

SCIENTIFIC JOURNAL

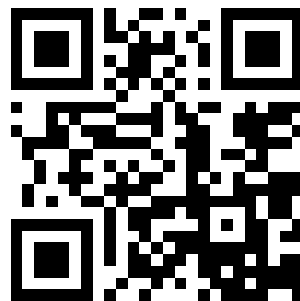
NOVEMBER 2024

# INTERNATIONAL SCIENCES, EDUCATION AND NEW LEARNING TECHNOLOGIES

*Social Sciences & Humanities*



VOLUME 1  
ISSUE 10  
NOVEMBER 2024



<https://internationalsciences.org/>

INTERNATIONAL SCIENCES, EDUCATION AND NEW LEARNING TECHNOLOGIES

VOLUME 1, ISSUE 10, NOVEMBER, 2024

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DOI: <https://doi.org/10.5281/zenodo.14041647>

## THE ROLE OF TEACHING VOWEL SOUNDS IN PRONUNCIATION DEVELOPMENT

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### **ABSTRACT**

*Teaching of vowel sounds plays a critical role in the development of pronunciation skills in language learners. This article explores the significance of vowel sounds in speech clarity and overall communication effectiveness. Drawing upon recent linguistic research, phonetic studies, and pedagogical approaches, how targeted vowel instruction can improve learners' pronunciation, reduce foreign accents, and facilitate effective communication in a second language will be examined.*

**Keywords:** *pronunciation, language learning, phonetics, English language, vowel sound acquisition.*

### **INTRODUCTION**

Pronunciation is a fundamental skill for those who want to use English effectively in communication. As highlighted by Hismanoglu (2006), learners need to understand that pronunciation is crucial for successful oral communication between speakers and listeners. Pronunciation involves the way words are spoken, including the articulation of sounds, a generally accepted or understood way of speaking, and the representation of these sounds using phonetic symbols. One common challenge is understanding phonetics, as learners often bring phonetic influences from their native languages, such as Javanese, Indonesian, Chinese, Japanese, and others (Hughes et al., 2002). To

address this issue, teachers need to motivate students to improve their English pronunciation. The goal of pronunciation teaching is not necessarily to achieve native-like pronunciation but to help students meet the basic standards of good pronunciation. Pronunciation involves the phonetic description of sound-symbol relationships, represented alphabetically. This includes two key aspects: consonants and vowels, which differ in their sounds and symbols. In the author's view, pronouncing English vowels is often more challenging than pronouncing consonants. Many students struggle with correct vowel pronunciation. For example, instead of correctly pronouncing the word "that" as /θæt/, students often say /θɛt/ or /θʌt/. British English pronunciation is used as the phonetic standard in this context.

## METHODS

While conducting this research, qualitative and secondary data analysis methods were used to demonstrate impacts of teaching vowel sounds on improvement of students' pronunciation. Various previous scientific works were analyzed, and according to Celce-Murcia (2006), pronunciation is the aspect of language that most easily distinguishes speakers as non-native. It involves attention to specific sounds of a language (segments), and also to broader aspects of speech, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), voice quality, and even gestures and expressions associated with speech. Kelly (2001) presents the idea that pronunciation consists of two primary elements: phonemes and suprasegmental features. Research shows that games can significantly improve students' pronunciation, as noted by Kiswindari (2018). Hakim (2012) explored the pronunciation of phonetic sounds such as /b/, /d/, /g/, /j/, /dʒ/, and /ð/ in English by Javanese students, examining how strongly their native phonetic patterns influence their English pronunciation, whether it affects the meaning of sentences or just alters stress and sound. Hago and Khan (2015) investigated the difficulties faced by Saudi secondary school learners in pronouncing English consonants, particularly focusing on English consonant clusters. They used various methods to collect data, including questionnaires, classroom observations, and document collection. A descriptive and

statistical approach was employed to describe, classify, analyze, and explain the data, leading to relevant recommendations. The study found that participants struggled with eleven consonant sounds, specifically /p/, /ʒ/, /ŋ/, /r/, /t/, /ʃ/, /t/, /t/, /v/, /k/, /l/, and /d/. Pronouncing English words correctly based on their spelling can be challenging because English spelling often does not directly represent pronunciation. While there is some consistency between sounds and written symbols, English spelling frequently shows little clear relationship to the sounds of the words. There is no one-to-one correspondence between the sounds spoken and the letters in the written word. For instance, the spelling of “o” in “door” and “fool” results in different pronunciations: in “door”, “o” is pronounced as /ɔ:/. Additionally, the same sound may have different spellings, as seen with the /ɔ:/ sound in “port”, “stalk”, and “caught”, where it is represented by “o”, “a”, and “au”, respectively. These words are pronounced as /pɔ:t/, /stɔ:k/, and /kɔ:t/. According to C. Paris (2020), vowels consist of two types: long vowels and short vowels. Long vowels are vowel sounds that “say their name”, and we hold these sounds longer than short vowel sounds. However, they are distinct sounds rather than longer versions of the same sound. Short vowel sounds do not follow the same naming rule and are simply the other sounds that the vowel letters can make. For example, /a/ is a short vowel sound, while /ā/ is the corresponding long vowel sound. This pattern applies to other vowels: /A/ and /ā/ are pronounced /eɪ/ as in “ate” or “mate”; /E/ and /ē/ are pronounced /i:/ as in “eat” or “meat”; /I/ and /ī/ are pronounced /aɪ/ as in “mite” or “might”; /o/ and /ō/ are pronounced /oʊ/ as in “oats” or “mote”; and /U/ and /ū/ are pronounced /ju:/ as in “mute”.

For short vowels, consider:

- A: Short: /æ/ as in “fat”; Long: /eɪ/ as in “fate”.
- E: Short: /ɛ/ as in “wet”; Long: /i:/ as in “wheat”.
- I: Short: /ɪ/ as in “win”; Long: /aɪ/ as in “wine”.
- O: Short: /ɒ/ as in “bot”; Long: /oʊ/ as in “boat”.
- U: Short: /ʌ/ as in “cup”; Long: /ju:/ as in “cube”.

Generally, when syllables conclude with a vowel followed by a consonant, the vowel sound is pronounced short.

## **RESULTS**

### ***The Importance of Vowel Sounds in Pronunciation***

Vowel sounds contribute significantly to the rhythm, stress, and melody of speech. In many languages, such as English, vowel length and quality can distinguish word meaning (e.g., “bit” vs. “beat”). For language learners, mastering the vowel system of a target language is essential for achieving clear and comprehensible pronunciation.

Research suggests that learners often struggle more with vowel sounds than consonants because vowel production involves fine-tuned articulatory and acoustic properties. Factors such as tongue height, tongue position, lip rounding, and lengthening or shortening of the vowel create subtle differences in sounds that are crucial for native-like pronunciation. Therefore, explicit instruction in vowel sounds can greatly impact learners’ ability to be understood and to perceive the sounds of the target language correctly.

### ***Cognitive Aspects of Vowel Sound Acquisition***

The acquisition of vowel sounds involves both perceptual learning and motor learning. Perceptual learning focuses on the ability to distinguish between different vowel sounds and involves auditory processing skills. For instance, research has shown that exposure to various vowel sounds can enhance the learner’s ability to discern subtle differences between similar vowels. Motor learning, on the other hand, involves the coordination of the tongue, lips, jaw, and breath to produce the correct sound. Neuroscientific studies indicate that the brain’s auditory and motor regions are engaged when learning to pronounce new vowel sounds. The left superior temporal gyrus, in particular, is known to be activated during vowel perception and production tasks. Effective pronunciation teaching methods leverage this cognitive understanding by incorporating multisensory learning activities, including visual aids (e.g., mouth diagrams), auditory feedback, and kinesthetic practices.

## DISCUSSION

### *Challenges in Teaching Vowel Sounds*

One of the primary challenges in teaching vowel sounds is the lack of one-to-one correspondence between vowels in a learner's native language and those in the target language. For example, English has a larger vowel inventory than many other languages, creating difficulty for learners whose native languages have fewer vowel sounds. Additionally, learners often have difficulty identifying and producing vowel sounds that do not exist in their first language or that have different articulatory features.

Interference from the learner's first language (L1) can lead to a range of pronunciation errors, such as vowel substitutions, where a learner replaces an unfamiliar vowel sound with a more familiar one from their native language. Furthermore, fossilization of incorrect vowel sounds may occur if the learner is not provided with targeted instruction and feedback.

### **Effective Strategies for Teaching Vowel Sounds:**

- ✚ ***Phonetic Training.*** Using phonetic symbols and minimal pairs can help learners differentiate between similar vowel sounds. Phonetic training focuses on helping learners identify and produce the International Phonetic Alphabet (IPA) symbols corresponding to the vowel sounds of the target language.
- ✚ ***Auditory Discrimination Exercises.*** These exercises help learners distinguish between different vowel sounds through listening activities. For instance, learners may listen to pairs of words that differ solely in their vowel sounds (such as "ship" and "sheep") and determine which word they hear.
- ✚ ***Articulatory Instruction.*** Visual aids, such as diagrams of the mouth and tongue, can be used to show the correct positioning for each vowel sound. Teachers can demonstrate and instruct on the height and backness of the tongue, as well as lip rounding and tension.
- ✚ ***Technology-Assisted Learning.*** Speech recognition software and language learning apps offer real-time feedback on vowel production. These tools can



provide learners with immediate corrective feedback, allowing for rapid adjustment and practice.

✚ ***Contrastive Analysis***. Comparing the vowel system of the learner's first language with that of the target language can help identify specific areas of difficulty. Teachers can then focus on those sounds that pose the greatest challenge.

✚ ***Contextualized Practice***. Integrating vowel sounds into meaningful communication practice, such as role plays, storytelling, or conversation exercises, can help reinforce their correct usage in natural speech contexts.

✚ **Implications for Language Acquisition**

Teaching vowel sounds effectively can significantly enhance learners' pronunciation skills, reducing their foreign accent and improving their overall intelligibility. A focus on vowel sounds also supports other aspects of language learning, such as listening comprehension and fluency, by sharpening the learner's phonological awareness and ability to process spoken language in real time. Research has shown that early intervention in vowel sound teaching can prevent the fossilization of incorrect pronunciation patterns, making it a critical component of language education. Furthermore, the incorporation of multimodal learning techniques and adaptive technologies can cater to diverse learner needs, promoting inclusivity and engagement.

## CONCLUSION

Vowel sounds are a crucial aspect of pronunciation that directly affect language learners' communicative competence. By understanding the cognitive processes underlying vowel sound acquisition and employing targeted teaching strategies, teachers can help learners achieve more accurate pronunciation. As research continues to study more about pronunciation pedagogy, there is an opportunity to develop more effective methods for teaching vowel sounds, ultimately contributing to better language learning outcomes.

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DOI: <https://doi.org/10.5281/zenodo.14041674>

## A METHODOLOGICAL APPROACH TO LITERARY SELECTION FOR STUDENTS' CAPACITIES USING COMPUTATIONAL LINGUISTICS

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### **ABSTRACT**

*Selecting literary works that align with students' intellectual capacities is essential in education but often proves to be a complex task. Traditional text selection methods can be subjective and labor-intensive, resulting in mismatches between the reading difficulty of texts and students' abilities. This paper introduces a methodological approach that leverages computational linguistics (CL) and Natural Language Processing (NLP) techniques to enhance the selection process. By utilizing algorithms such as cosine similarity, TF-IDF, and Word2Vec, literary works are analyzed for linguistic complexity and matched to students based on their intellectual profiles. The study follows a three-step methodology: assessing students' intellectual capacity, analyzing linguistic features of texts, and employing machine learning algorithms for optimal selection. The results indicate that this approach increases student engagement and improves reading comprehension, making the text-matching process more efficient and accurate. Ultimately, the findings highlight the potential of CL methods to foster personalized learning by providing students with intellectually stimulating texts.*

**Keywords:** *Literary selection, reading culture, natural language processing, text similarity algorithms, intellectual capacity, educational development, literary works, corpus linguistics.*

### **INTRODUCTION**

Selecting literary works that are appropriate for students' intellectual capacities is a fundamental aspect of the education system. The right materials can stimulate cognitive development, enhance reading comprehension, and sustain student

engagement. In particular, literary texts serve as powerful tools for fostering critical thinking, emotional intelligence, and cultural awareness. However, the process of selecting suitable literary works is often subjective and labor-intensive for educators. It requires a nuanced understanding of the complexity of texts and the individual capabilities of each student. As a result, many students may encounter texts that are either too challenging or too simplistic, hindering their ability to engage meaningfully with literature. The traditional methods of literary selection typically rely on educators' experiences, intuition, and familiarity with the curriculum. While these methods may work well in some cases, they can lead to inconsistencies and biases, ultimately compromising the learning experience. Consequently, there is an urgent need for more systematic and data-driven approaches to text selection that take into account the diverse intellectual capacities of students.

Advancements in **Computational Linguistics (CL)** and **Natural Language Processing (NLP)** provide promising solutions to these challenges. By leveraging NLP techniques, educators can automate and enhance the text selection process. Methods such as text analysis, machine learning, and algorithms like **cosine similarity**, **TF-IDF**, and **Word2Vec** enable the creation of models that can evaluate literary works based on various linguistic and thematic characteristics. These algorithms can analyze a vast corpus of literary texts, assessing their complexity, vocabulary richness, and readability levels. For instance, cosine similarity measures the angle between vectors representing students' reading abilities and the linguistic features of texts, helping to identify the best matches. Meanwhile, TF-IDF evaluates the importance of specific terms within a text, facilitating the selection of materials that introduce students to new vocabulary and concepts at an appropriate level of challenge. Word2Vec can capture semantic relationships among words, allowing for a deeper understanding of the themes and contexts present in the literature.

This paper explores methods for improving the selection of literary works suitable for students' intellectual capacities through the application of computational linguistics techniques. The aim is to provide educators with a more efficient, accurate, and

personalized approach to literary selection. By employing these advanced methodologies, we can not only streamline the text selection process but also enhance the overall quality of literary education. The findings of this research have significant implications for educational practices, as they offer a pathway to better match students with texts that foster their academic growth and personal development. In an era where technology increasingly influences learning environments, integrating computational methods into literary selection can pave the way for more effective and engaging educational experiences.

### LITERATURE REVIEW

Numerous studies by both local and international researchers have focused on developing educational resources and enhancing school textbooks. However, there has been little research on creating a corpus and selecting literary books aimed at evaluating the potential for increasing the knowledge of secondary school students in the Uzbek language.

The literary process involves not only an authorial subject who generates the artistic text, but another subject—the reader—who must perceive the text as artistic. Each subject is governed in part by the socially shared artistic norms of his time and place. And since "high" literature because of its written form is open to history literary works of art are perceived against the background of artistic norms different from those which gave birth to them [1]. The article [2] describes the goals and tasks of teaching Uzbek literature in Uzbek language classes in Russian-system schools, the problems of defining the educational content and ways to solve them. Also, selecting high-level artistic works from the new Uzbek literature, including referring to the works of famous writers, lexical and grammatical difficulties that arouse respect and respect in the representatives of Uzbek literature with their works, striving to get samples of their own works. This article [3] examines the theoretical and practical aspects of the Uzbek electronic corpus as a linguistic tool in computational linguistics. It details the corpus's functional capabilities, development experiences, and conceptual architecture, including its structure, linguistic annotation, metadata, and management. The platform

supports linguistic analysis in computational linguistics and NLP, with ongoing development of Uzbek language technology. The article [4] discusses the basic principles of corpus linguistics, a new field in applied Uzbek linguistics, as well as the process of designing and constructing corpus. Examples of achievements of world linguistics in the creation of corpus resources in the Uzbek language are given. Practical linguistic experience proves how to set up the first stage of corpus linguistics. The research [5] examines the automatic categorization of Ottoman texts using transliterated versions of the Latin alphabet. The authors use the method of applying Naive Bayes and Support vector machines to features such as word frequency and token length. The results of the statistical analysis will help to recommend style markers and methods for future work. This article [6] explores the concept of corpora as essential tools in linguistic analysis, defined as collections of texts representing a language (Tognini-Bonelli, 2001). It examines how corpus linguistics, leveraging computer technology, goes beyond mere methodology to integrate data gathering with theoretical insights, offering a new perspective on language.

The field of semantic analysis of any text is crucial in computational linguistics, where the focus is on improving the processing of text corpora through algorithms. In this research work [7], a keyword search algorithm for Kazakh language texts was developed, in which a reference dictionary was created using the Porter stemmer tool. The method used in the paper covers semantic affinity and vector marking for neural network learning. The advantage of this approach is that it automates text analysis and has potential applications in online student performance assessment. The novelty of the algorithm is its use of neural networks for Kazakh text and elimination of shortcomings in local computational linguistics research. This article examines the development issues of the Uzbek WordNet modeled after the Turkish WordNet [8]. In another article [9], a study on the detection of stop words is carried out using the "School Corpus" as an example, and the detection of stop words in Uzbek texts is summarized through automatic analysis of previous research. It is important to create an educational corpus suitable for the intellectual potential of primary school students to improve the quality

of education. Educational materials that are not appropriate for the age and intellectual potential of students can diminish their interest in learning.

In a different article [10], research is conducted on the creation of educational materials suitable for primary school students based on a corpus developed from 35 Uzbek primary school textbooks. In this paper [11], the educational corpus, which is a fragment of the Uzbek National Corpus taken from school textbooks and dictionaries, is studied. The paper details the factors, principles, models, and systems involved in the development of this corpus. In this study, the authors of [12] proposed a method for evaluating the list of stop words, tested in Uzbek but adapted to similar agglutinative languages, showing acceptable accuracy in automatic detection. Machine transliteration means transferring written words of one language from one alphabet to another, preserving their meaning and pronunciation. This article [13] presents a transliteration tool between three Uzbek scripts: Old Cyrillic, Official Latin, and New Latin. Annotated corpora development is very important in NLP, especially for resource-poor languages like Uzbek.

The paper [14] addresses automatic text summarization, focusing on two main approaches: summarizing with equivalent words and extracting key sentences. It introduces a text summarization model using the TF-IDF algorithm to automatically summarize texts in Uzbek. The model identifies unique words, calculates sentence weight, and utilizes the n-gram model to enhance summarization. The paper [15] tackles the scarcity of such resources by creating a novel POS and syntactic tag set for Uzbek. This article [16] examines the application of the Jaccard similarity method to the creation of appropriate reading lists for high school students. To achieve this, a corpus is created based on high-quality literature textbooks, and this corpus is compared with literary works. Books with the highest similarity results are recommended for reading. The problem was fully addressed using literature textbooks for 5th-11th grade students and literary works in the Uzbek language.

