prioritizing science, countries can gain a competitive advantage in the global arena. Therefore:

supporting scientific research

developing the education system

promoting innovations

are necessary.

The future economy will be based primarily on knowledge and technology. Thus, investing in scientific progress is a strategically sound decision.

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ILMIY TADQIQOTLARNI TIJORATLASHTIRISHINING SAMARALI MEXANIZMLARI

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Annotatsiya: Ushbu tezisda ilmiy tadqiqot natijalarini tijoratlashtirishning samarali mexanizmlari O'zbekiston oliy ta'lim va ilmiy muassasalari kontekstida tahlil qilinadi. Maqsad institutlararo uzviylik, intellektual mulkni boshqarish va bozorga chiqish jarayonlarini optimallashtiruvchi yondashuvlarni asoslashdir. Metodologiya sifatida institutsional tahlil, qiymat zanjiri yondashuvi va taqqoslama tahlil qo'llanadi. Ilmiy yangilik tijoratlashtirishni portfel boshqaruvi va TRL mezonlari bilan integratsiyalashgan mexanizm sifatida taklif etilishidadir.

Kalit so'zlar: tijoratlashtirish, texnologiya transferi, intellektual mulk, spin-off, TRL, innovatsion ekotizim, portfel boshqaruvi.

Аннотация: В данной диссертации анализируются эффективные механизмы коммерциализации результатов научных исследований в контексте высшего образования и научных учреждений Узбекистана. Цель состоит в обосновании подходов, оптимизирующих межинституциональную согласованность, управление интеллектуальной собственностью и процессы выхода на рынок. В качестве методологий используются институциональный анализ, подход к анализу цепочки создания стоимости и сравнительный анализ. Научная новизна заключается в предложении коммерциализации как интегрированного механизма с управлением портфелем и критериями уровня технологической готовности (TRL).

Ключевые слова: коммерциализация, трансфер технологий, интеллектуальная собственность, спин-офф, TRL, инновационная экосистема, управление портфелем.

Abstract: This thesis analyzes effective mechanisms for commercializing scientific research results in the context of higher education and scientific institutions of Uzbekistan. The goal is to substantiate approaches that optimize inter-institutional coherence, intellectual property management, and market entry processes. Institutional analysis, value chain approach, and comparative analysis are used as methodologies. The scientific novelty lies in the proposal of commercialization as an integrated mechanism with portfolio management and TRL criteria.

Keywords: commercialization, technology transfer, intellectual property, spin-off, TRL, innovation ecosystem, portfolio management.

Ilmiy tadqiqotlarni tijoratlashtirish masalasi so'nggi yillarda nafaqat innovatsiyalar siyosati, balki universitetlar va ilmiy tashkilotlarning moliyaviy barqarorligi, tadqiqotlarning amaliy qaytimi va xususiy sektor bilan hamkorlik sifatiga bevosita ta'sir ko'rsatuvchi institutsional muammo sifatida namoyon bo'lmoqda. Tijoratlashtirish ko'pincha "g'oyani sotish" yoki patent olish bilan cheklanib talqin qilinadi, holbuki u ilmiy natijani bozor talabiga mos mahsulot, xizmat yoki texnologik yechimga aylantirishga qaratilgan kompleks jarayon bo'lib, unda ilmiy-texnik ekspertiza, intellektual mulkni huquqiy muhofaza qilish, moliyalashtirish, ishlab chiqarish kooperatsiyasi, marketing va tartibga solish talablari bir zanjirga ulanadi. Shuning uchun samarali mexanizmlar masalasi oddiy boshqaruv instrumentlarini sanash emas, balki tizimning har bir bo'g'inida rag'batlar va mas'uliyatni moslashtirish, tranzaksiya xarajatlarini kamaytirish va natijaga yo'naltirilgan ko'rsatkichlarni joriy etishni nazarda tutadi. Xalqaro amaliyotda texnologiya transferi ofislari, universitet fondlari, spin-off kompaniyalar va sanoat bilan kontrakt tadqiqotlari tijoratlashtirishning tayanch institutlari sifatida qaraladi, biroq ularning natijadorligi institut ichidagi boshqaruv modeli va tashqi bozor infratuzilmasi bilan uyg'unlik darajasiga bog'liq [5]. O'zbekiston sharoitida esa tijoratlashtirishning sekinlashuviga olib kelayotgan omillar qatorida ilmiy natijalarni bozor ehtiyojlari bilan bog'lashdagi uzilish, patent portfelining iqtisodiy baholash amaliyotining sustligi, venchur moliyalashtirishning cheklanganligi, texnologik tayyorgarlik darajasi past loyihalarning "erta bosqichda" tijorat talablari bilan to'qnashuvi hamda universitet va institutlarda loyiha boshqaruvi

kompetensiyalarining yetarli shakllanmaganligini qayd etish mumkin. Mazkur tezis ushbu muammolarni institutsional va jarayonli yondashuv asosida tizimlashtirib, tijoratlashtirishning samarali mexanizmlarini taklif etadi.

Tijoratlashtirishning konseptual asosini aniqlashda innovatsion jarayonning chiziqli modeli o‘rniga interaktiv modelga tayangan maqsadga muvofiq, chunki ilmiy natija bozorga chiqish uchun “ilmdan ishlab chiqarishga” bir yo‘nalishda emas, balki bozor signallari, texnik sinovlar va tartibga solish talablaridan kelib chiqib qayta-qayta takomillashtiriladi. Shu nuqtai nazardan, tijoratlashtirish mexanizmlarini loyihaning hayotiy sikli bo‘yicha qurish talab etiladi: g‘oyani aniqlash va validatsiya, prototiplash, pilot ishlab chiqarish, sertifikatlash va bozorga kirish. Xalqaro adabiyotlarda TRL (Technology Readiness Level) shkalasi aynan shu bosqichlarni baholash hamda moliyalashtirish instrumentlarini bosqichma-bosqich moslashtirish uchun ishlatiladi [6]. TRL asosida yondashuv O‘zbekiston ilmiy muassasalarida ko‘pincha uchraydigan muammoni, ya’ni “laboratoriya natijasini” bevosita sanoatga taklif etishdan kelib chiqadigan muvaffaqiyatsizliklarni kamaytiradi, chunki TRL past bo‘lgan ishlanmalar avvalo proof-of-concept va prototip bosqichiga yetkazilishi, bozor segmenti aniqlanishi, xarajatlar modeli tuzilishi va intellektual mulk strategiyasi shakllantirilishi lozim. Shu yerda birinchi samarali mexanizm sifatida TRL asosidagi “stage-gate” saralash tizimini joriy etish taklif qilinadi: har bir bosqich yakunida texnik, bozor va huquqiy mezonlar bo‘yicha minimal talablar tekshiriladi, keyingi bosqichga o‘tish qarori esa mustaqil ekspertlar, sanoat vakillari va muassasa boshqaruvi ishtirokida qabul qilinadi. Bunday tizim resurslarning dispersiyalanishini kamaytiradi, portfelni boshqarish imkonini beradi va tijoratlashuv ehtimoli yuqori loyihalarni ustuvorlashtiradi.

Ikkinchi muhim mexanizm texnologiya transferi ofisi yoki funksional jihatdan teng bo‘lgan “intellektual mulk va tijoratlashtirish markazi”ni faqat hujjat yurituvchi bo‘linma emas, balki biznes rivojlantirish kompetensiyasiga ega, bozorga chiqish strategiyasini ishlab chiquvchi va muzokara yurituvchi professional tuzilma sifatida qayta loyihalashdir. Ko‘plab tizimlarda ofislar patentlashtirish xarajatlarini ko‘taradi, litsenziya shartnomalarini tuzadi, startaplar uchun inkubatsiya xizmatlarini ko‘rsatadi va sanoat bilan hamkorlik shartnomalarini standartlashtiradi [5]. O‘zbekiston sharoitida bunday ofislarning samaradorligini oshirish uchun ularning KPI tizimini “patent soni” kabi formal ko‘rsatkichlardan “litsenziya daromadi”, “sanoat kontraktlari hajmi”, “spin-off yashovchanligi” kabi natijaviy ko‘rsatkichlarga o‘tkazish zarur. Bu yondashuv institutsional iqtisodiyot nuqtai nazaridan rag‘batlarning moslashuvini kuchaytiradi: xodimlar va rahbariyat tijoratlashtirishdan real iqtisodiy natija kutadigan tizimda qarorlar tezroq va ma’lumotga tayangan holda qabul qilinadi [1]. Bunda manfaatlar taqsimoti ham aniq reglamentlanishi lozim: litsenziya daromadidan mualliflarga, kafedraga yoki laboratoriyaga, markazga va muassasa rivojlanish fondiga ulush ajratilishi oldindan belgilansa, ichki qarama-qarshiliklar kamayadi va ixtirochilar motivatsiyasi ortadi.

Uchinchi mexanizm sifatida intellektual mulkni boshqarishda “patentlash hamma narsaga yechim” degan yondashuvdan voz kechib, differensial strategiyani qo‘llash taklif etiladi. Ba’zi holatlarda tijorat sirini saqlash, dasturiy ta’minot uchun mualliflik huquqi va litsenziyalash, dizayn yechimlari uchun sanoat namunalari, yoki standartlarga kirish orqali bozor ustunligini qo‘lga kiritish patentdan ko‘ra samaraliroq bo‘lishi mumkin. Rossiya va postsovet makonida innovatsion faoliyatni boshqarish bo‘yicha tadqiqotlar intellektual mulk portfelini iqtisodiy baholash va uni muassasa strategiyasi bilan bog‘lash muhimligini ko‘rsatadi [2]. Shu sabab tijoratlashtirish markazida IP-skauting, prior art tahlili, erkin foydalanish tahlili (FTO) va patent landshaft tahlili yo‘lga qo‘yilishi lozim. Bu instrumentlar nafaqat huquqiy risklarni kamaytiradi, balki bozorga kirish nuqtalarini aniqlash, raqobatchilarni xaritalash va litsenziyalash uchun maqbul hamkorlarni topishga yordam beradi. IP boshqaruvi rivojlanmaganda esa tijoratlashtirish jarayoni ko‘pincha keyingi bosqichlarda to‘xtab qoladi: investorlar huquqiy aniqlik bo‘lmagani uchun moliyalashtirishdan tiyiladi, sanoat esa eksklyuzivlik kafolati bo‘lmaganda texnologiyani joriy etishga qiziqmaydi.

To‘rtinchi mexanizm moliyalashtirish arxitekturasini bosqichma-bosqich diversifikatsiya qilish bilan bog‘liq. Ilmiy ishlanmalarning ko‘p qismi “o‘lim vodiysi” deb ataladigan bosqichda, ya’ni laboratoriya prototipi va bozor uchun tayyor mahsulot o‘rtasida moliyaviy uzilish sababli to‘xtab qoladi [6]. Bu muammoni hal etishda grantlar faqat fundamental yoki amaliy tadqiqotni emas, balki proof-of-concept, pilot sinov, sertifikatlash va bozorga tayyorlash xarajatlarini ham qamrab oladigan tarzda dizayn qilinishi zarur. Bunda universitet yoki ilmiy muassasa huzurida kichik hajmli “seed-fond” yoki qaytariladigan moliyalashtirish instrumentlari (konvertatsiya qilinadigan qarz, daromadga bog‘liq to‘lov) joriy etilsa, eng istiqbolli ishlanmalar TRL bo‘yicha yuqoriga ko‘tariladi va xususiy investorlar uchun jozibador bo‘ladi. Shu bilan birga, sanoat bilan birgalikdagi kontrakt tadqiqotlari va birgalikda mulkchilikka asoslangan konsorsiumlar muhim manba bo‘lib, ular bilimning amaliy yo‘nalishini kuchaytiradi hamda bozor

validatsiyasini erta bosqichda ta’minlaydi [7]. Biroq bunday hamkorlik shartnomalarida intellektual mulk, nashr qilish huquqi va maxfiylik muvozanatini aniq belgilash talab etiladi; aks holda akademik erkinlik va tijorat manfaatlari o‘rtasida ziddiyat paydo bo‘lishi mumkin.

Beshinchi mexanizm sifatida spin-off va startaplar orqali tijoratlashtirish modelini institutsional qo‘llab-quvvatlashni ko‘rsatish mumkin. Spin-offlar odatda yuqori noaniqlikka ega, lekin yuqori qo‘shilgan qiymat yaratishi mumkin bo‘lgan texnologiyalar uchun mos keladi. Bu yerda muhim jihat shundaki, universitet yoki institut startapga nisbatan faqat ulushdor sifatida emas, balki infratuzilma, laboratoriya, mentorlik, bozorga chiqish bo‘yicha sheriklik kanallari bilan yordam beruvchi ekotizim markazi sifatida ishtirok etishi lozim. Iqtisodiy adabiyotlarda innovatsion ekotizimda “uchburchak hamkorlik” ya’ni ilm-fan, biznes va davlat institutsional muvozanati texnologiya transferining barqarorligini ta’minlashi qayd etiladi [3]. O‘zbekiston uchun amaliy taklif shundan iboratki, startaplarni qo‘llab-quvvatlashda universitet ichki reglamentlari soddalashtirilib, olimlarning tadbirkorlik faoliyatida ishtirok etishi bo‘yicha manfaatlar to‘qnashuvi siyosati aniq belgilanishi, laboratoriya resurslaridan foydalanish tartibi shaffof qilinishi va akseleratsiya dasturlari bozor bilan bog‘langan indikatorlar asosida qurilishi kerak. Spin-offlarning yashovchanligi ko‘p jihatdan jamoaning biznes kompetensiyasiga bog‘liq bo‘lgani sabab, muhandis va tadqiqotchilar uchun mahsulot menejmenti, narxlash, mijoz bilan ishlash va regulyator talablar bo‘yicha modullarni o‘z ichiga olgan treninglar tijoratlashtirish mexanizmining ajralmas qismi bo‘lishi kerak.

Taklif etilayotgan yondashuvlarning umumiy mantiqi tijoratlashtirishni alohida epizodik faoliyat emas, balki portfel sifatida boshqariladigan, risklari diversifikatsiya qilingan va bosqichma-bosqich qarorlar orqali resurslar taqsimlanadigan tizim sifatida ko‘rishdan iborat. Portfel boshqaruvi yondashuvi har bir loyihani “qanday bo‘lmasin yakunlash” emas, balki minimal vaqt va xarajat bilan bozor sinovidan o‘tkazish, muvaffaqiyatsiz yo‘nalishlarni erta to‘xtatish va istiqbolli yo‘nalishlarga resurslarni ko‘chirish imkonini beradi. Bunday mexanizmni joriy etish uchun ma’lumotlar bazasi va analitika zarur: ishlanmalar reyestri, TRL holati, IP statusi, potentsial bozor, hamkorlar ro‘yxati, xarajatlar va kutilayotgan daromad ssenariylari. Shuningdek, tijoratlashtirish natijalarini baholashda faqat bevosita daromad emas, balki texnologiyaning sanoat samaradorligiga ta’siri, import o‘rnini bosish salohiyati, ish o‘rinlari yaratish va ilmiy maktabning mustahkamlanishi kabi ko‘rsatkichlar ham ikkilamchi natijalar sifatida hisobga olinishi mumkin, biroq bosh ko‘rsatkich sifatida bozor tomonidan tasdiqlangan qiymat mezoni ustuvor qolishi lozim.

Xulosa sifatida aytish mumkinki, ilmiy tadqiqotlarni tijoratlashtirishning samarali mexanizmlari bir vaqtning o‘zida jarayon, institut va rag‘batlar dizaynini qamrab olgan kompleks yechim sifatida shakllantirilishi kerak. TRL asosidagi stage-gate saralash tizimi loyihalarning tayyorgarlik darajasini real baholash va resurslarni oqilona taqsimlashga xizmat qiladi. Texnologiya transferi funksiyasini biznes rivojlantirish kompetensiyasi bilan kuchaytirish hamda natijaviy KPIlar orqali boshqarish tijorat natijalarini oshiradi. Intellektual mulk bo‘yicha differensial strategiya va huquqiy risklarni erta bosqichda boshqarish investor va sanoat ishonchini kuchaytiradi. Bosqichma-bosqich moliyalashtirish arxitekturasi “o‘lim vodiysi”ni qisqartiradi, spin-off va startaplarni qo‘llab-quvvatlash esa yuqori qo‘shilgan qiymatli texnologiyalarni bozorga olib chiqish ehtimolini oshiradi. Umuman, taklif etilgan mexanizmlar uyg‘un joriy etilganda ilmiy natijalar iqtisodiy qiymatga aylanishining institutsional tezligi va sifati sezilarli darajada yaxshilanadi.

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INCREASING THE EFFICIENCY OF ENTERPRISES AND ORGANIZATIONS THROUGH THE DEVELOPMENT OF DIGITAL BANKING SERVICES

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Annotation. This article analyzes the impact of the development of digital banking services by commercial banks on the efficiency of the activities of enterprises and organizations. The study highlights the practical importance of remote banking services, mobile applications, online deposits, online conversion, NFC, electronic wallets, payment terminals and the activities of payment organizations for business entities. It is substantiated that in recent years the volume and scope of digital financial services in the banking system of Uzbekistan has been rapidly expanding, which has a positive impact on the speed of settlements, cash flow management, transaction costs and operational discipline at enterprises. At the end of the study, scientific and practical proposals were developed to improve the efficiency of digital banking services.

Keywords: commercial banks, digital banking services, corporate clients, remote banking services, mobile banking, electronic payments, enterprise efficiency, transaction costs, financial management.

Introduction

In the modern economy, the efficiency of enterprises and organizations is determined not only by production capacity or sales volume, but also by how quickly, safely and inexpensively they can carry out financial transactions. In this regard, digital services introduced by commercial banks are becoming a strategic factor in the daily activities of business entities. The state policy on reforming the banking system in Uzbekistan has identified the expansion of remote banking services, the active use of information technologies in banking operations, and the development of competition in the banking services market as priority tasks. In particular, the strategy for reforming the banking system for 2020–2025 clearly states the task of increasing the share of remote banking services, while the “Digital Uzbekistan – 2030” strategy envisages the widespread introduction of services such as internet banking, client banking, SMS banking, and mobile applications. At the same time, the Law "On Payments and Payment Systems" created a legal framework for the activities of payment infrastructure participants, and the Law "On Banks and Banking Activities" strengthened the institutional foundation of the banking services market [1]. Such a legal and institutional framework serves to develop fast, transparent and uninterrupted financial services for enterprises.

Research methodology

The research used comparative analysis, statistical grouping, systematic approach, generalization and scientific abstraction methods. The information base was taken from the annual reports of the Central Bank of the Republic of Uzbekistan for 2024, the financial stability review, current legislative documents and materials from the World Bank [2]. The logic of the research is that the growth indicators in digital banking services were analyzed in relation to saving time in the activities of enterprises, reducing operating costs, strengthening payment discipline and expanding cash flow management capabilities. The World Bank's report on Uzbekistan's Services Sector Modernization notes that knowledge-based services such as finance, communications, and insurance have high productivity, and that liberalizing and modernizing trade in services has a significant positive impact on real GDP and private sector efficiency; this approach provides an important theoretical basis for linking the digitalization of banking services to enterprise efficiency.

Results and Discussion

The expansion of digital payments and remote services in the banking system of Uzbekistan is proceeding very rapidly, and this trend also directly affects the activities of corporate clients. According to the 2024 report of the Central Bank, the number of bank cards in circulation increased by 34 percent in one year, reaching 62.0 million units; the volume of payments accepted through 426 thousand payment terminals amounted to 326.7 trillion soums; the volume of transactions carried out based on NFC technology reached 41.4 trillion soums; the number of payment organizations increased to 44, and the volume of transactions carried out by them amounted to 333 trillion soums; the number of electronic wallets opened in electronic money systems increased from 15.6 million to 20.6 million; and the number of customers who underwent digital identification reached 12.2 million at the end of the year. In addition, the volume of online deposit transactions carried out through mobile applications amounted to 77.8 trillion soums, online conversions amounted to 36.3 trillion soums, online microloans amounted to 24.4 trillion soums, and remote loan repayments amounted to 29.7 trillion soums. These indicators indicate that the

digital format is prevailing in the consumption of banking services not only by individuals, but also in the activities of enterprises and business entities. In particular, the allocation of 61.3 trillion soums to finance nearly 69 thousand projects of business entities in the trade and services sector indicates that banks are actively integrating with the real sector.

Digital banking services affect the efficiency of the enterprise in several ways. First, they significantly reduce transaction times. While traditionally going to the bank to issue payment orders, obtain information on accounts or perform currency exchange operations takes more time and effort, digital banking services allow you to do this in real time. Second, operating costs are reduced, as paperwork, dependence on the cash register, business trips and delays associated with the human factor are reduced. Third, the quality of cash flow management is improved: the enterprise monitors its revenues, expenses, loan payments, salaries and taxes on a single platform, switching to more accurate financial planning. Fourth, settlement discipline is strengthened, as automated payments, mobile notifications and digital monitoring reduce the risk of overdue payments. Fifth, the relationship between the enterprise and the bank will be accelerated, which will facilitate the use of credit lines, overdrafts, factoring, trade finance and cash management products. The World Bank also emphasizes that improving the quality and diversity of financial products for the private sector in Uzbekistan, especially the development of export and trade finance instruments, will have a positive impact on the efficiency and productivity of enterprises[3].

Table 1. Some indicators of the development of digital banking services in Uzbekistan and their economic significance for enterprises

Indicator	**Quantity**	**Practical significance for enterprises**
Number of bank cards in circulation	62.0 million pieces	The base of cashless settlements will expand
Payments received through payment terminals	326.7 trillion soums	The turnover of income in trade and services will accelerate
Volume of NFC transactions	41.4 trillion soums	Contactless trade operations will become more convenient
Number of payment organizations	44 pieces	Competition in the market will increase, and the quality of service will increase
Transactions of payment organizations	333 trillion soums	Alternative payment channels will increase
Number of electronic wallets	20.6 million	Micropayments and instant settlements will become easier
Customers who have undergone digital identification	12.2 million	The possibility of opening/operating accounts and services remotely will expand
Online deposit transactions	77.8 trillion soums	The possibility of quickly placing free funds will increase
Online conversion transactions	36.3 trillion soums	Foreign trade and import settlements will be simplified
Tap-to-phone users	3.2 thousand	The possibility of accepting payments without terminal costs will be created for small businesses

It is important to note that the growth of digital services does not in itself guarantee the efficiency of the enterprise. For this, at least three conditions are important: first, the uninterrupted and secure operation of banking platforms; second, the ability of enterprises to practically integrate these services into their management systems; third, the financial and digital literacy of employees[4]. According to the Central Bank, in 2024, 1,008 inspections were carried out in 881 banking institutions as part of the protection of the rights of consumers of banking services and control over the quality of services. This indicates that,

along with the expansion of services, the issues of quality, transparency and protection of consumer rights remain relevant. In terms of the stability of the banking system, the fact that the LCR indicator reached 194 percent in 2024 and the NSFR reached 115 percent indicates a solid liquidity base of the system, which strengthens the institutional security of the expansion of digital services. At the same time, the fact that the volume of problem loans reached 21.2 trillion soums leaves the task of banks to improve risk management, data quality, and lending algorithms[5]. Therefore, the effectiveness of digital services will be higher only if, along with technological expansion, prudential management and quality control are strengthened.

Conclusion

The results of the study show that digital banking services have become an important financial and infrastructural factor in increasing the efficiency of enterprises and organizations. They speed up settlements, help to accurately manage cash flows, reduce operating costs, reduce the distance between the client and the bank, and enhance continuity in trade, service provision and foreign economic activity. The rapid growth in the number of bank cards, electronic wallets, NFC transactions, payment organizations and the volume of transactions performed through mobile applications in Uzbekistan means that the banking services market is entering a qualitatively new stage. On this basis, the following proposals can be put forward: first, expand single digital banking platforms for corporate clients; second, further adapt factoring, cash management, online conversion and trade finance services for businesses; third, widely introduce tap-to-phone, QR-payment and API-banking services for small and medium-sized businesses; fourth, strengthen banking standards for cyber security and data protection; Fifth, increasing financial and digital literacy in enterprises. These measures will not only increase the efficiency of banks' services, but also improve the overall economic performance of enterprises and organizations.

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RAQAMLI IQTISODIYOT SHAROITIDA TELEKOMMUNIKATSIYA INFRATUZILMASINING IQTISODIY O’SISHGA TA’SIRI

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Annotatsiya. Ushbu maqolada telekommunikatsiya infratuzilmasining raqamli iqtisodiyot rivojlanishidagi roli ko’rib chiqiladi. Dunyo mamlakatlari va O’zbekiston misolida keng tarmoqli internet qamrovi, mobil aloqa zichligi va yalpi ichki mahsulot o’sishi o’rtasidagi bog’liqlik tahlil qilinadi. Tadqiqot natijalari shuni ko’rsatadiki, raqamli infratuzilmaga har 1 foiz qo’shimcha sarmoya yalpi ichki mahsulotni o’rtacha 0,2–0,4 foizga oshiradi. O’zbekistonda «Raqamli O’zbekiston – 2030» dasturi doirasida amalga oshirilayotgan islohotlar raqamli iqtisodiyot samaradorligini oshirish uchun kuchli poydevor yaratmoqda.

Kalit so’zlar: raqamli iqtisodiyot, telekommunikatsiya infratuzilmasi, yalpi ichki mahsulot, keng tarmoqli internet, raqamli transformatsiya.

KIRISH

Bugungi kunda raqamli texnologiyalar iqtisodiy rivojlanishning asosiy omillaridan biriga aylangan. Telekommunikatsiya sohasining jadal rivojlanishi – mobil aloqa, keng tarmoqli internet va bulutli hisoblash texnologiyalari – butun dunyo bo’ylab iqtisodiy o’sishni tezlashtirmoqda. Jahon banki ma’lumotlariga ko’ra, keng tarmoqli internetning 10 foizlik o’sishi rivojlanayotgan mamlakatlarda yalpi ichki mahsulotni 1,38 foizga oshiradi.[2]

O’zbekiston so’nggi yillarda raqamli transformatsiya yo’lida jiddiy qadamlar qo’ydi: 2020-yilgi «Raqamli O’zbekiston – 2030» strategiyasi, IT Park tizimining kengayishi va elektron hukumat xizmatlarining rivojlanishi shular jumlasidandir.[5] Biroq telekommunikatsiya infratuzilmasining haqiqiy iqtisodiy ta’sirini miqdoriy baholash masalasi hali yetarlicha o’rganilmagan.

Tadqiqotning maqsadi: telekommunikatsiya infratuzilmasi rivojlanishi bilan iqtisodiy o'sish ko'rsatkichlari o'rtasidagi bog'liqlikni tahlil qilish va O'zbekiston uchun tavsiyalar ishlab chiqish.

Tadqiqot usullari: iqtisodiy-statistik tahlil, taqqoslama tahlil, mavjud ilmiy adabiyotlarni umumlashtirish.

NATIJA VA MUHOKAMA

Telekommunikatsiya va iqtisodiy o'sish: nazariy asoslar

Iqtisodiy nazariyada «umumiy maqsadli texnologiyalar» tushunchasi mavjud bo'lib, bu texnologiyalar butun iqtisodiyotni o'zgartirish quvvatiga ega. Bropman va Xelpman tadqiqotlarida ko'rsatilganidek, elektr energiyasi va temir yo'ldan so'ng internet va telekommunikatsiya infratuzilmasi uchinchi buyuk umumiy maqsadli texnologiya sifatida e'tirof etilmoqda.[1] Bu texnologiyalar ishlab chiqarish tannarxini pasaytiradi, bozor kengligini oshiradi va innovatsiyalar tarqalishini tezlashtiradi.

Raqamli iqtisodiyot nazariyasi nuqtai nazaridan Shapiro va Varian asarida ta'kidlanganidek, raqamli tovarlar «nol chegaraviy xarajat» xususiyatiga ega: yaratilgandan so'ng ularni qo'shimcha xarajatsiz cheksiz nusxalash mumkin.[4] Bu holat telekommunikatsiya tarmog'i qamrovining har bir foizlik oshishi iqtisodiy samaradorlikka proporsionaldan yuqori ta'sir ko'rsatishiga olib keladi.

Global tajriba: miqdoriy ko'rsatkichlar

Xalqaro telekommunikatsiya ittifoqi ma'lumotlariga ko'ra, 2023-yilga kelib dunyo aholisining 67 foizi internetdan foydalanadi, biroq rivojlanayotgan mamlakatlar uchun bu ko'rsatkich 57 foiz darajasida qolmoqda.[3] Jahon banki 35 mamlakat bo'yicha o'tkazgan tadqiqotida keng tarmoqli internetning 10 foizlik o'sishi yalpi ichki mahsulotni 1,38 foizga oshirishi aniqlangan.[2]

Janubiy Koreya tajribasi alohida e'tiborga loyiq: mamlakat 1990-yillardan boshlab telekommunikatsiya infratuzilmasiga yalpi ichki mahsulotning 1,5–2 foizini muntazam sarmoya kiritdi va bugungi kunda dunyo bo'yicha eng yuqori internet tezligi va tarqalish darajasiga ega mamlakatlar qatoriga kirdi.[8] Natijada axborot-kommunikatsiya texnologiyalari sektori mamlakatning yalpi ichki mahsulotidagi ulushi 10 foizdan oshdi.[8]

Singapur va Finlandiya misolida ham ko'rish mumkinki, telekommunikatsiya infratuzilmasiga erta va izchil sarmoya yuqori qo'shimcha qiymat yaratuvchi sohalar – moliya texnologiyalari, dasturiy ta'minot, elektron tijorat – rivojlanishiga zamin hozirlaydi.[6]

O'zbekiston: hozirgi holat va imkoniyatlar

O'zbekistonda mobil aloqa abonentlari soni 2023-yil oxiriga kelib 25 milliondan oshdi, bu aholi sonining 73 foizini tashkil etadi. Keng tarmoqli internet foydalanuvchilari soni 21 milliondan ziyod bo'lib, axborot-kommunikatsiya texnologiyalari sohasining yalpi ichki mahsulotdagi ulushi 2,5 foizga yetdi.[7] Axborot texnologiyalari va kommunikatsiyalarini rivojlantirish vazirligi ma'lumotlariga ko'ra, axborot-kommunikatsiya texnologiyalari eksporti 2019-yilga nisbatan to'rt barobar o'sib, 2023-yilda 1 milliard AQSH dollaridan oshdi.[7]

Biroq quyidagi muammolar mavjudligini e'tirof etish lozim:

– qishloq joylarda keng tarmoqli internet qamrovi shahar hududlariga nisbatan sezilarli past darajada qolmoqda;[7]

– tarmoq sifati va uzatish tezligi bo'yicha O'zbekiston Markaziy Osiyo mamlakatlaridan orqada;[6]

– raqamli ko'nikmalar darajasi ishchi kuchi orasida yetarlicha yuqori emas.

«Raqamli O'zbekiston – 2030» strategiyasi doirasida 2025-yilga qadar aholi punktlarining 95 foizini keng tarmoqli internet bilan ta'minlash ko'zda tutilgan.[5] Bu maqsadga erishilsa, Osiyo taraqqiyot banki hisob-kitoblariga asosan, mamlakatning yalpi ichki mahsuloti yiliga qo'shimcha 0,8–1,2 foizga o'sishi mumkin.[6]

Sarmoya samaradorligi: tahlil

Telekommunikatsiya infratuzilmasiga sarflangan xarajatlarning iqtisodiy samarasi bir necha kanal orqali namoyon bo'ladi. Birinchidan, mehnat unumdorligining oshishi: masofaviy ish imkoniyatlarining kengayishi, elektron tijoratning rivojlanishi va hukumat xizmatlariga raqamli kirish ish vaqtini tejaydi.[2] Ikkinchidan, yangi ish o'rinlari yaratiladi – axborot-kommunikatsiya texnologiyalari sektori, elektron tijorat, moliya texnologiyalari va raqamli mazmun yaratish sohasida.[8] Uchinchidan, ta'lim va sog'liqni saqlash kabi ijtimoiy sohalar samaradorligi oshadi.[2]

Mazkur ta'sirlar O'zbekiston uchun ayniqsa muhim, chunki mamlakat aholi soni jihatidan o'sishda davom etmoqda va yoshlar ulushi yuqori. Raqamli iqtisodiyotda ishchi kuchini samarali jalb etish iqtisodiy o'sishning barqarorligini ta'minlash uchun zarur shart-sharoit hisoblanadi.[6]

XULOSA

Olib borilgan tahlil asosida quyidagi xulosalarga kelish mumkin:

Telekommunikatsiya infratuzilmasi raqamli iqtisodiyotning poydevori bo'lib, uning rivojlanishi yalpi ichki mahsulot o'sishiga bevosita ijobiy ta'sir ko'rsatadi. Keng tarmoqli internetning 10 foizlik qamrovi oshishi yalpi ichki mahsulotni 1,38 foizgacha oshirishi global tajriba bilan tasdiqlangan.[2]

O'zbekiston axborot-kommunikatsiya texnologiyalari sektorida sezilarli o'sishga erishgan, biroq qishloq-shahar raqamli farqini kamaytirish va tarmoq sifatini oshirish ustuvor vazifalar bo'lib qolmoqda.[7]

«Raqamli O'zbekiston – 2030» strategiyasi to'liq amalga oshirilsa, bu mamlakatning yalpi ichki mahsulotiga qo'shimcha yillik 0,8–1,2 foizlik o'sish imkoniyatini yaratadi.[5, 6]

Infratuzilma sarmoyas bilan birga raqamli savodxonlikni oshirish va axborot-kommunikatsiya texnologiyalari ta'limini kuchaytirishga alohida e'tibor qaratish tavsiya etiladi.

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ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ КАК КАТАЛИЗАТОР ЭКОНОМИЧЕСКОГО РОСТА В ИНДУСТРИИ ТУРИЗМА И ГОСТЕПРИИМСТВА

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Аннотация.

В статье рассматривается роль инновационных технологий в трансформации индустрии туризма и гостеприимства как ключевого фактора экономического роста. Анализируются цифровую экосистемы, искусственный интеллект (AI), интернет вещей (IoT), технология распределенного рееста (блокчеин) и платформенные решения, которые меняют структуру вопроса и предложения. Автором обосновывается, что технологическая конвергенция способствует не только повышению операционной эффективности бизнеса, но формированию новых рынков, росту Налоговых поступлений и мультипликативному эффекту в смежных отраслях. На основе эмпирических данных и кейсов делается вывод о том, что глубина цифровизации становится основным индикатором конкурентоспособности туристских дестинаций условиях постпандемийной экономики.

Ключевые слова: инновационные технологии, туризм, гостеприимство, экономический рост искусственный интеллект, цифровизация, умные дестинации, катализатор, устойчивое развитие.

Введение. Современная индустрия туризма и гостеприимства переживает фундаментальную структурную перестройку, обусловленную ускоренным внедрением инновационных технологий. Если ранее туризм рассматривался преимущественно как социально-культурный феномен, то в условиях глобализации и цифровой трансформации экономики он превращается в высокотехнологичный сектор, способный генерировать значительные потоки добавленной стоимости.

Актуальность исследования обусловлена необходимостью переосмысления роли технологий: они перестали быть просто инструментом оптимизации бизнес-процессов, превратившись в системный катализатор экономического роста. Целью данной статьи является выявление механизмов влияние инновационных технологий на ключевые показатели экономического роста в секторе туризма и гостеприимства, а также систематизация подходов к оценке эффективности технологической трансформации.

В экономической теории концепция «катализатора» подразумевает фактор, который сам по себе не является конечным продуктом потребления, но значительно ускоряет реакции взаимодействия между элементами системы. Применительно к туризму, инновационные технологи выступают таким катализатором, снижая транзакционные издержки, устраняя информационную асимметрию и создавая условия для масштабирования бизнеса.

Ключевым понятием современного этапа является «умный туризм» (smart tourism), базирующийся на трех столпах: умные дестинации, умный бизнес и умный потребитель. Так «в основе «умных» туристских направлений лежит внедрение передовых технологических инструментов. Это позволяет формировать как спрос, так и предложение, совместно создавать туристский продукт и обогащать потребителей новыми впечатлениями. [3].

Интеграция технологий позволяет преодолеть классическое противоречие туристской индустрии – невозможность хранения услуги и высокую зависимость от сезонности. Инновации в виде динамического ценообразования, управляемого алгоритмами искусственного интеллекта, позволяют сглаживать пиковые нагрузки и увеличивать загрузку мощностей в межсезонье, что напрямую коррелирует с ростом рентабельности активов предприятий гостеприимства.

Следует различать два уровня технологического воздействия:

1. Микроуровень: автоматизация внутренних процессов, снижение операционных расходов, увеличение среднего чека за счет кросс-продаж через цифровые каналы.

2. Макроуровень: формирование «цифровых экосистем» дестинации, привлечение инвестиций в телекоммуникационную инфраструктуру, создание высокооплачиваемых рабочих мест в смежных IT-секторах.

«Туристская отрасль во многих странах является одной из движущих сил экономического роста. В настоящее время это четвертая крупнейшая отрасль мировой экономики, на долю туризма приходится 10% мирового ВВП, 7% совокупного экспорта и 30% экспорта услуг в мире» [1].

Наиболее существенное влияние на экономическую эффективность туристической отрасли сегодня оказывают технологии искусственного интеллекта (AI) и анализа больших данных (Big data). Это инструменты обеспечивают переход от реактивного управления к прогностическому.

Как отмечает Е.И. Григорьева «на фоне общего развития IT-технологий стремительно развивается также индустрия виртуальной реальности, которая позволяет более реалистично представлять туристические места и виртуально путешествовать, не покидая свой город» [2, С. 302].

Алгоритмы машинного обучения, анализируя историю бронирований, поведение в интернете и геолокационные предложения. Интеллектуальные системы управления доходностью (Revenue Mangament Systems) на основе нейросетей учитывают сотни факторов: погоду, события в городе, динамику спроса конкурентов, курс валют. Такая точность позволяет максимизировать выручку в периоды высокого спроса и поддерживать ликвидность в периоды спада.

Внедрение AI-чат ботов и голосовых ассистентов в контакт-центрах и на стойках регистрации позволяет сократить трудозатраты на рутинные операции до 40%. В условиях кадрового голода, характерного для индустрии гостеприимства во всем мире, автоматизация становится критическим фактором сохранения маржинальности бизнеса.

Концепция «Умный город» (Smart City) неразрывно связана с конкурентоспособностью туристской дестинации. Интернет вещей (IoT) создает среду, в которой турист потребляет услуги более интенсивно и безопасно, что ведет к росту туристских расходов [4].

Интеграция IoT-решений в туристскую инфраструктуру включает: умный транспорт: системы мониторинга загруженности дорог и синхронизации общественного транспорта сокращают время передвижения туристов, увеличивая время их пребывания в местах потребления платных услуг; умные музеи и аттракционы: использование beacon-технологий и датчиков присутствия позволяет управлять потоками посетителей, исключая очереди и повышая пропускную способность туристских объектов на 15-20% без ущерба для качества обслуживания; энергоэффективность: в гостиничном секторе IoT-системы управления энергопотреблением снижают эксплуатационные расходы на 20-25%, что в условиях высоких тарифов на энергоносители напрямую влияет на чистую операционную прибыль.

Экономический эффект на уровне дестинации выражается в росте ее инвестиционной привлекательности. Муниципалитеты, внедряющие платформы «умного туризму», получают возможность претендовать на более высокий статус в международных рейтингах, что служит мягкой силой для привлечения туристов с высоким уровнем дохода.

Технология распределенного реестра (блокчейн) вносит вклад в экономический рост через механизмы повышения доверия и снижения транзакционных издержек. В туризме, где цепочка взаимодействий включает множество контрагентов (туроператоров, авиакомпании, страховщики, банки), блокчейн решает проблему верификации данных.

Автоматизация взаиморасчетов между туристическими агенствами и поставщиками услуг исключает задержки платежей и снижает риски мошенничества. Появление возможности инвестировать в долю гостиничного номера и ли туристского объекта через цифровые активы открывает доступ к инвестициям для розничных инвесторов, увеличивая приток капитала в отрасль. Это способствует росту фондооснащенности туристской инфраструктуры.

Экономика совместного потребления, представленная глобальными платформами (Airbnb, Booking.com), хотя и создает вызовы для традиционного рынка, объективно расширяет общую емкость рынка.

Критическим аспектом технологического катализатора является его влияние на занятость и смежные отрасли. Технологии не столько сокращают количество рабочих мест, сколько трансформируют их качество. Сокращается потребность в низкоквалифицированном административном персонале, но растет спрос на IT-специалистов в туризме, маркетологов-аналитиков, специалистов по управлению клиентским опытом и разработчиков цифровых продуктов. Это повышает средний уровень заработной платы в отрасли и, как следствие, налоговые отчисления (НДФЛ).

Инновации усиливают мультипликатор туристских расходов. Цифровые экосистемы позволяют интегрировать местных производителей (фермеров, ремесленников, транспортные компании) в единую платформу продаж для туриста. Например, внедрение единого туристического депозитного счета (ID-системы) позволяет отслеживать потоки расходов и стимулирует туриста тратить большие внутри дестинации, а в не в глобальных цифровых гигантах.

По мнению М.С. Оборина «…цифровая среда туризма должна основываться на принципах, наиболее отражающих цифровую активность, цифровой потенциал и цифровую устойчивость к факторам внешнего влияния» [3].

Использование онлайн-касс, и систем регистрации гостей в реальном времени (как система SAFE в Турции или механизмы в ОАЭ) позволили странам увеличить сбор туристического налога на 15-25% без повышения налоговых ставок, исключительно за счет вывода теневого сектора в правовое поле.

Несмотря на высокий потенциал, использование инновационных технологий как катализатора роста сопряжено с системами рисками, игнорирование которых сможет привести к обратному эффекту – торможению экономического развития. Высокий порог входа для внедрения передовых технологий создает разрыв между крупными сетевыми игроками и малым бизнесом. Если государство не предоставляет мер поддержки (субсидии на цифровизацию) малые отели и семейные рестораны теряют конкурентоспособность, что ведет к монополизации рынка и оттоку локального колорита, который часто является якорем для туристов.

Консолидация о данных подрывают доверие потребителей и влекут колоссальные репетиционные и финансовые потери. Переход на иностранное программирование обеспечение и облачные сервисы без наличия альтернатив создает уязвимость в условиях геополитических санкций. Чрезмерная автоматизация может привести к дегуманизации сервиса. Для сегмента люкс и некоторых культурных направлений высокий уровень цифровизации без сохранения человеческого участие снижает ценность предложения, что отражается на готовности клиентов платить премиальную цену.

Заключение. Инновационные технологии выступают не просто фактором, а мощным катализатором экономического роста в индустрии туризма и гостеприимства. Проведенный анализ показывает, что влияние технологий реализуется по трем основным направлениям: повышение операционной эффективности бизнеса (снижение издержек, рост доходности), расширение рынка (цифровые платформы, доступность информации) и институциональные улучшения (рост прозрачности, налоговой базы, инвестиционной привлекательности).

Стратегии развития туризма в современных условиях должны базироваться на принципах технологического суверенитета и инклюзивности. Для устойчивого экономического роста

необходимо не просто внедрение точечных решений (AI, IoT, блокчейн), а формирование целостных цифровых экосистем, объединяющих государственные органы, бизнес и местные сообщества.

Перспективным направлениями дальнейших исследований являются: оценка влияния генеративного искусственного интеллекта на формирование туристских маршрутов и снижение временных издержек потребителей; разработка методик расчета «зеленого» технологического эффекта (снижение углеродного следа за счет автоматизации); изучение экономической эффективности внедрения метавселенных как инструментов пре-туризма и витрины дестинаций.

В заключение следует подчеркнуть: в XXI веке конкурентоспособность национальной туристской индустрии будет определяться не столько природными и культурными ресурсами, сколько способностью интегрировать инновационные технологии для создания безопасной, персонализированной и высокоэффективной среды путешествий.

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ПРОЕКТИРОВАНИЕ СТУДЕНЧЕСКОЙ СРЕДЫ КАК ПРОСТРАНСТВО ДЛЯ МЕЖКУЛЬТУРНОГО ДИАЛОГА

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Аннотация. В статье рассматривается актуальная проблема трансформации образовательного пространства современного университета. Автор обосновывает необходимость перехода от функционально-утилитарного понимания студенческой среды к средовому подходу, рассматривающему кампус и университетское сообщество как полисубъектное пространство для межкультурного диалога. Выявлены принципы проектирования (полифоничность, событийность, технологичность, инклюзивность), определены роль архитектурных решений, цифровой инфрастркутуры и воспитательной деятельности в формировании условий для культурного обмена. Статья адресована исследователям в области педагогики высшей школы, архитекторам образовательных пространств и организаторам воспитательной работы.

Ключевые слова: студенческая среда, мужкультурный диалог, проектирование образовательного пространства, университетский кампус, поликультурное образование, инклюзия.

Введение. Глобализация и рост академической мобильности привели к тому, что современный университет перестал быть исключительно национальным институтом. Сегодня студенческая аудитория представляет собой сложный конгломерат культур, языков, религиозных традиций и социальных практик. В этих условиях перед высшей школой встаёт двойная задача: с одной стороны, обеспечить качественное профессиональное образование, с другой – сформировать устойчивую гражданскую идентичность и навыки продуктивного взаимодействия в условиях культурного разнообразия.

Ключевым ресурсом решения этой задачи выступает студенческая среда. Традиционно понимаемая как совокупность материально-технических и социально-психологических условий,

она сегодня требует переосмысления. Возникает необходимость проектирования среды не просто как фона для учебной деятельности, а как активного пространства для межкультурного диалога – места, где различия не становятся барьерами, а превращаются в точку роста и взаимного обогащения.

Цель данной статьи – теоретико-методическое обоснование подходов к проектированию студенческой среды, способствующий развитию межкультурной коммуникации, и выявление практических механизмов реализации такого проектирования в современном университете.

Результаты и обсуждение. Для понимания того, как проектировать студенческую среду, необходимо, необходимо уточнить сам концепт «среда» применительно к высшему образованию. В педагогике и психологии сложилось несколько подходов к трактовке этого понятия.

Для студенческой среды характерны специфические черты: временная ограниченность (период обучения); высокая интенсивность коммуникаций; сочетание формальных (учебные группы) и неформальных (дружеские, творческие) структур; пограничность (переход от юности к взрослости).

Нельзя не согласиться с Е.И. Панковой и Е.Н. Зубковой, что «студенчество это уникальный и чрезвычайно важный период жизни человека. Это не просто время получения профессионального образования, но и фундаментальный этап личностного созревания. Именно в студенчестве проявляется социальная активность» [2].

Среда становится пространством диалога тогда, когда она провоцирует, поддерживает и легитимизирует коммуникацию между различными культурными группами.

Как отмечает Фатхуллина, А. Г. «Знакомство с другими культурами помогает формировать поликультурно-грамотную личность, способную вести диалог в поликультурной среде»[3].

Проектирование среды – это междисциплинарная задача, требующая синтеза архитектуры, дизайна, педагогики и социологии. Выделим ключевые принципы, которые должны лежать в основе создания пространства для межкультурного диалога.

Принцип полифоничности (многоцентрия). Традиционная университетская среда часто организована по принципу жёсткой иерархии: аудитория – библиотека – столовая. Диалоговая среда требует наличия множества «точек сборки» – мест, где пересекаются разные траектории движения студентов. Это могут быть многофункциональные лобби, коворкинги, «зелёные» зоны, где встреча студентов разных факультетов и стран становится случайной, а значит, естественной.

Принцип событийности. Среда не может существовать как статичная структура. Она актуализируется через события. Проектирование студенческой среды предполагает создание системы событийных рядом: от межкультурных фестивалей («Дни национальных культур») до дискуссионных клубов на иностранных языках. Событие в этом контексте выступает как «уплотнение времени», в котором происходит интенсивный культурный обмен.

Принцип технологичности и гибкости. Физическое пространство должно быть мобильным. Стационарные ряды парт (символ авторитарной педагогики) уступают место трансформируемой мебели, позволяющей быстро менять конфигурацию аудитории для работы в малых группах, проведения круглых стволов для интерактивных лекций. Гибкость пространства символизирует гибкость мышления, необходимую для межкультурной коммуникации.

Принцип инклюзивности. Пространство для диалога должно быть доступным для всех, вне зависимости от физических возможностей или языковой подготовки. Визуальная навигация, наличие шрифта Брайля, создание «тихих зон» для студентов, нуждающихся в снижении сенсорной нагрузки (что особенно важно для интровертов или студентов, испытывающих стресс от языкового барьера), являются обязательным атрибутом современной среды.

Для эффективного проектирования необходимого выделить три взаимосвязанных компонента: физический (архитектурно-пространственный), социальный (человеческий) и виртуальный (цифровой).

Любые архитектурные решения будут бесполезны без целенаправленной работы с человеческим фактором. Социальный компонент включает: менторство и тьюторство; студенческие организации; воспитательная деятельность. Куратор сегодня должен выступать не только контролёром, сколько фасилитатором межкультурных групп.

Современная студенческая среда немыслима без цифрового следа. Цифровое пространство (корпоративные порталы, мессенджеры, социальные сети) должно проектироваться как продолжение физического. Особые значение приобретают: многоязычные интерфейсов: официальные сайты, навигация и информационные панели должны учитывать языковое разнообразие; цифровые сообщества по интересам: чаты для поиска участников культурных

мероприятий, языковые тандем-платформы (поиск собеседника с записями лекций о культуре, интервью со студентами из разных стран, что формирует общую культурную память университета. Важна и система проектной деятельности. «Проектная деятельность в современном высшем образовании перестала просто быть одним из многих педагогических технологий. Она утвердилась как комплексный дидактический и социокультурный феномен, выполняющий двойную функцию: служа эффективным инструментом обучения и одновременно выступая моделью современной профессиональной и культурной практики. [1].

Анализ успешных практик позволяет выделить три эффективные модели организации межкультурного взаимодействия, которые необходимо учитывать при проектировании среды.

Проектирование студенческой среды как пространства для межкультурного диалога должно проходить через следующие этапы.

Этап 1. Аудит и диагностика

Прежде чем что-либо проектировать, необходимо понять текущее состояние. Проводится анализ: архитектурно-пространственной среды: есть ли места для неформального общения? Доступны ли они для МГН? Каково состояние общежитий (главного места адаптации иностранцев)?

Социальной структуры: каков процент иностранных студентов? Каковы маршруты их миграции (откуда приезжают)? Есть ли случаи межкультурной напряжённости?

Цифровой среды: есть ли платформа для поиска единомышленников?

Методы: социологические опросы, фокус-группы со студентами разных национальностей, метод «следопыта» (наблюдение за перемещением студентов по кампусу в течение дня).

Этап 2. Со-проектирование

Ключевое отличие современного подхода от советского (когда среда «создавалась для студентов») – это вовлечение самих студентов в процесс проектирования.

Студенты выступают не как потребители, а как соавторы. Это может выражаться в: проведении хакатонов по дизайну общественных зон; создании студенческого совета по развитию среды; конкурсах на лучший арт-объект, символизирующий единство культур.

Результат: присвоение среды. Студенты начинают бережнее относиться к тому, что создали сами, и активнее использовать эти зоны по назначению.

Этап 3. Ресурсное обеспечение

Проектирование среды требует инвестиций. Важно разделять бюджетные и внебюджетные источники. Университетам следует рассматривать создание межкультурных пространств не как статью расходов, а как стратегическую инвестицию в привлекательность вуза для иностранных абитуриентов (маркетинговая составляющая). Партнёрство с некоммерческими организациями и национально-культурными автономиями города также позволяет привлекать ресурсы.

Этап 4. Инструментальная реализация

Непосредственное внедрение включает: ремонт и реконструкцию зон общего пользования; запуск программ повышения квалификации для преподавателей и сотрудников департаментов по работе со студентами (тренинги по культурной чувствительности, управлению конфликтами); внедрение цифровой платформы для языкового и культурного обмена.

Этап 5. Мониторинг и коррекция

Среда – это живая система. После внедрения изменений необходим цикл обратной связи. Ежегодное измерение индекса межкультурной толерантности (или индекса социального самочувствия иностранных студентов) позволяет корректировать стратегию развития среды.

Основываясь на изложенных теоретических положениях можно предложить конкретные рекомендации для университетов. Стремящихся превратить свою среду в пространство подлинного межкультурного диалога.

Для административно-управленческих структур:

1. Включить критерий «межкультурная среда» в KPI проекторов по воспитательной работе и международной деятельности.
2. Создать грантовую поддержку студенческих инициатив, направленных на культурный обмен (микрогранты на проведение культурных вечеров, языковых клубов).
3. Разработать кодекс межкультурной коммуникации университета, закрепляющий принципы недискриминации и уважения.

Для архитекторов и управляющих инфраструктурой:

1. При проектировании новых зданий закладывать не менее 30% площадей под трансформируемые общественные зоны (атриумы, зоны open space).

2. Реконструировать общежития, создавая на этажах «гостиные» (common rooms), где студенты разных национальностей могут совместно проводить время, готовить национальные блюда и общаться.

Для педагогического сообщества:

1. Внедрять в учебный процесс методы «интернационализации дома» (Internationalisation at Home), используя разнообразие студенческой аудитории как ресурс на семинарских занятиях.
2. Проводить обучение преподавателей техникам фасилитации межкультурных групп (управления групповой динамикой, профилактика конфликтов).

Заключение. Таким образом, проектирование студенческой среды как пространства для межкультурного диалога является сегодня не просто данью моде, а насущной необходимостью, обусловленной глобальными вызовами и потребностями рынка труда, который требует от специалистов навыков работы в кросс-культурных командах.

Традиционное понимание среды как набора материальных объектов уступает место средовому подходу, где в фокусе внимания находятся коммуникации, события и смыслы. Эффективная среда – это не роскошное здание, а сложная экосистема, включающая в себя гибкую архитектуру «встреч», активное и инклюзивное студенческое сообщество, а также цифровую платформу, обеспечивающую непрерывность взаимодействия.

Ключевым условие успеха выступает переход от политики «толерантности» (как терпимости) к политике «диалога» (как взаимному интересу). Только та среда, где культурные различия не стираются, а становятся предметом исследования и творчества, способна воспитать личность, готовую к жизни в сложном, многообразном мире.

Современный университет, выступающий в роли «медиатора» культур, приобретает не только этическое, но и конкурентное преимущество, становясь притягательным для талантливой молодёжи из разных уголков планеты.