Natural Language Processing (NLP) technologies have revolutionized various domains by enabling machines to understand, interpret, and generate human language

data. However, for languages with limited digital resources and complex linguistic structures, such as Uzbek, NLP faces unique challenges. This paper [17] delves into the specific challenges encountered in NLP for Uzbek, focusing on lemmatization, stemming, sound recognition, and semantic analysis. In today's globalized world, providing quality education to students is one of the urgent tasks of the education system. This article [18] details how to create a model of the solar system using Python's graphical capabilities. This practice increases students' interest in graphic programming, and by visualizing the planets, students' interest and outlook on space science expand. In this article [19], the problem of creating a terminological dictionary for the chapter on the Delphi programming language, based on the textbook for academic lyceum students in Informatics and Information Technology, is considered. These articles [20, 21, 22] provide information about the importance of forming a culture of reading in students, creating the TF-IDF process for Uzbek literary texts, and what needs to be done in this regard. The paper [23] examines the development of a reading culture in students through the selection of literary works that match their intellectual abilities. Focusing on 5th-grade students, the study presents a literary corpus model built using Natural Language Processing (NLP) techniques to ensure appropriate text selection. The novelty lies in the creation of a corpus with statistical data on authors and literary types, which enables the application of text similarity algorithms. This approach enhances the selection process, contributing to the improvement of students' reading culture in school education.

## METHODOLOGY

This study applied a range of CL and NLP methods to improve the selection of literary works suitable for students' intellectual capacities. The process involved assessing students' reading abilities, analyzing the linguistic complexity of literary works, and using machine learning algorithms to match students with appropriate texts.

### 1. Assessing Students' Intellectual Capacity

The first step was to evaluate the intellectual and cognitive capabilities of students using standardized reading comprehension tests. These tests were designed to measure:



- **Reading fluency:** The ability to read texts smoothly and at a comfortable pace.
- **Vocabulary knowledge:** The extent of a student's vocabulary, including understanding of complex or specialized terms.
- **Syntactic comprehension:** The ability to understand sentence structures and grammatical patterns.
- **Semantic processing:** The depth of understanding of text meaning and context.

The results of these assessments were used to create detailed intellectual profiles for each student, which captured their reading level, comprehension skills, and learning preferences.

## 2. Linguistic Analysis of Literary Texts

A corpus of literary texts was compiled for analysis, and the following linguistic features were extracted using NLP tools:

- **Syntactic Complexity:** The syntactic structure of sentences was analyzed, including sentence length, clause usage, and grammatical complexity. Longer, multi-clause sentences were considered more complex, while simpler sentences were deemed easier to comprehend.
- **Vocabulary Richness:** The variety of words in each text was evaluated using measures such as **Type-Token Ratio (TTR)** and word frequency distributions. Texts with a higher proportion of rare or specialized vocabulary were considered more advanced.
- **Readability Scores:** To determine the readability of each text, indices such as the **Flesch-Kincaid Grade Level** and the **Gunning Fog Index** were calculated. These scores indicate the educational level needed to comprehend a text easily.
- **Semantic Depth:** Word embeddings, generated using the **Word2Vec** model, captured the meaning of words based on their context in the text. This enabled the analysis of thematic complexity and the depth of ideas presented in each literary work.

## 3. Book Selection Algorithms

Once both student profiles and text features were prepared, various algorithms were employed to match students with suitable literary texts. These algorithms helped determine which texts best aligned with a student's intellectual profile, balancing text complexity and thematic depth with the student's comprehension skills.

- **Cosine Similarity:** This algorithm measures the similarity between a student's intellectual profile and the linguistic features of a text. Both were represented as vectors, and the cosine of the angle between these vectors was calculated to assess similarity. A higher cosine similarity score (closer to 1) indicated that the text was a good match for the student's reading ability. This approach ensured that the complexity of vocabulary and sentence structures in a text were aligned with the student's cognitive level.
- **TF-IDF (Term Frequency-Inverse Document Frequency):** TF-IDF was used to weigh the importance of certain terms in the texts. Terms frequently used in a specific text but less common across other texts were given higher importance, helping identify key themes and vocabulary that may challenge or interest the student. This allowed the system to prioritize texts that introduced new or specialized terms appropriate for the student's learning progress.
- **Word2Vec Embeddings:** To analyze the semantic meaning and thematic complexity of the texts, the Word2Vec model was applied. This model represents words as vectors based on their context in the text, capturing subtle semantic relationships. Using Word2Vec, the system was able to assess how well the themes and content of a text aligned with the student's intellectual and interest profile.
- **Clustering Algorithms:** Clustering methods, such as **k-means clustering**, were used to group texts with similar linguistic features. This allowed for efficient organization of the texts into different difficulty levels and themes. Students were then matched to the cluster that best aligned with their intellectual profile, ensuring they received texts appropriate for their reading abilities and interests.

#### 4. Evaluation Process and Feedback Loop

After the initial text selection using the algorithms mentioned above, educators reviewed the matches to ensure that the selected texts were suitable for each student. The feedback from teachers was then used to refine the algorithmic models, making the system more adaptive and responsive to the changing needs of students over time.

## RESULTS

The application of CL and NLP methods to the selection of literary works yielded several important results:

1. **Improved Student Engagement:** Students who received texts tailored to their intellectual levels demonstrated greater engagement with the material. They were more likely to finish the reading assignments and reported higher levels of interest in the texts.
2. **Better Reading Comprehension:** Matching the complexity of the texts to students' reading abilities resulted in significant improvements in reading comprehension. Test scores showed that students had a deeper understanding of the texts, with increased ability to analyze and interpret literary themes.
3. **Efficient and Accurate Text Matching:** The use of algorithms like cosine similarity and TF-IDF significantly reduced the time needed to match students with suitable texts. Additionally, the accuracy of the matches was much higher than manual selection methods, ensuring that students consistently received texts that were challenging but within their intellectual reach.
4. **Scalability:** The system's ability to automatically analyze and classify large corpora of literary works allowed educators to scale the process to a larger number of students, making personalized learning more feasible even in larger classrooms.

## CONCLUSION

This paper demonstrates that using computational linguistics and NLP methods significantly improves the process of selecting literary works that are suitable for students' intellectual capacities. By leveraging algorithms like cosine similarity, TF-IDF, and Word2Vec, the methodology ensures that students are matched with texts that are challenging, engaging, and intellectually stimulating. The integration of machine learning and feedback loops further enhances the adaptability of the system, allowing for continuous improvement based on real-world performance data. As CL and NLP technologies continue to evolve, the potential for even more refined and personalized educational tools will grow, ultimately benefiting students and educators alike.

Future work could explore deeper integrations of artificial intelligence (AI) and advanced NLP techniques, potentially incorporating adaptive learning systems that dynamically adjust text difficulty as students progress in their intellectual development.

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DOI: <https://doi.org/10.5281/zenodo.14041831>

## MAKSUD SHEIKHZADE AND AYBEK

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### ANNOTATION

*This article talks about the friendship of Maksud Sheikhzade and Aybek, the fact that the friends did not give up on each other, supported each other and strengthened each other. It was explained that in the terrible days, the storm of Katagon did not spare Aybek, he was expelled from the Institute of Language and Literature, he was expelled from the Writers' Union, and he was forced to move out of the house given by the union.*

**Key words:** Aybek, writer, Katagon, novel, language, school.

## MAQSUD SHAYXZODA VA OYBEK

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### ANNOTATSIYA

*Bu maqolada Maqsud Shayxzoda va Oybekning do'stligi, qiyinchilik davrida do'stlarning bir biridan voz kechmaganligi, bir-birini qo'llab quvvatlaganligi haqida so'z boradi. Mudxish kunlarda qatagon bo'roni Oybekni ham chetlab otmaganligi, Til va adabiyot institutidan xaydalgani, yozuvchilar uyushmasidan o'chirilgani, uyushma tomonidan berilgan uydan esa ko'chini olib ketishga majbur bo'lgani yoritilgan.*

**Kalit so'zlar:** Oybek, yozuvchi, qatagon, roman, til, maktab.

## **KIRISH (ВВЕДЕНИЕ/ INTRODUCTION)**

Shayxzoda 1928 yili falakning gardishi bilan o‘zbek diyoriga kelib, oradan bir yil otmay, o‘zbek tilidagi ilk she’rini yozganida, uning yonida Oybek bo‘lgan. Shoirning shu davrga oid kundaliklarida bunday so‘zlarni o‘qishimiz mumkin: “Bugun o‘zbek tilida ilk bor “traktor” she’rini bitdim. Uni qisinib-qimtinib Oybekka ko‘rsatdim. Oybek she’rni takror-takror o‘qib chiqgach, ayrim kalimalarning tagiga chizib, juda kamtarlik va muloyimlik bilan menga og‘ir botmasin, deb ana shu so‘zlarni boshqacha ifodalar bilan almashtirilsa, she’rning manosi yana xam chuqurlashgan bo‘lardi, degan maslaxatni berdi. Bu mulohazalar va shundan keyingi ana shunday fikr olishuvlar men uchun yaxshi maktab bo‘ldi». U yana bir o‘rinda shu masalaga oydinlik kiritib, bunday degan edi: Adabiy ijodning mashaqqatli va sertashvish ibtidosini Oybek hamnafasligida boshladim, desam, mubolig‘a bo‘lmas».

## **ADABIYOTLAR TAXLILI VA METODOLOGIYA (ЛИТЕРАТУРА И МЕТОДОЛОГИЯ / METHODS)**

Shayxzodaning o‘zbek tilidagi shu dastlabki she’ri bilan boshlangan do‘stlik ozarbayjon o‘g‘lonning so‘ngi kuniga qadar davom etdi va bu do‘stlik chinorining birorta bargiga g‘ubor qo‘nmadi. Bu ikki ulkan inson va ulkan ijodkor o‘zbek xalqi madaniyatining taraqqiyoti yolida baravar xalol xizmat qildilar.

1937 yilning mudxish kunlarida qatagon bo‘roni Oybekni ham chetlab o‘tmadi. U kambag‘al oiladan chiqqanligi va sovet maktab-internatida tarbiyalangani tufayli OMON qolgan esa-da, xizmat qilgan Til va adabiyot institutidan haydaldi. Yozuvchilar uyushmasidan o‘chirildi, uyushma tomonidan berilgan uydan esa ko‘chini olib ketishga majbur etildi. Asarlari xatto gazetalarda ham bosilmagan, yarim och, yarim yalang‘och holda yashayotgan Oybek hayotining shu og‘ir va mashaqqatli kunlarida “Qutlug‘ Qon” romanini yozdi. Buni qarangki, bu romanning 1949 yili bo‘lib o‘tgan muhokamasida aksar notiqqlar asardan siyosiy xato axtarish bilan mashg‘ul bo‘lgan bo‘lsalar, Shayxzoda o‘z ma‘ruzasida bu roman birga o‘zbek adabiyotida Yevropa gazi bilan o‘lchana oladigan buyuk asarning tug‘ilganini baralla aytdi va matbuotda shu haqidagi katta maqola bilan chiqdi.

**RESULTS (РЕЗУЛЬТАТЫ / NATIJALAR)**

Shayxzoda Oybek nazarida nafaqat zabardast shoir, balki katta nasr “sir” larini ham yaxshi bilgan mutafakkir yozuvchi va ko‘nglida kiri yo‘q, musaffo qalbli inson ham edi. Shuning uchun u urush yillarida navbatdagi romani – “Navoiy” ni yozib tugatganida, boshqa nosirlar bo‘la turib, u Shayxzodaning shu asar haqidagi fikr maslahatlarini eshitishga katta ehtiyoj sezadi. U qalamkash do‘stini chaqirib, asarning boshlang‘ich qismini o‘qib beradi.

**DISCUSSION (ОБСУЖДЕНИЕ / MUXOKAMA)**

50-yillarning avvalida, Jaloliddin o‘brazini milliy qahramon sifatida tasvirlab, feodal o‘tmishni ideallashtirgani va boshqa shunga o‘xshash “gunox” lari uchun Shayxzodaning aziz boshiga malomat toshlari yog‘ildi. Shu vaqtda insult xastaligiga uchrab, tilsiz yotgan Oybek qalamkash do‘stiga yordam berish holatida emas edi. Ammo u, xasta holda bo‘lsa hamki, Shayxzodaning ozod etilganidan darak xabar topgach, o‘sha kuniyoq uni quchib, bag‘riga bosish va o‘ksik ruhini ko‘tarish uchun uning uyiga bordi. Ular bir-birlarini hurmat qiluvchi va bir-birlarini qadrlay biluvchi samimiy do‘stlardan edilar.

**CONCLUSION (ЗАКЛЮЧЕНИЕ / XULOSA)**

1951 yil apreldan boshlab to‘shakband bo‘lgan Oybek so‘nggi nafasiga qadar kasallikdan tuzalmadi. Shu davrda Shayxzodaning ham sog‘ligi, goh u, goh bu tomonga og‘ib turardi. Shu tufayli do‘stlik tuyg‘ulari so‘nggi yillarda ular qalbining tublaridagina javohir yanglig‘ yashadi. Shayxzoda 1965 yilning 10 yanvarida, Oybek 60 yoshga to‘lgan kunda, shifoxonada davolanayotgan edi. Shunga qaramay, u do‘stiga telefon orqali she‘riy tabriknoma yozib yo‘lladi. U bu bilan kifoyalanib qolmay, adibning 60 yilligi nishonlangan 1965yil 21 mayda, tantanali kechada o‘qib berishlari uchun, mana shu qutlov she‘rini taqdim etdi:

***Adib Oybekka***

Kechalar ilhombaxsh saharni kutib,  
Munaqqash boblarni qog‘ozga bitib,  
Soatni yutqizsa, yillarni yutib,



Asr binosiga bir gumbaz qo‘shib,  
Tikoldi lojuvard ranglardan adib ...

Shamollar bog‘larga havo bag‘ishlar,  
Tabiblar dardlarga davo bag‘ishlar,  
Irmoqlar tuproqqa ne‘mat keltirar,  
Muqova kitobga ziynat kelirar,  
Qadaming sog‘ bo‘lsin, sog‘ bo‘l, ey adib...

Oltmishda er yigit kelbatli adib,  
Yetmishdan oshmoqlik bo‘lg‘usi nasib,  
Saksonda Chimyonda o‘ynab, sakrashib,  
Elu yurt ma‘naviy yukini tashib,  
Shu qutlug‘ yoshida do‘stimni qutlab ,  
Degayman: “Xormagil, ey ulug‘ adib!”

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DOI: <https://doi.org/10.5281/zenodo.14041843>

## FRAZEOLOGIK BIRLIKLARNING MILLIY-MADANIY DUNYOQARASHINI IFODALOVCHI XUSUSIYATLARI

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**Annotatsiya:** Ushbu maqolada milliy-madaniy dunyoqarash va udumlar, frazeologik birliklar bilan bog'liq milliy ruhdagi maqol, matal, iboralar tahlilga tortilgan.

**Kalit so'zlar:** Rivoyat, jamiyat, til, so'z, odat, ilm, dolzarb, kasb, madaniyat, birlik.

**Аннотация:** В данной статье анализируются пословицы, поговорки, словосочетания в национальном духе, связанные с национально-культурным мировоззрением и традициями, фразеологизмы.

**Ключевые слова:** Повествование, общество, язык, слово, обычай, наука, актуальное, профессия, культура, единство.

**Annotation:** In this article, proverbs, sayings, phrases in the national spirit related to the national-cultural worldview and traditions, phraseological units are analyzed.

**Key words:** Narrative, society, language, word, custom, science, topical, profession, culture, unity.

### KIRISH

Frazeologizmlarda muayyan xalqlarning miqlari, udumlari, rivoyatlari, taomillari, urf-odatlar, ma'naviyati, axloqi va h.k. mujassamlashgan bo'ladi.

Frazeologizmlar har doim xalq dunyoqarashi, jamiyat tuzilishi va o'z davrining mafkurasini bilvosita aks ettiradi.

Hozirgi kunga kelib zamonaviy lingvistikada tilshunoslikning milliy-madaniy xususiyatlari borgan sari keng o'rganilib, dolzarb ahamiyat kasb etib bormoqda.

Chunki bu soha ham lingvistik, ham ijtimoiy qiymatga ega bo'lganligi sababli, globallashuv jarayonida tillar va madaniyatlararo munosabatni o'rganishga bo'lgan talabning ortishi tabiiy holdir. FBlarni lingvomadaniy nuqtayi nazardan tadqiq etish o'tgan asrning oxirgi yillaridan boshlab tilshunoslikda keng ommalashdi. Tadqiqotchilarning asosiy maqsadi esa turli tillarda uchraydigan FBlarning milliy-madaniy o'ziga xosliklarini ko'rsatish edi. Frazеolik birliklarda barcha xususiyatlarni uchratish mumkin. Til inson ichki dunyosini, dunyoqarashini ifodalashda yordam beradigan yagona vositadir. Xuddi shuningdek, ma'lum bir millatning qadriyatlari, madaniyati ham o'sha millat dunyoqarashi mahsulidir va insonlardagi kabi butun bir millatning dunyoqarashini, xarakterini aks ettirishda bizga tilimiz hamda undagi birliklar xizmat qiladi.

U yoki bu tilning frazeologik birliklari insoniy munosabatlarning ko'z ilg'amas rang-barangligini aks ettiradi. Bu yerda ham baxt, sevgi, ajablanish, istehzo, nafrat, qiziqish, havotir; bu yerda insonning to'g'riso'zligi, iroda kuchi, halollik, ollyjanoblik, aql, chaqqonlik, harakatchanlik, qaysarlik, ham ahmoqlik, sergaplik, xasislik, badjahllik - ya'ni insonning barcha salbiy va ijobiy xususiyatlari mavjud; bu yerda o'xshashlik va farq, boshlanish va tugash (ibtido va intiho), ko'plik va ozlik, birlik - kelishmovchilik va kurash; tug'ilish, qarindoshlik, yosh, o'lim; baholash, muvaffaqiyat — muvaffaqiyatsizlik, haqiqat va yolg'on, tartib va tartibsizlik, farovonlik va kambag'allik, xatolar va jazo va shunga o'xshash boshqa juda ko'p tushunchalarning tavsif va tasvirilari mavjud. Ko'rib turibmizki, oldimizda olamning yaxlit frazeologik manzarasi ochiladi.