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ОСОБЕННОСТИ РАЗВИТИЯ МЕЖКУЛЬТУРНОЙ ТОЛЕРАНТНОСТИ И СОТРУДНИЧЕСТВА В СТУДЕНЧЕСКОЙ СРЕДЕ

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Аннотация. В статье рассматриваются актуальные вопросы формирования межкультурной толерантности и сотрудничества в студенческой среде как ключевые факторы успешной интеграции молодых специалистов в поликультурное общество. Анализируются психолого-педагогические особенности студенческого возраста, определяющие восприятие культурных различий. Выявляются основные барьеры межкультурной коммуникации и предлагаются эффективные формы организации образовательной среды, способствующие развитию толерантности. Особое

внимание уделяется роли внеучебной деятельности, проектным методам работы и интернационализации образования.

Ключевые слова: межкультурная толерантность, студенческая среда, поликультурное образование, межкультурное сотрудничество, интерактивные методы обучения, академическая мобильность, ксенофобия.

Введение. Современный этап развития высшего образования характеризуется углублением процессов интернационализации, ростом академической мобильности и поликультурным составом студенческих коллективов. В этих условиях проблема развития межкультурной толерантности и сотрудничества выходит за рамки сугубо педагогической задачи и приобретает статус фактора национальной безопасности и социальной стабильности.

По мнению Д.В. Воротникова «толерантный подход к межкультурной коммуникации в педагогике направлен на позитивное просвещение, в рамках которого студентам разъясняются особенности многокультурного мира, в котором каждая социальная группа имеет право на «непохожесть» [1]. Студенческая среда, являясь наиболее динамичной и восприимчивой к инновациям социальной группой, выступает одновременно и зоной риска возникновения межэтнических напряжений, и ресурсной базой для формирования новой культуры межнационального общения.

Цель данной статьи - выявить особенности процесса развития межкультурной толерантности в студенческой среде и обосновать эффективные механизмы организации межкультурного сотрудничества в условиях современного университета.

Результаты и обсуждение. Феномен межкультурной толерантности носит междисциплинарный характер, находясь на стыке педагогики, психологии, социологии и культурологии. В широком смысле толерантность (от лат. Tolerantia - терпение) рассматривается не как пассивное приятие иных культурных норм, а как активная нравственная позиция, выражающаяся в уважении к иным образом жизни, обычаям, традициям и ценностям.

Как отмечает Л.А. Кабанова «Поликультурное образование в своей сущности обращено к здравому смыслу, к человеческой природе, к демократическим ценностям и приоритетам правового, гражданского общества. Оно формирует компетентного человека в межнациональном общении» [2].

Развитие межкультурной толерантности в вузе неразрывно связано с понятием «поликультурная компетентность». Если толерантность является базовой установкой сознания, то поликультурная компетентность предполагает наличие навыков эффективного взаимодействия в условиях культурного разнообразия.

Нельзя не согласиться с мнением ученых, что «Международная Академическая мобильность представляет собой одно из приоритетных направлений международной деятельности большинства современных вузов, входящих или претендующих на вхождение в список мировых лидеров» [3, С.69].

Студенческая среда обладает рядом характеристик, которые делают её уникальной для формирования толерантности. Во-первых, это возрастная специфика. Период обучения в вузе (18-25 лет) сензитивен для формирования мировоззренческих установок. В это время происходит переоценка ценностей, усвоенных в семье и школе, возрастает критичность мышления, но одновременно сохраняется высокая подверженность влиянию референтной группы.

Во-вторых, университетская среда представляет собой модель «общества в миниатюре». Здесь сталкиваются представители различных этносов, конфессий, социальных страт и регионов. Характер взаимодействия между ними во многом определяет будущую модель социального поведения выпускников.

В-третьих, необходимо учитывать двойственность факторов, влияющих на межкультурные отношения в студенческой среде. К позитивным факторам можно отнести: общность основных целей (получение образования, профессиональное становление); длительность и интенсивность контактов; наличие единого нормативного пространства (устав вуза, академический календарь).

Однако существуют и деструктивные факторы: социально-бытовая неустроенность иногородних и иностранных студентов, приводящая к ощущению маргинальности; языковой барьер, порождающий коммуникативную тревожность и стремление к самоизоляции; стереотипизация сознания, при которой восприятие представителя другой культуры происходит через призму этнических клише, зачастую негативных.

Эмпирические исследования, проведённые на базе ряда российских университетов, позволяют выделить основные препятствия на пути формирования толерантного сознания у студентов.

Первым барьером является этноцентризм - склонность оценивать другие культуры через призму собственной как единственно правильной. В студенческой среде это часто проявляется в формировании «землячеств» (неформальных объединений по национальному или региональному признаку), которые, выполняя функцию психологической защиты, замыкают коммуникацию внутри группы, препятствуя межкультурному диалогу.

Вторым барьером выступает низкий уровень межкультурной грамотности. Незнание истории, религии и этикета другой нации порождает непонимание и раздражение. Например, различия в проксемике (дистанции общения), отношении ко времени, невербальных знаках могут интерпретироваться как неуважение или агрессия.

Третьим значимым барьером является наличие латентной ксенофобии. Согласно данным социологических опросов, значительная часть студентов (от 20% до 35% в зависимости от региона) испытывает настороженность по отношению к представителям определённых национальностей, что обусловлено как воздействием медиасреды, так и личным негативным опытом.

Формирование межкультурной толерантности не может быть сведено к проведению разовых мероприятий (фестивалей или «уроков дружбы»). Необходима системная работа, интегрирующая учебную и внеучебную деятельность. Выделим ключевые педагогические условия, доказавшие свою эффективность.

Включение в рабочие программы дисциплин гуманитарного цикла (философия, социология, культурология, педагогика) модулей, посвящённых проблемам межкультурной коммуникации, позволяет сформировать у студентов научное понимание причин культурных различий. Важно отказаться от «экзотического» подхода (изучение только кухни, танцев и костюмов) в пользу анализа глубинных культурных кодов: систем ценностей, иерархии, гендерных ролей.

Пассивное усвоение знаний не ведёт к изменению установок сознания. Наиболее продуктивными методами являются:

- тренинги межкультурной чувствительности (тренинги эмпатии), направленные на осознание собственных стереотипов и отработку навыков бесконфликтного реагирования в ситуациях культурного недопонимания;
- кейс-стади (разбор конфликтных ситуаций, возникших на почве культурных различий);
- дискуссионные клубы с участием носителей разных культур, где обсуждение острых вопросов происходит в формате диалога, а не монолога лектора;
- метод проектов, предполагающий совместную учебную или социально значимую деятельность студентов разных национальностей.

Именно в неформальной обстановке происходит подлинное сближение. Эффективными формами являются: клубы интернациональной дружбы (КИД), возрождение традиций студенческих отрядов, объединяющих представителей разных регионов; совместные волонтёрские проекты, где цель (помощь приютам, благоустройство города) объединяет студентов сильнее, чем абстрактные призывы к миру; адаптационные программы для иностранных студентов («бадди-система» - наставничество), где местные студенты выступают в роли тьюторов, что способствует формированию личной ответственности за комфорт гостей.

Развитие сотрудничества невозможно без равенства возможностей. Студенческие обмены, совместные международные исследовательские лаборатории, а также создание безбарьерной среды (включая языковую) для студентов из-за рубежа формируют у всех участников образовательного процесса ощущение сопричастности к единому академическому сообществу.

Современные вызовы (цифровизация образования, рост онлайн-коммуникаций) требуют пересмотра традиционных подходов. Развитие межкультурной толерантности в студенческой среде должно учитывать следующие тенденции:

- цифровая дипломатия, которая включает в себя организацию онлайн-встреч студентов из разных стран, совместные международные онлайн-курсы (COIL - Collaborative Online International Learning), которые позволяют наладить сотрудничество без физического перемещения, снижая барьеры первоначального контакта;

- работа с кураторами академических групп. В этой связи необходимо переходить от формальной фигуры куратора к институту наставничества, владеющего методиками раннего выявления признаков интолерантности и буллинга на этнической почве;

- расширение функций психологических служб вузов для работы не только с индивидуальными проблемами, но и с межгрупповыми конфликтами в общежитиях и академических группах.

Заключение. Таким образом, развитие межкультурной толерантности и сотрудничества в студенческой среде представляет собой сложный, многофакторный процесс, требующий системного подхода. Студенческий возраст предоставляет уникальное окно возможностей для трансформации этнических стереотипов в установки на диалог и сотрудничество.

Эффективность этого процесса зависит от синтеза трёх компонентов: содержательного (включение поликультурного компонента в образование); технологического (использование интерактивных методов, тренингов, проектной деятельности); организационного (создание среды равных возможностей, поддержка интернациональных клубов).

В условиях нарастания глобальной нестабильности именно университеты призваны выполнять миссию «культурных посредников», воспитывая поколение специалистов, способных мыслить глобально, действовать профессионально и сохранять уважение к культурному многообразию мира. Формирование межкультурной толерантности должно стать не дополнительной нагрузкой, а базовым принципом организации всей жизнедеятельности современного высшего учебного заведения.

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ЦИФРОВИЗАЦИЯ КАК ФАКТОР ИННОВАЦИОННОГО РАЗВИТИЯ ТУРИЗМА В РОССИИ

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Аннотация. Статья посвящена исследованию роли цифровых технологий в трансформации туристской отрасли Российской Федерации. В условиях санкционного давления и необходимости достижения технологического суверенитета цифровизация выступает не просто инструментом оптимизации, а ключевым драйвером инновационного развития. В работе рассмотрены основные направления внедрения сквозных технологий (Big data, искусственный интеллект, VR/AR, блокчейн) в сегментах гостеприимства, транспортной логистики и управления туристскими территориями. Особое внимание уделено анализу государственных платформ («МТС Travel», «Russpass», система «Мир путешествий») и их влиянию на формирование бесшовной туристской среды. Выявлены системные барьеры (кадровый дефицит, цифровое неравенство регионов) и предложены направления их преодоления для реализации потенциала цифровой экономики в сфере туризма до 2030 года.

Ключевые слова: цифровизация туризма, инновационное развитие, туристская отрасль России, искусственный интеллект, умный город, туристские платформы, электронное правительство, мобильное приложение.

Туризм, как одна из наиболее динамичных и чувствительных к информации отраслей, оказался в авангарде цифровых изменений. Для Российской Федерации, где туризм определен в качестве одной из национальных целей развития (в рамках Национального проекта «Туризм и индустрия гостеприимства»), цифровизация приобретает стратегическое значение.

Введение. Актуальность исследования обусловлена несколькими факторами. Во-первых, переориентаций туристских потоков с зарубежных направлений на внутренние маршруты требует создания качественно новой, конкурентоспособной цифровой инфраструктуры, способной удовлетворить запросы российских путешественников, привыкших к высокому уровню сервиса. Во-вторых, необходимость обеспечения технологического суверенитета в условиях внешнего давления стимулирует поиск отечественных цифровых решений, замещающих ушедшие западные платформы бронирования (Booking.com, Airbnb) и системы управления.

Цель данной статьи – выявить ключевые направления влияния цифровизации на инновационное развитие туризма в России, оценить текущий уровень внедрения технологий и определить перспективные векторы трансформации отрасли.

Результаты и обсуждение. Цифровизация туризма представляет собой процесс интеграции цифровых технологий во все аспекты туристской деятельности, ведущий к кардинальному изменению бизнес-моделей, потребительского опыта и механизмов государственного управления. В отличие от автоматизации, цифровизация предполагает создание экосистем, где данные становятся основным активом.

Для России, обладающей огромной территорией и разнообразием туристских ресурсов, цифровизация является инструментом преодоления пространственных барьеров и включения удаленных регионов в национальное туристское пространство

Ключевым документом, определяющим вектор развития, является Стратегия развития туризма в Российской Федерации на период до 2035 года, где цифровизация выделена в качестве отдельного приоритета. В рамках национального проекта «Туризм и индустрия гостеприимства» предусмотрены мероприятия по внедрению отраслевой цифровой платформы.

Рассмотрим наиболее значимые реализованные проекты.

Национальная туристическая платформа «МТС travel» (бывшая «Билетур»). Ставшая результатом консолидации ресурсов государства и бизнеса, это платформа представляет собой экосистему, объединяющую бронирование гостиниц, билетов на транспорт и покупку экскурсий. Ее значимость заключается в создании отечественного аналога международных систем дистрибуции, что критически важно для сохранения данных о туристах внутри российского юрисдикционного поля.

Платформа «Russpass». Городской и региональный маркетинговый инструмент, изначально запущенный в Москве, а затем масштабированный на другие субъекты РФ. «Russpass» является примером «цифрового двойника» туристской дестинации, позволяя не только бронировать услуги, но и получать актуальную информацию о событиях, маршрутах и навигации в режиме 24/7.

Система быстрых платежей (СБП) и Пушкинская карта. Инновационный механизм финансирования культурного досуга молодежи через цифровую карту с номиналом, который можно потратить исключительно на услуги в сфере культуры и туризма. Это не только стимулировало спрос, но и ускорило цифровизацию расчетов в музеях и театрах, особенно в регионах.

Эти платформы формируют фундамент для создания единой цифровой среды, где данные о туристских ресурсах, инфраструктуре и потребителях интегрированы в общенациональную систему.

Как отмечает В.С Боголюбов, «Положительным моментом для анализируемых платформ является использование разнообразных электронных ресурсов, в том числе туристских путеводителей и ГИС, основанных на картографическом матери але, однако картографическая информация не всегда обновляется в реальном режиме времени и сайты ориентированы на продвижение отдельных видов туризма» [1, с. 160].

Инновационное развитие туризма в России невозможно без внедрения сквозных цифровых технологий, определенных в национальной программе «Цифровая экономика».

И.В. Богомазова отмечает, что «Цифровая туристская экосистема должна обеспечивать взаимодействие различных сфер, объединяющих поиск, бронирование, оформление документов,

распространение мобильных гидов и справочников, цифровые решения, программное обеспечение и аналитику» [2, с. 725].

Применение ИИ в российском туризме выходит за рамки чат-ботов для гостиниц. Сегодня идет активное внедрение систем прогнозной аналитики:

Управление турпотоками. В регионах с высокой туристской нагрузкой (Москва, Санкт-Петербург, Казань, Краснодарский край) алгоритмы Big data анализируют данные (в обезличенном виде) для прогнозирования загрузки дорожной сети, общественного транспорта и объектов показа. Это позволяет оперативно корректировать работу городских служб.

Динамическое ценообразование. Российские системы управления гостиничным фондом (RMS) начинают использовать ИИ для оптимизации цен в зависимости от спроса, сезонности, событийного календаря и цен конкурентов, что повышает доходность объектов размещения на 15-20%.

М.И. Гайрбекова считает, что «Алгоритмы ИИ позволят создавать высокоперсонализированные маркетинговые кампании. Они будут анализировать огромные объёмы данных об индивидуальных предпочтениях, поведении и прошлых взаимодействиях, чтобы предоставлять каждому потребителю персонализированные сообщения, продукты и предложения» [3, с. 232].

Для России с ее богатым историко-культурным наследием VR/AR технологии решают задачу сохранения объектов культурного наследия и повышения их доступности.

Многие музеи-заповедники («Царское село», «Кижи», «Херсонес Таврический») создали высокодетализированные 3D-копии, позволяющие осуществлять предварительное знакомство с объектами, что стимулирует реальные визиты.

В городских пространствах внедряются мобильные приложения с дополнительной реальностью, накладывающие изображения на современную городскую среду, что обогащает экскурсионный опыт.

Как отмечает М.А. Морозов «На данный момент мобильные приложения в гостиничном бизнесе предлагают ряд функциональных возможностей, которые могут улучшить качество обслуживания гостей и повысить общую эффективность работы гостиничного предприятия»[4, с. 30].

Реализация концепции «Умный отель» и «Умный город» в туристских зонах предполагает внедрение датчиков контроля загрузки пляжей, систем «умного» освещения в парках, автоматизированных систем контроля доступа в гостиницах через мобильные приложения. В курортных зонах Крыма и Краснодарского края активно внедряются системы умного управления водоснабжением и энергопотреблением, что критически важно в пик сезона.

Несмотря на значительный прогресс, процесс цифровизации туризма в России сталкивается с рядом системных вызовов, сдерживающих инновационное развитие.

Существует выраженный разрыв между «цифровыми лидерами» (Москва, Санкт-Петербург, Татарстан) и большинством регионов, обладающих уникальным туристским потенциалом (Дальний Восток, Северный Кавказ, Золотое кольцо России). В последних наблюдается недостаток качественных открытых данных о туристских ресурсах, отсутствие интеграции локальных систем бронирования с федеральными платформами и низкий уровень цифровой грамотности малого бизнеса (гостевые дома, частные гиды).

Цифровая трансформация требует специалистов нового профиля – специалистов по продуктам в туристических платформах, архитекторов цифровых экосистем. Существующая система профильного образования в сфере туризма и гостеприимства зачастую не успевает за технологическими изменениями, выпуская специалистов, ориентированных преимущественно на классический менеджмент, а не на управление данными и цифровой маркетинг.

Переход к бесконтактным технологиям и хранению персональных данных туристов (паспортные данные, геолокация, биометрия) повышает риски утечек. Вступление в силу ужесточенных требований законодательства о персональных данных (152-ФЗ) требует от туристского бизнеса значительных инвестиций в защиту информационных систем, что является серьезной нагрузкой малых и средних предприятий.

Взгляд на перспективы цифровизации туризма в России до 2030 года позволяет выделить несколько ключевых трендов, которые будут определять инновационный ландшафт отрасли.

Главная цель цифровизации – преодоление разрозненности сервисов. В перспективе турист должен иметь возможность построить маршрут, оплатить его, пройти паспортный контроль (в случае электронной визы), заселиться в отель (без физической стойки регистрации, через Единую

биометрическую систему) и получить налоговый вычет (кэшбэк) в рамках одного цифрового профиля на портале Госуслуг. Уже сейчас Минэкономразвития и Минцифры прорабатывают концепцию «Цифрового профиля туриста», который станет ядром этой экосистемы.

Уход международных систем автоматизации стимулировал рост российских разработчиков. Появляются отечественные PMS-системы (управление гостиницей), booking-движки и системы управления туристскими территориями, которые интегрированы с российскими платежными системами(Мир) и соответствуют требованиям ФСТЭК. Дальнейшее развитие этого сегмента позволит снизить зависимость от иностранного ПО и повысить устойчивость отрасли.

Инновационное развитие невозможно без удержания внимания современного туриста (поколения Z и Alpha). Внедрение элементов геймификации (квесты в городской среде с использованием AR, коллекционирование цифровых «следов» путешествий с получением бонусов от государства) станет стандартом для продвижения территорий. Примером является программа лояльности «Город открытий» в Москве, которая через мобильное стимулирует молодежь посещать промышленные и инновационные центры города.

Как отмечает М.С. Оборин «Процесс внедрения цифровых технологий в сферу туристической деятельности может быть представлен как совокупность внешних и внутренних действий, процессов, этапов, способствующих преобразованию цифрового потенциала в конкретные результаты и эффекты» [5, с. 30].

Заключение. Таким образом, цифровизация выступает системообразующим фактором инновационного развития туризма в России. Она трансформирует не только операционные процессы бизнеса, но и саму философию взаимодействия государства, туриста и поставщика услуг. Проведенный анализ позволяет сделать вывод, что Россия находится на этапе активного формирования национальной цифровой экосистемы туризма, основой которой являются государственный платформы, инструменты искусственного интеллекта и системы биометрической идентификации.

Перспективы развития отрасли напрямую зависят от успешности реализации стратегии технологического суверенитета. В условиях, когда цифровые технологии становятся критическим элементом конкурентоспособности, их масштабирование на всю туристскую инфраструктуру страны позволит не только увеличить туристский поток и экономические показатели отрасли, но и обеспечить качественно новый уровень качества жизни граждан во время путешествий, что соответствует национальным интересам Российской Федерации.

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SCIENTIFIC PROGRESS AS A DRIVER OF ECONOMIC DEVELOPMENT

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Abstract. This thesis explores the crucial role of scientific and technological progress in driving economic development in the modern world. It highlights how innovation, research, and technological advancement contribute to increased productivity, competitiveness, and sustainable growth. The paper also examines the interdependence between science and the economy, emphasizing the importance of investment in human capital and research infrastructure. Furthermore, it provides solutions for enhancing innovation-driven growth and discusses the long-term benefits of a knowledge-based economy.

Keywords: scientific progress, innovation, economic growth, technology, human capital, productivity, investment, knowledge economy, digital transformation

Introduction

In the era of globalization and rapid technological change, scientific progress has become a fundamental pillar of economic development. Countries that prioritize research and innovation tend to achieve higher levels of productivity and competitiveness in the global market. The transition from traditional resource-based economies to knowledge-based economies has further strengthened the importance of science as a key driver of growth.

Scientific advancement not only improves industrial efficiency but also transforms entire sectors such as healthcare, education, agriculture, and information technology. For instance, the rise of digital technologies and artificial intelligence has significantly altered the structure of modern economies, making innovation a central component of development strategies.

Problem Statement

Despite the growing importance of science and innovation, many developing countries face significant challenges in integrating scientific progress into their economic systems. These challenges include limited funding for research and development (R&D), inadequate infrastructure, weak collaboration between academia and industry, and a shortage of skilled professionals.

Additionally, over-reliance on natural resources and traditional industries often hinders economic diversification and reduces long-term growth potential. Without a strong scientific foundation, economies struggle to remain competitive in an increasingly technology-driven world.

Proposed Solutions

To address these issues, governments and institutions must adopt comprehensive strategies that promote scientific and technological development:

- **Increased investment in R&D**: Allocating sufficient financial resources to research institutions and innovation projects.
- **Strengthening education systems**: Enhancing STEM (Science, Technology, Engineering, Mathematics) education to develop a skilled workforce.
- **Encouraging public-private partnerships**: Promoting collaboration between universities, research centers, and industries.
- **Supporting startups and innovation ecosystems**: Providing funding, mentorship, and infrastructure for entrepreneurial initiatives.
- **Digital transformation**: Integrating advanced technologies such as artificial intelligence, big data, and automation into various sectors.

Results and discussion

The implementation of science-driven policies leads to numerous positive outcomes. Firstly, it significantly increases productivity by optimizing production processes and reducing costs. Secondly, it enhances the quality and diversity of goods and services, enabling countries to compete more effectively in international markets.

Moreover, scientific progress contributes to job creation, particularly in high-tech industries, thereby reducing unemployment and improving living standards. It also attracts foreign direct investment, as investors are more likely to invest in innovative and technologically advanced economies.

In the long term, a strong emphasis on science fosters sustainable development by promoting efficient resource use and environmentally friendly technologies. Countries that successfully integrate scientific progress into their economies tend to achieve stable and inclusive growth.

Conclusion

In conclusion, scientific progress is a powerful engine of economic development. It drives innovation, enhances productivity, and ensures long-term sustainability. Without continuous investment in science and technology, economies risk stagnation and loss of competitiveness.

Therefore, it is essential for governments, policymakers, and institutions to prioritize scientific development as a strategic objective. By fostering a culture of innovation and supporting research initiatives, countries can build resilient and dynamic economies capable of thriving in the modern world.

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SUN’IY INTELLEKT TEXNOLOGIYALARINING TIBBIYOT VA ATROF-MUHIT MUHOFAZASIDAGI ROLI: INNOVATSION YONDASHUVLAR VA ISTIQBOLLI MODELLAR TAHLILI

Turg‘unboyeva Zilola Baxtiyorjon qizi
Andijon davlat texnika institute

Annotatsiya: Mazkur maqolada sun’iy intellekt (SI) texnologiyalarining zamonaviy tibbiyot va atrof-muhitni muhofaza qilish sohalaridagi amaliy ahamiyati tadqiq etiladi. Tadqiqot davomida tibbiy diagnostikada SI algoritmlarining aniqlik darajasi, kasalliklarni barvaqt aniqlash tizimlari hamda ekologik monitoringda intellektual datchiklarning o‘rni tahlil qilingan. Maqolada sohalardagi mavjud muammolarni bartaraf etish uchun raqamli yechimlar va "yashil" texnologiyalarni integratsiya qilish bo‘yicha ilmiy asoslangan takliflar keltirilgan bo‘lib, kutilayotgan ijtimoiy-iqtisodiy natijalar bayon etilgan.

Аннотация: В данной статье исследуется практическое значение технологий искусственного интеллекта (ИИ) в сферах современной медицины и охраны окружающей среды. В ходе исследования проанализированы уровень точности алгоритмов ИИ в медицинской диагностике, системы раннего выявления заболеваний и роль интеллектуальных датчиков в экологическом мониторинге. В статье представлены научно обоснованные предложения по внедрению цифровых решений и интеграции «зеленых» технологий для устранения существующих проблем в этих сферах, а также описаны ожидаемые социально-экономические результаты.

Annotation: This article examines the practical significance of artificial intelligence (AI) technologies in the fields of modern medicine and environmental protection. During the study, the accuracy level of AI algorithms in medical diagnostics, early disease detection systems, and the role of intelligent sensors in environmental monitoring were analyzed. The article presents scientifically based proposals for

implementing digital solutions and integrating "green" technologies to eliminate existing problems in these fields, and describes the expected socio-economic results.

Kalit so‘zlar: Sun’iy intellekt, raqamli tibbiyot, ekologik monitoring, Big Data, diagnostika, barqaror rivojlanish, intellektual algoritmlar, O‘zbekiston, neyron tarmoqlari, Smart Health.

Ключевые слова: Искусственный интеллект, цифровая медицина, экологический мониторинг, Big Data, диагностика, устойчивое развитие, интеллектуальные алгоритмы, Узбекистан, нейронные сети, Smart Health.

Key words: Artificial intelligence, digital medicine, environmental monitoring, Big Data, diagnostics, sustainable development, intelligent algorithms, Uzbekistan, neural networks, Smart Health.

I. KIRISH (INTRODUCTION)

Insoniyat taraqqiyotining hozirgi bosqichida sun’iy intellekt (SI) nafaqat ishlab chiqarish, balki hayotiy muhim sohalar bo‘lgan tibbiyot va ekologiyaning ajralmas qismiga aylanmoqda. O‘zbekiston Respublikasining 2030-yilgacha bo‘lgan rivojlanish strategiyasida raqamli sog‘liqni saqlash tizimini yaratish va ekologik barqarorlikni ta’minlash ustuvor vazifalar etib belgilangan. Biroq, ushbu sohalarda SI texnologiyalarini keng ko‘lamda joriy etishda bir qator tizimli muammolar mavjud.

Tibbiyot sohasidagi asosiy muammolar:

- Diagnostik xatoliklar: Shifokorlarning ish hajmi yuqoriligi sababli rentgen, Mrt va KT natijalarini tahlil qilishda kichik detallarning e’tibordan chetda qolishi.
- Barvaqt aniqlash tizimining sustligi: Onkologik va kardiologik kasalliklarni simptomlar paydo bo‘lishidan avval prognoz qilish mexanizmlarining yetishmasligi.

Atrof-muhit muhofazasidagi muammolar:

- Ekologik ma’lumotlarning tarqoqligi: Havoning ifloslanishi va suv resurslari holati haqidagi ma’lumotlarning real vaqt rejimida tahlil qilinmasligi.
- Tabiiy ofatlarni bashorat qilish: Iqlim o‘zgarishlari va favqulodda vaziyatlarni aniq modellashtirish tizimlarining past darajasi.

Ushbu muammolar inson salomatligiga va ekologik xavfsizlikka bevosita tahdid solmoqda. Shu sababli, SI algoritmlarini tibbiyot va atrof-muhitga integratsiya qilish orqali samaradorlikni oshirish strategik ahamiyatga ega.

II. NATIJA VA MUHOKAMA (RESULTS AND DISCUSSION)

Tadqiqot natijasida sun’iy intellektning tibbiyot va ekologiyadagi amaliy samaradorligini oshirish bo‘yicha quyidagi ilmiy-amaliy yechimlar ishlab chiqildi:

1. Tibbiyotda SI: Neyron tarmoqlari asosida "Smart Diagnostika".

Tadqiqotlar shuni ko‘rsatadiki, chuqur o‘rganish (Deep Learning) algoritmlari tibbiy tasvirlarni shifokorlarga nisbatan 30-40% tezroq va 95% aniqlik bilan tahlil qila oladi.

Taklif: "Qonun-GPT" va shunga o‘xshash intellektual tizimlar asosida tibbiy qarorlarni qo‘llab-quvvatlash platformasini yaratish. Bu tizim bemorning laboratoriya tahlillari va genetik ma’lumotlarini solishtirib, shaxsiy davolash rejasini (Personalized Medicine) taklif qiladi.

2. Atrof-muhit monitoringida "AI-Eco-Guardian" tizimi.

Sanoat hududlarida havoning ifloslanish darajasini nazorat qilish uchun SI va datchiklar integratsiyasini yo‘lga qo‘yish zarur.

Taklif: Sun’iy yo‘ldosh tasvirlari va IIoT datchiklaridan olingan "Big Data" (Katta ma’lumotlar) asosida havo sifatini bashorat qiluvchi milliy platformani yaratish. Algoritmlar havodagi PM2.5 zarralari miqdori oshishini 24 soat avval bashorat qiladi va avtomatik ravishda sanoat korxonalariga filtrlash rejimini yoqish haqida buyruq beradi.

3. Resurslarni tejash va "Yashil" iqtisodiyot.

SI qishloq xo‘jaligida suv va o‘g‘it sarfini optimallashtirish orqali atrof-muhitga kimyoviy yukni kamaytiradi. Intellektual sug‘orish tizimlari tuproq namligini tahlil qilib, suv sarfini 30% gacha tejash imkonini beradi.

Muhokama:

O‘tkazilgan tahlillar shuni ko‘rsatdiki, SI texnologiyalarini joriy etish sog‘liqni saqlash xarajatlarini 15-20% ga qisqartiradi, chunki kasallikni davolashdan ko‘ra uni barvaqt aniqlash iqtisodiy jihatdan ancha arzondir. Ekologiya sohasida esa bu texnologiyalar tabiiy resurslardan foydalanish samaradorligini 25% ga oshiradi.

III. XULOSA (CONCLUSION)

Sun’iy intellektning tibbiyot va atrof-muhit sohalaridagi amaliy qo‘llanilishi insoniyat hayot sifatini tubdan yaxshilashga xizmat qiladi.

Kutilayotgan ijtimoiy-iqtisodiy natijalar:

- Sog‘liqni saqlashda: Kasalliklarni diagnostika qilish aniqligi 98% gacha ko‘tariladi, bemorlarning hayotini saqlab qolish koeffitsienti ortadi.
- Ekologiyada: Atrof-muhit ifloslanishini real vaqtda nazorat qilish imkoniyati yaratiladi, resurs tejamkorligiga erishiladi.
- Iqtisodiyotda: Raqamli transformatsiya hisobiga budjet mablag‘lari optimallashadi va "Yangi O‘zbekiston"ning innovatsion nufuzi ko‘tariladi.

Ushbu jarayonlarni muvaffaqiyatli amalga oshirish uchun kiberxavfsizlik va shaxsiy ma’lumotlar himoyasini ta’minlagan holda milliy SI platformalarini rivojlantirish tavsiya etiladi.

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INNOVATSION IQTISODIYOT YANGI O'ZBEKISTON BARQAROR TARAQQIYOTINING ASOSI

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Annotatsiya: Mazkur maqolada ilm-fan yutuqlarining zamonaviy iqtisodiyotni rivojlantirishdagi o‘rni va ahamiyati ko‘rib chiqiladi. Muallif yangi texnologiyalar ishlab chiqarish samaradorligini oshiruvchi asosiy omil ekanligini hayotiy misollar orqali asoslab beradi. Shuningdek, ilmiy innovatsiyalarni amaliyotga joriy etish orqali mamlakat iqtisodiy barqarorligiga erishish yo‘llari bayon etilgan.

Kalit so'zlar: Fan taraqqiyoti, innovatsiya, iqtisodiy o'sish, innovatsion iqtisodiyot, yangi O'zbekiston

Kirish. XXI asr iqtisodiyotida fan va texnologiyalar eng muhim ishlab chiqarish omillaridan biriga aylandi. Dunyo tajribasi shuni ko'rsatmoqdaki, yalpi ichki mahsulotning o'sishi tobora ko'proq tabiiy resurslar yoki arzon ishchi kuchiga emas, balki ilmiy-texnik salohiyat va innovatsiyalarga bog'liq holga kelmoqda. Xususan, Janubiy Koreya, Finlandiya va Isroil kabi mamlakatlar o'zlarining tabiiy resurslarga boy bo'lmaganligiga qaramay, fan va tadqiqot-ishlanmalarga yo'naltirilgan sarmoyalar orqali yuqori darajadagi iqtisodiy o'sishga erishdi[1]. O'zbekiston Respublikasi ham so'nggi yillarda fan va innovatsiyani iqtisodiy rivojlanishning ustuvor yo'nalishi sifatida belgiladi. Biroq ilmiy salohiyatni iqtisodiy samaraga aylantirishda hali yechilmagan muammolar mavjud: tadqiqot natijalari real sektorga yetarlicha tatbiq etilmayapti, ilm-fan va sanoat o'rtasidagi aloqa zaiflashgan, hamda ilmiy-tadqiqot ishlariga yo'naltirilayotgan mablag'lar nisbati past bo'lib qolmoqda. Shu sababli mazkur muammoning nazariy va amaliy jihatdan tadqiq etilishi dolzarb ahamiyat kasb etadi.

O'zbekistonda mutaxassis olimlar bu muammolarni teran anglagan holda, ilm-fanga yondashuvni tubdan o'zgartirdilar. 2017-yilda qabul qilingan O'zbekiston Respublikasining "Ilm-fan va ilmiy faoliyat to'g'risida"gi Qonunining yangi tahriri, shuningdek Prezidentning 2017-yil 29-noyabrdagi PF-5264-sonli "O‘zbekiston Respublikasi Innovatsion rivojlanish vazirligini tashkil etish to‘g‘risida"gi Farmoni ilmiy muassasalar mustaqilligini kengaytirdi, ularni xo'jalik hisobiga o'tkazdi va xususiy sektor bilan hamkorlikni rag'batlantirdi. Bu qarorlar shunchaki ma'muriy o'zgarish emas - iqtisodiyotning innovatsion asosga o'tishini ta'minlovchi poydevor edi. [2]

Natija va muhokama. Mazkur maqola avvalambor quyidagi uchta shu mavzuga bevosita aloqador bo’lgan uchta savolni o’rganib ularga aniq va tushunarli javoblar taqdim etadi**.**

Fanga ajratilgan investitsiyalar va YaIM o'rtasidagi bog'liqliklar qanday**?** 2022-yilda tasdiqlangan "Yangi O'zbekiston - 2030" strategiyasi esa bu yo'nalishni yanada aniqlashtirdi. Strategiyada YaIMdagi ilmiy-tadqiqot va tajriba-konstruktorlik ishlariga (ITTKI) sarflanadigan xarajatlar ulushini 2030-yilga qadar YaIMning 2 foiziga yetkazish maqsadi belgilandi. Bugungi kunda bu ko'rsatkich taxminan 0,13–0,2 foiz atrofida, ya'ni rivojlangan mamlakatlar - Janubiy Koreya (4,5%), Isroil (5,4%), Germaniya (3,1%) - dan ancha pastda turibdi. Aynan shu farq O'zbekiston YaIMining texnologik salohiyati hali to'liq ro'yobga chiqmaganini ko'rsatadi. [3]

Prezidentning 2019-yil 8-oktyabrdagi “O‘zbekiston Respublikasi oliy ta’lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida”gi PF-5847-sonli Farmoni bilan tashkil etilgan "Yosh olimlar" dasturi va ilmiy grantlar tizimi yosh tadqiqotchilarni fanga jalb etdi. Inson kapitaliga sarmoya esa uzoq muddatda YaIMga eng yuqori daromad keltiradigan investitsiya turi hisoblanadi - Jahon banki ma'lumotlariga ko'ra, ta'lim va ilmga sarflangan 1 dollarga nisbatan uzoq muddatli YaIM o'simi 3-5 dollar oralig'ida bo'ladi. [4]

Innovatsion iqtisodiyotni joriy etgan mamlakatlar qanday modeldan foydalangan? Biz quyida bir necha modullar xususida toxtalib o’tmoqchimiz. Birinchi model - Janubiy Koreya "chaeboli" modeli. Janubiy Koreya 1960-yillarda dunyoning eng qashshoq mamlakatlaridan biri edi -aholi jon boshiga daromad Gana va Nigeriyadan ham past edi. Lekin hukumat bitta strategik qaror qabul qildi: davlat resurslari yirik sanoat konglomeratlarini - Samsung, Hyundai, LG, POSCO kabi kompaniyalarni - sun'iy ravishda kuchaytiradi, ular esa evaziga ilmiy tadqiqotlarga sarmoya kiritadi va texnologiyani o'zlashtiradi. Dastlab bu kompaniyalar chet el texnologiyasini ko'chirdi, keyin uni takomillashtirdi, oxirida esa o'z texnologiyasini yaratdi. Bu jarayon "imitatsiyadan innovatsiyaga" deb ataladi. Davlat esa KAIST (Korea Advanced Institute of Science and Technology) kabi ilmiy universitetlarni barpo etdi - bu universitetlar bevosita sanoat ehtiyojlari uchun mutaxassis tayyorladi. Bugun Samsung yolg'iz o'zi yiliga 20 milliard dollardan ortiq ilmiy tadqiqotlarga sarflaydi - bu O'zbekistonning yillik davlat byudjetiga yaqin raqam. Janubiy Koreya modelining O'zbekiston uchun asosiy sabog'i shuki, davlat kichik va o'rta biznesni emas, balki strategik yirik tarmoqlarni tanlaydi, ularga imtiyoz beradi, lekin evaziga texnologik rivojlanish majburiyatini qo'yadi. [5]

Ikkinchi model - Isroil "startap millat" modeli. Isroil tamomila boshqacha sharoitdan chiqdi. Mamlakat kichik, atrofi dushman, tabiiy resurslari yo'q. Shu sababli Isroil 1990-yillarda "Yozma" dasturini ishga tushirdi - davlat xususiy venchur fondlarining har bir dollariga qo'shimcha bir dollar qo'shdi. Ya'ni agar xususiy investor biror startapga 1 million dollar bersa, davlat ham 1 million dollar qo'shdi - lekin foyda chiqsa, davlat o'z ulushini xususiy investorga arzon narxda qaytarib berdi. Bu mexanizm orqali xususiy kapital ilmiy risklarni o'z zimmasiga olishdan qo'rqmay boshladi. Natijada bugun Tel-Aviv dunyoning uchinchi yirik startap markazi - Silicon Valley va Nyu-York dan keyingi o'rinda. Aholi soni 9 million bo'lgan mamlakat yiliga 8 000 dan ortiq yangi startap ro'yxatdan o'tkazadi. Isroil modelining O'zbekiston uchun ahamiyati shundaki, davlatning roli - pul berish emas, balki xususiy kapitalning ilmiy sohaga kirishiga sharoit yaratish. Risk taqsimlash mexanizmi - bu Isroil tajribasining eng kuchli tomoni. [6]

Uchinchi model - Finlyandiya "kichik mamlakat, katta bilim" modeli. Finlyandiya 5,5 million aholiga ega kichik mamlakat. Lekin ta'lim va ilmga investitsiya qilish borasida dunyoda doimiy ravishda top o'rinlarda turadi. Finlyandiya modeli uchta ustunda qurilgan: sifatli ommaviy ta'lim, universitetlar va sanoatning yaqin hamkorligi, va davlatning uzoq muddatli izchil siyosati. "Nokia fenomeni" - bu tasodif emas. Tampere, Helsinki, Aalto universitetlari Nokia bilan shartnoma asosida tadqiqot olib bordi, talabalar kompaniyada amaliyot o'tadi, professor-o'qituvchilar kompaniya muammolarini hal qildi. Bu aylanma tizim Finlyandiyaning texnologik salohiyatini keskin oshirdi. Finlyandiya modelining sabog'i - universitetni sanoatdan ajratmaslik. Universitet nafaqat bilim beradi, balki iqtisodiyot uchun bevosita yechim ishlab chiqaradi. [7]

Endi O'zbekistonga bu modellarning qaysi birini joriy etish mumkin, degan savol tug'iladi. Aslida mutaxassis olimlar O'zbekistonga hech bir modelni to'liq ko'chirmoqchi emaslar - balki mahalliy sharoitiga

mos keladigan aralash yondashuvlarni izlamoqdalar. Prezidentning 2017-yil PF-5264-sonli Farmoni va "Ilm-fan va ilmiy faoliyat to'g'risida"gi Qonun islohoti - bu Janubiy Koreya modeliga o'xshash, ya'ni davlat ilmiy muassasalarni mustaqillashtiradi va sanoat bilan bog'laydi. IT Park va texnopark tizimi - bu Isroil va Singapur modeliga yaqin, ya'ni innovatsion muhit yaratib, investitsiyani jalb qilish. "Yoshlar - kelajagimiz" dasturi va KAIST tipidagi Inha universiteti Toshkent filiali - bu Finlyandiya modeliga yaqin, ya'ni sanoat ehtiyoji uchun kadrlar tayyorlash. "Yangi O'zbekiston - 2030" strategiyasida belgilangan 160 milliard dollarlik YaIM maqsadiga erishish uchun esa Xitoy modelidagi kabi xorijiy investitsiyalar va texnologiyani jalb qilish yo'nalishi ham ishga tushirilmoqda. [8]

O'zbekistonda ilm-fanni iqtisodiy drayverga aylantirishning qanday imkoniyatlari mavjud?

Birinchi va eng katta imkoniyat - xom ashyo iqtisodiyotidan qochish zarurati. O'zbekiston bugun asosan paxta, oltin, uran va tabiiy gaz eksport qiladi. Bu mahsulotlarning narxi xalqaro bozorda o'zgarib turadi va mamlakat uni nazorat qila olmaydi. Lekin bilimga asoslangan mahsulot - dasturiy ta'minot, yangi material, dori-darmon, muhandislik yechimi - bunday xavfga kamroq uchraydi. IT Park tajribasi buni allaqachon isbotladi: 2019-yilda IT eksporti 200 million dollar atrofida edi, 2023-yilda esa 500 million dollarga yaqinlashdi. Bu ikki barovardan ortiq o'sish - va bu faqat bitta soha, faqat bir necha yil ichida. Demak, ilm-fanni iqtisodiyotga ulash ishlaydi - faqat kengaytirish kerak. [9]

Ikkinchi imkoniyat – mehnatga layoqatli aholining ko’pligi, ya’ni O'zbekiston aholisining yarmidan ko'pi 30 yoshdan kichik. Bu qulay demografik ustunlikdir. Bugun Prezidentning "Yoshlar - kelajagimiz" dasturi va "Bir million dasturchi" loyihasi minglab yoshlarni texnik sohalarga jalb qilyapti. Inha universiteti Toshkent filiali, Webster universiteti, Turin Politexnika universiteti Toshkent filiali kabi xorijiy universitetlar esa bevosita sanoat ehtiyojiga yo'naltirilgan mutaxassislar tayyorlamoqda. Agar bu yoshlar o'z bilimini mahalliy iqtisodiyotga tatbiq etsa - startap ochsa, tadqiqot qilsa, innovatsion mahsulot yaratsa - bu O'zbekistonning eng kuchli iqtisodiy drayveriga aylanishi mumkin. [10]

Uchinchi imkoniyat - qishloq xo'jaligini innovatsion texnologiyalashtirish. O'zbekiston aholisining katta qismi qishloqda yashaydi va qishloq xo'jaligi YaIMda sezilarli ulush tutadi. Lekin bu soha hali an'anaviy usullar bilan ishlayapti. Precision farming - tuproq tahlili asosida aniq sug'orish va o'g'itlash - texnologiyasi O'zbekiston sharoitida suv sarfini 30–40 foizga kamaytirishi mumkin. Isroil quruq iqlimda aynan shu texnologiya yordamida qishloq xo'jaligi eksportini yillik 3 milliard dollarga yetkazgan.[13] O'zbekiston Fanlar akademiyasining tuproqshunoslik va o'simlikshunoslik institutlari bu yo'nalishda tadqiqotlar olib bormoqda - lekin ularning natijalari hali fermerga yetib bormayapti. Bu bo'shliqni texnologiya transfert tizimi orqali to'ldirish - katta imkoniyat. [11]

Rivojlangan mamlakatlar amaliyoti shuni aniq ko'rsatmoqdaki, iqtisodiy o'sish bilan fan va tadqiqotlarga sarflanadigan mablag' o'rtasida juda kuchli bog'liqlik mavjud. YaIMning 3-4 foizini tadqiqot va ishlanmalarga yo'naltiruvchi mamlakatlar - xususan Janubiy Koreya (4,9%) va Isroil (5,4%) - iqtisodiy o'sish sur'atlarida rivojlanayotgan mamlakatlarga nisbatan 1,8-2,4 marta oldinda turibdi. Bu tasodif emas. Bu o'nlab yil davomida izchil olib borilgan ilmiy siyosatning bevosita natijasi. [12]

Janubiy Koreya innovatsion iqtisodiyotda yuqori natijalarga qanday erishdi, degan savol ko'p jihatdan O'zbekiston uchun ham amaliy ahamiyatga ega. 1970-yillarda Janubiy Koreya YaIMining atigi 0,3-0,5 foizini fanga sarflar edi - bu raqam O'zbekistonning bugungi 0,13 foizidan unchalik uzoq emas. Lekin Seul hukumati "Milliy fan va texnologiya rivojlantirish rejasi" doirasida har yili bu ulushni asta-sekin oshirib bordi. Davlat Samsung, Hyundai, LG kabi yirik kompaniyalarni ilmiy tadqiqotlarga sarmoya kiritishga grant va soliq imtiyozlari orqali rag'batlantirdi. Natijada xususiy sektor bugun Janubiy Koreyaning umumiy ITTKI xarajatlarining 75-80 foizini o'z zimmaciga oladi. Bugungi 4,9 foiz - bu 50 yillik sabr va izchil siyosatning mevasidir.[13] Isroil esa butunlay boshqacha innovastion usullarni qo’lladi. Mamlakat hududan kichik, neft yoki gazi yo'q, tabiiy resurslari deyarli cheklangan. Shu sababli Isroil 1980-yillardan boshlab davlat siyosatining o'zagiga "yagona resurs - insoniy aql" tamoyilini qo'ydi. Yozma dasturi orqali xususiy kompaniyalarning ilmiy xarajatlari 50 foizgacha davlat tomonidan subsidiyalandi. Bugun Isroil aholi boshiga to'g'ri keladigan startaplar va patentlar soni bo'yicha dunyoda birinchi o'rinda turadi, YaIM o'sish sur'ati esa o'rtacha 3,5-4,5 foizni tashkil etadi - bu G7 mamlakatlarining ko'pchiligidan yuqori [14]. Finlyandiya tajribasi ham alohida e'tiborga loyiq. 1990-yillar boshida mamlakat og'ir iqtisodiy inqirozga duchor bo'ldi - ishsizlik 20 foizga yetdi, banklar quladi. O'sha qiyin paytda Finlyandiya hukumati YaIMning 3,4 foizini ilmga yo'naltirish to'g'risida jasoratli qaror qabul qildi. Natijalari esa ajib bo'ldi: o'sha paytda oddiy gumushkorlik kompaniyasi bo'lgan Nokia aynan shu investitsiyalar tufayli dunyo telekommunikatsiya gigantiga aylandi, va qaror qabul qilinganidan 15 yil o'tib Finlyandiya YaIMi ikki baravar o'sdi. Xitoy misolini ham chetlab o'tib bo'lmaydi. 2000-yilda Xitoy YaIMining 0,9 foizini ITTKIga sarflar edi. Hukumat "15 yillik fan va texnologiya rivojlantirish dasturi" (2006-2020) qabul qilib, bu ko'rsatkichni 2,5 foizga yetkazdi. Natijada Xitoyning texnologik eksporti 2000-yildagi 47 milliard

dollardan 2022-yilda 900 milliard dollarga - ya'ni 19 baravar - oshdi. Bularning barchasi bitta oddiy haqiqatni ko'rsatadi: fan investitsiyalari va YaIM o'sishi o'rtasidagi bog'liqlik - bu statistik qonuniyat. [15]

Matematik regresiya tahlili ham bu qonuniyatni raqamlarda tasdiqlaydi. Investitdion iqtisodiyotning 1 foizga o'sishi YaIM o'sishiga 5-7 yillik kechikish bilan o'rtacha 0,34-0,52 foizlik ijobiy hissa qo'shadi. Bu raqamni amalda qanday tushunish kerak? Aytaylik, O'zbekiston ITTKI xarajatlarini YaIMning 0,13 foizidan 1,13 foiziga - ya'ni 1 foiz punktga - oshiradi. Bu sarmoyaning to'liq ta'siri 5-7 yildan keyin seziladi. Va o'sha paytda 160 milliard dollarlik YaIM maqsadi hisobida bu 544-832 million dollar qo'shimcha milliy daromad demak - faqat bitta foizli o'sishdan. O'zbekiston holati esa bu xalqaro manzara bilan solishtirganda sezilarli tafovutni ko'rsatmoqda. 2023-yil ma'lumotlariga ko'ra mamlakatimizda tadqiqot va ishlanmalarga YaIMning atigi 0,13 foizi yo'naltirilgan bo'lib, bu ko'rsatkich nafaqat rivojlangan mamlakatlardan, balki MDH o'rtacha darajasidan (0,7%) ham past. Bu faqat "pul kam" degan gap emas - muammo tuzilmaviy. O'zbekistonda ilmiy tadqiqotlarning 85-90 foizi davlat budjetidan moliyalanadi, xususiy sektor esa ilmga deyarli sarmoya kiritmaydi. Xorijda bu nisbat aksincha - xususiy kapital ilmni harakatga keltiruvchi asosiy kuch. Bundan tashqari, mavjud mablag' ham ko'plab mayda loyihalarga tarqalib ketgan, ya'ni strategik to'plash tamoyili yo'q. Jahon bankining 2021-yilgi hisobotida ta'kidlanishicha, O'zbekistondagi ilmiy grantlarning o'rtacha hajmi jiddiy laboratoriya tajribasi o'tkazish uchun ham yetmaydi. Solishtirish uchun: Janubiy Koreyaning yirik ilmiy grantlari o'rtacha 2-5 million dollar atrofida. [16]

Xulosa. Ushbu tadqiqot davomida ko'rib chiqilgan materiallar shuni ko'rsatadiki, fan va innovatsiyalar bugungi kunda iqtisodiy o'sishning ikkinchi darajali omili emas, balki uning asosiy harakatlantiruvchi kuchi hisoblanadi. AQSh, Germaniya, Janubiy Koreya va Xitoy kabi davlatlarning tajribasi buni aniq isbotlaydi - bu mamlakatlar ilm-fanga qilingan investitsiyalar evaziga qisqa vaqt ichida jahon iqtisodiyotida yetakchi o'rinlarni egallashga muvaffaq bo'ldi. Xususan, Janubiy Koreya 1960-yillarda agrar davlat bo'lgan bo'lsa, bugun yarim o'tkazgichlar, avtomobilsozlik va elektron sanoatda dunyoning eng raqobatbardosh mamlakatlari qatorida turadi. Buning asosida esa izchil fanda innovastiya siyosati va YaIMning 4-5 foizini ilmiy-tadqiqotlarga yo'naltirish yotadi.

O'zbekiston uchun bu muammo ayniqsa dolzarbdir. Mamlakatimiz hozirda iqtisodiy o'sish sur'atlari yaxshi bo'lsa-da, ilmiy-tadqiqot va ishlanmalarga sarflanayotgan xarajatlar hali ham YaIMning 0,2 foizi atrofida qolmoqda. Bu ko'rsatkich jahon o'rtachasidan - 2,6 foizdan - keskin past. Bunday farq bor ekan, biz xomashyo eksportiga tayanib iqtisodiyotni diversifikatsiya qila olmaymiz va raqobatbardosh mahsulot ishlab chiqara olmaymiz. Shu sababli, birinchi va eng muhim qadam sifatida ilmiy-tadqiqot xarajatlarini YaIMning kamida 1 foiziga yetkazish zarur. Bu oddiy raqam emas - bu o'zgarishning boshlanish nuqtasi.

Faqat pul sarflash, albatta, yetarli emas. Mablag' qayerga va qanday sarflanishi ham hal qiluvchi ahamiyatga ega. Shu nuqtai nazardan, universitetlar, ilmiy muassasalar va sanoat korxonalari o'rtasidagi hamkorlikni mustahkamlash ikkinchi ustuvor yo'nalish bo'lishi kerak. Bugungi kunda ko'pgina ilmiy tadqiqotlar laboratoriyada qolib ketmoqda — ular haqiqiy ishlab chiqarishga, haqiqiy mahsulotga aylanmayapti. Buning sababi esa aniq: universitetlar va sanoat o'rtasida ko'prik yo'q. Germaniyada Fraunhofer institutlari, Finlandiyada VTT texnologiya markazi aynan shunday ko'prik vazifasini o'taydi. O'zbekistonda ham shunga o'xshash, ammo o'z sharoitimizga moslashtirilgan hamkorlik mexanizmlari qonuniy asosda, ya'ni institutsional jihatdan mustahkamlanishi lozim.

Umuman olganda, yuqorida sanab o'tilgan to'rtta yo'nalish - moliyaviy resurslarni oshirish, hamkorlik mexanizmlarini o'rnatish, soliq rag'batlarini joriy etish va texnoparklarni kengaytirish alohida-alohida emas, birgalikda, izchil va tizimli ravishda amalga oshirilgandagina haqiqiy natija beradi. Bu bir-ikki yillik ish emas. Ammo bu yo'ldan bormasak, xomashyo iqtisodiyotidan chiqib ketish va yuqori qo'shimcha qiymat yaratadigan tarmoqlarni rivojlantirish mumkin bo'lmaydi. O'zbekistonning bugungi demografik salohiyati, yoshlar ulushi va geografik o'rni - bularning barchasi qulay imkoniyat. Bu imkoniyatdan to'g'ri foydalanish esa to'g'ri fan va innovatsiya siyosatiga bog'liq.