### TIL TAHLILI VA METODLAR

Tilning frazeologik fondi xalq madaniyati va mentalitetining qimmatli ma'lumotlar manbai sanalishi hammaga ma'lum hodisadir. Frazеologizmlarda muayyan xalqning miflari, udumlari, rivoyatlari, taomillari, urf-odatlar, ma'naviyati, axloqi va h.k. haqidagi tasavvurlari mujassamlashgan bo'ladi. Masalan, **ko'rpasiga qarab oyoq uzatmoq** «imkoniyatini hisobga olib ish tutmoq», **tanobini tortmoq** «faoliyat doirasini, imkoniyatini cheklab qo'yimoq», **“to'ydan ilgari nog'ora**

**qoqmoq**”- “ro‘yobga chiqishi aniq bo‘lmagan narsa haqida hovliqmalik bilan vaqtidan oldin gapirmoq”, **to‘nini teskari kiyib olmoq**”- “o‘chakishgan holda qaysarlik qilmoq”, **xamir uchidan patir**”- “katta ko‘p narsadan boshlang‘ich va kichik bir qism”, **xirmon ko‘tarmoq**”- “ekin-tekinni yig‘ib, hosil me‘yorini hisob-kitob qilmoq”, **Xo‘ja ko‘rsinga**” – “shunchaki nomigagina”, **Xizrni yo‘qlasam bo‘lar ekan**”- “kimnidir ko‘rish istagi qo‘qqisdan ro‘yobga chiqqanda aytiladigan ibora”. Biron tilning o‘zigagina xos bo‘lgan hisob so‘zlari qolipining frazeologizmlarga ko‘chganini ko‘rish mumkin. Masalan, «juda qisqa, juda oz vaqt davom etadigan» ma‘nosidagi bir tutam (*Bir tutam qish kuni Gulnor uchun bitmas-tugamas uzoq ko‘rindi*), “qittak, ozgina” ma‘nosidagi bir chimdim (*Hazil-huzul, bir chimdim suhbatdan so‘ng Mirhaydar va O‘ktam paxta dalasiga yo‘l oldilar*), “jindak, qittak, juda oz” ma‘nosidagi bir shingil (*Qani, shunaqa bemaza hazildan bir shingil ashula yaxshi*), “juda yosh, deyarli go‘dak” ma‘nosidagi bir qarich (Bir qarichligimdan yetim qolib, amakining xizmatida o‘tib ketganman) singari frazeologizmlar shular jumlasidandir.

O‘zbek kundalik turmushida **non** muhim ozuqa hisoblanadi. Xalqimiz nonni azaldan hurmat qiladi, hamma narsadan afzal, aziz va muqaddas biladi. Ota-bobolardan qolib kelayotgan udum, an’anaga binoan, hatto nonni teskari tishlamaydilar, nonning ustiga boshqa narsalarni qo‘ymaydilar, nonni ustidan hatlab o‘tmaydilar, agar non qo‘ldan yerga tushib ketsa, darhol uni olib, uch marta o‘pib, peshanalariga suradilar, non ushoqni dasturxon ustida ko‘rsalar barmoqni ho‘llab, ushoq ustiga bosib, yeb qo‘yadilar. Nonga hurmat-ehtirom bilan munosabatda bo‘lish bolalarga yoshlikdan o‘rgatiladi, ularga nonning ushog‘ini yerdan yig‘ib olish, uni e‘zozlash va oyoq osti qilmaslik zarurligi uqtiriladi. Biron o‘zbek yo‘lga chiqsa, albatta, o‘zi bilan birga non oladi. Shunga ko‘ra, tarkibida non komponenti ishtirok etgan **non yemoq, noni butun, noni yarimta boldi, non ursin** singari frazeologizmlarning asosida non arxetipi hayot, tirikchilik, rizq-ro‘z, to‘kin-sochinlik ramzi sifatida keladi. Non arxetipi, binobarin, nonni peshana teri bilan topilishi, uni halollab yeyilishi Muqaddas kitoblardan boshlab, o‘zbek xalq dostonlarida, ertaklarida, rivoyatlarida va h.k.da uqtirilgan.

## NATIJALAR

**Hayot – o‘lim** aksiologik juftligida quyidagi frazemalar dunyoga kelmoq, tavallud topmoq, ko‘z yorimoq frazemalari o‘lim leksemasi bilan; Olooh o‘z panohiga olmoq, narigi dunyoga rixlat qilmoq, bandalikni bajo keltirmoq, dunyodan ko‘z yummoq, ajali yetmoq, jon bermoq, joni chiqmoq, er tishlamoq, yostig‘i qurimoq frazemalar esa hayot leksemasi bilan antisemik munosabat hosil qiladi. Hayot va o‘lim leksemalari mavhum ot bo‘lib, ular o‘zaro antonimik munosabatda. Ular bilan antisemik munosabat hosil qilayotgan frazemalarning esa turkumi mavjud emas. Zero, ular gap shaklidagi frazemalardir. O‘zbek xalqida o‘lim, tug‘ish so‘zlari ayrim lisoniy hamjamiyatlarda madiniy ta’qiqlarga aylangan. Mazkur so‘zlar o‘rniga esa evfemizm sifatida frazeologik iboralar qo‘llanadi. Ayrim o‘zbek tilshunoslari tabudan yondosh hodisalarni ajrata olmaganlar. Tilda madaniy muloqatga sig‘maganligi, qo‘polligi uchun ayrim so‘zlar nozik tabiat hamsuhbatlar doirasida qo‘llanmaydi. Masalan, xotinlar er so‘zini, umuman har qanday odam o‘ynash so‘zini aytishdan tiyiladi. Bu so‘zlarning qo‘llanishi aslida taqiqlangan emas, faqat hamsuhbat oldidagi andisha yuzasidan ularni tilga olishdan kishi o‘zini tiyadi. Bunday xarakterli leksika hech vaqt tabu qatoriga kiritilmaydi. Tabu so‘zlarni ulardan farqlash kerak. Ko‘rdikki, tabu etnografik va lingvistik tabularga bo‘linadi. Lingvistik tabu faqat leksik hodisa bo‘lib, so‘z doirasida kuzatiladi. U diniy va irim, siyosiy va senzura nuqtai nazaridan taqiqlanadi. Tildagi bu hodisa ibtidoiy jamoa hosilasi bo‘lib, madaniylik va fan-texnika rivoji bilan yo‘qolib borayotgani yo‘q. U tilda yashab qoladi. Tabu esa so‘zlarning madaniy muloqatga sig‘maganligi, qo‘polligi uchun nozik tabiat ham suhbatlar doirasida qo‘llanishdan tiyilishi bilan farq qiladi.

## MUHOKAMA

Evfemizm tabuga uchragan so‘z ma’nosi yoqimliroq ifodali biror so‘z hosila ma’no sifatida aks etilishi hisoblanadi. Masalan, chayon so‘zi tabuga uchragan, qo‘llanishi man qilingan edi. Bu leksik hodisadir. Uning ma’nosi eshak so‘zida ifoda topdi. Eshak so‘zining ishchi hayvonni bildiruvchi o‘z leksik ma’nosi bor. Bu so‘z tabuga uchragan chayon so‘zining ma’nosini hosila ma’no sifatida ifoda etyapti. Bu

tahlilga ko‘ra evfemizmga semantik jihatdan yondashildi. Ya’ni evfemizm semantik hodisadir. Evfemizm va tabu o‘rtasidagi aytib o‘tilgan aloqadan kelib chiqib bo‘lsa kerak, bu ikki hodisa uzviy bog‘liq deb tushunuvchilar bor A.A.Reformatskiy hatto “Evfemizm - bu qo‘llanishi man etilgan (tabulashtirilgan) so‘z o‘rnida almashtirilgan, tanlab qo‘yilgan so‘z”, -deyilgan fikrni aytadi. Ular alohida mustaqil hodisalar bo‘lib, o‘zaro boshma-bosh mos kelmaydi. Buning uchun etnografik tabuni eslashimiz mumkin. Masalan, qiblaga oyoq uzatib o‘tirish yoki yotish, axlat ustidan xatlash, supurgini tik qo‘yish, otashkurakni oyoq ostida qoldirish taqiqlangan, tabulashtirilgan. Ular faqat jarayonga nisbatan bo‘lib, so‘z bilan ifodalanmaydi. Shunday bo‘lgandan keyin o‘rnida evfemizm qo‘llash haqida gap bo‘lishi mumkin emas. A.Reformatskiy, albatta, bu etnografik tabuni emas, lingvistik tabuni nazarda tutgandir. Bunda ham siyosat yo‘li, senzura yo‘li bilan qilingan tabu uning fikriga nisbatan teskari xizmat qiladi. Masalan, tatalitar tuzum davrida turli diniy marosimlar nomi, xalq suygan “Navro‘z” ni tilga olish taqiqlangan edi. Ammo uni eslatuvchi evfemizm bo‘lmadi. Evfemizm faqat tabuga uchragan so‘zlar ma’nosini ifodalash bilan chegaralanmaydi. Uning sodir bo‘lish imkoniyati ancha keng. Shuning uchun L.A.Bulaxovski ham “Evfemizm irim-sirimlar doirasida sodir bo‘lishdan ko‘ra ancha keng qamrovga ega”, -degan edi. Yuqorida, ayrim tilshunoslar madaniylikka sig‘ishmaganligi uchun qo‘llanmaydigan ayrim so‘zlar bilan tabuni qorishtirganliklari, haqida to‘xtab o‘tilgan edi. Haqiqatan ham ayrim so‘zlarning madaniy muloqatga sig‘ishmaganligi uchun qo‘llanmaganligi tabu emas. Ammo madaniy muloqatga sig‘ishmaydigan, qo‘pol, dag‘al, andishasiz so‘zlardan muomala jarayonida tiyilishga to‘g‘ri kelar ekan, uning o‘rnida yumshoqroq, yoqimliroq, madaniyroq so‘z, ibora tanlash joiz bo‘ladi.

### XULOSA

Mana shu so‘z, iboraning tanlanishi evfemizmning ko‘rinishlaridan biri hisoblanadi. Masalan, xotinlar erim deyish o‘rniga adasi deyishi, xaloq so‘zi o‘rniga chet, yana nimadir o‘rniga yaradi so‘zini qo‘llash evfemizm bo‘ladi. Ammo erim, xaloq yana nimadir deyilmagan so‘zlar tabu qilingan so‘zlar emas. Ularni muloqat chog‘ida qo‘llashdan faqat madaniy muomalaga ko‘ra tiyilishga to‘g‘ri kelgan. Uning

oʻrniga esa adasi, chet, yaradi soʻzlarini qoʻllab, evfemizm berilgan. Maʼlum boʻladiki, evfemizmning manbai ikkita: 1) tabu, 2) madaniylikka sigʻishmaganligi uchun aytilishdan tiyiladigan soʻz va iboralar. Evfemizm shular maʼnosini berish, oʻrnini qoplash uchun yuzaga keltiriladi. Ular shular oʻrnini biror soʻz yoki iboraning hosila maʼnosi hisobiga qoplar ekan, bu maʼnosiga yaxshi xis uygʻotuvchiroq, yoqimliroq ottenka ilova qiladi.

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DOI: <https://doi.org/10.5281/zenodo.14041856>

## JURNALISTIKAGA JANR KERAKMI?

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***Annotatsiya.** Ushbu maqolada jurnalistika sohasidagi janrlar va ularning ishlatilish o‘rni, umumiy va xususiy jihatlari to‘g‘risida so‘z yuritiladi.*

***Kalit so‘zlar:** yangiliklar jurnalistikasi, tahliliy jurnalistika, publitsistika, reportaj, ocherk, feletonlar, pamflet.*

***Annotation.** This article talks about genres in the field of journalism and their place of use, general and specific aspects.*

***Key Words:** news journalism, analytical journalism, journalism, reporting, essays, feuilletons, pamphlets.*

***Аннотация.** В данной статье говорится о жанрах в сфере журналистики и их месте использования, общих и специфических аспектах.*

***Ключевые слова:** новостная журналистика, аналитическая журналистика, публицистика, репортажи, очерки, фельетоны, брошюры.*

O‘zbek jurnalistikasida janrlar qanday tasniflanadi? Umuman, ularning o‘rni va ahamiyati qanday? Ta’kidlash joizki, O‘zbekiston mustaqillikni qo‘lga kiritgunga qadar sovet jurnalistikasi nazariyasi va amaliyoti ta’siri ostida bo‘lgani uchun sho‘ro matbuotida qanday janrlar qo‘llanilgan bo‘lsa, o‘zbek matbuotiga ularni shu holicha olish ko‘zga tashlanadi. Ammo mamlakat mustaqil bo‘lgandan keyin jurnalistika nazariyasi va amaliyotida ham o‘zgarishlar yuz berdi. Natijada publitsistika janrlari



guruhlarini belgilashda jahon jurnalistikasi tajribalaridan kelib chiqib yondashish qaror topdi. Shu asnoda o'zbek milliy jurnalistikasi xususiyatlarini e'tiborga olgan holda ilk marta publitsistika janrlari guruhlarini belgilashda nisbatan yangicha yo'l tutildi. Jurnalistika turlarini tasnif etishda yangiliklar jurnalistikasi, tahliliy jurnalistika, sharhlash jurnalistikasi, badiiy-publitsistik mahorat, jurnalist surishtiruvi, degan atamalar yuzaga keldi. Ilgari xorijiy matbuotda keng qo'llanilgan esse janri ham O'zbekiston jurnalistikasidan joy oldi. Endi jahon jurnalistikasi nazariyasi va amaliyoti tajribalaridan ham foydalanila boshlandi. Pirovardida O'zbekistonda milliy va xalqaro jurnalistika nazariyasi va amaliyotiga xos ilmiy qarashlar yuzaga keldi.

Janr tushunchasi barcha davrlarda ham odamlarning axborotga qiziqishlari, uni qabul qilishga bo'lgan ehtiyoj, munosabatlariga qarab yuzaga keldi va rivojlandi. U jurnalistika paydo bo'lgandan beri o'z davriga qarab rivojlanadigan, ijtimoiy jarayonlar ta'sirida o'zgarib boradigan tarixiy kategoriyadir. Buni Sankt-Peterburg universiteti professori G.Korkonosenko shunday izohlaydi: "Ishbilarmonlarning o'zaro munosabatlari gazeta sahifalarida "hisobot" janrini paydo qildi. Sir tutishga bo'lgan ehtiyoj tufayli xat janri yuzaga keldi. 1800 yilda "Jurnal de Debi" deb nomlangan fransuz gazetasi inqilobdan keyin odamlarni o'ziga ko'proq jalb etish va demokratik matbuotning ko'rinishi sifatida taassurot uyg'otish uchun feletonni o'ylab topdi. Shu tariqa barcha janrlar tarixan oddiylikdan murakkablikka, oddiy xabardan tortib tahliliy maqolagacha rivojlana bordi." Ta'kidlash o'rinliki, har qanday jurnalistik asarni yaratish tegishli ma'lumotlarni yig'ishdan boshlanadi. Ma'lumot olishning keng tarqalgan usullaridan biri esa muloqotdir. Garchand muloqot kommunikatsiya turi sifatida axborot almashishning eng qadimiy usuli bo'lsa-da, u bilan shaklan bir xil bo'lgan intervyu janri boshqa janrlarga nisbatan ancha kech paydo bo'lgan. Bu haqda tadqiqotchi L.Shibaeva shunday yozadi: "Vaholanki, jurnalistikada paydo bo'lgan janrlarning ichida intervyu eng birinchilardan bo'lishi kerak edi. Axir savol berish har bir insonga bolaligidan odat. Qolaversa, dunyo adabiyotida, antik faylasuflardan tortib dramaturglargacha juda katta dialoglar zaxirasini qoldirgan. Shunga qaramay, bu janr XIX asrning ikkinchi yarmida shakllandi. Buning ham o'ziga yarasha sababi, talabi va

mezoni bor”. “Hurriyat” gazetasining 2007 yil 21-mart sonida jurnalist Ibrohim Normatov “Jurnalistikada mahorat kerakmi yoxud unutilayotgan janrlar xususida” sarlavhali maqolasida matbuotda janr tushunchasining yo‘qolayotganligi, jurnallarda, ayniqsa, gazetalarda janrlarning qashshoqlashishi oqibatida bir xillik yuzaga kelayotganligi haqida so‘z yuritgan edi. Shuningdek, muallif eng ta’sirchan va hozirjavob janr reportaj, ocherk, feletonlar kamayib ketayotganligini, hattoki, ayrimlar pamflet nimaligini bilmasligini, qolaversa, nashrlarning ko‘pligi ham saviya jihatdan gazetarlar mazmunini no‘noqlashishiga - bir xil qolipga tushib qolayotganiga sabab bo‘lishini ta’kidlagan.<sup>1</sup>

Jurnalistning ijod mahorati bilan bog‘liq bilimlar uchta fan - yangiliklar jurnalistikasi, tahliliy jurnalistika hamda publitsistika tarkibida o‘rgatiladigan bo‘ldi. Endi ushbu fanlar tarkibida qanday janrlar o‘rganilishiga e’tibor qaratamiz. Yangiliklar jurnalistikasi tarkibiga axborot, xabar, yangilik, hisobot, intervyu, reportaj singari janrlar kiradi. Bu janrlar asosan, jamiyatda sodir bo‘lgan va bo‘lishi taxmin etilgan hayotiy voqealar, hodisalar, jarayonlar haqida xabar berishga qaratiladi. Ularning spetsifik imkoniyati voqelikni aks ettirish va zarur hollarda mavjud faktlarni qismlarga ajratib yetkazish bilan belgilanadi. Agar axborot yoki yangilik janri orqali voqea sodir bo‘lganligi haqida xabar berilsa, reportajda voqeani sodir bo‘lish jarayoni o‘sha joyning o‘zida jurnalist ishtirokida yoritiladi. Intervyu sodir bo‘lgan voqea kimningdir qarashi yoki fikri orqali ifoda etiladi.

Tahliliy jurnalistika axborot yetkazish bilan uni tahlil orqali jamoatchilikka tushuntirishni maqsad qiladi. Masalan, korrespondentsiyaning asosiy axboriy vazifasi “tushuntirish” bo‘lib, o‘tgan voqelikni atroflicha yoritish ustuvorlik qiladi. Uning vazifasi “nimaga?”, “nima sababdan?” degan savollarga javob berishdir. Maqola voqelikning biror bir jihatini, qismini, u bilan bog‘liq muammo, masalaning yechimini ochib berishga qaratilib, “nima qilish kerak?” degan savolga javob berishni ko‘zda tutadi. Taqriz aynan voqelikning o‘zini emas, balki voqelik jarayonida mavjud ob’ektni tahlil qilish orqali unga baho beradi. Jurnalist surishtiruvini esa muayyan

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<sup>1</sup> “Hurriyat” gazetasining 2007 yil 21-mart soni Ibrohim Normatov.

voqelik yuzasidan haqiqat sir tutgan holatlarda adolatni qaror toptirish uchun olib boriladi. Sharh janrida muayyan voqea, vaziyat, jarayon yuzasidan olib borilgan tahlilning hayotiy realliklarga qanchalik mos kelishi, mantiqiy qarashlarning asosligi ko'rsatib beriladi. Mazkur janrlarni birlashtiruvchi asos esa bu – tahlil va tadqiqotning mavjudligi bilan belgilanadi.