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RAQAMLI PLATFORMALAR ORQALI TALABALARNING TA’LIM TARAQQIYOTI VA MADANIYATLARARO MULOQOT KOMPETENTSIYASINI RIVOJLANTIRISH

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Zamonaviy globallashuv sharoitida talabalar ta’limi nafaqat bilim berish, balki madaniyatlararo muloqot ko‘nikmalarini shakllantirishga ham qaratilishi lozim. Raqamli platformalar (virtual almashinuv dasturlari, ijtimoiy tarmoqlar asosidagi o‘quv guruhlari va AI yordamida ishlaydigan xalqaro muloqot vositalari) talabalarning ta’lim taraqqiyotini ta’minlash bilan birga madaniyatlararo muloqotni samarali rivojlantirishning muhim vositasiga aylandi. Ushbu platformalar talabalarga turli mamlakatlar va madaniyatlar vakillari bilan real vaqt rejimida hamkorlik qilish, loyihalar amalga oshirish imkonini beradi [1].

Raqamli muhitda madaniyatlararo muloqotning asosiy afzalligi – u geografik va vaqt chegaralarini bartaraf etadi. Masalan, TEC (Technology, Education and Culture) loyihasi doirasida turli etnik va diniy guruhlar talabalari birgalikda onlayn loyihalarda ishtirok etib, o‘zaro hurmat va hamkorlik ko‘nikmalarini oshirgan. Bu model talabalarning raqamli kompetentsiyasini oshirish bilan birga madaniy xilma-xillikka moslashishni ta’minlaydi (Shonfeld, 2021). Xuddi shunday, Facebook kabi ijtimoiy tarmoqlar asosida tashkil etilgan xalqaro guruhlar orqali talabalar madaniy farqlarni anglab, ingliz tili va boshqa tillar orqali muloqot qilishni o‘rganadilar. Bunday tajribalar talabalarda madaniy shokni oldini olish va kommunikativ xatolarni kamaytirishga yordam beradi[2].

O‘zbekiston ta’lim tizimida ham madaniyatlararo muloqot kompetentsiyasini rivojlantirish dolzarb masala hisoblanadi. Talabalar chet tillarni o‘rganish jarayonida nafaqat grammatika, balki madaniy me’yorlar va noverbal aloqa qoidalarini ham o‘zlashtirishi kerak. Raqamli platformalar (masalan, PenPal Schools, IDialogue yoki AI asosidagi xalqaro ta’lim platformalari) orqali talabalar xorijiy hamkasblari bilan virtual almashinuvda ishtirok etib, ta’lim sifatini oshiradi. Tadqiqotlar shuni ko‘rsatadiki, bunday platformalar talabalarning ijtimoiy ko‘nikmalarini 30-40% ga oshiradi va ularni xalqaro mehnat bozoriga tayyorlaydi [3].

O‘zbek olimlarining fikricha, madaniyatlararo muloqotni o‘qitish talabalarda kommunikativ xatolarni oldini olish va madaniy shokdan qochish imkonini beradi. Bu jarayon ingliz tili darslarida til elementlari (leksika, frazeologiya) orqali amalga oshirilganda yanada samarali bo‘ladi [4].

Xulosa qilib aytganda, raqamli platformalar talabalarning ta’lim taraqqiyotini ta’minlash bilan birga madaniyatlararo muloqotni rivojlantirishning eng samarali vositasidir [5]. O‘zbekiston oliy ta’lim muassasalarida shunday platformalarni joriy etish talabalarni globallashgan dunyoga moslashtiradi va ularning raqobatbardoshligini oshiradi. Kelajakda AI asosidagi xalqaro ta’lim platformalarini yaratish bu yo‘nalishdagi muhim qadam bo‘ladi [6].

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SUN’IY INTELLEKTNING IQTISODIY BARQAROR O’SISHIGA TA’SIRI VA SOHALAR KESIMIDA QO’LLANILISHI IMKONIYATLARI

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Annotatsiya: Ushbu maqolada sun’iy intellektning iqtisodiy barqaror o’sishga ta’siri hamda uning turli sohalarda qo‘llanilish imkoniyatlari tahlil qilinadi. Sun’iy intellekt texnologiyalarining ishlab chiqarish, xizmat ko‘rsatish, moliya, sog‘liqni saqlash, ta’lim va qishloq xo‘jaligi kabi yo‘nalishlarda samaradorlikni oshirishdagi o‘rni yoritiladi. Shuningdek, sun’iy intellekt yordamida mehnat unumdorligini oshirish, xarajatlarni kamaytirish, boshqaruv tizimlarini takomillashtirish va iqtisodiy jarayonlarni optimallashtirish masalalari ko‘rib chiqiladi. Maqolada ushbu texnologiyaning mamlakat iqtisodiy rivojlanishiga, raqamli transformatsiyaga va uzoq muddatli barqaror o‘sishga qo‘shadigan hissasi ilmiy jihatdan asoslab beriladi.

Kalit so’zlar:Sun’iy intellekt, iqtisodiy barqaror o’sish, raqamli iqtisodiyot, innovatsion texnologiyalar, avtomatlashtirish, mehnat unumdorligi, ishlab chiqarish samaradorligi, biznes jarayonlari, tahliliy tizimlar, iqtisodiy rivojlanish, iqtisodiy islohotlar.

Tadqiqotlar va odamlar intellektual deb hisoblagan.xatti-harakatlarni aniqlaydigan mashinalarni yaratilishini biz sun'iy intellekt deb ataymiz. Eng keng tarqalgan va zamonaviy mashinalar - kompyuter texnikasi va aloqa vositalari hisoblanadi, shuning uchun ham SI yo'nalishi kompyuterlar va hisoblash

tizimlari sohasiga tegishli hisoblanadi. Intellekt atamasi lotincha intellektus so' zidan olingan bo'lib - bu aql, idrok, ong tushunchalarini anglatadi; insonning fikrlash gobilyati.Shunga ko'ra, sun'iy intellekt (artificial intelligence) - inson intellektining alohida funksiyalarini bajarishni ta'minlovchi avtomatik tizim sifatida araladi, masalan, oldindan to'plangan tajribalarga asoslangan bilimlar va tashqi ta' sirlarni ratsional tahlil qilish asosida optimal tanlash va qaror qabul qilish.

Sun'iy intellekt qo'llanilishi strukturasi. Bu struktura uchta hisoblash vositalari majmuasidan tashkil topgan. Birinchi majmua masalani samarali yechish nuqtayi nazaridan loyihalangan dasturni bajaruvchi vositalar majmuidan tashkil topgan, ba'zi hollarda muammoli yo'nalishga ega. Ikkinchi majmua - keng doiradagi foydalanuvchilar talablariga tez moslashuvchi strukturaga ega bo'lgan intellektli interfeys vositalari majmui. Uchinchi vositalar majmui birinchi ikki majmuaning o' zaro alogasini ta'minlaydigan bilimlar bazasi hisoblanadi. Bajaruvchi tizim shakllangan dasturni bajarishni ta'minlaydigan barcha vositalar majmuini birlashtiradi. Intellektli interfeys - dasturiy va qurilmaviy, vositalar tizimi bo'lib, foydalanuvchilar uchun ularning kasbiy faoliyatida vujudga keladigan masalalarni hal qilishda kompyuterni qo'llashni ta'minlaydi. Bilimlar bazasi - boshqa komponentalarga nisbatan markaziy o'ninini egallaydi. Chunki bilimlar bazasi orqali masalani yechishda ishtirok etadigan hisoblash tizimlari vositalarining birlashuvi aralga oshiriladi.

- **Ustunliklari:**
- Ijod qiluvchi.
- Moslashuvchan.
- Hissiy idrokdan foydalanadi.
- Har tomonlama.
- Keng qamrovli bilimdan foydalanadi.
- **Kamchiliklari:**
- Sun'iy oldindan dasturlashtirilgan.
- Aytib turish kerak.
- Belgili idrokdan foydalanadi.
- Tor yo' nalishli.
- Maxsus bilimdan foydalanadi.

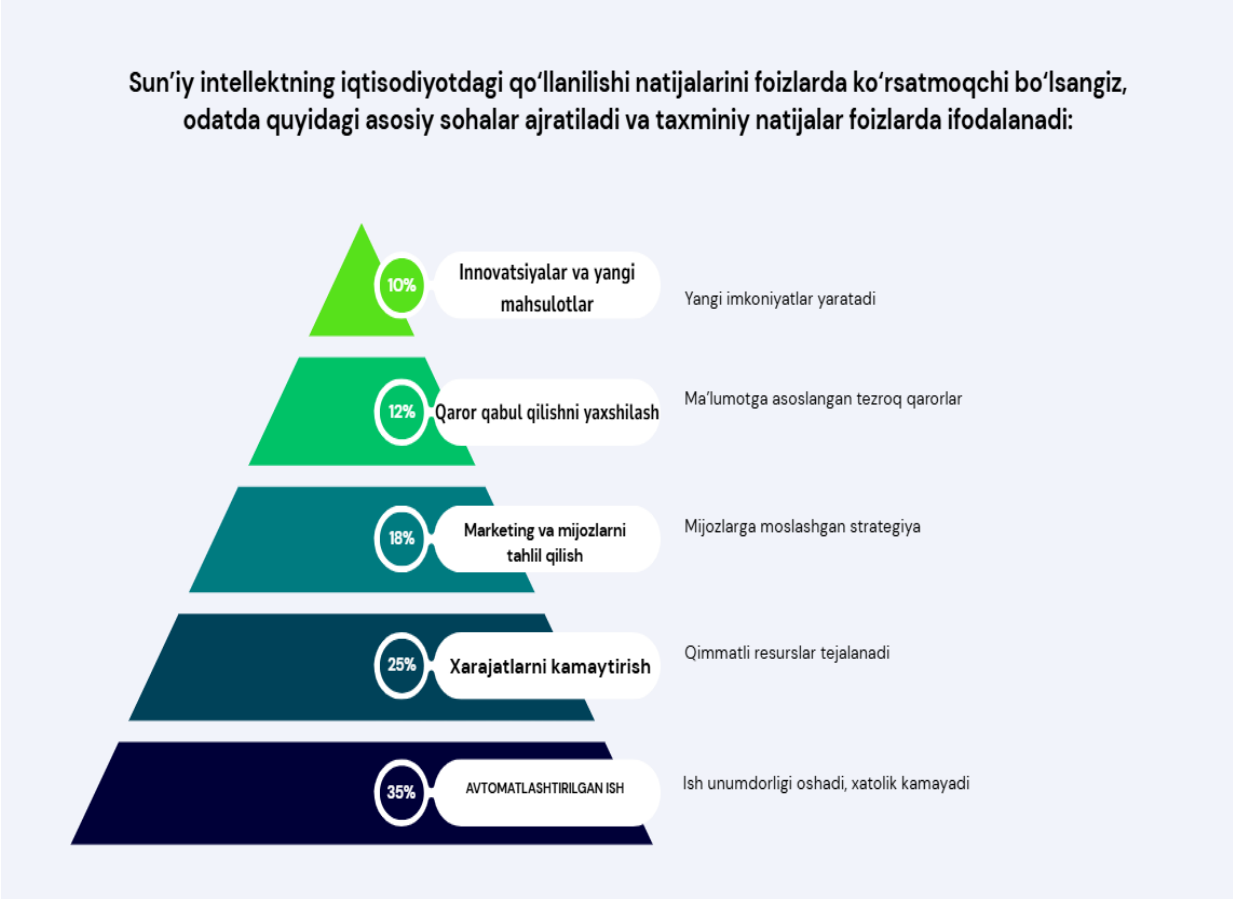
Sun'iy intellekt rivojlanish tarixi haqida qisqacha. XX asrning 90- yillarida bir qancha fa`n sohalari bo'yicha maxsus dasturlarini yaratish uchun katta hajmli yuqori sifatli maxsus bilimlarini qo'llanishi bilan xarakterlanadi. XX asring 90-yillari boshlarida butunlay yangi konsepsiya qabul qilindi. Intellektual dasturni tuzish uchun, izlanish fa`n sohasining yugori sifatli maxsus bilimlari bilan ta'minlash kerak. Shuning uchun loyihalashtirilayotgan **SI-** tizimi yuqori bosqisdagi bilimlar bazasiga ega bo'lishi kerak. Hozirgi vaqtda eng ko'p tarqalgan konsepsiya bu ekspert tizimlarini **(ET)** loyihalashtirishdir.

SI -sohasidagi tadqiqotlarning boshlanishini (50-yillar oxiri) Nyuell, Sayman va shoulaming turli xil masalalarni yechish jarayonlarini tadqiq etish ishlari bilan bog'lashadi. Ular ishining natijasi mulohazalar hisobidagi teoremalarni isbotlashga mo'ljallangan «MANTIQCHI-NAZARIYOTCHI» va «UMUMIY MASALA YECHUVCHI» dasturlari bo'ldi.

Sun`iy intelektning iqtisodiyotda qo`llanilishidagi natijalar

- Xarajatlar qisqaradi
- Daromat oshadi
- Risklar kamayadi
- Resurslardan samarali foydalanadi
- Nosozliklarni oldindan aniqlash imkoniyati mavjud bo`ladi
- Tezroq ishlash
- Kamroq xato qilish
- Ko`proq maxsulot ishlab chiqarish
- Zavodlar raqobatlashishi
- Banklar avtomatik tizmlanishi
- Mijojlar bilan ishlash osonlashadi
- Nosozliklar oldini olinadi

- ❖ Vaqt tejaladi
- ❖ Resuslardan samarali foydalaniladi
- ❖ Nosozlik oldini aniqlash
- ❖ Aqilli robotlar ishlab chiqarish jarayonlarini avtomatlashtirish
- ❖ Ekologik muammolarni bartaraf etish
- ❖ Fribgarlikni aniqlash
- ❖ Savdo operatsiyalarini avtomatlashtirish
- ❖ Katta hajmdagi malumotlarni tez tahlil qilib aniq prognoz beradi
- ❖ Ishchi kuchi xarajatlari kamayadi
- ❖ Energiya samarodadorlialigi ko`payadi



Mazkur diagrammada sun'iy intellektning iqtisodiyotdagi qo'llanilishi natijalari foizlar kesimida tasniflangan bo'lib, u sun'iy intellekt texnologiyalarining iqtisodiy samaradorlikka qanday ta'sir ko'rsatishini ko'rsatadi. Diagrammadagi natijalar quyidagi ustuvor yo'nalishlarga ajratiladi:

1. Avtomatlashtirish – 35%, Sun'iy intellektning iqtisodiyotdagi eng katta ta'siri avtomatlashtirish orqali namoyon bo'ladi. Bu yo'nalishda SI yordamida: ishlab chiqarish jarayonlari tezlashadi; inson omiliga bog'liq xatolar kamayadi; ish unumdorligi oshadi; vaqt va mehnat resurslari tejaladi.

Tahlil: Avtomatlashtirish korxona va tashkilotlarda operatsion samaradorlikni oshiruvchi eng muhim omil hisoblanadi. Ayniqsa sanoat, logistika, bank va xizmat ko'rsatish sohalarida uning hissasi yuqori.

2. Xarajatlarni kamaytirish – 25%, Ikkinchi o'rinda xarajatlarni kamaytirish turadi. Sun'iy intellekt quyidagilar orqali iqtisodiy tejamkorlikni ta'minlaydi: ortiqcha resurs sarfini kamaytiradi; energiya va vaqt yo'qotishlarini qisqartiradi; ishchi kuchi bilan bog'liq ayrim xarajatlarni optimallashtiradi; biznes jarayonlarni samaraliroq tashkil etadi.

Tahlil: Bu ko'rsatkich SI texnologiyalarining korxonalarda iqtisodiy samaradorlik va rentabellikni oshirishdagi ahamiyati katta ekanini anglatadi.

3. Marketing va mijozlarni tahlil qilish – 18%, Sun’iy intellektning yana bir muhim qo‘llanilish sohasi bu marketing va iste’molchilar xatti-harakatini tahlil qilishdir.Bu yo‘nalishda SI: mijozlarning ehtiyojlarini aniqlaydi; shaxsiylashtirilgan takliflar yaratadi; bozordagi talabni oldindan baholaydi; reklama samaradorligini oshiradi.

Tahlil: Mazkur natija sun’iy intellektning savdo, elektron tijorat va xizmat ko‘rsatish sohalarida raqobatbardoshlikni oshirishga xizmat qilayotganini ko‘rsatadi.

4. Qaror qabul qilishni yaxshilash – 12%, Sun’iy intellekt iqtisodiy boshqaruvda ma’lumotlarga asoslangan qarorlar qabul qilish imkonini yaratadi. Buning natijasida: tahliliy xulosalar aniqroq bo‘ladi risklarni oldindan baholash osonlashadi; strategik rejalashtirish kuchayadi; boshqaruv sifati oshadi.

Tahlil:Bu ko‘rsatkich SI ning boshqaruv va menejment tizimlarida yordamchi vosita sifatidagi rolini aks ettiradi.

5. Innovatsiyalar va yangi mahsulotlar – 10%, Sun’iy intellekt yangi g‘oyalar, xizmatlar va mahsulotlar yaratishda ham muhim rol o‘ynaydi. U orqali:yangi biznes modellari paydo bo‘ladi; innovatsion mahsulotlar ishlab chiqiladi; bozorda yangi imkoniyatlar yaratiladi; ilmiy-texnik taraqqiyot jadallashadi.

Tahlil: Ushbu ko‘rsatkich nisbatan pastroq bo‘lsa-da, uzoq muddatda iqtisodiy o‘sishning strategik drayveri hisoblanadi.

Ijobiy	Salbiy	Natijalar
Yangi kasblaring yaratilishi	Ko`proq oddiy ishlar kamayadi	Zavodlarda robotlar odam o`rnini egallamoqda shu bilan birga keng tarmoqli turli sohalarda ham turli xil robotlar yaratilinmoqda
Ishlab chiqarish tezligi va aniqligi oshadi	Ishchilar soni kamayadi	Amazon omborlarida robotlar ishlash jaroyonlarini tezlashtirgan
Ko`plab kompaniyalar xarajatni kamaytiradi	Dastlabki texnalogiyalar qimmatlashadi	AL yoki SI tizimi uzoq muddat ishlanishda juda ham arzon hisoblanadi
Yanada yaxshiroq hamda samali yangidan-yangi bizneslar va startaplar paydo buladi	Bozorlar monopoliyalashishi kutilmoqda	Google, Tesle AL orqali kundan-kunga o`sib rivojlanib bormoqda
Malumotlarga asoslangan aniq va shu bilan birga faktlar bilan qarorlar qabul qilish tezlashdi	Algoritmik qatolar xafi noto`ri ishlashiga olib borishi mumkin	Banklar kreditni Al orqali baxolaydi va ko`pincha to`g`ri va xatolarsiz bo`ladi
Yuqori ma`lumotli,tajribali va o`z ishining ustasi bo`lga ishchilar daromadi oshadi	Past malakali ishchilar daromadi yuqoladi	IT sohasida oyliklar yuqori bo`ladi va bir xillikka asoslanmaydigan tajribalar paydo bo`ladi
Raqobatdordoshlik oshadi demak, yaxshi,yaxshiroq va eng yaxshisi bo`ladi	Rivojlanmayotgan davlatlar ortda qolib yo`qolish arafasida bulishi	AQSH va Xitoy AL bo`yicha yetakchi hisoblanadi
Yetkazib berish tizimi optimmalashadi yanada aniq,tez va oson bo`ladi	Tizmning ishdan chiqishi katta-katta zararlarni olib keladi	AL orqali mashrutlar qisqaradi umuman yuq bo`lishi ham mumkin
Firibgarlikni aniqlash osonlashadi shu bilan birga kamayadi ham	Yangi turdagi kibr xavflar,ma`lumotlar oson va tez o`zgarishi yoki yo`qollishi bo`ladi	Banklarda fraunt detekshin tizmlari ishga tushiriladi
24/7 insonlardan tezoq ishlaydi va xatolar soni kamayadi	Inson nazorati kamayishi mumkin chunki SI ga bog`lanib	Chat botlar doimiy xizmat ko`rsatadi

	yoki ishonib qolish ehtimoli juda yuqori	

Xulosa. Shuni ma’lum qilmanki, bu yozgan maqolamda Sun’iy intellekt bugungi iqtisodiy barqaror o’sishni ta’minlovchi muhim omillardan biri hisoblanadi.Sun’iy intellektni turli sohlarda ishlatish mumkin jumladan iqtisodiyot o’sishida ham. Ayniqsa, avtomatlashtirish, marketing tahlili, qaror qabul qilish jarayonlari va innovatsion mahsulotlar yaratishda sun’iy intellektning roli tobora ortib bormoqda.Olib brogan tajriblarimiz shuni ko’rsatdiki, sun’iy intellekt iqtisodiyotning nafaqat texnologik, balki ijtimoiy-iqtisodiy rivojlanishiga ham ijobiy ta’sir ko‘rsatadi. U korxona va tashkilotlarga bozor talablariga tez moslashish, resurslardan oqilona foydalanish va raqobatbardoshlikni oshirish imkonini beradi. Shu bilan birga, sun’iy intellekt asosida yaratilayotgan yangi yechimlar iqtisodiyotda innovatsion muhit shakllanishiga ham zamin yaratadi.Kelajakda sun’iy intellekt texnologiyalarini yanada keng joriy qilish va ularni ta’limga, tibbiyotga, iqtisodiy-sanoatga va turli sohalarda xizmat ko’rsatishga kengroq ishlatishni iqtisodiy barqarorlikni mustahkamlashda muhim o’rin egallaydi.

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TALABALARDA AQLIY KOMPETENTLIKNI RIVOJLANTIRISH - DOLZARB PEDAGOGIK MUAMMO SIFATIDA

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Annotatsiya: Ushbu maqolada bugungi kundagi ta’lim tizimi islohotlarini amalga oshirish va rivojlantirish jarayonida talabalarda aqliy kompetentlikni rivojlantirishning mohiyati, kompetentlik sifatlari, talabalarning aqliy kompetentligi masalalari mazmun-mohiyati atroflicha ochib berilgan.

Tayanch so‘z va tushunchalar: kompetentlik, aqliy kompetentlik, kompetentlik sifatlari, tizim, islohot, o‘z-o‘zini baholash, kreativ fikrlash.

Kirish. Bugungi kunda oliy ta’lim pedagogining vazifasi o‘qitish jarayonida talabalarda faqat reproduktiv fikrlashni emas, balki kompetentligini ham shakllantiradigan yo‘sinda tashkil qilishdir. Jumladan, O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev respublikamiz o‘qituvchi va murabbiylariga yo‘llagan bayram tabrigida: «... o‘quv-tarbiya jarayonlariga zamonaviy ta’lim va axborot texnologiyalarini, yangi o‘quv metodikalarini joriy etish bo‘yicha hali oldimizda ko‘plab dolzarb vazifalar turganini yaxshi anglaymiz va ularning yechimi ustida doimiy ish olib boramiz»[12], deya ta’kidlagan.

[12] Ўзбекистон Республикаси Президенти Шавкат Мирзиёевнинг Ўзбекистон ўқитувчи ва мураббийларига йўллаган байрам табриги. // «Халқ сўзи» газетаси, 2017 йил 30 октябрь.

Oliy ta’limda ustuvor o‘rin egallagan kuchli raqobatga bardoshli bo‘lish har bir mutaxassisdan aqliy kompetentlikka ega bo‘lish, uni izchil ravishda oshirib borishni taqozo etmoqda. Xo‘sh, kompetentlik nima? Kasbiy kompetentlik negizida qanday sifatlar aks etadi? Pedagog o‘zida qanday kompetentlik sifatlarini yorita olishi zarur? Ayni o‘rinda shunga o‘xshash g‘oyalar yuzasidan so‘z yuritiladi.

O‘zbekiston Respublikasida ta’lim sohasidagi davlat siyosati umuminsoniy qadriyatlarni, xalqning tarixiy tajribasini madaniy va fan bobidagi ko‘p asrlik an’analarini inobatga olib, jamiyatning istiqboldagi rivojlanish marralarini hisobga olgan holda yurgiziladi. Ta’lim-tarbiya natijasida mamlakatimizda aqliy, intelektual jihatdan boy ma’naviy barkamol shaxslarni shakllantirish amalga oshiriladi. O‘zbekiston Respublikasining “Ta’lim to‘g‘risidagi” Qonunini 5-moddasida “Tegishli ma’lumoti, kasb-tayyorgarligi bor va yuksak ahloqiy fazilatlarga ega bo‘lgan shaxslar pedagogik faoliyat bilan shug‘ullanish huquqiga ega” deb e’tirof etilgan. XXI asrda o‘qituvchidan keng bilimdonlik, puxta amaliy tayyorgarlik, yuksak pedagogik mahorat, kompetentlik va ijodkorlik talab etiladi.

Asosiy qism. Talabalarning aqliy kompetentligini shakllantirish muammosini o‘rganish ishiga bir qator ilmiy ishlar bag‘ishlangan, biroq bu muammoning turli jihatlari va aspektlariga olimlarning qiziqishlari kamaymayapti, bu esa uzluksiz ta’lim tizimini modernizatsiyalash va rivojlantirishning hozirgi zamon bosqichida alohida ahamiyatga egaligidan va uning dolzarbligidan guvohlik beradi.V.A.Slastenin nuqtayi nazariga muvofiq talabalarda kompetentlik strukturasini tadqiq qilish uning tayyorgarlik darajasiga hozirda modernizatsiya qilinayotgan va uzluksiz pedagogik ta’lim konsepsiyasi amalga oshirilayotgan sharoitlarda oliy ta’limi tizimi tomonidan qo‘yilayotgan talablarni aniqlashni nazarda tutadi [2].

Psixologlar L.S.Vigotskiy, A.N.Leontyev, P.Y.Golperin ishlariga tayanadigan faoliyatli yondashuvni izchil amalga oshirilishi oliy ta’lim muassasasida o‘qitish maqsadi sifatida o‘qitish subyektida ma’lum faoliyatni bajarishda kasbiy tayyorgarlikni tarbiyalashni ko‘zda tutadi. U holda oliy talim muassasalarida o‘qitishning asosiy natijasi talabalarda kasbiy vazifalarni amalga oshirish, faoliyat masalalarini hal etish bilimlarini shakllantirishdan iborat bo‘ladi[3].

Shu bilan birga, shuni ham qayd etish kerakki, talabalarning aqliy kompetentligini tarbiyalash masalalari tadqiqot obyekti sifatida quyidagi olimlar tomonidan didaktik (M.Ochilov), psixologik-pedagogik (E.G‘oziyev), umumpedagogik (N.N.Azizxodjayeva, O.A.Abdullina), innovatsion (R.A.Mavlonova, V.A.Slastenin), ijodiy (V.A.Kan-Kalik) tayyorlashning ahamiyati va vazifalari o‘rganilgan [4].

Pedagogikada kompetent yondashish mutlaqo yangi hodisa emas, balki uning irmoqlari uzluksiz rivojlanib boruvchi ta’lim jarayonlarida mavjud bo‘lib, ular bosqichma-bosqich shakllangan edi. «Mahorat», «malaka», «salohiyat» masalalari, faoliyat, shu bilan birgalikda, bir qator faoliyatlarning birikuvi M.N.Skatkin, I.Y.Lerner, V.V.Krayevskiy, G.P.SHedrovidskiy, V.V.Davidov va boshqa pedagogika sohasining olimlari ilmiy asarlari asosini tashkil etgan. N.V.Kuzmina, A.K.Markova, E.F.Zeyer, V.A.Slastenin, T.F.Loshakova o‘qituvchining «kasbiy kompetentlik» haqida ko‘plab ishlarni amalga oshirganlar [5].