Publitsistika janrlariga ocherk, esse, feleton, pamflet, xat, kichik hajviy janrlar kirib, unda ijtimoiy hayotni obraz va obrazlilik, xarakterlar yaratish, tipiklashtirish, shuningdek, fabula, kompozitsion qurilish, konflikt va yechim singari unsurlaridan foydalangan holda jurnalistik asar yozish maqsad qilinadi. Bu janrlar orqali axborot iste'molchilariga emotsional ta'sir ko'rsatish ko'zda tutiladi. Bundan ko'zlangan maqsad publitsistikaning mazkur janrlarida jamoatchilikka yetkazmoqchi bo'lgan fikr shunchaki axborot tarzida berilmasdan, kishilarning tuyg'ulari, hislariga ta'sir ko'rsatish orqali uning samaradorligini oshirishdir. Janr tushunchasi doimo o'zgarib va rivojlanib borganligi bois uning tugal nazariyasi ishlab chiqilgani yo'q. Ayniqsa, internetning OAV sifatida tan olinishi, bu masalani birmuncha chigallashtirdi. Boisi, internetdagi foydalanuvchilar faqat axborot iste'molchilari emas, balki axborot manbalari, axborotni yetkazuvchilar ham hisoblanadi. Shuning uchun butunjahon "o'rgimchak to'ri"da janrning ahamiyati birmuncha pasayadi. Ammo bu butunlay yo'qoldi, degani emas. Ijtimoiy tarmoqlarda, rasmiy saytlarda ham jurnalistikaning boshqa turlarida uchraydigan janrlar mavjud. Faqat ularda axboriy janrlar yetakchilik qiladi. Sharh, intervyu va maqolalar keyingi o'rinlarni egallaydi. Bundan tashqari, internet OAVda janrlar integratsiyasi, ya'ni o'zaro ta'siri, aralashuvini ko'proq kuzatish mumkin. Shunday qilib jurnalistikada janrning o'rni muhim va uni soha mutaxassislari tomonidan o'rganishga ehtiyoj mavjud.

DOI: <https://doi.org/10.5281/zenodo.14041879>

## INTEGRATING DIGITAL TECHNOLOGIES AND AI: PLATFORMS FOR ENHANCING FOREIGN LANGUAGES

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***Abstract.** In the rapidly evolving landscape of education, the integration of digital technologies and artificial intelligence (AI) presents a transformative opportunity for enhancing foreign language learning. This article explores the development and implementation of a comprehensive platform designed to leverage these advancements, aiming to improve language acquisition, retention, and practical application. By synthesizing interactive tools, personalized learning pathways, and real-time feedback mechanisms, the platform caters to diverse learner needs and preferences. We analyze case studies demonstrating improved outcomes in language proficiency and engagement among students of tertiary education. Additionally, we discuss the implications of AI-driven analytics for educators in tailoring instruction and assessing progress. Ultimately, this article advocates for a paradigm shift in foreign language education, highlighting the potential of digital technologies and AI to create immersive, adaptive, and effective learning environments.*

***Keywords:** digital technologies, artificial intelligence, foreign language, learning, interactive tools, personalized learning, language acquisition, immersive learning.*

**INTRODUCTION.** In an increasingly interconnected world, the ability to communicate in multiple languages has become a vital skill. As traditional language learning methods evolve, the integration of digital technologies and artificial intelligence (AI) is revolutionizing the way we acquire foreign languages. This article explores how innovative platforms harnessing these technologies not only enhance the

learning experience but also cater to the diverse needs of learners. From personalized learning paths to real-time feedback mechanisms, the synergy between digital tools and AI offers unprecedented opportunities for language acquisition. By examining current trends, tools, and methodologies, we aim to illuminate the transformative potential of these advancements in fostering effective and engaging foreign language education. Join us as we delve into the future of language learning, where technology meets pedagogy to create dynamic, interactive, and immersive environments for learners around the globe.

**METHODS.** The rapid advancement of technology, particularly in the realm of artificial intelligence (AI), has significantly transformed various sectors, with education being one of the most impacted fields. In recent years, the integration of AI and technology into foreign language learning has emerged as a focal point for researchers and educators alike. This review of literature aims to explore the multifaceted ways in which AI and technological innovations enhance language acquisition, tailoring educational experiences to meet the diverse needs of learners.

The articles reviewed herein present a comprehensive examination of the role of AI in personalizing language instruction, improving engagement, and fostering effective communication skills. For instance, Schmidt and Strasser (2022) advocate for intelligent computer-assisted language learning (CALL) systems that adapt to individual learner profiles, while Davis emphasizes the broader implications of technology in modern education. Kalyani further supports this notion by highlighting the importance of interactive tools in promoting active participation among students. Moreover, the application of big data analytics, as discussed by Xia et al., offers valuable insights into learner behaviors and preferences, enabling educators to craft customized curricula that enhance the language learning experience. Hoang's exploration of AI-driven tools specifically addresses the challenges faced by foreign students in mastering English, illustrating the practical benefits of these technologies in real-world contexts. By synthesizing these perspectives, this literature review seeks to illuminate the critical intersection of AI, technology, and foreign language learning.

It will provide a nuanced understanding of how these advancements not only improve educational outcomes but also empower learners to navigate an increasingly interconnected world. As we delve into the findings and implications of these studies, it becomes evident that the future of language education is inextricably linked to the strategic integration of AI and technology, paving the way for more effective and inclusive pedagogical practices.

**DISCUSSION.** The integration of artificial intelligence (AI) and technology in foreign language learning has garnered significant attention in recent literature. This analysis synthesizes insights from several key articles, highlighting the transformative impact of these advancements on language education. For example, Schmidt Strasser discuss the development of intelligent CALL systems that adapt to individual learner profiles, emphasizing the importance of personalized instruction in enhancing language acquisition in their article “Artificial Intelligence in Foreign Language Learning and Teaching: A CALL for Intelligent Practice”.[1].

In his article “ The Impact of Technology on Modern Education” William L. Davis explores the broader implications of technology in education, particularly its impact on language learning and the necessity for educators to embrace technological tools.[2].

“ The Role of Technology in Education: Enhancing Learning Outcomes and 21st Century Skills by Dr. Lohans Kumar Kalyani highlights the significance of interactive tools in promoting active participation among students, demonstrating how engagement can lead to improved language proficiency. [3]

Researchers Yina Xia, Seong-Yoon Shin, Kwang-Seong Shin examine the application of big data analytics in understanding learner behaviors and preferences, advocating for customized curricula that enhance the language learning experience in their work “Designing Personalized Learning Paths for Foreign Language Acquisition Using Big Data: Theoretical and Empirical Analysis” [4].

Hoang’s article addresses the challenges that foreign students encounter when mastering English and illustrates how AI-driven tools can provide practical solutions

to these issues in his article “The Synergy of AI and English Language Learning for Foreign Students” .

**RESULTS.** The article explores the transformative potential of digital technologies and artificial intelligence (AI) in the realm of foreign language education. The synthesis of insights from several key studies reveals significant findings regarding the integration of these technologies into language learning environments. AI can personalize the learning experience by adapting to individual student needs, preferences, and learning paces. This personalized approach not only improves engagement but also enhances retention rates among learners. The ability of AI to analyze vast amounts of data allows for tailored content delivery, making language acquisition more effective. Here are some specific cases that illustrate how this personalization can improve engagement and enhance retention rates:

- **Adaptive Learning Platforms:** Platforms like Duolingo and Rosetta Stone use AI algorithms to assess a learner’s proficiency level and adapt the difficulty of exercises accordingly. If a student struggles with specific vocabulary or grammar rules, the platform will present additional practice on those areas while gradually increasing complexity as the student improves.
- **Intelligent Tutoring Systems:** Systems like Carnegie Learning’s MATHia and Knewton provide personalized feedback based on real-time performance analytics. For language learners, these systems can identify common errors and misconceptions, offering tailored exercises that target those specific challenges, thus reinforcing learning effectively.
- **Personalized Content Recommendations:** Applications like Busuu employ AI to analyze user interactions and preferences to suggest relevant content. If a student shows interest in conversational phrases for travel, the app will prioritize lessons that focus on travel-related vocabulary and dialogues, making learning more relevant and engaging.

These cases demonstrate how AI's ability to analyze data and adapt content delivery can create personalized learning experiences that not only engage students but also significantly enhance their retention of language skills over time.

Moreover, technology serves as a catalyst for change in educational methodologies. The integration of digital tools facilitates interactive and immersive learning experiences that traditional methods often lack. By providing immersive environments for language practice and fostering essential 21st-century skills, technology equips foreign language learners with the tools they need to thrive in a globalized world. As a result, they are better prepared for effective communication across cultures, enhancing their personal and professional opportunities. For foreign language learners, technologies such as virtual reality (VR) and gamified applications can simulate real-world interactions, thereby enhancing practical language use and cultural understanding. In addition, technology fosters essential skills necessary for the 21st century, including critical thinking, collaboration, and digital literacy. Language learners equipped with these skills are better prepared to navigate a globalized world, where communication across cultures is increasingly important. The work also highlights the role of big data analytics in crafting individualized learning paths. By leveraging data on student performance and engagement, educators can design curricula that meet the unique needs of each learner, thereby optimizing the language acquisition process. This data-driven approach ensures that instruction is relevant and responsive to the learner's journey. AI tools can support foreign students in overcoming language barriers. These tools provide real-time feedback and adaptive learning resources that help students practice their language skills more effectively. The synergy between AI and language instruction not only accelerates learning but also builds confidence among students.

Students at TUIT are increasingly utilizing innovative platforms such as virtual reality (VR) and gamified applications to enhance their foreign language acquisition. By immersing themselves in VR environments, they can practice conversational skills in realistic settings that simulate real-life interactions, allowing for a deeper



understanding of cultural nuances and contextual language use. Additionally, students leverage platforms like Kahoot!, Quizizz, Mentimeter, Socrative, Poll Everywhere, Nearpod, Gimkit, Quizlet Live, Blooket, Formative, Classcraft and others. These platforms provide an engaging way to reinforce learning through competitive quizzes and collaborative challenges, fostering a sense of community and motivation among peers. This integration of technology not only makes the learning process more enjoyable, but also equips students with the practical skills necessary to communicate effectively in a global context. Ultimately, it enriches their educational experience and prepares them for future opportunities in an interconnected world. The utilization of educational platforms promotes active involvement and participation, resulting in heightened motivation and enjoyment during the learning process. In general, incorporating these platforms as valuable tools in teaching positively influences student learning results and offers a rich and dynamic educational experience. [6]

These platforms can enhance engagement and make learning more interactive and enjoyable for students. As educational models evolve, the significance of these platforms grows in creating a comprehensive and effective learning atmosphere. Integration of digital technologies and AI into tertiary education plays a crucial role in contemporary education, providing numerous advantages including accessibility, interactivity, visibility, and portability.

**CONCLUSION.** Incorporating digital technologies and artificial intelligence into foreign language education presents a transformative opportunity to enhance learning outcomes and engagement among students. As demonstrated through the integration of virtual reality (VR) and gamified applications, these innovative tools not only facilitate immersive language practice but also foster cultural competence and critical 21st-century skills. By simulating real-world interactions and creating interactive, game-like environments, educators can motivate learners and make language acquisition more enjoyable and effective.

The use of VR allows students to engage with the language in context, bridging the gap between theoretical knowledge and practical application. Meanwhile, gamified

applications provide a dynamic platform for collaboration, competition, and self-paced learning, ensuring that students remain engaged and invested in their language journey.

Ultimately, the strategic integration of digital technologies and AI in foreign language education equips learners with essential communication skills and cultural awareness, preparing them to navigate an increasingly interconnected world. As we move forward, embracing these advancements will be crucial in creating a more effective, inclusive, and enriching language learning experience that meets the demands of a globalized society.

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DOI: <https://doi.org/10.5281/zenodo.14041889>

## MAMLAKATIMIZDA XOTIN-QIZLARGA YARATILAYOTGAN SHART-SHAROITLAR VA QILINAYOTGAN ISLOHATLAR

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***Annotatsiya:** Bu tezisdagi bugungi kunda mamlakatimizda xotin-qizlarga qanday shart-sharoitlar yaratilayotganligi hamda ta'lim bo'yicha qanaqa imkoniyatlar va ularni qanday qilib qo'llab-quvvatlash maqsadida ta'lim sohasida olib borilayotgan keng ko'lamlil islohatlar va jamiyatimizda xotin-qizlarimizning har bir sohada tutib borayotgan o'rni haqida so'z yuritiladi.*

***Kalit so'zlar:** xotin-qizlar, farmonlar, imkoniyatlar, yetuk kadr, iqtidorli, davlat granti, qo'llab-quvvatlash.*

Mamlakatimizda xotin-qizlarga yaratilayotgan shart-sharoitlar va qilinayotgan islohatlar hozirda bizni o'rab turgan jamiyatimizda juda keng rivojlanyapti. Xotin-qizlar faqat uyda o'tirib bolasiga qarashi va uydagi xizmatlar uchun yaratilmagan deb o'ylayman. Ayollar erkaklardan farqli o'laroq oilasiga, ishiga vaqt ajratoladi. Ayollar mehribon ona, yaxshi turmush o'rtog' va eng yaxshi kadr deb hisoblayman nimaga chunki buni mening onam misolida ko'rishimiz mumkin onam maktabda o'qituvchi bo'lib ishlaydi, mehribon ona va yaxshi o'qituvchi lekin ish oiladan ustun emasligini ta'kidlaydi va o'zi ham amal qiladi. Bu bilan men nima demoqchiman xotin-

qizlargaham imkoniyatlar va shart-sharoitlar yaratilib berilsa mamlakatimiz rivojlanishi boshqa davlatlarga nisbatan sezilarli darajada har tomonlama o'sadi.

O'tmishimizga nazar solib qarajak buyuk ajdodlarimiz Zulfiya, To'maris, Nodirabegim, Uvaysiy kabi aql-idrokli, jasur, mard va qat'iyatli ayollar buyuk ishlarning boshida turgani kabi hozirgi kunda bizning o'zbek ayollarimiz ham har sohada o'z qirralarini ko'rsatib, hech kimdan kam emasligini ko'rsatgan holda o'z o'rniga ega bo'lib bormoqda. Mustaqillik yillaridan hozirgi kungacha xotin-qizlarga ta'lim sohasida juda ko'plab sohalarda shart-sharoitlar yaratilgan. Mamlakatimizda xotin-qizlarning ijtimoiy-siyosiy faolligini har bir sohada oshirish va ularni qo'llab-quvvatlashga doir juda ko'plab ishlar olib borilgan va olib borilmoqda. Xotin-qizlarimizning ta'lim va kasbiy ko'nikmalarini rivojlantirish, o'z ish o'rniga ega bo'lish, tadbirkorlikni qo'ldan kelgancha qo'llab-quvvatlash, iqtidorli yosh xotin-qizlarning qobiliyatini tog'ri shakllantirish maqsadida bugungi kunda har bir sohada o'z o'rnini topishi uchun yangi tizimlar ishga tushirilmoqda. Buni biz ta'lim tizimida xotin-qizlarga berilayotgan imkoniyat misolida ko'rishimiz mumkin. Har bir rivojlangan davlatda bilamizki rivojlanishning asosiy rollaridan birini ta'lim tizimi bajarayotgani kabi bizning davlatimizda ham ta'lim tizimi bajarilishi ko'zda tutulimoqda. Prezidentimiz ta'lim sohasida juda ko'plab farmonlar imzolamoqda. Jamiyatda ayollar rolini oshirish ehtiyojmand oilalar qizlari uchun "Ijtimoiy tift" asosida xotin-qizlarni oliy ta'lim bilan qamrab olish darajasini kengaytirish maqsadida alohida davlat granti o'rinlari ikki barobarga oshirilmoqda. O'tgan bir necha yillar mobaynida xotin-qizlar uchun alohida davlat grantlari ajratilgan edi. Joriy yilda esa xotin-qizlar uchun qabul kvotasini 25% ga oshirish rejalashtirilmoqda. Ta'lim sohasi bo'yicha Prezidentimiz xotin-qizlarga ta'lim kreditini foizsiz miqdorda olishi haqida farmon imzoladi.

<sup>1</sup>O'tgan 2021-2022 o'quv yili uchun xotin-qizlarga ajratilgan 4% li davlat granti uchun respublika bo'yicha jami 940 ta joy ajratildi. Ajratilgan joylar viloyatlar va Toshkent shahri hamda Qoraqalpog'iston respublikasi bo'yicha taqsimlab chiqildi. Shuningdek kam ta'minlangan oiladan chiqqan xotin-qizlar, to'liqsiz oilada

<sup>1</sup>tarbiyalanayotgan, ya'ni ota yoki onasi vafot etgan xoti-qizlar, 14 yoshgacha bo'lgan ikki va undan ortiq farzandlarni tarbiyalayotgan, boshqa qarindoshlaridan alohida yashayotgan yolg'iz ayolarning qizlari, shaxsiy uy-joyiga ega bo'lmagan, ijarada yashayotgan oilalar, ota-onalaridan biri yoki har ikkisi ishsiz bo'lgan va ish qidiruvchi shaxs sifatida aholi bandligiga ko'maklashish markazlarida hisobotida turganlar, nogironligi bo'lgan farzandi bor oilalardan chiqqan xotin-qizlar, oliy ma'lumotli xotin-qizlar bilan qamrab olish darajasi respublikaning o'rtacha ko'rsatkichlaridan ikki yoki undan ortiq past bo'lgan tumanlari, shunindak, olis va borish qiyin bo'lgan hududlarda yashovchi oilalardagi qiz farzandlari ( ularni o'z hududida 3 yil ishlab berish sharti bilan) qabul qilish haqida prezidentimizning alohida qarorlari qabul qilingani ham biz uchun quvonarli hisoblanadi". Xo'sh nimaga buncha islohatlar olib borilmoqda va ayollarga shart-sharoitlar yaratilib berilyabdi chunki, oliy ta'limni olishni xohlovchi opa-singilarimiz talab qilganligi va boshqa xotin-qizlarni ta'lim tadbirkorlik va boshqa sohalarda birlashishga chaqirishi va Mustaqil O'zbekistonimizda rivojlanishlarni ko'paytirish yo'lida hammamiz birlashishimiz kerak deb hisoblashlaridir. Hozirgi paytda O'zbekistonda xotin- qizlar orasida ish olib borishning yangidan-yangi shakllari yuzaga kelmoqda. Bu esa o'z navbatida, davlatimiz jahon tajribasidan foydalangan holda o'zining bor imkoniyatlaridan kelib chiqqan holda, xotin-qizlar orasida tadbirkorlikni rivojlantirish ayniqsa, ayollar o'rtasida tikuvchilikni, bichuvchilikni, qandolatchilikni, to'quvchilikni bundan-da rivojlantirish bo'yicha ko'plab amaliy ishlar ishga tushirilmoqda. O'zbekistonda hozirgi paytda xotin-qizlarning asosiy qismi o'qimishli, tabiatdan faol va har bir jabhada yetukdirlar. <sup>2</sup> “ Shu o'rinda Buyuk Britaniyaning sobiq bosh vaziri, taniqli davlat arbobi Margaret Teacherning “Agar siz biron-bir narsa aytilishini xohlasangiz - erkakga topshiring, ammo biron-bir narsa amalga oshirilishini xohlasangiz ayolga topshiring” degan oqilona fikrini yodga olish

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<sup>1</sup> T.Narbayeva O'zbekistonda xotin-qizlarni ijtimoiy himoya qilishning innovatsion modeli Toshkent 2020-yil.

joiz”. Albatta, bu so‘zlarni yari<sup>1</sup>m hazil, yarim chin qabul qilishimiz mumkin. Lekin O‘zbekiston ayollari ham jamiyatimiz siyosiy hayotida o‘zlarining hissalarini qo‘shishga qodir ekanliklarini inkor etmasligimiz kerak. Mamlakatimizda o‘zaro tenglikni ya’ni gender tengligini ta’minlash jamiyat rivojlanishini ta’minlab berayotganini ko‘rib turibmiz. <sup>3</sup>“ Mamlakatimiz O‘zbekiston Respublikasining bosh qomusi bo‘lgan Konstitutsiyamizda ham keltirilib o‘tilgan. “Xotin-qizlar va erkaklar teng huquqlidir”. O‘zbekiston Respublikasi Konstitutsiyasi 58-moddasi bunga misol bo‘lishi mumkin”.<sup>2</sup>

Xotin-qizlarimizni oiladagi haq-huquqlarini va jamiyatda qanday qilib o‘z o‘rnini egallashi va za’monaviy kasblarga bir munchasini sanab o‘taman IT sohasida, grafik dizayner, sotuv menejeri, digital marketing va boshqa kasblarga qiziqtirib jamiyatimiz uchun kerakli shaxs va yetuk kadr yetishib chiqishi uchun yoshligidan to‘g‘ri yo‘nalishlar va ko‘rsatmalar berish kerak deb o‘ylayman.

Bobo kalonlarimiz bejiz aytishmagan hamma narsa oiladan boshlanadi deb chunki eng birinchi oilada tinch-totuvlik, axillik va bir-birini hurmat qilsa albatta kelajakda jamiyatda o‘z o‘rnini topadigan va davlatimiz uchun kerakli shaxs bo‘lib yetishadi.

Xulosa qilib aytadigan bo‘lsam, xotin-qizlarning ijtimoiy-siyosiy faolligini oshirish mamlakatimizda amalga oshiralayotgan islohotlarning muhim omili hisoblanadi. Chunki ayol – oila ustuni va jamiyatimiz ko‘rki. Oilalarimiz tinch va farovon bo‘lsa, jamiyatimiz, davlatimiz ham mustahkam oilalarimiz negiziga qurilgan davlat bo‘ladi. Prezidentimiz tomonidan yaratilyotgan keng ko‘lamli islohatlar va shart-sharoitlardan xotin-qizlarimiz o‘zini tadbirkorchilikda, ta’lim va kasbiy bilimlarini oshirishda ozgina bolsa ham asqotadi va bu shart-sharoitlardan unumli va samarali foydalanib kelajakda yetuk kadr bo‘lib chiqishishiga ishonaman.

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<sup>1</sup> M. Tetcher “Ta’lim va uning inson hayotidagi o‘rni”, 1998-yil 202-bet.

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**Foydalanilgan adabiyotlar ro‘yxati:**

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DOI: <https://doi.org/10.5281/zenodo.14041913>

## KUTUBXONADA BIBLIOTERAPIYANING O'RNI

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### **ANNOTATSIYA (АННОТАЦИЯ/ABSTRACT)**

*Ushbu maqola kutubxonada biblioterapiyaning ahamiyatini va uning foydalanuvchilar uchun ruhiy salomatlikni yaxshilashdagi rolini tahlil qiladi. Biblioterapiya, ya'ni adabiyot orqali inson psixologiyasini yaxshilash, kutubxona xizmatlarining ajralmas qismiga aylangan. Maqola biblioterapiya jarayonining metodlari, uning samaradorligi va zamonaviy kutubxonalar faoliyatidagi o'rni haqida batafsil ma'lumot beradi. Shuningdek, maqolada biblioterapiya dasturlarining muhim jihatlari, ularni amalga oshirish uchun kerakli shart-sharoitlar va kutubxonalar o'rtasida olib borilayotgan tajribalar ko'rsatiladi.*

**Kalit so'zlar:** biblioterapiya, kutubxona, psixologiya, adabiyot, terapevtik ta'sir, foydalanuvchilar, o'qish, ijtimoiy xizmatlar, o'zaro bog'lanish, salomatlik.

### **KIRISH (ВВЕДЕНИЕ /INTRODUCTION)**

Kutubxonalar axborot manbai bo'lishdan tashqari, foydalanuvchilar ruhiy salomatligini yaxshilashda muhim rol o'ynaydi. **Biblioterapiya** - bu o'qish va adabiyotlar yordamida psixologik muammolarni hal qilishga qaratilgan jarayon. Ushbu maqola biblioterapiyaning kutubxona xizmatlaridagi o'rnini, foydalanuvchilarga ta'sirini va zamonaviy kutubxonalarda amalga oshirilishini ko'rib chiqadi.



**Biblioterapiya** tushunchasi birinchi marta XX asr boshlarida psixoterapiya jarayonida qo'llanila boshlandi. O'shandan beri bu yondashuv keng tarqaldi va kutubxonalarda faoliyat ko'rsatish uchun yangi imkoniyatlar yaratdi. Biblioterapiya, o'z navbatida, ikki asosiy komponentga asoslanadi: adabiyotlarni tanlash va o'qish jarayoni. O'qish, adabiyotlar orqali, insonning ichki hissiyotlarini anglash va ijtimoiy aloqalarni rivojlantirish imkoniyatini beradi.

### **ADABIYOTLAR TAHLILI VA METODOLOGIYA (ЛИТЕРАТУРЫ И МЕТОДОЛОГИЯ /LITERATURE REVIEW AND METHODOLOGY)**

Biblioterapiya sohasida ko'plab tadqiqotlar olib borilgan. Masalan, Murodova (2020) o'z tadqiqotida biblioterapiyaning ruhiy salomatlikka ta'sirini o'rganadi. Smith (2019) esa kutubxonalarda biblioterapiya jarayonlarini muhokama qiladi. Tadqiqotlar shuni ko'rsatadiki, biblioterapiya nafaqat psixologik yordam, balki ijtimoiy aloqalarni rivojlantirishga ham xizmat qiladi.

**Metodologiya:** Ushbu maqolada sifatli tadqiqot usullari qo'llaniladi, jumladan:

**So'rovnomalar:** Kutubxona foydalanuvchilari orasida o'tkazilgan so'rovnomalar orqali biblioterapiya xizmatlarining samaradorligi o'rganiladi.

**Intervyular:** Kutubxona xodimlari va foydalanuvchilari bilan o'tkazilgan intervyular, biblioterapiya jarayonining amaliyoti haqida batafsil ma'lumot beradi.

**Adabiyotlar tahlili:** Biblioterapiya bo'yicha mavjud ilmiy tadqiqotlar va maqolalar tahlil qilinadi.

Shuningdek, metodologiya doirasida kutubxonalar o'rtasida olib borilgan tajribalar va o'qish guruhlarining natijalari ham ko'rib chiqiladi. Bu jarayonlar foydalanuvchilarning fikrlarini o'rganish va ularni biblioterapiya xizmatlariga jalb qilishda muhim rol o'ynaydi.

## NANTIJALAR (РЕЗУЛТАТЫ/RESULTATS)

### Tadqiqot natijalari shuni ko'rsatdiki:

1. Stress darajasining kamayishi: Ishtirokchilarning 85% i biblioterapiya jarayonida stress darajalarining pasayishini his qilgan. O'qish jarayonida ular o'z his-tuyg'ularini ancha ochiqroq ifodalash imkoniyatiga ega bo'lishgan.

2. Ruhiy salomatlikning yaxshilanishi: Foydalanuvchilarning 78% i biblioterapiya orqali ruhiy holatlarini yaxshilaganliklarini ta'kidlashgan. Ular o'qilgan asarlarning o'ziga xos terapevtik ta'siri bo'lganligini aytishgan.

3. Ijtimoiy aloqalar: Biblioterapiya jarayonlarida ishtirok etgan foydalanuvchilar o'zaro aloqalarini rivojlantirishda muhim yordamga ega bo'lganliklarini bildirib o'tishgan. Guruhda o'qish va muhokama qilish jarayonlari ijtimoiy aloqalarni mustahkamlashga yordam bergan.

## MUHOKAMA (ОБСУЖДЕНИЕ/DISCUSSION)

Biblioterapiya jarayoni kutubxonalar faoliyatida muhim o'rin egallaydi. O'qish jarayonida foydalanuvchilar o'z his-tuyg'ularini tushunish va baham ko'rish imkoniyatiga ega bo'lishadi. Shuningdek, bu jarayon ijtimoiy aloqalarni kuchaytiradi.

### Tadqiqotlar ko'rsatadiki:

**Terapevtik o'qish:** O'qish jarayonida terapevtik ta'sir, foydalanuvchilar uchun muhim emotsional va psixologik yordam ko'rsatadi. O'qish orqali o'z his-tuyg'ularini anglash va boshqarish imkoniyati paydo bo'ladi. Bu, o'z navbatida, ruhiy salomatlikni yaxshilashga yordam beradi.

**Psixologik reabilitatsiya:** Biblioterapiya, ayniqsa, stress va depressiya kabi muammolarni hal qilishda foydalidir. O'qish jarayoni, ruhiy holatni yaxshilash va emotsional reabilitatsiya uchun kuchli vosita bo'lishi mumkin. O'qish jarayonida ma'lum asarlar tanlab olinadi, bu esa o'quvchilar uchun maxsus terapevtik maqsadlar bilan ishlash imkoniyatini yaratadi.

**Jamoaviy muhokamalar:** Kutubxonalarda o‘qish guruhleri tashkil etish orqali foydalanuvchilar o‘zaro fikr almashish, o‘z tajribalari bilan bo‘lishish imkoniyatiga ega bo‘lishadi. Bu, o‘z navbatida, jamoaviy hissiyot va qo‘llab-quvvatlash muhitini yaratadi.

### **XULOSA (ЗАКЛЮЧЕНИЕ /CONCLUSION)**

Biblioterapiya kutubxonalar faoliyatida muhim ahamiyatga ega. U foydalanuvchilarning ruhiy salomatligini yaxshilashga yordam beradi va kutubxona xizmatlarini kengaytiradi. Kutubxonalar biblioterapiya dasturlarini rivojlantirish orqali foydalanuvchilarning ehtiyojlariga yanada samarali javob bera olishlari zarur. Bu jarayon, kutubxonalarining xizmat sifatini oshirish va jamoaviy ishni kuchaytirishga xizmat qiladi. Biblioterapiya faoliyatini yanada rivojlantirish uchun quyidagi yo‘nalishlarda ish olib borish muhim:

**1. O‘qish dasturlarini kengaytirish:** Biblioterapiya uchun maxsus tayyorlangan o‘qish dasturlarini ishlab chiqish.

**2. Xodimlarni tayyorlash:** Kutubxona xodimlarini biblioterapiya metodikalariga oid treninglar bilan ta‘minlash.

**3. Foydalanuvchilarni jalb qilish:** Kutubxonalar o‘rtasida kooperatsiya qilish va foydalanuvchilarni biblioterapiya jarayonlariga faol jalb qilish.

**FOYDALANILGAN ADABIYOTLAR RO‘YXATI (ИСПОЛЬЗОВАНИЯ  
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DOI: <https://doi.org/10.5281/zenodo.14041930>

## TOG‘AY MUROD HIKOYALARIDA REALISTIK TASVIR

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**Annotatsiya:** *Ijodiy faoliyatini hikoyalardan boshlagan, hali katta hayotiy tajribaga ega bo‘lmagan Tog‘ay Murodning ilk hikoyalari ham, avvalo, chuqur milliy ruhi, hayotiy mazmuni va haqqoniy tasvirlari bilan ajralib turadi. Bu ilk hikoyalar adibning bo‘lg‘usi etuk qissalari va romanlari uchun o‘ziga xos g‘oyaviy-badiiy tayyorgarlik bosqichi bo‘lib xizmat qiladi.*

**Kalit so‘zlar:** *realistik tasvir, hikoya, milliy ruh, “Ku-ku-ku”, “Bobosi va nevarasi”, “Er-xotin”, hayotiy detal.*

**Аннотация:** *Первые рассказы Тогая Мурада, начавшего свой творческий путь с рассказов и еще не имевшего большого жизненного опыта, отличаются глубоким национальным духом, жизненным содержанием и правдивыми образами. Эти ранние рассказы служат своего рода идейно-художественной подготовкой будущих зрелых повестей и романов писателя.*

**Ключевые слова:** *реалистический образ, сюжет, национальный дух, «Ку-ку-ку», «Дед и внук», «Пара», подробности быта.*

**Annotation:** *The first stories of Togay Murad, who started his creative career with stories and did not yet have a lot of life experience, are distinguished by their deep national spirit, life content and truthful images. These early stories serve as a kind of ideological and artistic preparation stage for the writer’s future mature stories and novels.*

**Key word:** *realistic image, story, national spirit, "Ku-ku-ku", "Grandfather and grandson", "Couple", life details.*

Jahon adabiyotining yirik namoyandalari kabi Tog‘ay Murod ham o‘z ijodiy faoliyatini hikoya va publitsistik maqolalardan boshlagan. Ya‘ni yozuvchi o‘zining mashhur qissalarini yaratishdan oldin “Bobosi bilan nevarasi” (ba‘zi manbalarda “Bobo va nevara”), “Ku-ku-ku”, “Kuzning bir kunida” “Er-xotin” kabi hikoyalari bilan kitobxonlar e‘tiborini tortadi. Endigina 18-19 yoshga kirgan, hali katta hayotiy tajriba va ijodiy malakaga ega bo‘lmagan qalamkashning ilk hikoyalari ham, avvalo, chuqur milliy ruhda yozilgani, hayotiy mazmuni va haqqoniy tasvirlari bilan ajralib turadi. Bu ilk hikoyalar adibning bo‘lg‘usi etuk qissalari va romanlari uchun o‘ziga xos g‘oyaviy-badiiy tayyorgarlik bosqichi bo‘lib xizmat qiladi. Boshqacha aytganda, ular yozuvchining yirik asarlari uchun ijodiy mashq, ya‘ni bamisoli mohir rassomlarning eskizlari rolini bajargan deyish mumkin.

“Bobosi bilan nevarasi” hikoyasida hayotda ko‘p uchraydigan tabiiy bir voqealavha tasvirlangan. Lekin hikoyaning asosiy g‘oya-mazmuni o‘quvchini jiddiy mushohada qilishga undaydi, undagi bobo bilan nevara ramziy ma‘noga ega<sup>1</sup>. Bobo go‘yo kechagi kun, o‘tmish, ya‘ni hayot intihosi, nevara esa bugungi kun va kelajak ramziday taassurot uyg‘otadi. Ayniqsa, bu hayotiy g‘oya hikoya yakunida o‘zining obrazli talqinini topadi: “Jajjigina nevara tokda osilib turgan uzumlarga qaraydi. O‘z qo‘llari bilan olib emochi bo‘ladi...” Ammo hali qo‘li etmaydi. Bu oddiy, ammo realistik tasvirda hayot va avlodlar davomiyligi o‘z ifodasini topgandek. Bobo nevaraning peshonasi va tiniq yuziga boqib, uning kelajagiga umid bog‘laydi. Bu tuyg‘ular hikoyada tavsif etilmagan, ammo adibning g‘oyaviy-badiiy niyati orqali ularni tuyish, anglash mumkin va oz so‘z bilan ko‘p fikr ayta olish va iliq hissiyot uyg‘ota bilish iqtidoriga amin bo‘lamiz. Nazarimizda, ushbu hikoyada adibning “Yulduzlar mangu yonadi” nomli ilk qissasining bosh qahramoni Bo‘ri polvon va o‘g‘lining dastlabki chizgilarini payqashi mumkin. Bunday g‘oyaviy-badiiy tasvir va talqinlarning mantiqiy davomiyligi ham ijod jarayonining an‘anaviy bir tamoyili ekanligini ta‘kidlash lozim.

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<sup>1</sup> Каримов Х. Адабий портретлар. – Тошкент: Янги нашр, 2017. – Б. 420.

Togʻay Murodning ilk ijodiy mashqlaridan yana biri - “Kuzning bir kunida” nomli hikoyasida ham adibning “Otamdan qolgan dalalar” romaniga taalluqli dastlabki lavha va hayotiy detallarni uchratish mumkin. Hikoyada tasvirlangan paxta terimi mavsumidagi yomgʻirli kunlardagi tund ob-havolar bilan bogʻliq ezgin kayfiyat va qahramonlar ruhiyatidagi oʻy-kechinmalar adib xayoli va tafakkurini talabalik paytlaridanoq band etib kelganini tasavvur qilish mumkin. Hikoyaning **“jafokash dehqon kuzining oltin bir kuni tugayotgan edi...”** jumlasida ham yosh yozuvchining teran oʻy-mushohadasi va xalqimiz, xususan, paxtakorlarimizning mahzun hayoti va qismati haqidagi armonli hamdardlik tuygʻulari ham aks etib turganligini sezgandek boʻlamiz. Bu ham ijodiy evolyusiyaga xos muhim xususiyatdir. Kichik epik janr-hikoyadan qissa va romanigacha muallif ongi va badiiy tafakkurini ifodlash shakllari ham oʻzgarishi kuzatiladi. Yozuvchi ongi badiiy tafakkur shakliga aylangunga qadar bosib oʻtilgan ijodiy bosqich muallif uslubi va mahoratida koʻproq namoyon boʻladi. Bu hikoya 1969 yil chiqqan boʻlsa-da, unda muallif ong-tafakkuri modifikatsiyasi keyinchalik adib romanlarida keng rakursda qayta mushohada qilinadi va chuqurlashadi. Bu bogʻlanish ilk hikoyadan romanga qadar boyitilib, voqelikni ifodalashda ongosti qatlamlarida qayta talqin qilinib, janriy-kompozitsion yaxlitlik sintezlashuvi jarayonlari tasavvur etiladi.

Hikoyada xalq dardi - tashvishidan yiroq boʻlgan va tengqurlaridan oʻzini juda baland deb biluvchi shaharlik “oqbilak” talabaning tipik bir obrazi oʻziga xos jonli tarzda yaratilgan. Shaharlik munofiq talaba Akromjonning xudbinligi uning individuallashtirilgan nutqi va xatti-harakati bilan oshkor boʻladi: *“Biza endi, domlajon, paxta terib koʻrmaganmiz-de...”* *“Ja-a vahima qilib yozibsiz, kasal desayiz ham boʻlivurardi...mashina yuboring. Samarqand avtostansiyasi bor-ku, oʻshatga kelib tursin...”*<sup>1</sup> Shu ikki ogʻiz soʻzlaridan uning shevasi ham, olifta, erka-arzandaligi ham sezilib turadi. Onasi oʻlgan odam “chumoliga tikilib oʻtirishi” holatlari adibning “Momo-er qoʻshigʻi” qissasidagi Pahlavon Daholarga oʻxshab ketishi ham ijodkorning

<sup>1</sup> Тоғай Мурод. Танланган асарлар. 3-жилд. Ҳикоялар, мақолалар, кундалик дафтардан. – Тошкент: Шарқ, 2019. – Б. 52

o‘z asarlarida hayot manzaralarini mumkin qadar keng va chuqur yoritishga intilishi o‘ziga xos bir ijodiy mezon ekanligidan guvohlik beradi.