B.A.Nazarova o‘zining ilmiy ishida D.Dyui, U.Uoller, M.Mid, K.Yung, P.Sorokin, F.Znanetskiylarning falsafasida kompetentlik tushunchasiga shunday ta’rif berganliklarini ta’kidlaydi: «Bu muhitga o‘rganish vositasi, chunki kasb odamni unga to‘g‘rilaydi, odamning qiziqishlarini aniqlaydi, bitta kasbda ishlagan odamlarning qiziqishlarini jamlaydi» [6].

I.V.Grishina kompetensiya shaxsning o‘z professional faoliyatini qanchalik darajada egallaganligi, deb baho beradi va quyidagicha ta’riflaydi [8]:

- ushbu faoliyatga bo‘lgan munosabati, unga zarurat va qiziqishi, intilishlari, qadriyatlari, faoliyatdan maqsadi, o‘zining ijtimoiy o‘rnini tasavvur qilishi;
- o‘zining shaxsiy o‘ziga xosligi va mutaxassis sifatidagi mavqeiga, kasbiy bilim, mahorat va ko‘nikmalari, kasbiga xos boshqa xususiyatlariga baho berish;
- shu asosda o‘zini kasbiy jihatdan shakllanishini va o‘sishini boshqara bilishi.

Psixologiyada I.N.Shpilriyen, S.G.Gellershteyn, YE.A.Klimov, V.D.Shadrikov, K.K.Platonov, N.V.Kuzmina fikrlariga ko‘ra hayotda yuz beradigan turli vaziyatlarni, muammolarni yechishga yordam beradigan fazilatlar, qobiliyatlar aqliy kompetentlik deb tushuntiriladi[7].

A.R.Xodjaboyevning fikricha, kompetent nuqtayi nazaridan yondashish ta’limning yangi sifatiga erishish usuli hisoblanadi. Albatta, bunday qarash tasodifiy yuzaga kelmagan, olimning ta’kidlashicha, bu yerda gap insonning ma’rifatliligini o‘lchashning yangi birligi haqida gap ketmoqda, chunki bugungi kunda bilim, ko‘nikma va malakalar ta’lim sifati darajasini to‘liq o‘lchash, uni aniqlash imkonini bermaydi .

N.Muslimovning ta’kidlashicha, shaxsga yo‘naltirilgan ta’lim o‘qituvchi va talabalarning birgalikdagi ta’lim faoliyatini tashkil etish va amalga oshirishni o‘z ichiga oladi. Birgalikda o‘quv faoliyati tugallangan shaklda darhol va doimiy ravishda berilmaydi va uning mazmuni faqat olingan bilimlar

mazmuni bilan chegaralanib qolmaydi, bu shaxsni shakllantirish chegaralarini kengaytirishni anglatadi. Bu bilim va tajribani ularni avlod, ishlab chiqarish, o‘zgartirish bilan uzatishning kombinatsiyasi. Talaba shaxsiga yo‘naltirilgan ta’limni amalga oshirish jarayonida uning mazmuniga, vositalari va turli usullarining qanday tuzilganligiga alohida e’tibor qaratish kerak, sababi ular talabaga ta’lim olish jarayonida o‘quv materiali, uning turlari va shakllarini tanlash qobiliyatini ko‘rsatishga imkon beradi [8].

Kompetentlik - bu qaysidir kasbda bor bo‘lgan standartga rioya qilish. A.P.Akimova kompetentlikni shunday ta’riflaydi: «O‘z faoliyatida kerak bo‘lgan yangiliklarning, bilimlarning, qobiliyatlarning yig‘indisi va atrof muhit bilan o‘zaro to‘g‘ri kelishi».

Tahlil va natijalar. Kompetensiya va “kompetentlik” atamalari o‘zakdosh bo‘lib, ular G‘arb ilmiy adabiyotida 60 yillarning oxiri, 70 yillarda paydo bo‘ldi. “Kompetensiya ” atamasi milliy pedagogikada XX asrning 90 yillaridan e’tiboran ishlatila boshlagan. “Kompetensiya” atamasi “pedagogik madaniyat”, “kasbiy layoqatlilik”, “kvalifikatsiya” atamalari bilan ma’nodosh hisoblanib kelindi. “Kompetensiya” – muayyan muammo va masala, xodisa borasida shaxsning bilim, tajriba, mutasaddilikka ega bo‘lishni o‘zida ifoda etadi.

Ilmiy tadqiqotlarda kompetensiya pedagogik xodisa sifatida XX asrning 70 yillaridan e’tiboran tadqiq etila boshlandi. Amerika tadqiqotchilari: Dj Raven, L. Stross,Dj.Morenolar fikricha, kompetentlik – “ shaxsning ixtisosligi bo‘yicha aniq faoliyatni bajarishda zarur bo‘ladigan qobilyatlar majmui, malakalarning namoyon bo‘lishi, mas’uliyat hissining mujassamlashuvi natijasida paydo bo‘ladigan tafakkur turi ” deb tavsifladilar. Rus olimlari: S.T. Vershlovskiy i Y.N. Kulutkin kompetentlikni shaxs tavsifi bo‘yicha o‘rgangan bo‘lsalar, V.Y.Krichevskiy, A.V.Xutorskiy – shaxs faoliyatidagi maqsadlarni amalga oshirish ko‘rsatkichlarini tadbiq etadilar.

Rus olimlari L.N.Zaxarova, V.V.Sokolova, V.M.Sokolovlarning fikricha kasbiy kompetensiya ostida amaliy masalalarni samarali yechish qobiliyatini tushunish rivojlanayotgan shaxsni ijtimoiylashtirish, ichki sharoitlarni ta’minlash, rivojlanishi tufayli shaxsning jamiyatga faol qo‘shilishi qadriyat yo‘nalishlari, tabiat, jamiyat, ma’naviy yo‘nalish odamlar tajribasi, amaliy ko‘nikmalarni shakllantirish ijtimoiy jihatdan kerakli yoki hech bo‘lmaganda maqbul bo‘lgan faoliyat o‘zini anglash tavsiya etiladi[9].

I.A. Kolesnikova fikricha, dastlabki ko‘rsatkich kasbiy kompetensiya bu "insonga bo‘lgan munosabat, o‘qituvchining ishi - bu “shaxs – shaxs” tizimidagi faoliyat. Aynan shuning uchun shaxsiy-gumanistik yo‘nalish kabi tarkibiy qism, bugungi kunda kasbiy kompetensiya tarkibida integrativ ko‘rsatkich sifatida taqdim etilgan kasbiy va shaxsiy xususiyatlardir. Haqiqiy kasbiy ta’lim sohasi ham muntazam ravishda idrok etish qobiliyati bilan ajralib turadi pedagogik jarayon va unda muntazam ravishda harakat qilish natijasida kasbiy kompetensiya shakillanib rivojlanib boradi [10].

Kompetentlik – bu talabaning shaxsiy va ijtimoiy ahamiyatga ega kasbiy faoliyatni amalga oshirilishi uchun zarur bo‘lgan bilim, ko‘nikma va malakalarning egallanishi hamda ularni kasbiy faoliyatda qo‘llay olishi bilan ifodalanadi. Mazkur o‘rinda «kompetentlik» tushunchasining mohiyati ham to‘la ochiladi, u quyidagi ikki ko‘rinishda namoyon bo‘ladi: kompetentlik talabalarning shaxsiy sifatlari to‘plami hamda kasbiy sohaning tayanch talablari sifatida.

«Kompetentlik» – tushunchasi esa, shaxsning doimo o‘sib boruvchi tasnifi bo‘lib, real hayotiy vaziyatlarda yuzaga kelgan muammolarni yechish qobiliyati, o‘z bilimi, o‘quv va hayotiy tajribalari, qadriyatlari va qiziqishlarini unga safarbar etish imkoniyatlari hisoblanadi. «Kompetentlik» atamasi ta’lim sohasiga psixologlarning ilmiy izlanishlari natijasida kirib keldi. Bu tushuncha noan’anaviy vaziyatlarda yoki kutilmagan hollarda o‘zini qanday tutish, muloqotga kirishish, raqiblar bilan o‘zaro munosabatlarda yangi yo‘l tutish, noaniq vazifalarni bajarishda, ziddiyatlarga to‘la ma’lumotlardan foydalanishda, hamisha rivojlanib boruvchi va murakkab jarayonlarda qanday harakat qilishi kerakligi to‘g‘risida nazariy bilimlar zarurligini ko‘rsatadi.

Inglizcha «competence» tushunchasining lug‘aviy ma’nosi «qobiliyat» demakdir, biroq kompetensiya atamasi bilim, ko‘nikma, mahorat va qobiliyatni ifoda etishga xizmat qiladi. G‘arb mamlakatlarida shakllangan an’anaga muvofiq mutaxassisning kasbiy malakasi uning kompetentlik, ta’lim tizimi esa – bilim, ko‘nikma va malakalar darajasi bilan o‘lchanadi.

Xorijiy mamlakatlarda an’anaga muvofiq ishchining bilim va malakalarining o‘ziga xos-xususiyati hisoblangan mutaxassislik (malakaviy) standartlari ishlab chiqiladi. Ushbu standart natijanigina (nimaga erishilishi kerak) qayd etadi. Kompetensiya o‘z bilimlarini tinmay boyitib borishni, yangi axborotlarni o‘rganishni, shu kun va davr talablarini his etishni, yangi bilimlarni izlab topish mahoratini, ularni qayta ishlashni hamda o‘z amaliy faoliyatida qo‘llashni talab qiladi. Kompetensiya egasi bo‘lgan mutaxassis muammolarni yechishda o‘zi o‘zlashtirib olgan, aynan shu sharoitga mos metod va usullardan

foydalanishni yaxshi bilishi, hozirgi vaziyatga munosib bo‘lgan metodlarni tanlab olib qo‘llashi, to‘g‘ri kelmaydiganlarini rad etishi, masalaga tanqidiy ko‘z bilan qarashi kabi ko‘nikmalarga ega bo‘ladi.

Xulosa. Talabalarning aqliy kompetentligini shakllantirish bo‘yicha quyidagi takliflarni berish mumkin bo‘ladi:

– o‘zlashtirilgan ijtimoiy tajribalarni qayta ishlash, izlanuvchanlik va ijodkorlik faoliyatlarida namoyon bo‘ladigan aniq ifodalangan yo‘naltirilganlik, bilimlarni egallash faolligi;

– kasbiy faoliyatda ko‘p uchraydigan har qanday nostandart vaziyatlarda mustaqil ravishda qaror qabul qila olishga, shuningdek, yaxlit jarayonning barcha voqea va hodisalari, dalillarini tahlil qila bilishga asos yaratadigan ilmiy tafakkurni rivojlantirish;

– milliy va jahon madaniyatini egallaganlik, ta’lim olish jarayonini anglaganlik, o‘zining pedagogik qobiliyatlarini takomillashtirish, o‘z o‘zini rivojlantirishga yo‘nalganlik, tadqiqotchilik faoliyatini rivojlantirish kabi keng doirani o‘z ichiga olgan mustaqil ta’limni tashkil etish;

– talabalarni aqliy faoliyatga tayyorlashni individuallashtirish orqali aqliy va amaliy faoliyatida o‘zining individual uslublariga ega bo‘lish imkonini beradigan ta’limni tashkil etish.

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ПРОЕКТНАЯ ДЕЯТЕЛЬНОСТЬ КАК ИНСТРУМЕНТ ДЛЯ РАЗВИТИЯ САМОСТОЯТЕЛЬНОСТИ И КРИТИЧЕСКОГО МЫШЛЕНИЯ СТУДЕНТОВ

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Аннотация. В статье рассматривается проектная деятельность как эффективный педагогический инструмент для развития самостоятельности и критического мышления студентов высшей школы.

Анализируются теоретические подходы к определению ключевых компетенций и этапы проектной работы, способствующее активизации субъективной позиции обучающихся. Автор приходит к выводу, что системное использование проектной деятельности позволяет преодолеть ограничения традиционной «знаниевой» парадигмы и обеспечить развитие у студентов универсальных компетенций, необходимых для успешной профессиональной деятельности в условиях неопределённости.

Ключевые слова: проектная деятельность, самостоятельной студентов, критическое мышление, компетентностный подход, тьюторское сопровождение, рефлексия, высшее образование, метод проектов, субъектная позиция, универсальная компетенция.

Введение. Современная система высшего образования находится в состоянии перманентной трансформации. Если ещё несколько десятилетий назад основной целью вуза была трансляция суммы знаний от преподавателя к студенту, то сегодня на первый план выходит компетентностный подход. Работодатели и общество в целом ожидают от выпускника не столько энциклопедичности, сколько способностей действовать в условиях неопределённости, самостоятельно принимать решения и нести за них ответственность.

В Федеральных государственных образовательных стандартах (ФГОС) последнего поколения ключевыми становятся такие категории, как «универсальные компетенции». Среди них особое место занимают способность к самоорганизации и саморазвитию (самостоятельность) и способность к критическому анализу, оценке и выбору информации (критическое мышление).

Одним из наиболее эффективных педагогических инструментов, позволяющих интегрированно развивать эти качества, является проектная деятельность. Она выходит за рамки чисто академических задач, моделируя реальные профессиональные и жизненные ситуации. Данная статья посвящена анализу потенциала проектной деятельности как средства формирования самостоятельности и критического мышления студентов, а также описанию методических условий, при которых этот потенциал раскрывается наиболее полно.

Результаты и обсуждение. Прежде чем рассматривать проектный метод как инструмент развития, необходимо определить, что именно мы развиваем. Понятия «самостоятельность» и «критическое мышление» часто используются в педагогической литературе, но их сущность требует уточнения.

Самостоятельность студента – это интегративное качество личности, выражающееся в способности без внешнего принуждения (но с возможностью консультативной поддержки) ставить цели, планировать деятельность, выбирать средства для достижения результата, осуществлять контроль и коррекцию своих действий, а также отвечает за конечный продукт. «Самостоятельность личности студента проявляется в самоорганизации и саморегуляции деятельности, не требующей помощи со стороны преподавателя, способности принимать самостоятельные, не зависящие от других решения во время работы над учебными и профессиональными задачами, ставить перед собой новые задачи и находить способы их решения» [1, с. 114]. В психолого-педагогическом контексте (работы П.И. Пидкасистого, И.Я. Лернера) самостоятельность рассматривается не как изолированное действие, а как характеристика деятельности, при которой субъект сам управляет этапами работы.

Критическое мышление в современной трактовке (Д. Клустер, Д. Халперн) – это сложный мыслительный процесс, начинающийся с постановки вопроса и заканчивающийся принятием обоснованного решения. Критическое мышление включает в себя способность оценивать достоверность источников информации, умение выявлять логические ошибки и манипуляции, готовность рассматривать проблему с разных точек зрения, способность аргументированно оставить свою позицию.

Важно отметить, что эти два качества находятся в диалектической взаимосвязи. Развитие самостоятельности невозможно без умения критически оценивать промежуточные результаты своей работы, а подлинное критическое мышление не формируется в пассивной позиции «получателя знаний». Проектная деятельность выступает той средой, где эти два процесса синхронизируются.

Термин «проектная деятельность» имеет богатую историю. В российской педагогике метод проектов активно разрабатывался С.Т. Шацким, а в современной высшей школе получил второе рождение в связи с переходом на практико-ориентированные модели обучения. «Проектную деятельность считают одним из наиболее эффективных инструментов, формирующих у студентов конкретные практические навыки и умения и развивающих личностные качества» [2, с. 153].

Сущность проектной деятельности заключается в решении студентами (индивидуально или в команде) практической, исследовательской или социально значимой задачи, требующей интеграции знаний из различных предметных областей, результатом которой является конкретный продукт. «Проектная деятельность – это творческая учебная деятельность, цель которой – это решение практической цели или задачи. Содержание проектной деятельности определяется

обучающимися и осуществляется ими в процессе теоретической проработки и практической реализации при консультации непосредственно педагога» [3].

В структуре проектной деятельности принято выделять следующие этапы, каждый из которых предъявляет определенные требования к самостоятельности и критическому мышлению студента:

1. Проблематизация и целеполагание. Студент должен выявить противоречие (зачем это нужно?) и самостоятельно (или с минимальной консультацией) сформулировать цель проекта. Это требует критического взгляда на реальность и самостоятельности в выборе направления.
2. Планирование. Разработка дорожной карты, то есть распределение времени, ресурсов, определение этапов работы. Здесь развивается способность к стратегическому мышлению и самоорганизации.
3. Поиск информации и её анализ. Сбор данных, работа с источниками. На этом этапе критическое мышление задействовано максимально, студент учится отличать факты от мнений, проверять валидность данных.
4. Реализация (создание продукта). Практическое воплощение замысла. Самостоятельность проявляется в принятии оперативных решений по мере возникновения технических или организационных сложностей.
5. Презентация и защита. Публичное представление результатов. Требует навыков рефлексии и самооценки (критического взгляда на собственный продукт).
6. Рефлексия. Осмысление пройденного пути, выявление ошибок и формулирования выводов на будущее.

Классификация проектов может быть различной: по доминирующей деятельности (исследовательские, прикладные, ролевые, информационные), по продолжительности (мини-проекты, междисциплинарные, долгосрочные), по форме организации (индивидуальные и групповые). Однако независимо от типа, механизмы развития личностных качеств остаются едиными.

Самостоятельность не возникает спонтанно. Её развитие в рамках проектной деятельности обеспечивается через смену типа взаимодействия в системе «преподаватель – студент». Если на лекции студент находится в позиции объекта педагогического воздействия, то в проекте он становится субъектом.

Критическое мышление в проектной деятельности развивается не на специальных тренингах, оно вплетено в ткань решение задач, где информация является ресурсом, а не конечной целью. «Проектное обучение обладает значительным потенциалом для развития критического мышления обучающихся, поскольку создаёт условия для исследования, аргументации, принятия решений и рефлексии» [4].

На этапе сбора информации студент сталкивается с избыточностью и противоречивостью данных. В современном мире, где интернет переполнен недостоверными сведениями, проект требует верификации источников. Здесь студент вынужден задаваться вопросами: Кто автор источника? Какова цель публикации? Не является ли информация устаревшей? Формирование навыка фактчекинга в рамках проектной работы является одним из важнейших результатов обучения.

Проектная деятельность почти всегда включает этап защиты, где студенту приходится отстаивать своё решение перед комиссией или сокурсниками. В ходе дискуссии он сталкивается с возражениями, что требует от него не механического воспроизведения текста доклада, а гибкости мышления, способности быстро перестраивать аргументацию, признавать корректность встречных замечаний и включать их в свою логику [5, с. 260].

Для развития самостоятельности необходима система «своевременной помощи». Вместо того чтобы давать ответ, преподаватель использует технологию «вопросов-скобок»: «Как ты планируешь проверить эту гипотезу?», «Какие альтернативные подходы ты рассматривал?». По мере роста компетентности студента степень поддержки снижается.

Заключительным условием можно назвать организацию взаимного оценивания. Включение механизмов, когда студенты оценивают проекты друг друга по заданным критериям, многократно усиливает развитие критического мышления. Оценивая чужую работу, студент учится видеть сильные и слабые стороны, что позволяет ему экстраполировать этот опыт на собственный проект.

Заключение. Несмотря на очевидные преимущества, внедрение проектной деятельности как системного инструмента развития самостоятельности и критического мышления сталкивается с рядом объективных и субъективных трудностей.

В первую очередь речь идет о проблеме субъектной позиции преподавателя. Как отмечалось выше, многие преподаватели, особенно старшего поколения, привыкли к авторитарной модели. Переход в позицию тьютора, где нужно «держать паузу», позволяя студенту ошибиться, психологически сложен. Преподаватель боится потери контроля и снижения академической успеваемости (в краткосрочной перспективе).

Здесь же можно выявить следующую проблему – ресурсные ограничения. Качественное сопровождение проектной деятельности требует высокой трудоёмкости от преподавателя (индивидуальные консультации, проверка промежуточных этапов). При большой численности учебных групп (25-30 человек) обеспечить глубокую тьюторскую поддержку практически невозможно без использования цифровых инструментов и пересмотра учебной нагрузки преподавателя.

Еще одной проблемой можно обозначить сопротивление студентов. Студенты, воспитанные в системе «заучивание – воспроизведение», часто воспринимают проектную деятельность как лишнюю нагрузку. Непривычка к самостоятельности порождает тревожность. В начале работы студенты могут требовать дать готовый план, и, если преподаватель идёт на поводу, эффект развития теряется.

Сложность объективной оценки также является трудностью внедрения проектной деятельности. Традиционная пятибалльная система плохо приспособлена для оценивания таких сложных конструкторов, как «критическое мышление» или «самостоятельность». Если не использовать детализированные рубрики и портфолио, оценка становится субъективной, что демотивирует студентов.

Подводя итог, можно утверждать, что проектная деятельность является не просто одним из методов обучения, а мощным педагогическим инструментом формирования ключевых компетенций XXI века – самостоятельности и критического мышления.

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THE ROLE OF ARTIFICIAL INTELLIGENCE TECHNOLOGIES IN THE DIGITAL TRANSFORMATION OF THE ECONOMY

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Abstract. This paper analyzes the role of artificial intelligence technologies in the digital transformation of the economy. A key feature of the current stage of economic development is that artificial intelligence has become a new driver of economic growth, a means of stimulating investment and innovation. Artificial intelligence technologies, research and development in the field of artificial intelligence equipment and its applications, will likely become the main focus of investment in the near future.

Keywords: artificial intelligence technologies, digital transformation, digital economy, digitalization, automation, innovation, digital technologies.

Introduction. The modern world has entered a new stage of scientific and technological development. One of the key areas of this revolution is digitalization and artificial intelligence, which are significantly changing the economy, education, healthcare, public administration, and, in general, everyday life. In the 21st century, artificial intelligence has become one of the most important areas of scientific and global economic development. We see that countries have achieved significant progress using artificial intelligence in healthcare, education, agriculture, energy, and public administration. In the modern era, artificial intelligence is recognized as the driving force of the global industrial revolution and the engine of digitalization.

A key feature of the current stage of economic development is that artificial intelligence has become a new driver of economic growth, a means of stimulating investment and innovation. Artificial intelligence technologies, research and development of artificial intelligence equipment, and its application will likely become a major investment area in the near future [1]. While the current wave of interest in artificial intelligence is largely constructive, it reflects emerging trends in the global economy, the need to develop the real sector of the economy, and the transformation of systemic links within the core economic system, such as energy supply chains or primary mineral processing products. The risk of a reverse investment cycle associated with the development of artificial intelligence is that investment resources are wasted, with minimal practical benefit [3]. Preventing the collapse of these "investment nodes" will be an important element of the competitiveness of the system associated with the implementation of AI-based technologies—the cost of even a short-term delay could be very high.

Results and Discussion. Effective use of artificial intelligence can open up new opportunities in important socio-economic sectors of any country. Today, the world is witnessing unprecedented progress in artificial intelligence, from large-scale language models to socio-economic intelligence platforms. Artificial intelligence is not just an auxiliary tool; it has permeated all aspects of human life, including decision-making and planning. According to international experts, by 2030, artificial intelligence could make a significant contribution to the growth of global gross domestic product. Countries that lay the political, economic, and human foundations for the development of artificial intelligence today will be at the forefront of global development tomorrow. The Republic of Tajikistan, in accordance with the visionary policy of the Founder of Peace and National Unity – Leader of the Nation, President of the Republic of Tajikistan, the Honorable Emomali Rahmon, attaches paramount importance to sustainable economic, social, and technological development [4]. To digitalize social services, especially in unfavorable market conditions, it is necessary to take into account the following specific features of the social services sector: firstly, social services are essentially intended to meet the social interests of society (literacy, public health, cultural and spiritual values, etc.); secondly, regardless of the form or interests of the subject, social services are regulated by the state; thirdly, to ensure high quality of social services, appropriate norms and standards are developed and implemented; fourthly, social services are provided to an unlimited number of consumers, both individuals and legal entities, in accordance with their rights [2].

In the very near future, we may face a transition of the social system (social services, medicine, education) to post-human algorithms, which could have enormous and not always predictable consequences. More than ten national startups have been created in the Republic of Tajikistan, many of which have found a place in international markets, and ten universities in the country have included artificial intelligence in their curricula. A project to teach artificial intelligence in 100 secondary schools has begun. In Dushanbe, with government support, a free artificial intelligence zone has been established as a dedicated

innovation zone. In June 2025, the Darya.ai artificial intelligence center officially opened in the Darvaz district of Tajikistan. This is not only a technology hub but also the starting point of an innovative ecosystem for the development of artificial intelligence and the digitalization of the country. The opening ceremony was held with official participation and the use of cutting-edge technology. This will create the foundation for the development of local startups, research, and human resources. According to experts from the Council for the Development of Artificial Intelligence under the Ministry of Industry and Technology of the Republic of Tajikistan and international partners, Tajikistan will be able to train approximately 20,000 young specialists in artificial intelligence by 2030. All these steps demonstrate that Tajikistan is placing special emphasis on the use of advanced artificial intelligence technologies and the development of national models of artificial intelligence and modern governance. We plan to attract up to 20,000 young specialists in artificial intelligence to the labor market over the next five years. By 2030, we will achieve the goal of fully digitalizing the public administration system with artificial intelligence components.

It's worth noting that the effectiveness of modern information technologies depends, above all, on the connection between marketing and information services, which allows for the creation of a structure that integrates a bank's external and internal communications.

Banks specializing exclusively in remote customer service are emerging. The main advantages of e-banking include relatively low regulatory costs and the broadest possible customer reach (in fact, every internet user is a potential e-bank client).

Innovative banking products and services, currently implemented using artificial intelligence technologies, are being introduced in various financial market segments, including:

- these services include various types of P2P card-to-card money transfers;
- commercial banking products have been developed, including cloud migration, such as borrower loan settlements;
- innovative deposit and loan management software; - automated sales;
- innovative trading account management software for the Forex market and brokerage companies;
- a seamless multi-channel (omnichannel) approach to service that helps increase customer loyalty, expand audience reach, and enables the collection of essential customer information and financial planning;
- implementation of blockchain technologies using cryptocurrency.

Conclusion. Thus, the emergence of artificial intelligence in the market is driven by the gradual digitalization of the economy and other sectors. Constant competition to attract consumers, as well as managing economic security and other risks, have led to a rapid growth in interest in artificial intelligence. Another important factor is the need to process large volumes of data. Effective use of artificial intelligence can create new opportunities in important socio-economic sectors of any country. The advantages of artificial intelligence demonstrate that by focusing on innovation and local talent, we can build a digital and sustainable future for the country, leveraging national capabilities and modern technologies. In a context of globalization and fierce competition, artificial intelligence technologies can transform Tajikistan into a regional AI hub, for example in environmental protection, job creation, education and research, and economic development.

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INSON KAPITALIGA KIRITILGAN SARMOYA - KELAJAK IQTISODIYOTINING MUSTAHKAM ASOSI.