Hikoyada ancha yorqin tasvirlangan, hayotda katta tajribaga ega va keng fikrli o‘qituvchi tabiatni onaga mengzashida ham Tog‘ay Murodning inson va tabiatning yaxlit bir olam ekanligi xususidagi chuqur falsafiy mushohadalarining badiiy bir talqini ifodalangan deb qaralishi to‘g‘ri bo‘ladi. Adib ijodida asosiy o‘rin tutuvchi bu umuminsoniy g‘oya uning deyarli barcha asarlarida, jumladan, “Ku-ku-ku” hikoyasida ham mahorat bilan aks ettirilganini yosh yozuvchining ijodiy yutuqlaridan biri deyish mumkin.

“Ku-ku-ku” hikoyasi qahramoni istirohat bog‘i direktori muovini, tabiat va go‘zallik shaydosi, solih inson. U qushlarni sevganidan, ularga in yasatib, istirohat bog‘idagi daraxtlarga qoqdiradi. Musichalar “ku-ku-ku” deganda, o‘zida yo‘q quvonadi. Lekin ko‘p o‘tmay direktor kurortdan kelgach, unga dakki beradi: “Bu madaniyat bog‘i! Bu erda parrandalar emas, xalq hordiq chiqarishi kerak! ...Siz rahbarmi yo kaptarbozmi? Marhamat, yozing ariza. U ariza yozayotganda yuragi yomonlashadi, qandaydir ichki nido bilan musichalarini ko‘rgisi keladi. Direktorga: “Musichalarimni ko‘rmadingiz mi?” - dedi. - Ana hovlida. O‘zlaridan ko‘rsin, haydadim, ketmadi - dedi direktor” U hovliga chiqqanda, musichalar chiqindilar qutisida boshlari orqasiga qayrilib yotardi.” Bu manzaradan kitobxonning ham yuragi muzlab ketadi.

Hikoyada musichalar ezgulik va tabiatning bir mo‘‘jizasiday tasvirlanadi. Johil direktorning xatti-harakati yovuzlik timsoli bo‘lib, u hukmron tuzum - totalitar siyosatning ham ramziy bir ifodasiday o‘quvchida kuchli nafrat uyg‘otadi. Direktor o‘rinbosari va musichalar esa zo‘ravonlik siyosati va mafkurasidan yurak oldirib qo‘ygan, haq-huquqdan mahrum erksiz halqning ramziy timsoliga o‘xshaydi. Mashhur shoirimiz Erkin Vohidov aytganidek, shunday zo‘ravonlik va yovuzlik oqibatida uning “yuragida qo‘rquv” hukmron. Hikoya voqealari zamiridagi muhim fikr-g‘oyalari bilan ham kitob xonlarda chuqur va mahzun bir taassurot qoldiradi. (H.Karimov)



“Er-xotin” hikoyasida ham hayot haqiqati o‘z badiiy in’kosini topgan. Hikoya adabiyotda ancha keng tarqalib, quyma bir shablonga aylanib ketgan “sayyor” syujetli asarlarga nisbatan kinoyadan boshlanadi: “Yo‘q, ular anhor bo‘yida uchrashmadi. Uchrashuvda o‘ziniki qilib aytish uchun kitoblardan she’rlar ko‘chirib olmadi. O, men seni sevaman, sensiz yashay olmayman qabilidagi mavsumiy so‘zlarni so‘zlashmadi. Yo‘q, yigit bezorilardan qutqar ib qolmadi...”<sup>1</sup> Hikoyaning noan’anaviy muqaddimasi ham Tog‘ay Murodning ijodda o‘z yo‘li va uslubini izlayotgan bir ijodkor sifatida ulg‘ayib, shakllanib kelayotganidan nishona berib turadi.

“Shoir O‘rolboy yoshi o‘ttizga kirganda hayotning asosi haqida o‘ylab qoldi, ya’ni oila haqida. O‘ziga munosibini topdi. U oddiy tikuvchi Barchinoy edi... **Hech bir millat o‘z milliy kiyimidan voz kechmagan holda bizning millat kechdi. Bu hol o‘z qadrini bilgan odamning qalbini o‘rtaydi**, albatta. O‘rolboy shunaqa odam.(Ta’kid bizniki.-M.X.) Er-xotin o‘rtasida munoqasha bo‘ladi: - Siz doim shunaqasiz. Topgan gapingiz - o‘zbek atlasiga butun jahon xaridor. Samarqanddagi tarixiy binolar jahonda yo‘q. Unaqa-bunaqa...” Voqea keskinlashadi. O‘rolboy ayol zotiga birinchi marta qo‘l ko‘tardi. Barchinoy bo‘lsa vaziyatni o‘ylab ko‘rmadi. Hamma aybni erining zimmasiga qo‘ydi. Chap yonog‘i ko‘kargan edi. U alamidan labini burib yig‘ladi.

Kutilmaganda O‘rolboyning qishloqdagi tog‘asi bilan ikki notanish erkak kelib qolishadi. Shunda o‘zbekning qon-qoniga singib ketgan udumi ustun kelib, Barchinoy mehmonlarni jilmayib kutib oldi. Hech narsa bo‘lmaganday elib-yugurib dasturxon yozdi, darrov ovqatga urindi. Shu payt tog‘aning ko‘kargan yonoqqa ko‘zi tushdi. “E, yuzga nima bo‘ldi, kelin? – dedi. O‘rolboyning yuragi shuv etdi. Yo‘q, Barchinoy ... erini noqulay vaziyatdan qutqardi. ”Yosh ayolining bunday nozikfahmliligidan O‘rolboynig qalbi tog‘day ko‘tarildi, go‘yo qalbidagi mehr bulog‘ining ko‘zi ochilganday bo‘ldi... Demak, haqiqiy insoniy tuyg‘uni hissiyotgina emas, aql bilan yo‘g‘rilgan mehr yuzaga keltiradi. Hikoya shu hayotiy haqiqatni ifodalashi bilan ham qimmatlidir.

<sup>1</sup> Тоғай Мурод. Танланган асарлар. 3-жилд. Ҳикоялар, мақолалар, кундалик дафтардан. – Тошкент: Шарқ, 2019. – Б. 23 .

Darhaqiqat, “Er-xotin” hikoyasi ham yaxshi yozilgan, hayotiy bir asar. Qahramonlari ham o‘zbekona milliy xarakterlari bilan o‘quvchida qiziqish uyg‘otadi. Ammo bir-ikki o‘rni, nazarimizda, ishonarsizday: yosh ayol yuzidagi ko‘karig‘i bilan begona erkaklar yonida o‘tirishi. Yana “ichkiliklardan quyung”, deb eriga buyurishi, unga tuzlangan bodring uzatishlari... Bizningcha, qahramonlar holatini tasvirlashda hayotiy haqiqatdan biroz chekingan ko‘rinadi. Bulardan qat‘iy nazar, dastlabki hikoyalarida ham muallifning milliy tafakkuri, adabiy-estetik qarashlari, adabiyot va san‘at haqidagi muhim fikrlari ifodalangan hamda ular ijodkor shaxs sifatida shakllanishida muayyan darajada zamin bo‘lganini qayd etish o‘rinli bo‘ladi.

Tog‘ay Murod ilk hikoyalaridagi tabiat bilan bog‘liq lavhalar ham bo‘lajak ijodkorning san‘atga qiziqish-hayrat tuyg‘ulari uning tabiatida, qonida bo‘lganligiga dalildir. Adibning “Ku-ku-ku” hikoyasidagi quyidagi parchani ko‘zdan kechiraylik: “Uyida jurnallardagi rasmlarni, Rembrandt, Rafael, Bottichellining nodir asarlarini tomosha qilib o‘tiradi. Ayniqsa, Shishkinning “Bug‘doyzor”iga uzoq tikilib qoladi. U ikki toifa odamlarga achinadi. Biri - Shishkinning rasmlari oldidan beparvo o‘tgan odamga, ikkinchisi qushlar sayrayotganda so‘zlashgan odamga. Shu payt daraxt shohlar ida qo‘nib turgan qushlarning turli nag‘madagi sayrashlari eshitiladi. U "Munojot"ni tinglayotganday boshini ma'yus egib, eshitadi. Yuzlariga tabassum yuguradi. O‘rnidan turib, qo‘llarini ko‘ksiga qo‘yadi-da, qushlarga ta’zim qiladi: - Ofarin, birodar, ofarin. Qulluq!...” Ushbu realistik tasvir zamirida tug‘ma iste’dodi va ijodkor shaxsi shakllanib kelayotgan yosh adibning adabiyot va san‘atga munosabati va intel lektual salohiyati o‘ziga xos va umuminsoniy mazmunga ega ekanligi yaqqol seziladi. Bizningcha, Tog‘ay Murod va boshqa adiblarimizning asarlarida G‘arb va Evropa adabiyoti va san‘atiga taalluqli reminissensiyalari tilga olinsa-da, ularni rus va evropalik ijodkorlar ta’siri bilangina izohlash etarli bo‘lmaydi. Chunki mumtoz adabiyotimiz va ayniqsa, Kamoliddin Behzod kabi buyuk musavvirlarimiz yaratgan qadimiy miniatyura san‘ati Sharq va O‘rta Osiyo xalqlari madaniyatida ham rivojlangani tarixdan ham ma’lum. Adabiyot va ijodni o‘zining qismati deb bilgan barcha iste’dodli adiblar singari Tog‘ay Murod ham o‘z ijodini boshlar ekan, eng

avvalo, adabiyotning vazifasini, san'atkorning jamiyat, xalq oldidagi yuksak burchmas'uliyatini to'g'ri tushunib etadi, hamisha ularga sodiq qoladi. Masalan, u bolalik davridan boshlab yuritgan Kundaliklarida, "Men" deb atalgan hasbi holida, shuningdek, ayrim hikoya va qissalarida ham o'zining adabiyot, badiiy ijod hamda ijodkor shaxsi haqidagi muhim hayotiy kuzatishlarini bayon etadi. Adabiyotni va ijodni g'oyat mas'uliyatli, muqaddas soha deb bilgan adibning fikrlari teranligi bilan jahon adabiyotshunosligiga munosib hissa bo'lib qo'shiladi.

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DOI: <https://doi.org/10.5281/zenodo.14041954>

## O‘ZBEK TILI KORPUSIDA SO‘Z BIRIKMALARINI SINTAKTIK TEGLASH

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**Annotatsiya:** Ushbu maqolada o‘zbek tili korpusida so‘z birikmalarining lisoniy-sintaktik qoliplariga asoslangan sintaktik teglash tizimi va modellari tahlil ostiga olingan.

**Kalit so‘zlar:** Korpus, sintaktik teglash, model, sintaktik birliklar, so‘z birikmasi, lison-nutq.

**Аннотация:** В статье проанализировано системы тегов и моделей основанные лингвистическо синтаксическими шаблонами словосочитаний в корпусе узбекского языка.

**Ключевые слова:** корпус, синтаксическая, модель прикосновения, синтаксические единицы, лексика.

**Annatation:** In this Uzbek corpus, article analyzes the tagging system and models based on the linguistic syntactic patterns of language syntactic compounds.

**Key words:** corpus, syntactic touch, model, syntactic units, vocabulary, language-speech.

Mustaqil so‘zlarning nutq jarayonidagi erkin bog‘lanishi *sintaktik aloqa* deyiladi: *Suvlar tiniq, toza havo*. Sintaktik birlik bir necha a‘zoli bo‘ladi. Faqat gap bir a‘zoli bo‘lishi mumkin. Nutqda so‘zlarning bir-biri bilan bog‘lanishi har bir tilning lisoniy-sintaktik qolipi, leksemaning birikish imkoniyati asosida sodir bo‘ladi. So‘zning sintaktik munosabatga kirishuvi natijasida hosil bo‘lgan sintaktik qurilma *so‘z qo‘shilmasi* deyiladi. Bu so‘zning bir-biriga ergashishi (*a‘lochi o‘quvchi*) yoki tenglashishi (*olma va anor*) shakllarida bo‘lishi mumkin. Demak, so‘zlar orasidagi

aloqa ikki xil: tenglashish va tobelanish. Ular esa uch xil hosilani beradi: soʻz birikmasi, soʻz tizmasi va gap. Tenglashish aloqasi asosida soʻz tizmasi hosil boʻlsa, tobelanish aloqasi asosida soʻz birikmasi va gap shakllanadi<sup>1</sup>.

Korpus sintaktik razmetka tizimida kollokativ qidiruv juda muhim: qidiruv natijasining sifati qidiruvning mukammalligi bilan toʻgʻri proporsional. Kollokativ qidiruvni tashkil etish uchun korpus birliklari soʻz birikmasi va soʻz qoʻshilmasini ajratuvchi tegga ega boʻlishi talab qilinadi.

Soʻz birikmasi birikuvchi soʻzlarning hokim-tobelik munosabati asosida hosil boʻladi. Bunda izohlanuvchi aʼzo kengayuvchi, izohlovchi aʼzo *kengaytiruvchi* aʼzo deb yuritiladi: *kitobni oʻqimoq* (kitobni – izohlovchi, kengaytiruvchi, oʻqimoq – izohlanuvchi, kengayuvchi).

Tobelanish aloqasida hokim aʼzo hokimlik mavqei va vositasiga, tobe aʼzo tobelik mavqei va uni taʼminlovchi vositaga ega boʻladi. *kitobni oʻqimoq* birikmasida *kitobni* aʼzosi oldin kelib, tushum kelishigi koʻrsatkichi bilan shakllangan boʻlsa, *oʻqimoq* aʼzosi hokimlik mavqei va shakliga ega. Aʼzolarining hokim-tobeligini bildiradigan shakliy koʻrsatkich har doim ham boʻlavermaydi. Morfologik koʻrsatkich boʻlmaganda tobelik va hokimlik belgisi birikuvchi soʻzlarning lugʻaviy-grammatik tabiatidan, sintaktik oʻrnidan hamda tartib va ohangdan bilinib turadi. Masalan: tiniq suv (tobe+hokim), suv tiniq (tobe+hokim)<sup>2</sup>.

Morfologik koʻrsatkichsiz tobe-hokimlik munosabatini aniqlash uchun lisoniy-sintaktik qolip hamda morfologik teglar tizimidan foydalanish oʻrinli. Masalan, *qiziqarli kitob* birikmasida morfologik koʻrsatkich yoʻq. Kontekstda bu birliklarning soʻz birikma ekanligini lisoniy-sintaktik qolip bilan aniqlash mumkin. Lisoniy-sintaktik qolipda qaysi soʻz turkumi oʻzaro birikishi koʻrsatib berilgan. Korpus birliklari morfologik teglangan boʻlsa, teg va lisoniy-sintaktik qolip asosida

<sup>1</sup>Замонавий ўзбек тили: Синтаксис./ Муаллифлар жамоаси. Масъул мухаррирлар Х.Ф.Неъматов, Р.Сайфуллаева. ЎзР Олий ва ўрта махсус таълим вазирлиги, Мирзо Улуғбек номидаги Ўзбекистон Миллий университети. – Тошкент.: Мумтоз сўз, 2011. – 312 б. – Б. 26.

<sup>2</sup>Замонавий ўзбек тили: Синтаксис./ Муаллифлар жамоаси. Масъул мухаррирлар Х.Ф.Неъматов, Р.Сайфуллаева. ЎзР Олий ва ўрта махсус таълим вазирлиги, Мирзо Улуғбек номидаги Ўзбекистон Миллий университети. – Тошкент.: Мумтоз сўз, 2011. – 312 б. – Б. 59-61.

morfologik ko‘rsatkichsiz sintaktik munosabatli birikmalarni ham avtomatik teglash imkoni paydo bo‘ladi. Ushbu holatni quyida batafsil izohlaymiz.

Boshqa lisoniy hodisa kabi so‘z birikmalarining lisoniy-sintaktik qoliplarini tiklash va uning voqelanishi farqlanadi. SB LSQning voqelanishi «lison-nutq» yo‘nalishida bo‘lib, bu yo‘nalish umumiylikdan oraliq ko‘rinish orqali xususiylikka – nutqiy hodisaga qarab boradi. Bu borada S.Nazarova tomonidan ishlab chiqilgan LSQlarga alohida e‘tibor qaratish muhim. Jumladan, S.Nazarova LSQlarning [W<sup>morfologik vosita</sup> \_W<sup>morfologik vosita</sup>] ko‘rinishdagi invariant, [W<sup>qaratqich kelishigi</sup> \_W<sup>egalik qo‘shimchasi</sup>], [Ism<sup>qaratqich kelishigi</sup> \_ Ism<sup>egalik qo‘shimchasi</sup>], [Ot<sup>qaratqich kelishigi</sup> \_ Ot<sup>egalik qo‘shimchasi</sup>], [Ot<sup>atoqli qaratqich kelishigi</sup> \_ Ot<sup>turdosh egalik qo‘shimchasi</sup>] kabi variantlarini ajratadi [Nazarova S, 1997:26]. Albatta, til korpusida so‘z birikmalarni teglash muammosi umumiy (invariant) LSQlar bilan hal etilmaydi, balki so‘z birikmalarni aniqlashda nisbatan aniqroq qoliplar talab etiladi.

S.Nazarova ushbu LSQning quyi bo‘linishlari uning tegishli so‘z turkumi tomonidan to‘ldirilishi asosida quyidagicha tasniflaydi [Nazarova S, 1997:27].

- 1) [ot<sup>qaratqich kelishigi</sup> → ot<sup>egalik qo‘shimchasi</sup> = ot<sup>qaratuvchi</sup> + ot<sup>qaralmish</sup>]: *kitobning varag‘i*;
- 2) [ot<sup>qaratqich kelishigi</sup> → sifat<sup>egalik qo‘shimchasi</sup> = ot<sup>qaratuvchi</sup> + sifat<sup>qaralmish</sup>]: *daraxtning mo‘rti*;
- 3) [sifat<sup>qaratqich kelishigi</sup> → ot<sup>egalik qo‘shimchasi</sup> = sifat<sup>qaratuvchi</sup> + ot<sup>qaralmish</sup>]: *gulning/qizilining hidi*;
- 4) [sifat<sup>qaratqich kelishigi</sup> → sifat<sup>egalik qo‘shimchasi</sup> = sifat<sup>qaratuvchi</sup> + sifat<sup>qaralmish</sup>]: *olmaning/kattasining chuchugi*;
- 5) [ot<sup>turdosh qaratqich kelishigi</sup> → sifat<sup>egalik qo‘shimchasi</sup> = ot<sup>qaratuvchi</sup> + son<sup>qaralmish</sup>]: *gulning bittasi*;
- 6) [son<sup>qaratqich kelishigi</sup> → son<sup>egalik qo‘shimchasi</sup> = son<sup>qaratuvchi</sup> + son<sup>qaralmish</sup>]: *o‘nning yarmi*;
- 7) [ot<sup>qaratqich kelishigi</sup> → harakat nomi<sup>egalik qo‘shimchasi</sup> = ot<sup>qaratuvchi</sup> + fe‘l<sup>qaralmish</sup>]: *Otabekning qaytishi*;
- 8) [harakat nomi<sup>qaratqich kelishigi</sup> → ot<sup>egalik qo‘shimchasi</sup> = fe‘l<sup>qaratuvchi</sup> + ot<sup>qaralmish</sup>]: *uyalishning o‘rni*;

9) [harakat nomi qaratqich kelishigi → harakat nomi egalik qo'shimchasi = fe'l qaratuvchi + fe'l qaratuvchi]: *olmoqning bermog'i*;

10) [ot qaratqich kelishigi → sifatdosh egalik qo'shimchasi = ot qaratuvchi + sifatdosh qaralmish]: *yurakning to'xtagani*;

11) [sifatdosh qaratqich kelishigi → ot egalik qo'shimchasi = sifatdosh qaratuvchi + ot qaralmish]: qo'rqanning ko'zi,

12) [ot qaratqich kelishigi → ravish egalik qo'shimchasi = ot qaratuvchi + ravish qaralmish]: *mehnatning kecha-kunduzi*;

13) [olmosh qaratqich kelishigi → ot egalik qo'shimchasi = olmosh qaratuvchi + ot qaralmish]: *mening vatanim*;

14) [ravish qaratqich kelishigi → ot egalik qo'shimchasi = ravish qaratuvchi + ot qaralmish]: *hozirning huzuri*.

Ushbu qoliplar S.Nazarova tomonidan tadqiq etilgan: yuzlab nutqiy hosilalarda sinab ko'rilgan, umumlashtirilgan. Shuning uchun biz ism+ism qolipli so'z birikmalarning modelini shu qoliplar asosida tuzishimiz mumkin. Buning uchun, avvalo, qolip tarkibidagi ismlarning turini anglatuvchi qismlarni ma'lum belgi bilan, tobelanishni ko'rsatib turuvchi morfologik vositalarning maxsus belgilarini tanlab olamiz. Bunda ot = N, sifat = Adj, son = Num, turdosh ot = N<sup>sub</sup>, olmosh = Pr, ravish = Prv, harakat nomi = Ger teglari bilan; qaratqich kelishigi = Case (yoki Ss), egalik qo'shimchasi = Possessive (yoki Pos) teglari bilan belgilanadi. Shundan kelib chiqib, til korpusi uchun so'z birikmalarni sintaktik tglashning ism+ism qolipi uchun quyidagi modellarni taklif qilish mumkin:

1) [N<sup>Cs</sup> → N<sup>Pos</sup>]: *kitobning varag'i*;

2) [N<sup>Cs</sup> → Adj<sup>Pos</sup>]: *daraxtning mo'rti*;

3) [Adj<sup>Cs</sup> → N<sup>Pos</sup>]: *gulning/qizilining hidi*;

4) [Adj<sup>Cs</sup> → Adj<sup>Pos</sup>]: *olmaning/kattasining chuchugi*;

5) [N turdosh<sup>Cs</sup> → Adj<sup>Pos</sup>]: *gulning bittasi*;

6) [Num<sup>Cs</sup> → Num<sup>Pos</sup>]: *o'ning yarmi*;

7) [N<sup>Cs</sup> → Ger<sup>Pos</sup>]: *Nabekning qaytishi*;

- 8) [Ger<sup>Cs</sup> → N<sup>Pos=</sup>]: *uyalishning o'rne*;
- 9) [Ger<sup>Cs</sup> → Ger<sup>Pos=</sup>]: *olmoqning bermog'i*;
- 10) [N<sup>Cs</sup> → Adjdosh<sup>Pos=</sup>]: *yurakning to'xtagani*;
- 11) [Adjdosh<sup>Cs</sup> → N<sup>Pos=</sup>]: *qo'rqqanning ko'zi*;
- 12) [N<sup>Cs</sup> → Prv<sup>Pos=</sup>]: *mehnatning kecha-kunduzi*;
- 13) [Pr<sup>Cs</sup> → N<sup>Pos=</sup>]: *mening vatanim*;
- 14) [Prv<sup>Cs</sup> → N<sup>Pos=</sup>]: *hozirning huzuri*.

Shuningdek, zamonaviy sintaksisda so'z birikmasining [ism<sup>kelishik</sup> qo'shimchasi + fe'l] qolipi ham ajratiladi [H.G'.Ne'matov, R.Sayfullaeva, 2011:67]..

So'z birikmasining bu LSQi birinchi uzvi morfologik shakllangan va shuning uchun SHMJ birikuv omiliga ega va ikkinchi qismda grammatik ko'rsatkich bog'lanish uchun nisbatan ahamiyatsiz bo'lganligi bois, birikuv omillarining MSHJ kombinatsiyasi amal qiladi. Qolipning birinchi uzvini ism turkumiga oid so'zlar to'ldirib, ular hokim uzvga tushum, jo'nalish, o'rin-payt, chiqish kelishiklari shakllari bilan bog'lanadi. Birinchi uzvi asosida LSQ quyidagi ko'rinishlarga ega bo'ladi

- 1) [ism<sup>tushum kelishigi</sup> → fe'l];
- 2) [ism<sup>jo'nalish kelishigi</sup> → fe'l];
- 3) [ism<sup>o'rin-payt kelishigi</sup> → fe'l];
- 4) [ism<sup>chiqish kelishigi</sup> → fe'l].

LSQning har bir ko'rinishi ism uzvining bo'linishi asosida yana tarmoqlanadi. Masalan, [ism<sup>tushum kelishigi</sup> → fe'l] qolipi quyidagi bo'linishlarni beradi [H.G'.Ne'matov, R.Sayfullaeva, 2011:67].

- 1) [ot<sup>tushum kelishigi</sup> → fe'l];
- 2) [sifat<sup>tushum kelishigi</sup> → fe'l];
- 3) [son<sup>tushum kelishigi</sup> → fe'l];
- 4) [olmosh<sup>tushum kelishigi</sup> → fe'l];
- 5) [harakat nomi<sup>tushum kelishigi</sup> → fe'l].



Ushbu qoliplarga *kitobni/yaxshini/o'nni ayir, uni gapirish/o'qimoq/so'ramoq/ boshlamoq/ni bas qil* kabilarni misol keltirish mumkin.

Yuqoridagi LSQlar asosida sintaktik teglashning ism+fe'l qolipi uchun  $[Sub^{Cs3} \rightarrow V]$ ;  $[Sub^{Cs4} \rightarrow V]$ ;  $[Sub^{Cs5} \rightarrow V]$ ;  $[Sub^{Cs6} \rightarrow V]$  modellarini taklif etsak, ismning ko'rinishlariga ko'ra turlari bo'yicha  $[N^{Cs3} \rightarrow V]$ ;  $[Adj^{Cs3} \rightarrow V]$ ;  $[Num^{Cs3} \rightarrow V]$ ;  $[Pr^{Cs3} \rightarrow V]$ ;  $[Ger^{Cs3} \rightarrow V]$  kabi modellar so'z birikmalarni farqlashga yordam beradi. Bunda  $Cs3$  tushum,  $Cs4$  jo'nalish,  $Cs5$  o'rin-payt,  $Cs6$  chiqish kelishigini; Sub ismni, V fe'lni ifodalovchi teg hisoblanadi.

Xulosa sifatida aytish joizki, morfologik ko'rsatkichsiz va morfologik ko'rsatkichli so'z birikmasini aniqlashda lisoniy-sintaktik qoliplar asosida tuzilgan modellardan foydalanish sintaktik teglar tizimining mukammal bo'lishiga olib keladi.

#### Foydalanilgan adabiyotlar.

1. Nazarova S. Birikmalarda so'zlarning erkin bog'lanish omillari: filol.fan. nomz.... diss. avtoref. – Toshkent: 1997. – 26 b.
2. Zamonaviy o'zbek tili: Sintaksis./ Mualliflar jamoasi. Mas'ul muharrirlar H.G'.Ne'matov, R.Sayfullaeva. O'zR Oliy va o'rta maxsus ta'lim vazirligi, Mirzo Ulug'bek nomidagi O'zbekiston Milliy universiteti. – Toshkent.: Mumtoz so'z, 2011. – 312 b. – 67-71.
3. <https://uz.denemetr.com/docs/769/index-313952-1.html?page=30>

DOI: <https://doi.org/10.5281/zenodo.14041967>

## TIL KORPUSIDA IFODALANGAN LINGVISTIK AXBOROT DASTURLARIDAN FOYDALANISH

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**Annotatsiya:** *Ushbu maqolada korpuslar razmetkasida ifodalangan lingvistik axborotlardan foydalanish hamda matnga avtomatik ishlov berish, sintaktik razmetkalashning dasturiy ta'minoti tahlil ostiga olingan.*

**Kalit so'zlar:** *Morfologik axborot, sintaktik axborot, korpus, dasturiy ta'minot, matn razmetkasi, sintaktik tahlil dasturlari, korpus razmetkasi.*

**Annotatsiya:** *V state analiziruetsya ispolzovanie lingvisticheskoy informatsii, v'rajennyoy v korpuse i programmnom obespechenii dlya avtomaticheskoy obrabotki teksta, sintaksicheskogo razresheniya.*

**Klyuchev'e slova:** *Morfologicheskaya informatsiya, sintaksicheskaya informatsiya, korpus, programmnoe obespechenie, razmetka teksta, programm' sintaksicheskogo analiza, razmetka tela.*

**Annatation:** *This article analyzes the use of linguistic information expressed in the case of case, as well as the software for automatic processing of text syntactic notation.*

**Key words:** *Morphological information, syntactic information, corpus, software, text markup, syntactic analysis programs, corpus marking.*

Gapning sintaktik belgisi shajara daraxti bilan ifodalanadi. Bu erda har bir o‘q “hokim”dan “tobe”ga yo‘naltiriladi hamda sintaktik munosabatlardan birining nomi bilan belgilanadi<sup>1</sup>. An’anaviy holda tarkibda sintaktik guruh hamda tarkibiy qismlar mavjud emas; aslida, shajara daraxtining har qanday “tupi” guruh deb hisoblanishi mumkin, uning tepasi “buta”ning tashqi aloqalarida uning vakili sifatida ishlaydi. Odatda, daraxt tuzilishidagi tugunlar soni jumladagi so‘zlar soniga teng. Bir tomondan, istisno holatini keltirib chiqaruvchi hodisalar ham mavjud: ayrim so‘z shakllari zanjiri leksik birlikni bildirganda, yuqoridagi qoidaga amal qilinmaydi, istisno holati yuzaga keladi. Bunday paytda, so‘z soniga qaraganda strukturada a‘zo soni kamayadi. Boshqa tomondan, biror bir so‘z strukturaga “yopishtirilishi lozim” bo‘lsa yoki real matnda mavjud bo‘lmagan so‘z strukturaga kiritilishi kerak bo‘lsa ham, matndagi so‘z shakllari zanjir bilan bir xil bo‘lmasligi mumkin. (Otam vrach bo‘lib ishlardi, onam esa o‘qituvchi //Otam vrach bo‘lib ishlardi, onam esa o‘qituvchi BO‘LIB ISHLARDI). Ta’kidlash kerakki, teglash jarayonida har qanday qayta ishlangan matnning leksik, sintaktik omonimiyasi to‘liq echimini topadi. Agar buni avtomatik amalga oshirish imkoni bo‘lmasa (tizim tomonidan tuzilgan, izohlovchi yoki muharrirning fikriga ko‘ra, jumlada uchraydigan tuzilma mos kelmasa), albatta qo‘l bilan tuzatiladi.

Teglovchi mutaxassis ham omonimiyani hal qila olmaydigan alohida holatlarda (masalan, *qasddan qichqiriq bo‘lsa, ruh kabi ajoyib impuls mavjud*), jumla bir nechta tuzatish bilan ta’minlanishi mumkin. Razmetkalangan matnlar korpusi biror-bir tilning alohida lug‘ati bilan uzviy bog‘liq emasligi sababli muallif so‘zning aniq leksik ma’nosini ma’lum tarzda, noaniqlik va leksik omonimiya bilan belgilash g‘oyasidan voz kechadi. Masalan, *mexanik1* (shaxs oti) va *mexanik2* (fizik holat) so‘zi, *qalb1* (yurak) hamda *qalb2* (noto‘g‘ri, egri) hech qanday indeks bilan ta’minlanmagan. Istisnolar ba’zi “ishchi” so‘zlar(xususan, old qo‘shimchalar)ga oid bo‘lib, ularning leksik ma’nosi korpus hujjatlarida tasvirlangan.

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<sup>1</sup>Богуславский И.М., Григорьев Н.В., Григорьева С.А., Иомдин Л.Л., Крейдлин Л.Г., Фрид Н.Е. Разработка синтаксически размеченного корпуса русского языка // [http://cl.iitp.ru/bibitems/corpus\\_SPB.pdf](http://cl.iitp.ru/bibitems/corpus_SPB.pdf)

Demak, matnga avtomatik ishlov berish annotatsiyalangan korpusdan foydalanganda aniqroq, xatosiz amalga oshirilishi oydinlashadi. Korpusning sintaktik teg(izoh)langan qismini sinab ko‘rishni boshlagan birinchi turdagi dastur – ETAP-3 tizimida rus tilidan ingliz tiliga tarjima qilinganida sintaktik noaniqlikni avtomatik hal qilish aniq natija bergan. Bundan kelib chiqadiki, matnni avtomatik qayta ishlash uchun lingvistik ta‘minot va dasturiy tizim ishlab chiqilishi talab etiladi.

Sintaktik tahlil algoritmi ishlab chiqilganda qo‘shimcha filtr yaratish ham talab etilgan: 2-4 a‘zodan tashkil topgan ushbu vosita tahlil qilinayotgan gapni potensial tarmoqlar vositasida tahlildan o‘tkazadi. Bunday tajriba natijasini korpusning keyingi qismini qurishda ham qo‘llash mumkin, chunki yangi, avtomatik ravishda qurilgan gaplarni tahlil qilish yanada osonlashadi.

O.I.Babina, N.Yu.Dyuminlarning ta‘kidlashicha, har bir korpus razmetkasi asosida til nazariyasi yotadi, korpus asosidagi har qanday xulosa shu konsepsiyaga asoslangan holda chiqariladi<sup>1</sup>. Har bir tadqiqotchi tilni modellashtirishda ob‘ektiv/sub‘ektiv sabablarga ko‘ra ma‘lum nuqtai nazarni qo‘llab-quvvatlashi mumkin: masalan, til strukturasi kelib chiqib, tilni formallashtirish nazariyasi ma‘lum bir tilga nisbatan qo‘llanadi, boshqa tilga to‘g‘ri kelmasligi mumkin; til modeli, ko‘pincha, hatto bir til doirasida ham, undagi xilma-xillik va ko‘pma‘nolilikni aks ettirmaydi. Tadqiqot maqsadidan kelib chiqqan holda, uncha katta bo‘lmagan tadqiqiy korpuslarni lingvistik annotatsiyalash (razmetkalash) chuqur sintaktik va semantik razmetkani qamrab olishi, shuningdek, faqatgina morfologik izoh (razmetka komponenti) bilan cheklanib qolishi ham mumkin. Katta korpuslar razmetkasida ifodalangan mufassal lingvistik axborot nihoyatda katta mehnatni talab qiladi. Tadqiqot maqsadi mehnat sarfini kamaytirishga qaratilganda, faqat zaruriy izohlar majmuini o‘rganish maqsadga muvofiq. Demak, bu nuqtai nazardan, korpus razmetkasini chuqurlashtirish o‘zini oqlamaydi, razmetkani soddalashtirish yo‘lidan borish hamda qidiruv natijasini aniqlashtirishga e‘tibor qaratish kerak

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<sup>1</sup>Бабина О.И., Дюмин Н.Ю. Автоматизация лингвистической разметки корпуса текстов // <http://helling100.narod.ru/pubs/AutomationBabinaDyumin.pdf>

bo'ladi. Minimallashtirish konsepsiyasiga asoslanadigan bo'lsak, razmetka tizimiga faqat zaruriy axborotni kiritish maqsadga muvofiq. Boshqa tomondan, korpusda qo'llanuvchi vositaning boshqa tadqiqiy korpusda qo'llash mumkin bo'lgan avtomatik razmetka metodologiyasi sifatida foydalanish samarali natija beradi. Shu konsepsiyadan kelib chiqqan holda, O.I.Babina, N.Yu.Dyuminlar lingvistik razmetka vositalarini tuzish prinsiplari sifatida quyidagilarni sanab o'tishadi<sup>1</sup>:

1. Dasturiy ta'minot vositasi turli xil tizimlar o'rtasidagi muvofqlik muammosining oldini olishga yordam beradigan Unicode belgilar kodlash tizimini qo'llab-quvvatlashi kerak, shu bilan kirill yoki lotin alifbosi bo'lmagan alifbolar diakritikasi yoki alifbodan foydalanadigan tillarni tasvirlash imkoniyatini berishi kerak.

2. Matnlar to'plami hamda tegishli lingvistik ma'lumot yagona ma'lumotlar bazasida saqlanishi kerak, bunda matn korpusi bilan ishlash uchun turli xil funksiyalarni amalga oshiradigan tizimning dasturiy komponentidan standartlashtirilgan kirish ta'minlanadi.

3. Korpusga ishlov berishga mo'ljallangan ma'lum vositalar undan alohida bo'lishi talab qilinadi. Shuning barobarida, tizimning umumiy universalligini ta'minlashishga erishish lozim. Ma'lumotning lingvistik bazadan boshqa tizimlarda ham takroriy qo'llanishiga erishish mumkin.

4. Tizimning har bir komponenti alohida lingvistik vazifa bajaradi, tizimning modul tashkilotini ta'minlaydi.

5. Til materiali(matn)ning reprezentatsiyasi asosiy omil; barcha hosilaviy lingvistik ma'lumotlar (xususan, leksikon) matn korpusidagi pozitsiyalarga bog'langan. Matn reprezentativligi prinsipi korpusdagi turli so'zshakl, so'z birikmasi leksik va grammatik kontekstiga erkin kirishga sharoit yaratadi.

6. Leksik birlikni matnga biriktirish esa omonim so'zshakl va so'z birikmalariga yoziladigan turli morfologik teglar majmuini ajratib olishga yo'l ochadi.

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<sup>1</sup>Ўша маһба.

Matning avtomatik razmetka majmui dasturiy vositalari quyidagilardan tashkil topadi:

- 1) korpusni boshqarish moduli (CorpusManager);
- 2) avtomatik morfologik razmetka moduli (AutoPOSTagger);
- 3) morfologik razmetkaning avtomatik korrektori (Corrector);
- 4) avtomatik sintaktik razmetka moduli (SynTagger).

Aytish joizki, ushbu tizim matnga har tomonlama ishlov berishga mo'ljallangan. Shu bila birga, turli vazifalarni bajaruvchi vositalar alohida ishlab chiqiladi.