Tolmasov Norbek Hasan o'g'li,
O'roqov Quvonchbek Azim o'g'li.
Sharof Rashidov nomidagi SamDU Urgut filiali

Annotatsiya. Ushbu tezisda O'zbekiston mehnat bozori va ta'lim tizimi misolida inson kapitaliga kiritilayotgan sarmoyalarning iqtisodiy rentabelligi tahlil qilingan. Tadqiqotda yoshlardagi kutilmalar inflyatsiyasi va maktablardagi ixtisoslashuv muammolari ochib berilgan. Inson kapitali samaradorligini oshirish maqsadida xususiy maktablarni qo'llab-quvvatlash orqali erta ixtisoslashuvni ta'minlash hamda oliy ta'lim muassalari bitiruvchilari uchun xorijiy til sertifikatini (boshlang'ich darajada) majburiylashtirish taklif etilgan. Bu choralar yoshlarning xalqaro mehnat bozoriga moslashuvini tezlashtirish, ishsizlikni kamaytirish va mamlakat yalpi ichki mahsuloti (YaIM) o'sishini ta'minlashga xizmat qiladi.

Kalit so'zlar: inson kapitali, kutilmalar inflyatsiyasi, sarmoyalar rentabelligi, erta ixtisoslashuv, xususiy maktablar, xorijiy til sertifikati, mehnat eksporti, yalpi ichki mahsulot (YaIM).

KIRISH

Zamonaviy iqtisodiyotda davlatning raqobatbardoshligini belgilovchi asosiy omil moddiy resurslar emas, balki inson kapitali hisoblanadi. O'zbekiston Respublikasi Prezidenti tomonidan ilgari surilgan "Bizga quruq diplom emas, balki o'z ishining yetuk mutaxassislari kerak" degan konseptual g'oya mamlakat mehnat bozoridagi mavjud paradigmani tubdan o'zgartirishning huquqiy va amaliy asosi bo'lib xizmat qiladi.[13] Ushbu strategik yondashuv ta'lim muassasalaridan hujjatli kadrlarni emas, balki bevosita iqtisodiy qiymat yaratuvchi, yuqori amaliy kompetensiyaga ega bo'lgan inson kapitalini tayyorlashni qat'iy talab etadi. Biroq, ta'lim tizimiga kiritilayotgan ham davlat, ham o'zbekistonlik ota-onalarning sarmoyalari har doim ham o'zining kutilgan iqtisodiy samarasini bermayotgani kuzatilmoqda.

Ushbu nomutanosiblikning birinchi sababi mehnat bozoridagi "kutilmalar inflyatsiyasi" [14] va yoshlarning moslashuvchanlik darajasi pastligidir. Ota-onalar tomonidan farzandlarining oliy ta'limi uchun katta miqdorda sarmoyalar kiritilayotgan bo'lsa-da, bitiruvchilarda vaqtni to'g'ri boshaqarish ya'ni time managment, moliyaviy savodxonlik va hisob-kitob ko'nikmalarining yetishmasligi va oqibatda kredit tuzoqlariga tushib qolish muammoni chuqurlashtirmoqda. Oliy ta'limni tugatgan yoshlar o'z mutaxassisligi bo'yicha past moshli ishlardan boshlab malaka oshirish orqali o'z kapitalizatsiyasini oshirish o'rniga, darhol yuqori daromad talab qiladi. Bunga erisha olmagach, o'z sohasini tark etib, malaka talab etilmaydigan boshlanishida yuqori daromad taklif etadigan, keyinchalik esa o'z qiymatiga ega bo'lmaydigan tarmoqlarga o'tib ketishmoqda.

Ikkinchi muammo - bu inson kapitalining poydevori hisoblangan maktab ta'limidagi loqayidlilik yondashuvlardir. O'quvchilarning moslashish, ta'lim olish va ijtimoiy shakllanishi asosan 1-5 sinflar oralig'ida yaxshi shakillanadi, bu davrda ularga umumiy bilimlarni berish foydaliroq va ularga singdirish onson. Biroq, undan keyingi bosqichlarda qiziqishga qarab ixtisoslashuvning yo'qligi va o'quvchilarga ko'p sonli fanlarning yuklatilishi ularda ta'limga bo'lgan qiziqishning va imkoniyatlarning pasayishiga olib kelmoqda. Natijada yoshlar orasida amaliy ko'nikmalarning ustuvorligini noto'g'ri talqin qilish hamda mutaxassis emas, balki "malakasiz qora ishchi" bo'lib shakllanish tendensiyasi paydo bo'lmoqda.

Ushbu muammolar fonida maqolaning asosiy maqsadi O'zbekiston misolida inson kapitaliga kiritilayotgan sarmoyalar samaradorligini oshirish, xususiy maktablar tarmog'ini qo'llab-quvvatlash hamda oliy ta'lim muassalari bitiruvchilarining xalqaro raqobatbardoshligini ta'minlash orqali davlatning iqtisodiy o'sishiga erishish mexanizmlarini tahlil qilishdan iborat.

TADQIQOT METODOLOGIYASI

Mazkur maqolada O'zbekiston mehnat bozori ko'rsatkichlari, ta'lim tizimiga ota-onalar va davlat tomonidan kiritilayotgan sarmoyalar samaradorligi hamda kadrlarning xalqaro mehnat bozoriga moslashuvi tahlil qilingan. Tahlil jarayonida Jahon Banki va Xalqaro Mehnat Tashkiloti metodologiyasiga muvofiq "Inson kapitali indeksi" va yoshlar ishsizligi statistikasi kabi miqdoriy ma'lumotlardan foydalanildi, shuningdek, qiyosiy-mantiqiy yondashuvlar qo'llanildi.

NATIJALAR VA TAHLIL

[13] O'zbekiston Respublikasi Prezidentining 2023-yil 11-sentabrdagi "O'zbekiston — 2030" strategiyasi to'g'risida"gi PF-158-son

[14] "Kutilmalar inflyatsiyasi" (inglizcha: *Inflation of expectations*) - bu o'z maoshi, lavozimi va ish sharoitlari haqidagi xohish-istaklarining reallikdan asossiz ravishda o'ta yuqori bo'lishi

1. Oliy ta'limning asosiy funksiyasi va "kutilmalar inflyatsiyasi" fojiasi Tadqiqotlar shuni ko'rsatadiki, oliy ta'lim muassasalarining asosiy akademik bilim berish emas, balki bu professional va shaxsiy maqsadlarda foydali aloqalar o‘rnatish, ma’lumot almashish hamda o‘zaro manfaatli munosabatlarni shakllantirish jarayoni(networking) va fikrlash doirasini kengaytirish bilan o'lchanadi. Bir guruhdagi barcha talabalar olim bo'lishi mantiqqa to'g'ri kelmaydi. Biroq yoshlarning ta'lim olishining maqsadi faqat "diplom" olishga qaratilgani sababli, mehnat bozorida jiddiy nomutanosiblik yuzaga kelmoqda.

Xalqaro mehnat bozori statistikasi shuni ko'rsatadiki, oliy ta'limni bitirgan yoshlarning o'rtacha 40-45 % i o'z mutaxassisligi bo'yicha ishlamaydi. Bunga asosiy sabab - kadrning bozordagi real narxi bilan o'zining xohishlari o'rtasidagi tafovut, ya'ni “kutilmalar inflyatsiyasi”dir [2]. Masalan, menejment sohasini bitirgan 1 yillik tajribaga ega yosh kadrning birdaniga 10 yillik tajribali mutaxassis maoshini talab qilishi va o'z sohasining quyi pog'onasida ishlashni rad etib, malaka talab qilinmaydigan oddiy ishlarga o'tib ketishi kiritilgan barcha ta'lim sohasiga qilinayotgan xarajatni nolga tenglashtiradi. O'zbekistonda yoshlar orasidagi o'qimaydigan, ishlamaydigan va o’z mutahasisligi bo’yicha ishlamasdan boshqa ish bilan shug’illanadigamlar qatlamining yuqori ulushi aynan shu omil bilan izohlanadi [3].

2. Maktab ta'limida xususiy maktablar va intensivlashuv o’quv tizimi muammosi. Inson kapitalini shakllantirishda poydevor hisoblangan maktab tizimidagi nomutanosibliklar iqtisodiyot uchun qimmatga tushmoqda. Yosh avlodning qiziqishlari 1-5 sinflarda shakllanishini hisobga olsak, barcha fanlarni butun ta'lim davomida birdek o'qitish (majburiy universallik) kognitiv resurslarning isrof bo'lishiga olib keladi. Jamiyat va iqtisodiyot barcha fanlarni yuzaki biladigan emas, aniq sohaning yuqori malakali mutaxassislariga muhtojdir.

Bunga yechim sifatida xususiy maktablarga berilishi kerak bo’lgan imtiyozlar va ularning o'rnini ko'rsatish mumkin. Ota-onalar xususiy maktablarga etiborni kiritish orqali farzandida erta ixtisoslashuv va mantiqiy fikrlashni shakllantiradi. Biroq tizimli uzviylik yo'qligi sababli, ixtisoslashtirilgan ta'limdan umumta'lim tizimiga qaytgan yoshlarda qiziqishning so'nishi va jamiyatning (oilaning) bosimi ostida ta'limdan uzoqlashish holatlari uchraydi. Jahon Banki hisobotlariga ko'ra, O'zbekistonning Inson Kapitali Indeksi 0.62 nisbatda tashkil etib, bu bugungi kiritilgan ta'lim sarmoyalari kelajakda o'z iqtisodiy salohiyatining faqat 62 %ni gina ro'yobga chiqarishini, qolgan 38 % esa samarasiz yo'qotilayotganini ko'rsatadi [4].

3. Bitiruvchilarni xalqaro mehnat bozoriga tayyorlash va til masalasi. O'zbekiston demografik jihatdan ishchi kuchi ko'p, ish o'rni cheklangan davrini boshidan kechirayotgani sababli, kadrlarni nafaqat ichki, balki xalqaro bozorlarga eksport qilish iqtisodiy zaruratdir. Biroq oliy ta'lim bitiruvchilariga xorijiy tilni bilish darajasi juda pastligi va unga qo'yilmaga talabni qo’qligi oqibatida, bakalavr bosqichni bitirgan mutaxassislar xorijda o'z sohasi bo'yicha emas, balki eng quyi pag’onadagi ishlarda ishlashga majbur bo'lmoqda.

Oliy ta’lim muassalarini bitirish va diplom olish uchun kamida bir xorijiy tilni suhbatlasha oladigan (B1 yoki A2) darajasida bilishni majburiy qilib belgilash va buni xalqaro sertifikatlar bilan tasdiqlash nafaqat ta'lim sifatini oshiradi, balki iqtisodiyotga katta foyda keltiradi. Birinchidan, malakali kadr xorijda aynan o'z sohasi (injiniring, tibbiyot, IT) bo'yicha ishga joylashadi, bu esa xorijga chiqarish va ish topib berish bo’yicha firibgarliklarning oldini oladi. Ikkinchidan, yuqori malakali mehnat eksporti orqali mamlakatga kirib kelayotgan valyuta tushumlari va iqtisodiyotning raqamli o'sishi (YaIM) ta'minlanadi [5].

XULOSA VA MUHOKAMA

O'tkazilgan tahlillar shuni ko'rsatadiki, davlat va jamiyat tomonidan inson kapitaliga kiritilayotgan sarmoyalar o'z-o'zidan iqtisodiy drayverga aylanib qolmaydi. O'zbekiston Respublikasi Prezidenti ta'kidlaganidek, iqtisodiyotga quruq diplomli emas, o'z ishining mutaxassislari kerak.[15] Bunga erishish, shuningdek, yoshlar o'rtasidagi ishsizlik va "kutilmalar inflyatsiyasi"ni jilovlash maqsadida quyidagi ilmiy-amaliy choralar taklif etiladi:

1.Maktab ta'limida erta ixtisoslashuv va xususiy sektorni qo'llab-quvvatlash: Inson kapitalini to'g'ri shakllantirish uchun 1-5 sinflarda berilgan umumiy bazadan so'ng, yuqori sinflarda qat'iy ixtisoslashtirilgan (intensiv) ta'limga o'tish zarur. Bu borada xususiy maktablar tajribasi va samaradorligi yuqori ekanligini inobatga olib, ularga davlat tomonidan qo'shimcha imtiyozlar va subsidiyalar ajratish lozim. Ta'lim muassasasi turidan qat'i nazar “xususiy yoki davlat”, o'quvchining ixtisoslashuv uzviyligini ta'minlash yoshlarning ta'limdan uzoqlashishi va "qora mehnat"ga o'tib ketishining oldini oladi.

2.oliy ta’lim muassalarIlarda xorijiy til sertifikatini majburiylashtirish**:** Milliy mehnat bozoridagi cheklangan ish o'rinlari va ortiqcha ishchi kuchi sharoitida, yuqori malakali mehnat eksporti iqtisodiy

[15] O'zbekiston Respublikasi Prezidentining 2023-yil 11-sentabrdagi "O'zbekiston — 2030" strategiyasi to'g'risida"gi PF-158-son

qutqaruvchi omil hisoblanadi. Oliy ta’lim muassalarini bitirib, diplom olish uchun xorijiy tilni kamida suhbatlashish darajasida (B2 va A2) bilishni va xalqaro sertifikatni majburiy shart etib belgilash maqsadga muvofiq. Bu bir tomondan kadrlar raqobatbardoshligini oshirib, ularning xorijda ham o'z mutaxassisligi bo'yicha ishlashiga ya’n imigrant ishchi emas, balki ekspert bo'lishiga yo'l ochadi. Ikkinchi tomondan esa, bu talab ta'limdagi korrupsiya va faqat diplom olish uchun o’qish holatlarini tabiiy ravishda qisqartiradi hamda davlatga soliq va valyuta tushumlari oqimini oshirishni rag’batlantiradi.

Iqtisodiyotining mustahkam asosi - ta'limga ko'r-ko'rona pul tikish bilan emas, balki sarmoyani aniq ixtisoslashuvga, soft skills ya’ni muloqot qila olish, jamoada ishlash, moslashuvchanlik va xalqaro tillarni o'rganishga yo'naltirish orqali yaratiladi. Ota-onalar va yoshlar iqtisodiy kutilmalarni to'g'ri boshqarib, sabr bilan malaka oshirishga e'tibor qaratsagina, kiritilgan sarmoya o'zining yuqori iqtisodiy rentabelligini ko'rsatadi.

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KRIPTOVALYUTA VA UNING KELAJAGI: YANGI IQTISODIY INQILOB SARI

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Annotatsiya: “Kriptovalyuta va uning kalajagi: yangi iqtisodiy inqilob sari”

Ushbu maqolada kriptovalyuta texnologiyasining kelib chiqish sabablari, asosiy tamoyillari, hozirgi rivojlanish bosqichlari va kelajak istiqbollari tahlil qilingan. Kriptovalyuta nafaqat moliyaviy tizimlar uchun texnologik innovatsiya sifatida, balki ijtimoiy ehtiyoj va ishonch modelining o‘zgarishi sifatida ko‘rib chiqiladi. Muallif kriptovalyutalarni jamiyatning moliyaviy mustaqillikka bo‘lgan intilishining mahsuli sifatida baholaydi va ularning kelajagi insoniyat ongiga bog‘liq ekanini ta’kidlaydi.

Kalit so’zlar - Kriptovalyuta, Blokcheyn, Bitcoin, Moliyaviy erkinlik, Markazsizlashtirish, Kripto tartibga solish, Ethereum, Raqamli aktivlar, Kripto xavfsizligi, Kriptoaktivlar bozori.

Abstract: “Cryptocurrency and Its Future: Towards a New Economic Revolution”

This article analyzes the origins, fundamental principles, current stages of development, and future prospects of cryptocurrency technology. Cryptocurrency is examined not only as a technological innovation for financial systems but also as a shift in social needs and trust models. The author views cryptocurrencies as a product of society’s aspiration for financial independence and emphasizes that their future depends on the consciousness of humanity.

Keywords – Cryptocurrency, Blockchain, Bitcoin, Financial freedom, Decentralization, Crypto regulation, Ethereum, Digital assets, Crypto security, Crypto asset market.

Аннотация: “Криптовалюта и её будущее: к новой экономической революции”

В данной статье проанализированы причины возникновения, основные принципы, текущие этапы развития и перспективы криптовалютных технологий. Криптовалюта рассматривается не

только как технологическая инновация для финансовых систем, но и как изменение общественных потребностей и модели доверия. Автор оценивает криптовалюты как результат стремления общества к финансовой независимости и подчеркивает, что их будущее зависит от уровня сознания человечества.

Ключевые слова – Криптовалюта, Блокчейн, Биткойн, Финансовая свобода, Децентрализация, Регулирование криптовалют, Эфириум, Цифровые активы, Криптобезопасность, Рынок криптоактивов.

Kirish

So‘nggi yillarda dunyo moliyaviy tizimida tub o‘zgarishlar sodir bo‘ldi. Kriptovalyutalar — Bitcoin, Ethereum va boshqa raqamli aktivlar — moliyaviy mustaqillik va markazsiz boshqaruv g‘oyasini real hayotga olib kirib, butun dunyo iqtisodiyotini o‘zgartirib yubordi. Kriptovalyutaning tug‘ilishi faqat iqtisodiy ehtiyoj natijasi emas edi; u, shuningdek, insoniyat tarixidagi birinchi to‘liq markazlashmagan ishonch tizimini yaratishga urinish edi. Kriptovalyutaning tarixi faqat Satoshi Nakamoto nomi bilan bog‘lanmaydi; aslida, bu tushuncha 1990-yillarda shakllangan "cypherpunk" harakati asoschilarining orzulari natijasidir. Ular shaxsiy erkinlikni, maxfiylikni va davlat nazoratidan mustaqillikni texnologik yo‘l bilan ta’minlashni maqsad qilgan edilar. Kriptovalyuta texnologiyasi dunyoda raqamli moliyaviy inqilobning ramziga aylandi. Bu jarayon oddiy texnologik yangilik emas — insoniyatning moliyaviy tizimlarga bo‘lgan ishonchsizlikka bergan javobi, o‘z-o‘zini boshqarish va erkinlikka bo‘lgan intilishining natijasidir. Satoshi Nakamoto tomonidan taqdim etilgan Bitcoin — insoniyat tarixida moliyaviy mustaqillik g‘oyasining texnologik shakldagi ifodasidir. Bu hodisani anglash uchun kriptovalyutani emas, uni yaratgan zaruriyatni tahlil qilish lozim.

Adabiyotlar sharhi

Internetdagi savdolar bugungi kungacha deyarli to‘liq moliyaviy tashkilotlar orqali amalga oshirilmoqda. Ular ishonchli uchinchi tomon sifatida to‘lovlarni qayta ishlaydi. Bu tizim ko‘p hollarda ishlaydi, lekin ishonchga asoslangan modelning o‘ziga xos zaifliklari bor. Shuning uchun yangi tizim zarur: u faqat ishonch emas, balki kriptografik isbotga tayanadi[16]. Satoshi Nakamoto internetdagi moliyaviy operatsiyalarni amalga oshirishda ishonchga asoslangan tizimlarning zaifliklarini ko‘rsatib berdi. Ular ko‘p hollarda muvaffaqiyatli ishlasa-da, markazlashgan tizimlarning xavfsizlik nuqsonlari va ishonchga tayanishi ularni muammolarga olib kelishi mumkin. Shuning uchun Nakamoto yangi, markazlashmagan, va kriptografik isbotga asoslangan tizimni taklif etadi — **Bitcoin**. Bu yangi tizimning o‘ziga xosligi, to‘lovlar va moliyaviy operatsiyalarni ishonchga tayanmasdan, faqat matematik va texnologik isbotlarga asoslanishidir.

Tadqiqot metadologiyasi

Ushbu maqolada kriptovalyutaning kelib chiqishi, rivojlanish bosqichlari, tendensiyalari, ijtimoiy-iqtisodiy ta’siri va kelajak istiqbollari chuqur tahlil qilindi.

Kriptovalyutaning tarixi

Kriptovalyutaning ildizlari ancha ilgari, 1990-yillarga borib taqaladi. Bu davrda raqamli moliya sohasida innovatsion izlanishlar boshlangan edi. Ilk raqamli to‘lov tizimlari — xususan DigiCash (David Chaum tomonidan) — shaxsiylikni saqlovchi va markaziy nazoratsiz elektron pul g‘oyasini ilgari surgan. Ushbu tizim foydalanuvchilarning shaxsiy ma’lumotlarini yashirish orqali maxfiylikka erishishni maqsad qilgan. Shu kabi loyihalar, texnik imkoniyatlar hali yetilmagan bo‘lishiga qaramay, bugungi zamonaviy kriptovalyutalarning shakllanishiga zamin yaratgan[17]. 2008-yil 31-oktabr kuni noma’lum shaxs yoki guruh tomonidan Satoshi Nakamoto taxallusi bilan “Bitcoin: A Peer-to-Peer Electronic Cash System” nomli maqola (white paper) e’lon qilinadi. Ushbu hujjatda Bitcoin nomli markazsiz, shaffof va blokcheyn texnologiyasiga asoslangan to‘lov tizimi taklif qilinadi.

Tarixiy bosqichlari:

2008 — G'oya va dastlabki hujjat
2009 — Bitcoin tarmog'ining ishga tushishi
2010 — Birinchi tranzaksiya va narx belgilanishi
2011-2012 — Ommaviylikning boshlanishi
2013 — Narxning o'sishi va yangi altkoinlarning paydo bo'lishi
2014-2016 — Bozorning rivojlanishi va xavfsizlik masalalari
2017 — Narxning rekord darajaga ko'tarilishi
2018-2020 — Bozorning pasayishi va texnologik yangilanishlar

[16] **Nakamoto, S. (2008).** Bitcoin: A Peer-to-Peer Electronic Cash System.

[17] Andreas M. Antonopoulos – Mastering Bitcoin.

2021-2022 — NFT, DeFi va Metaverse bilan bog'liq loyihalar
2023-2024 — Institutsional sarmoyaning kirib kelishi
2025 — ETF'lar orqali institutsional investorlarning kirib kelishi[18].

Kriptovalyutaning foydalari

"Bitcoinning tarixi va uning iqtisodiy inqilobiga ta'sirini tushunish uchun avvalo moliyaviy tizimlarning qanday ishlashini bilish zarur. Fiat valyutalari markazlashgan bo'lib, ular markaziy banklar tomonidan chiqariladi va ular muntazam ravishda inflyatsiyaga duchor bo'ladi. Bitcoin esa boshqa valyutalarga nisbatan markazlashtirilmagan va inflyatsiyaga qarshi himoya sifatida ishlaydi. Bu kriptovalyutaning ba'zi asosiy afzalliklaridan biridir."

1. **Markazlashmagan tizim**: Bitcoin va boshqa kriptovalyutalar markazlashtirilmagan tizimlarga asoslanadi. Bu, foydalanuvchilarga o'z mol-mulklarini mustaqil tarzda boshqarish imkonini beradi.
2. **Inflyatsiyaga qarshi himoya**: Ammous o'z kitobida Bitcoinni inflyatsiyaga qarshi himoya sifatida tasvirlaydi.
3. **Global miqyosda foydalanish imkoniyati**: Bitcoin va boshqa kriptovalyutalar, global bozorlar uchun qulay va tezkor to'lov tizimini taklif qiladi.
4. **Shaxsiy xavfsizlik**: Bitcoinning texnologiyasi foydalanuvchilarga o'z mablag'lariga to'liq nazorat qilish imkonini beradi.
5. **Yuqori likvidlik:** Bitcoinning keng tarqalganligi va o'zaro savdo qilish imkoniyatlari uni yuqori likvidli aktivga aylantiradi[19].

Kriptovalyutaning kamchiliklari

Kriptovalyutalar zamonaviy iqtisodiy va texnologik inqilob timsoli sifatida qaralgan bo‘lsa-da, ular bilan bog‘liq salbiy jihatlar ham mavjud. Bu kamchiliklar texnologik, iqtisodiy, huquqiy, ekologik va ijtimoiy sohalarda o‘z aksini topmoqda. Quyida kriptovalyutalarning asosiy muammolari chuqur tahlil qilinadi:

1. Noqonuniy faoliyatlarga imkon yaratishi: Kriptovalyutalarning anonimligi ularni noqonuniy faoliyatlar, jumladan, pul yuvish va terrorizmni moliyalashtirishda ishlatilishiga olib kelishi mumkin.
2. Narxning yuqori **o‘**zgaruvchanligi: Kriptovalyutalar bozori juda o‘zgaruvchan bo‘lib, bu ularning investitsiya sifatida xavfini oshiradi.
3. Huquqiy asosning yetishmasligi: Ko‘plab mamlakatlarda, shu jumladan O‘zbekistonda ham, kriptovalyutalar uchun to‘liq huquqiy asoslar mavjud emas, bu esa ularning qonuniy muomalasini murakkablashtiradi.
4. Texnologik xatoliklar va xavfsizlik muammolari: Kriptovalyutalar texnologik xatoliklarga va xavfsizlik muammolariga duchor bo‘lishi mumkin, bu esa foydalanuvchilar uchun xavf tug‘diradi.
5. Energiya sarfining yuqoriligi: Ba'zi kriptovalyutalar, xususan Bitcoin, qazib olish jarayonida katta miqdorda energiya sarflaydi, bu esa ekologik muammolarni keltirib chiqaradi[20].

Mening taklif qilayotgan yechimlarim

Kriptovalyutalar bilan bog‘liq muammolar nafaqat texnologik, balki huquqiy, iqtisodiy va psixologik xususiyatlarga ega bo‘lib, ularni yengish ham ko‘p qirrali strategiyalarni talab etadi. Quyida kriptoaktivlar bilan bog‘liq asosiy kamchiliklarni yumshatish yoki bartaraf etish yo‘llari tahlil qilinadi:

1. **Volatillikni kamaytirish: Stablecoin va sug‘urtalash mexanizmlari**. Kriptovalyuta narxlaridagi keskin o‘zgarishlarni yumshatish kerak..
2. **Huquqiy bazani takomillashtirish va xalqaro hamkorlik**. Kriptoaktivlar bozorining barqarorligi uchun aniq va ochiq **regulyativ asos** zarur.

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[20] Xolboyev Umidjon, Boltaboyev Dilshodbek Xamro o‘g‘li. "Moliyada kriptovalyuta shakllari va rivojlanishi".

3. **Xavfsizlikni ta’minlash: Cold wallet va ikki bosqichli autentifikatsiyani takkomillashtirish kerak**. Foydalanuvchilar va birjalarning kripto xavfsizligini oshirish bo’yicha ishlarni olib boorish zarur.
4. **Firibgarlikni oldini olish: Ma’lumot savodxonligi va skam identifikatori**, skam loyihalar va ponzi sxemalarni bartaraf etish yo’llari ishlab chiqish.
5. **Texnologik murakkablikni kamaytirish: Intuitiv interfeys va avtomatlashtirilgan tizimlar**ni ishlab chiqish shu bilan birga texnik tafsilotlar va murakkab platformalarni soddalashtirish va ularni ommaviy foydalanishga tadbiq etish.
6. **Jinoyatlarda foydalanishni cheklash: Monitoring va tracing texnologiyalarni yaratish**. Anonimlik jinoyatchilar tomonidan suiiste’mol qilinishini cheklash uchun tranzaksiyalarni kuzatib borish va noqonuniy faoliyatlarni aniqlash yo’llarini topish.
7. **Psixologik xavflarni kamaytirish: Kripto salomatlik va mas’uliyatli investitsiya**ni tadbiq etish va bozordagi o‘zgaruvchanlik psixologik bosimni oldini olish uchun yoshlar va talabalar uchun **mas’uliyatli sarmoya qilish bo‘yicha treninglar** o‘tkazilishi tavsiya etilman (masalan, O‘zbekistonda “Finlit” dasturi doirasida).

Xulosa

Bitcoin pul tarixidagi eng muhim ixtirodir. Bu shaxslarni quvvatlaydigan va markazlashtirilgan hokimiyatlarga tayanmasdan qiymatni saqlash va uzatishning yangi yo‘lini taqdim etadigan vositadir[21]. Ammo shu bilan birga kriptovalyuta firibgarlik, anonimlik, foydalanuvchilarning savodsizligiga va tartibga solinmasligi bilan ham xavfli. Bu xavfni bartaraf etish uchun esa xuquqiy mexanizmlarni takomillashtirish, xalqaro xavfsizlikni yaxshilash va moliyaviy bilimlarni oshirish kerak. Shu bilan birga bitcoin – bu hukumatlar yoki markaziy banklar tomonidan manipulyatsiya qilinmaydigan birinchi haqiqiy pul shaklidir. U pul tizimiga ishonchni qaytarib beradi, chunki u to‘liq markazlashmagan, ochiq manba va global miqyosda mavjud bo‘lgan platformaga aylanadi[22]. Bu esa shuni anglatadiki kriptovalyuta bu kelajak puli.

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ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ В МЕДИЦИНСКОЙ ДИАГНОСТИКЕ: ВЛИЯНИЕ НА САМОЛЕЧЕНИЕ.

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Аннотация

В статье рассматривается влияние искусственного интеллекта на поведение пациентов и проблему самолечения в условиях цифровизации здравоохранения. Анализируются преимущества

[21] Andreas M. Antonopoulos – Mastering Bitcoin.

[22] **Ammous Saifedean** - "The Bitcoin Standard: The Decentralized Alternative to Central Banking".

и ограничения ИИ в диагностике, приводятся данные о его точности и особенностях использования пациентами. Особое внимание уделяется рискам, связанным с отсутствием клинического осмотра и зависимостью от субъективных жалоб. Обосновывается необходимость использования искусственного интеллекта как инструмента медицинского триажа, а также важность его регулирования в соответствии с международными стандартами здравоохранения.

Ключевые слова: искусственный интеллект, диагностика, самолечение, триаж, безопасность пациента, цифровое здравоохранение

Введение

В последние годы искусственный интеллект активно внедряется в систему здравоохранения и становится доступным инструментом для широкого круга населения. Всё больше пациентов при появлении симптомов обращаются к интернет-ресурсам и цифровым медицинским системам вместо консультации с врачом.

Согласно данным исследований, около 35% пользователей интернета используют онлайн-ресурсы для самодиагностики заболеваний [1]. При этом значительная часть пациентов применяет симптомчекеры не только для получения информации, но и для принятия решений о необходимости обращения за медицинской помощью [1].

С одной стороны, это способствует повышению медицинской грамотности населения, однако с другой — усиливает проблему самолечения, что может негативно влиять на безопасность пациентов.

Преимущества искусственного интеллекта

Искусственный интеллект обладает рядом значимых преимуществ. Он обеспечивает доступность медицинской информации, позволяет быстро анализировать симптомы и помогает пациентам ориентироваться в возможных причинах своего состояния.

По данным исследований, до 70–75% пользователей используют цифровые медицинские сервисы для лучшего понимания своих симптомов [1].

Кроме того, ИИ может применяться в клинической практике для анализа данных, ведения электронных медицинских записей и повышения эффективности работы врачей [5].

Ограничения и риски

Несмотря на преимущества, использование ИИ в медицинской диагностике имеет существенные ограничения.

Во-первых, искусственный интеллект не способен проводить физикальный осмотр пациента, который является важной частью клинической диагностики.

Во-вторых, ИИ полностью зависит от информации, предоставляемой пациентом, которая может быть неполной или субъективной.

Согласно систематическим обзорам, точность постановки диагноза с использованием симптомчекеров составляет в среднем около 34–45%, а в сложных клинических ситуациях может снижаться до 20% и ниже [2].

Кроме того, исследования показывают, что правильный диагноз входит в список первых предполагаемых диагнозов лишь примерно в 30–36% случаев [3].

Проблема самолечения

Распространение искусственного интеллекта усиливает проблему самолечения.

Пациенты всё чаще:

- не обращаются к врачу
- самостоятельно интерпретируют симптомы
- начинают лечение без профессиональной консультации

По данным исследований, значительная часть пользователей принимает решения о лечении на основе информации из цифровых источников, что может приводить к ошибкам и осложнениям [4].

Самолечение повышает риск:

- неправильного выбора лекарственных средств
- развития побочных эффектов
- прогрессирования заболевания

Результаты и обсуждение

С учётом выявленных ограничений становится очевидным, что искусственный интеллект не должен использоваться для постановки окончательного диагноза или назначения лечения.

Наиболее рациональным является использование ИИ в качестве инструмента медицинского триажа, то есть первичной оценки состояния пациента с последующим направлением к соответствующему специалисту.

Например:

- при жалобах на бессонницу и тревожность — к неврологу
- при симптомах со стороны желудочно-кишечного тракта — к гастроэнтерологу

Данный подход соответствует современным принципам безопасности пациента, отражённым в рекомендациях Всемирной организации здравоохранения [6].

Кроме того, необходимы:

- разработка нормативных актов, регулирующих использование ИИ
- контроль качества медицинской информации
- внедрение стандартов цифрового здравоохранения на национальном уровне

Заключение

Искусственный интеллект является перспективным инструментом в медицине, однако его использование должно быть строго ограничено и контролируемо.

ИИ не способен заменить врача, так как не обеспечивает полноценного клинического обследования пациента. Его применение должно быть направлено на повышение информированности пациентов и их правильную маршрутизацию в системе здравоохранения.

Наиболее безопасной моделью является использование искусственного интеллекта как инструмента триажа с обязательным последующим обращением пациента к врачу.

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RAQAMLI TA’LIM VA ILMIY TADQIQOTLARDA INNOVATSION TEXNOLOGIYALAR: ADAPTIV TIZIMLAR VA VIRTUAL LABORATORIYALAR.

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Abstract. This article examines the role of innovative technologies in digital education and scientific research, focusing on adaptive learning systems, AI tutors, and virtual laboratories. The study highlights current challenges in implementing these technologies and proposes scientifically grounded solutions. Special attention is given to remote learning platforms, open science principles, and reproducible research methodologies. The results demonstrate that integrating advanced technologies enhances educational quality and research efficiency.
Keywords: digital education, adaptive learning, AI tutors, virtual laboratories, augmented reality, open science, data management, reproducibility, e-learning, innovation
Annotatsiya. Mazkur maqolada raqamli ta’lim va ilmiy tadqiqotlarda innovatsion texnologiyalarning o‘rni tahlil qilinadi. Adaptiv o‘quv tizimlari, sun’iy intellekt asosidagi tutorlar hamda virtual laboratoriyalar imkoniyatlari yoritiladi. Shuningdek, mavjud muammolar va ularni bartaraf etish yo‘llari ko‘rib chiqiladi. Natijalar zamonaviy texnologiyalar ta’lim sifati va ilmiy samaradorlikni oshirishini ko‘rsatadi.
Kalit so‘zlar: raqamli ta’lim, adaptiv tizimlar, AI tutorlar, virtual laboratoriyalar, kengaytirilgan haqiqat, ochiq fan, ma’lumotlar boshqaruvi, masofaviy ta’lim, innovatsiya
Аннотация. В статье рассматривается роль инновационных технологий в цифровом образовании и научных исследованиях. Особое внимание уделяется адаптивным обучающим системам, AI-тьюторам и виртуальным лабораториям. Анализируются существующие проблемы и предлагаются научно обоснованные решения. Результаты показывают, что внедрение современных технологий повышает качество образования и эффективность научных исследований.
Ключевые слова: цифровое образование, адаптивные системы, AI-тьюторы, виртуальные лаборатории, дополненная реальность, открытая наука, управление данными, дистанционное обучение

Introduction

Zamonaviy jamiyatda raqamli texnologiyalar ta’lim va ilmiy tadqiqotlar sohasida tub o‘zgarishlarni keltirib chiqarmoqda. Ayniqsa, adaptiv o‘quv tizimlari, sun’iy intellektga asoslangan tutorlar va virtual laboratoriyalar ta’lim jarayonini individuallashtirish va samaradorligini oshirishda muhim rol o‘ynamoqda. Shu bilan birga, mazkur texnologiyalarni joriy etishda qator muammolar mavjud. Jumladan, texnik infratuzilmaning yetarli emasligi, pedagoglarning raqamli kompetensiyalari pastligi, ma’lumotlarni boshqarishdagi muammolar hamda ilmiy tadqiqotlarda takrorlanuvchanlik (reproducibility) masalalari dolzarb hisoblanadi.
Mazkur maqolaning maqsadi — raqamli ta’lim va ilmiy tadqiqotlarda innovatsion texnologiyalarni qo‘llash muammolarini aniqlash va ularni bartaraf etish bo‘yicha ilmiy asoslangan takliflar ishlab chiqishdan iborat.

Results and Discussion

1. Adaptiv o‘quv tizimlari va AI tutorlar
Adaptiv o‘quv tizimlari talabaning bilim darajasi, o‘rganish tezligi va individual xususiyatlariga mos ravishda ta’lim jarayonini tashkil etadi. AI tutorlar esa real vaqt rejimida maslahat berish va bilimlarni mustahkamlash imkonini yaratadi.
Muammo:

- algoritmlarning yetarlicha aniqlik darajasiga ega emasligi
- ma’lumotlar bazasining yetishmasligi

Takliflar:

- katta hajmdagi ma’lumotlar (Big Data) asosida tizimlarni takomillashtirish
- milliy ta’lim platformalarini yaratish

2. Virtual va kengaytirilgan haqiqat laboratoriyalari
Virtual laboratoriyalar talabalar uchun xavfsiz va interaktiv muhit yaratadi. Bu ayniqsa tibbiyot, kimyo va muhandislik sohalarida muhimdir.
Muammo:

- yuqori texnik xarajatlar
- texnologiyalardan foydalanish ko‘nikmalarining yetishmasligi

Takliflar:
- davlat va xususiy sektor hamkorligini kuchaytirish
- o‘qituvchilarni qayta tayyorlash

3. Masofaviy ta’lim platformalari
Masofaviy ta’lim platformalari (LMS) ta’lim olish imkoniyatlarini kengaytiradi.
Muammo:
- internet sifati pastligi
- talabalar motivatsiyasining pasayishi

Takliflar:
- platformalarni optimallashtirish
- interaktiv metodlarni joriy etish

4. Ochiq fan va ma’lumotlarni boshqarish
Ochiq fan tamoyillari ilmiy natijalarni oshkora qilishni ta’minlaydi.
Muammo:
- ma’lumotlarni standartlashtirish yetishmasligi
- tadqiqotlarning takrorlanmasligi

Takliflar:
- yagona ma’lumotlar bazalarini yaratish
- ochiq kirish (open access) siyosatini rivojlantirish

5. Takrorlanuvchan tadqiqot metodologiyalari
Ilmiy tadqiqotlarning ishonchliligi ularning qayta tekshirilishi bilan belgilanadi.
Muammo:
- metodologik xatolar
- ma’lumotlarning yopiq bo‘lishi

Takliflar:
- ochiq kodli dasturlardan foydalanish
- ilmiy standartlarni joriy etish

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IQTISODIY QAROR QABUL QILISHDA PSIXOLOGIK OMILLARNING RO‘LI

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Annotatsiya: Ushbu maqolada iqtisodiy qaror qabul qilish jarayonida Psixologik omillarning o‘rni va ahamiyati tahlil qilinadi. Xususan, insonlarning irratsional xatti-harakatlari, kognitiv xatoliklar, emotsiyalar va motivatsiya kabi omillarning iqtisodiy tanlovlarga ta’siri o‘rganiladi. Maqolada zamonaviy xulq-atvor iqtisodiyoti nazariyalari asosida misollar keltirilib, qaror qabul qilish samaradorligini oshirish yo‘llari ko‘rsatib beriladi.

Kalit so‘zlar: iqtisodiy qaror, psixologik omillar, xulq-atvor iqtisodiyoti, kognitiv xatolik, motivatsiya, irratsionallik.

Аннотация: В данной статье анализируется роль психологических факторов в процессе принятия экономических решений. Рассматриваются такие аспекты, как иррациональное поведение, когнитивные ошибки, эмоции и мотивация, влияющие на экономический выбор человека. На основе теорий поведенческой экономики приводятся примеры и предлагаются пути повышения эффективности принятия решений.

Ключевые слова: экономическое решение, психологические факторы, поведенческая экономика, когнитивные ошибки, мотивация.

Annatation: This article examines the role of psychological factors in economic decision-making. It explores how irrational behavior, cognitive biases, emotions, and motivation influence individual economic choices. Based on behavioral economics theories, examples are provided and recommendations for improving decision-making efficiency are proposed.

Keywords: economic decision-making, psychological factors, behavioral economics, cognitive bias, motivation.

Kirish

Bozor iqtisodiyoti sharoitida qaror qabul qilish jarayoni nafaqat mantiqiy va hisob-kitoblarga asoslanadi, balki inson psixologiyasi bilan ham chambarchas bog‘liqdir. Klassik iqtisodiy nazariyalarda inson “ratsional subyekt” sifatida qaralgan bo‘lsa, zamonaviy tadqiqotlar bu qarashni to‘liq inkor etadi. Chunki real hayotda insonlar ko‘pincha hissiyotlarga, stereotiplarga va noto‘g‘ri tasavvurlarga asoslanib qaror qabul qiladi. Shu sababli iqtisodiy qaror qabul qilish jarayonini chuqur tushunish uchun psixologik omillarni o‘rganish muhim hisoblanadi. Ayniqsa, xulq-atvor iqtisodiyoti (behavioral economics) ushbu yo‘nalishda muhim ilmiy asos yaratib berdi.

Psixologik omillar – bu insonning ichki ruhiy holati, hissiyotlari, tajribasi va ong osti jarayonlari bilan bog‘liq bo‘lgan omillardir. Iqtisodiy qarorlar qabul qilishda quyidagi psixologik omillar muhim rol o‘ynaydi: Hissiyotlar (qo‘rquv, ishonch, hayajon); Motivatsiya; Stereotiplar; Kognitiv xatoliklar; Ijtimoiy ta’sir: Masalan, inson investitsiya qilishda faqat foyda haqida emas, balki yo‘qotishdan qo‘rqish hissi bilan ham harakat qiladi.

1.Kognitiv xatoliklar va ularning iqtisodiy qarorlarga ta’siri. Kognitiv xatoliklar – bu insonning noto‘g‘ri fikrlashiga olib keladigan ongiy cheklovlardir. Eng keng tarqalganlari: Anchoring (bog‘lanish effekti) – inson birinchi ko‘rgan ma’lumotga ortiqcha tayanadi; Availability heuristic – eng oson esga tushadigan ma’lumotga asoslanadi; Overconfidence – o‘ziga ortiqcha ishonch: Masalan, bozorda mahsulot narxi dastlab juda yuqori ko‘rsatilsa, keyinchalik arzonlashtirilgan narx ham foydali ko‘rinadi, garchi u real qiymatdan yuqori bo‘lsa ham.

2. Emotsiyalarning roli: Emotsiyalar iqtisodiy qaror qabul qilishda katta ta’sir ko‘rsatadi. Ayniqsa: Stress holatida noto‘g‘ri qarorlar ko‘payadi; Qo‘rquv investitsiyani kamaytiradi; Haddan tashqari ishonch riskni oshiradi: Masalan, moliyaviy inqiroz davrida odamlar vahima bilan aktivlarini sotib yuboradi, bu esa bozorda narxlarning keskin tushishiga olib keladi.

3.Motivatsiya va ehtiyojlar ta’siri: Insonning ehtiyojlari va maqsadlari uning iqtisodiy qarorlariga bevosita ta’sir qiladi. Masalan: Daromadni oshirish istagi – riskli qarorlarni kuchaytiradi; Xavfsizlikka intilish – konservativ strategiyani tanlashga olib keladi; Motivatsiya ichki (qoniqish, rivojlanish) va tashqi (pul, mukofot) bo‘lishi mumkin.

4. Ijtimoiy omillar va guruh ta’siri: Insonlar ko‘pincha mustaqil emas, balki jamiyat ta’siri ostida qaror qabul qiladi. Bu quyidagilarda namoyon bo‘ladi: Boshqalarga taqlid qilish. Reklama va marketing ta’siri. Masalan, aksiyalar bozorida odamlar ko‘pchilik sotib olayotgan aktivni ular ham sotib olishga moyil bo‘ladi.

5. Xulq-atvor iqtisodiyoti yondashuvi. Xulq-atvor iqtisodiyoti insonning irratsional xatti-harakatlarini o‘rganadi. Bu yo‘nalishda quyidagi tushunchalar muhim: Prospect theory – yo‘qotishlar foydaga qaraganda kuchliroq ta’sir qiladi; “Nudge” nazariyasi – insonni to‘g‘ri qarorga yo‘naltirish : Bu yondashuv davlat siyosati, marketing va moliyaviy boshqaruvda keng qo‘llaniladi.

Xulosa.

Iqtisodiy qaror qabul qilish jarayoni murakkab bo‘lib, u nafaqat mantiqiy hisob-kitoblarga, balki psixologik omillarga ham bog‘liqdir. Kognitiv xatoliklar, emotsiyalar, motivatsiya va ijtimoiy ta’sir insonning iqtisodiy xatti-harakatini sezilarli darajada shakllantiradi. Shu sababli zamonaviy iqtisodiyotda psixologik yondashuvlarni hisobga olish muhim ahamiyat kasb etadi. Bu esa yanada samarali va asosli qarorlar qabul qilish imkonini beradi. Iqtisodiy qaror qabul qilish samaradorligini oshirish uchun quyidagi yo‘nalishlarga e’tibor qaratish maqsadga muvofiqdir: Aholining moliyaviy va iqtisodiy savodxonligini oshirish; Qaror qabul qilishda tahliliy yondashuvni rivojlantirish; Emotsional nazorat va stressni boshqarish ko‘nikmalarini shakllantirish; Xulq-atvor iqtisodiyoti yondashuvlarini amaliyotga keng joriy etish. Xulosa qilib aytganda, psixologik omillarni chuqur o‘rganish va ularni iqtisodiy jarayonlarda hisobga olish nafaqat individual darajada, balki butun iqtisodiy tizim samaradorligini oshirishga xizmat qiladi. Zamonaviy iqtisodiyotda aynan inson omilini to‘g‘ri tushunish barqaror rivojlanishning muhim sharti hisoblanadi.

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TELEGRAM BOT ORQALI UNIVERSAL MATN TARJIMA BOTINI YARATISH (PYTHON DASTURLASH TILI ASOSIDA)

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Annotation. This article presents the development of an English – Uzbek dictionary bot based on the Telegram platform. The bot is written in the Python programming language using the following libraries:

1. Telebot – for managing interaction with the Telegram bot
2. gTTS – for converting words into speech
3. random and time – for selecting words randomly for the user and managing delays

The bot offers users exercises for translating new words and also provides ability to listen to words in audio format using the */say* command. Words are selected randomly for each user, and answers are checked automatically. This bot makes the language learning process more interactive and effective. The results of the study show that Telegram bots are an effective tool for accelerating language learning and encouraging independent study.

Keywords: Telegram bot, Python, dictionary, language learning, English language

Аннотация.В данной статье разработан словарный бот (English - Uzbek dictionary) на основе платформы Telegram. Бот написан на языке программирования Python с использованием следующих библиотек:

1. telebot - для улучшения взаимодействия с ботом в Telegram;
2. gTTS - для голосового вывода слов;
3. random и time - для случайного выбора слов для пользователя и управления задержками

Бот предлагает пользователю упражнения для перевода новых слов, а также предоставляет возможность прослушивания слов в аудиоформате с помощью команды */say*. Для каждого пользователя слова выбираются случайном образом, а ответы проверяются автоматически. Данный бот делает процесс изучения языка более интерактивным и эффективным инструментом для ускорения процесса изучения языка и стимулирования самостоятельного обучения.

Ключевые слова: бот Telegram, Python, словарь, изучение языка, английский язык

Annotatsiya. Ushbu ish Python dasturlash tili va *aiogram* kutubxonasi yordamida Telegram messenjeri uchun universal matn va so‘z tarjima qiluvchi bot yaratishga bag‘ishlangan. Bot foydalanuvchidan olingan matn yoki so‘zni foydalanuvchi tanlangan tilga (ENGLISH→UZBEK yoki UZBEK→ENGLISH) tarjima qiladi. Tarjima jarayoni *deep_translator* kutubxonasi orqali amalga oshiriladi. Foydalanuvchi interfeysi inline tugmalar yordamida til tanlash imkoniyatini beradi va xatolik yuz berganda matn yoki so‘z asl holatida saqlanadi.

Kalit so‘zlar: Python, aiogram, deep_translator, dispatcher, Google translator API

Kirish. Tabiiy tilni qayta ishlash (NLP) va avtomatik tarjima tizimlari zamonaviy dasturiy xizmatlarda foydalanuvchi tajribasini sezilarli darajada oshirishga xizmat qiladi [1]. Telegram messenjeri interaktiv xizmatlar yaratish uchun keng imkoniyatlar beradi [2]. Shu kontekstda ishlab chiqilgan bot foydalanuvchidan olingan matn yoki so‘zni foydalanuvchi tanlagan tilga tezkor va aniq tarzda tarjima qiladi . Botning universal xususiyati shundan iboratki, u ham oddiy so‘zlarni, ham butun matnlarni tarjima qila oladi, bu esa foydalanuvchi uchun bir nechta vositalarni birlashtirgan yagona tizimni ta’minlaydi.

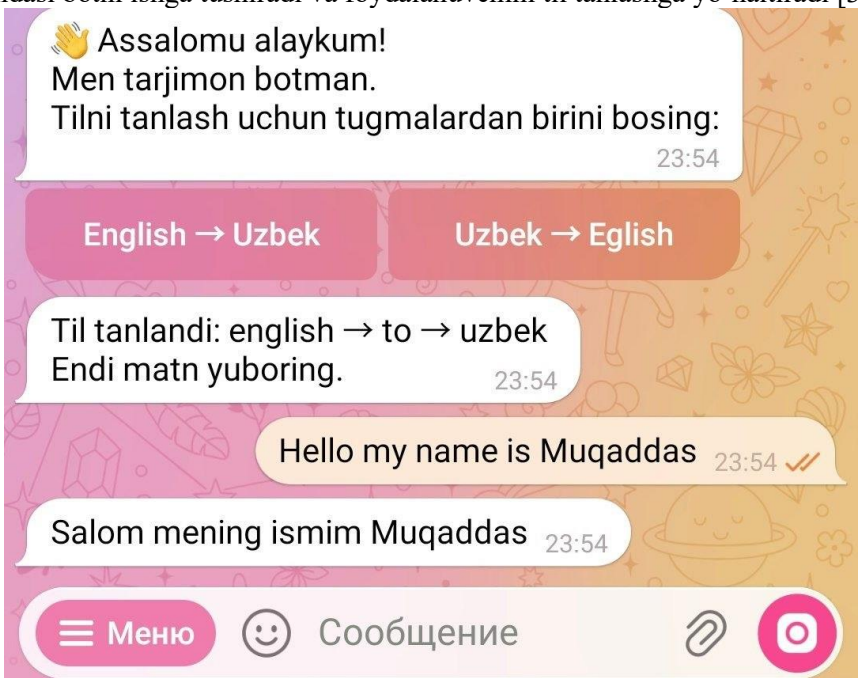
METOD

Bot Python 3.11+ va aiogram kutubxonasi yordamida yaratilgan . Tarjima jarayoni deep_translator (GoogleTranslator API) orqali amalga oshiriladi . Foydalanuvchi interfeysi inline tugmalar orqali til tanlash imkoniyatini beradi . Dasturiy arxitektura modul va asinxron ishlashga moslashtirilgan bo‘lib, foydalanuvchi tajribasi silliq va tezkor bo‘lishi ta’minlangan . Botning funksiyalari quyidagicha:

• Dispatcher foydalanuvchi xabarlarini qabul qiladi va callback query orqali tilni belgilaydi .

• Inline tugmalar foydalanuvchi uchun EN→UZ va UZ→EN tilini tez tanlash imkoniyatini beradi [3].

• /start komandasi botni ishga tushiradi va foydalanuvchini til tanlashga yo‘naltiradi [3].



1-rasm. @practise2_translateBot dan olingan tasvir

• /help komandasi foydalanuvchiga botning ishlash tartibi haqida ma’lumot beradi.

• Tarjima jarayoni GoogleTranslator yordamida amalga oshiriladi va foydalanuvchiga natija tezkor tarzda yuboriladi. (2-rasm)

2-rasm. @practise2_translateBot dan olingan tasvir

Bot universal bo‘lishi uchun u so‘zlarni alohida tekshirish va tarjima qilish imkoniyatiga ega, bu esa foydalanuvchiga lug‘at yoki tezkor tarjima sifatida qulaylik yaratadi.

Tahlil va natijalar

Bot foydalanuvchi tanlagan tilga avtomatik tarjima qiladigan tizim sifatida sinovdan o‘tkazildi . Inline tugmalar yordamida til tezkor o‘zgartirildi va foydalanuvchi tajribasi silliq bo‘ldi. Kod xatoliksiz ishladi va foydalanuvchilar qulay interfeysdan foydalana oldi. Tarjima natijalari aniq va tezkor bo‘lib, matn yoki so‘z xatoligi yuz berganda bot asl holatni saqlaydi . Bot universal arxitektura tufayli so‘zlar va matnlar uchun yagona interfeysni ta’minlaydi, bu esa foydalanuvchi uchun maksimal qulaylik yaratadi. (1-rasm)

Bozor va Telegramda mavjud tarjima botlarning ko‘pchiligi faqat matn kiritish va natija olish imkoniyatini beradi [2], so‘zlarni alohida tarjima qilish funksiyasi cheklangan yoki yo‘q. Ko‘pgina botlarda xatolik yuz berganda foydalanuvchi matnning asl holatini tiklash imkoniyatiga ega emas.

Yaratilgan botning afzalliklari:

- Universal ishlash: Matn va so‘zlarni alohida tarjima qilish imkoniyati mavjud.
- Intuitiv interfeys: Inline tugmalar yordamida til tanlash qulay va tezkor.
- Asinxron ishlash: Bir vaqtning o‘zida ko‘p foydalanuvchilar bilan samarali ishlash.
- Xatoliklarni boshqarish: Tarjima jarayonida xatolik yuz berganda foydalanuvchiga matnni asl holatda saqlash imkoniyati.
- Kengaytirilgan arxitektura: Python va modular kod tuzilishi yangi tillar va qo‘shimcha funksiyalarni oson integratsiya qilish imkonini beradi.

Shunday qilib, bu bot mavjud botlardan interaktivligi, universal ishlash xususiyati va foydalanuvchi tajribasini yaxshilash imkoniyati bilan ajralib turadi.

Xulosa.

Telegram bot orqali universal matn va so‘z tarjima tizimi yaratildi . Bot foydalanuvchi interfeysi qulay, samarali va xatosiz ishlaydi. Loyihani yangi tillar va NLP integratsiyasi orqali kengaytirish mumkin [5]. Ushbu tizim dasturchilarga universal va samarali bot yaratish tajribasini oshiradi. Kelajakda bu botga audio funksiyasi va bir necha tillar ham qo‘shiladi (masalan fransuz, kareys, rus va xitoy tillari).

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