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*XANKOda an'anaviy sintaksis.* Ma'lumki, an'anaviy yondoshuv asoslari XIX asrda rus tilshunoslari tadqiqotlarida mukammal ishlangan. Rus tili sintaksisining eng to'liq tavsifini 1960 yillarning akademik grammatikasi deb hisoblash mumkin. Zamonaviy tasniflar hozirgi rus tili universitet darsliklarida biroz o'zgarish, farq bilan aks ettirilgan<sup>1</sup>. Ushbu yondashuvning afzalliklari quyidagilar:

- 1) umumiylik va soddalik;
- 2) boshqa sintaktik yondashuvlar asosida (birinchi navbatda, struktur sintaksis), tadqiqot uchun materialni bilvosita izlash imkoniyatining mavjudligi;

An'anaviy sintaksisning kamchiliklari quyidagilarda ko'rinadi:

- 1) sintaktik tuzilmalar tabiati to'g'risidagi zamonaviy g'oyalar bilan nomuvofiqlik;
- 2) sintaktik birliklar tavsifi hamda sintaktik aloqani e'tiborsiz qoldirish;
- 3) tavsifdagi nomuvofiqlik, muqarrar qarama-qarshiliklar (predpozitsion guruhning yo'qligi, turli bo'lak ichidagi bo'lakni aniq ajratib olmaslik);
- 4) avtomatik ishlov berishning murakkabligi.

Biroq yondashuvning ko'rsatilgan afzallik/kamchiliklari ish natijasini oqlamaydi; aksincha, ular potensial foydalanuvchining taxminlarini yanada chigallashtiradi.

XANKO (Xelsinskiy annotirovanny korpus qisqartmasi) yaratuvchilari oddiy foydalanuvchiga tushunarli bo'lgan razmetka darajasini saqlab qolish uchun umumqabul qilingan nazariyalardan foydalanishni ma'qul ko'rishgan. Quyida

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<sup>1</sup> Валгина Н.С., Современный русский язык. Синтаксис. М.: Высшая школа, 2003.; Кустова Г.И., Мишина К.И., Федосеев В.А. Синтаксис современного русского языка. М., 2005.

XANKOni ishlab chiqilgan tamoyillarni keltirishni ma'qul ko'rdik, zero, o'zbek tili korpusi sintaktik teglar tizimini ishlab chiqishda hamda shunga o'xshash holatlarda ushbu tamoyillarga tayanish mumkin.

1. Muayyan muammoni hal qilishda XANKO yaratuvchilari doim bu yoki boshqa sintaktik ma'lumot va uning axborot qayta ishlashni avtomatlashtirishda qanchalik muhimligiga e'tibor berishgan. Qo'lda bajariladigan ishlarning kutilgan hajmi va natija qiymati ko'pincha bir-biriga zid keladi: masalan, determinantni birlik sifatida ajratib ko'rsatish qo'lda qilinadigan ishlarning sezilarli darajada ko'payishiga olib keladi (determinantni qidirishni avtomatlashtirish mumkin emas), ammo bu ishni ketma-ket bajarish qiyin bo'ladi, chunki konsepsiyaning ko'lami "determinant"ni turli matnda turlicha aniqlaydi.

2. Interfeysning qulayligini hisobga olish ham diqqat-e'tibordagi masala sanaladi. Sintaktik ma'lumotlar turli xil birlikka, jumladan, morfologik ma'lumotni o'z ichiga olgan matn shakliga, ikki marta belgi qo'yilgan hollarda kiritiladi.

Ushbu sintaktik tahlil tizimlari o'zbek tili sintaktik tahlil tizimini yaratish uchun zaruriy tajriba maydoni bo'lib xizmat qiladi. Yuqorida sanab o'tilgan parser(sintaktik tahlil tizimlari)ni o'rganar ekanmiz, sintaktik tahlil tizimi qanday tarkibiy qismlardan tashkil topishi, sintaktik tahlil teglarini ishlab chiqish uchun qanday lingvistik bilimlar kerak bo'lishini kuzatdik. Xulosa sifatida aytish mumkinki, har bir tildagi sintaktik razmetka tizimini ishlab chiqish uchun o'sha tilning sintaktik qurilishi modellashtirilishi talab etiladi. Modellashtirishdan keyingi bosqich sintaktik teglar tizimini tuzish, so'nggi qadam esa matn til birliklariga sintaktik teglarni biriktirishdir.

DOI: <https://doi.org/10.5281/zenodo.14097937>

## MIRZO ULUG‘BEKNING ILMIY SARGUZASHTLARI. YULDUZLAR SARI YO‘L.

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### ANNOTATSIYA

*Mirzo Ulug‘bek hayoti va ilmiy-ma‘rifiy merosini o‘rganishga bag‘ishlangan maqola, buyuk astronom va davlat arbobi Ulug‘bekning tarixiy roli va uning ilm-fanga qo‘shgan hissasini tahlil etadi. Maqolada Ulug‘bekning ta‘limi, asos solgan astronomik observatoriyasi, yulduzlar katalozi va ilmiy tadqiqotlaridagi yutuqlari ko‘rib chiqiladi. Shuningdek, uning merosining zamonaviy ilm-fanda davom ettirilishi va qadimgi sharq madaniyatidagi o‘rni haqida ma‘lumot beriladi. Ulug‘bekning ilmiy ishlari, o‘z davrida yurtida va chet elda qanday qabul qilinganligi, hamda u bilan bog‘liq tarixiy voqealar va shaxslar ham maqolada o‘z aksini topadi. Bu asar, tarix va ilm-fan ixlosmandlari uchun qiziqarli manba bo‘lib xizmat qiladi.*

***Kalit so‘zlar:** hayoti, hukumdorligi, observatoriya, ilmiy faoliyat, siyosiy inqiroz, me‘ros.*

## SCIENTIFIC ADVENTURES OF MIRZO ULUGBEK. ROAD TO THE STARS.

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### ABSTRACT

*An article dedicated to the study of Mirzo Ulugbek’s life and scientific and educational heritage, analyzes the historical role of the great astronomer and statesman Ulugbek and his contribution to science. The article examines Ulugbek’s education, the astronomical observatory he founded, the catalog of stars, and his*



*achievements in scientific research. It also provides information about the continuation of its legacy in modern science and its place in the ancient Eastern culture. Ulugbek's scientific works, how they were received in his country and abroad, as well as historical events and persons related to him, are reflected in the article. This work will serve as an interesting resource for lovers of history and science.*

**Key words:** *life, rule, observatory, scientific activity, political crisis, heritage.*

## НАУЧНЫЕ ПРИКЛЮЧЕНИЯ МИРЗО УЛУГБЕКА ДОРОГА К ЗВЕЗДАМ.

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### **АННОТАЦИЯ**

*Статья, посвященная изучению жизни и научно-образовательного наследия Мирзо Улугбека, анализирует историческую роль великого астронома и государственного деятеля Улугбека и его вклад в науку. В статье рассматривается образование Улугбека, основанная им астрономическая обсерватория, каталог звезд, его достижения в научных исследованиях. Также дается информация о продолжении его наследия в современной науке и его месте в древневосточной культуре. В статье отражены научные труды Улугбека, то, как они были приняты в его стране и за рубежом, а также исторические события и лица, связанные с ним. Эта работа послужит интересным ресурсом для любителей истории и науки.*

**Ключевые слова:** *жизнь, правление, обсерватория, научная деятельность, политический кризис, наследие.*

### **Kirish**

Mirzo Ulug'bek 1394-yil 22-martda O'rta Osiyoning Samarqand shahrida tug'ilgan. Uning tug'ilishi Amir Temur (Tamerlan) davrida, uning imperiyasining kengayishi va madaniy rivojlanishi davriga to'g'ri keladi. Otasi: Amir Temur — O'rta asrlar O'rta Osiyo, Eron va Afg'onistonni qamrab olgan buyuk imperiya yaratgan sarkarda va hukmdor. Onasi: Temurning rafiqasi, devoniy, va 1394-yilda Mirzo Ulug'bek tug'ilganda, u juda kuchli va ta'sirli ayol sifatida tanilgan. Ulug'bekning

otasi Temurdan keyin, uning oilasi tarixi turli xonliklar va sulolalar o'rtasidagi siyosiy aloqalar bilan bog'liq. Uning akasi, Shahrukh, Temur davridagi bir necha hududlarning hukmdori bo'lgan. Ulug'bek tug'ilgan paytda, O'rta Osiyo ko'plab madaniy va ilmiy rivojlanish jarayonlarini boshdan kechirdi. Amir Temur, Samarqandni madaniyat va ilm-fan markazi sifatida rivojlantirishga katta e'tibor bergan. Ulug'bekning otasi Temurdan keyin, uning oilasi tarixi turli xonliklar va sulolalar o'rtasidagi siyosiy aloqalar bilan bog'liq. Uning akasi, Shahrukh, Temur davridagi bir necha hududlarning hukmdori bo'lgan. Ulug'bek tug'ilgan paytda, O'rta Osiyo ko'plab madaniy va ilmiy rivojlanish jarayonlarini boshdan kechirdi. Amir Temur, Samarqandni madaniyat va ilm-fan markazi sifatida rivojlantirishga katta e'tibor bergan.

Mirzo Ulug'bekning ilmiy merosi astronomiya va matematikada ulkan yutuqlarni o'z ichiga oladi. Uning asarlari va tadqiqotlari o'z zamonida va keyinchalik ko'plab olimlar tomonidan e'tirof etilgan.

- **Observatoriya:** Ulug'bek 1420-yillarda Samarqandda yirik astronomik observatoriya qurdirgan. Bu observatoriya zamonining eng ilg'or asboblari bilan jihozlangan bo'lib, yulduzlarni kuzatish va ilmiy tadqiqotlar o'tkazish uchun mo'ljallangan.

**Yulduzlar Katalozi:** Observatoriyada olib borilgan tadqiqotlar natijasida, Ulug'bek "Zij-i Ulugh Beg" nomli yulduzlar katalogini tuzdi. Ushbu katalogda 1018 ta yulduzning joylashuvi va harakatlari haqida ma'lumotlar keltirilgan. Bu asar, Yevropada astronomiyaga katta ta'sir ko'rsatdi. Ulug'bek trigonometrik funksiyalarni kashf etishda muhim yutuqlarga erishgan. Uning trigonometriyaga oid ishlari, o'z davrida o'zgacha yondashuvlarni o'z ichiga olgan. Uning astronomik kuzatishlari trigonometrik masalalarni yechish uchun juda muhim bo'lgan. Ulug'bek ilmiy tadqiqotlarda aniq kuzatishlar va tajribalar asosida yondashuvni afzal ko'rgan. U koinotni o'rganishda matematik va fizik asoslarni birlashtirib, ilmiy metodologiyaga asos solgan.

- Uning metodlari o'z zamonida ilg'or bo'lib, zamonaviy ilm-fan rivojida muhim rol o'ynadi.

- Ulug‘bek Samarqandda bir nechta madrasalar tashkil etgan, bu joylarda ilm-fan va ta‘lim rivojlangan. U o‘z shogirdlari va zamondoshlari bilan ilmiy tadqiqotlar olib borgan.

- U o‘z ilmiy merosini nafaqat astronomiya va matematikada, balki tarix, falsafa va adabiyotda ham davom ettirgan.

Umuman olganda, Mirzo Ulug‘bek ilm-fan va san‘atga bo‘lgan muhabbati, rahbarlik qobiliyati va innovatsion yondashuvi bilan yodda qoladi. Ulug‘bekning ishlari ko‘plab Yevropa olimlari, jumladan, Kopernik va Keplerni ham ilhomlantirgan. U o‘z asarlari orqali Sharq va G‘arb ilm-fanini bog‘lab, madaniy almashuvda muhim o‘rin tutgan. Mirzo Ulug‘bekning ilmiy merosi nafaqat o‘z zamonida, balki kelajakda ham astronomiya va matematikaga katta ta‘sir ko‘rsatdi. Uning ishlari, ilm-fan rivojida qiyosiy tadqiqotlar va ilg‘or nazariyalarni yaratishda muhim rol o‘ynadi. Ulug‘bek nafaqat buyuk olim, balki zamonaviy ilm-fan taraqqiyotiga katta hissa qo‘shgan buyuk shaxs sifatida tarixda qoladi.

### **O‘rganish mumkin bo‘lgan jihatlar**

1. Ilmga muhabbat: Ulug‘bekning ilm-fanga bo‘lgan ishtiyoqi, har bir kishi uchun o‘rnak bo‘lishi mumkin. O‘z bilimini oshirish va ilmiy tadqiqotlarga qiziqish muhimdir.

2. Innovatsiya va tadqiqot: U yangi g‘oyalar va usullarni qabul qilishga tayyor edi. Bu, zamonaviy insonlar uchun yangi g‘oyalarni rivojlantirish va tadqiqotlarda ilg‘or bo‘lish zarurligini ko‘rsatadi.

3. Madaniyat va san‘atni qo‘llab-quvvatlash: Ulug‘bek san‘at va madaniyatni rivojlantirishda faol ishtirok etgan. Bu, jamiyatda madaniyatning ahamiyatini tushunish va rivojlantirish zarurligini ko‘rsatadi.

4. Adolat va rahbarlik: U adolatli hukmdor sifatida tanilgan. Bu, insoniyatning bir-biriga nisbatan adolatli va xushmuomala bo‘lishi zarurligini o‘rgatadi.

Mirzo Ulug‘bekning merosi va qarashlari, bugungi kunda ham ilm-fan va madaniyat rivojiga hissa qo‘shishni xohlaydigan har bir inson uchun o‘rganish va ilhomlanish manbai bo‘lib xizmat qiladi.

### •**Ilm-fanga mehr**

Ulug‘bek ilm-fanga chuqur qiziqishi va bilimga bo‘lgan ehtiyoji bilan ajralib turadi. U o‘z davrida eng ilg‘or astronomik tadqiqotlarni olib borib, olimlar bilan yaqin aloqada bo‘lgan.

### •**Yetakchilik qobiliyati**

U samarqandlik hukmdor sifatida nafaqat ilm-fan, balki madaniyat va san‘at sohasida ham yetakchi bo‘lgan. Ulug‘bek o‘zining hukmronligi davomida Samarqandni ilmiy va madaniy markazga aylantirdi.

### •**Adolat va donoqlik**

Ulug‘bek adolatli va dono rahbar sifatida tanilgan. U xalqining farovonligi uchun kurashgan va o‘z atrofida yetuk ulamolarni to‘plagan.

### •**Innovatsion fikrlash**

U yangi g‘oyalar va usullarni qabul qilishga tayyor edi. Ulug‘bekning astronomiya va matematika sohasidagi yutuqlari, uning innovatsion fikrlash qobiliyatini ko‘rsatadi.

### •**Sivilizatsiyaga hissa**

Mirzo Ulug‘bek, nafaqat o‘z zamonasida, balki keyingi avlodlarga ham ilm-fan va madaniyat sohasida katta hissa qo‘shgan. U o‘z merosi bilan insoniyat tarixida muhim o‘rin tutadi.

Umuman olganda, Mirzo Ulug‘bek ilm-fan va san‘atga bo‘lgan muhabbati, rahbarlik qobiliyati va innovatsion yondashuvi bilan yodda qoladi.

## **FOYDALANILGAN ADABIYOTLAR RO‘YXATI:**

“Ulug‘bek va uning maktabi” -Ulug‘bek va uning ilmiy maktabi haqida ma’lumot beruvchi kitoblar.

“Astronomiya tarixida Ulug‘bek”

“Temuriylar tarixi”

DOI: <https://doi.org/10.5281/zenodo.14098084>

**LIZING XIZMATLARI BOZORINING XUSUSIYATLARINI  
QORAQALPOG‘ISTON RESPUBLIKASIDA QO‘LLANILADIGAN  
VOSITALARI**

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**ANNOTATSIYA**

*Ushbu maqola Qoraqalpog‘iston Respublikasida lizing xizmatlari bozorining o‘ziga xos xususiyatlarini o‘rganishga qaratilgan. Lizing iqtisodiyotning turli sohalarida, ayniqsa kichik va o‘rta biznesni rivojlantirishda muhim vosita sifatida ahamiyatli hisoblanadi. Ushbu tadqiqot lizing xizmatlarini rivojlantirish va optimallashtirishga oid tavsiyalarni beradi.*

**Kalit so‘zlar:** lizing xizmatlari, kichik biznes, moliyaviy vositalar, davlat qo‘llab-quvvatlashi.

**ABSTRACT**

*This article focuses on examining the distinctive features of the leasing services market in the Republic of Karakalpakstan. Leasing is considered a crucial instrument in various sectors of the economy, particularly in the development of small and medium-sized businesses. This study offers recommendations for the advancement and optimization of leasing services.*

**Keywords:** leasing services, small business, financial instruments, state support.

## **АННОТАЦИЯ**

*В данной статье основное внимание уделено изучению отличительных особенностей рынка лизинговых услуг в Республике Каракалпакстан. Лизинг рассматривается как важнейший инструмент в различных отраслях экономики, особенно в развитии малого и среднего бизнеса. В данном исследовании предлагаются рекомендации по совершенствованию и оптимизации лизинговых услуг.*

**Ключевые слова:** лизинговые услуги, малый бизнес, финансовые инструменты, государственная поддержка.

### **Kirish**

Qoraqalpog‘iston Respublikasi iqtisodiyoti, boshqa O‘zbekiston hududlariga o‘xshab, kichik va o‘rta biznesning rivojlanishi bilan farqlanadi. Lizing xizmatlari bu sektor uchun muhim moliyaviy qo‘llab-quvvatlash vositalaridan biridir. Lizing kompaniyalari ko‘rsatayotgan xizmatlar tadbirkorlar uchun moliyaviy yengilliklarni ta‘minlaydi va iqtisodiy rivojlanishni tezlashtiradi.

### **Tadqiqot Maqsadi**

Tadqiqotning asosiy maqsadi – Qoraqalpog‘iston Respublikasida lizing xizmatlari bozorining xususiyatlarini va lizing xizmatlarini rivojlantirish uchun foydalanilayotgan vositalarni aniqlashdir.

### **Metodologiya**

Ushbu tadqiqotda statistik tahlil, qiyosiy tahlil va anketalar yordamida ma‘lumotlar yig‘ildi. Lizing bozorining o‘ziga xos xususiyatlari va ularning iqtisodiy o‘zgaruvchanliklarga ta‘siri ko‘rib chiqildi. Shu bilan birga, lizing xizmatlarining tadbirkorlarga foydasi hamda ularning iqtisodiy ta‘siri bo‘yicha tahlillar o‘tkazildi.

### **Natijalar**

#### Lizing Xizmatlarining Bozordagi Roli

Qoraqalpog‘iston Respublikasida lizing xizmatlari asosan qishloq xo‘jaligi va kichik biznes sektorlariga yo‘naltirilgan. Bu, ayniqsa, texnika va uskunalarni olishda

qulay vosita bo'lib, ishlab chiqarish va xizmat ko'rsatish sohalarida samaradorlikni oshiradi.

### *Mahalliy Lizing Bozorining Xususiyatlari*

Lizing xizmatlarining rivojlanishiga ko'proq davlat tomonidan beriladigan imtiyozlar va yengilliklar katta ta'sir qiladi. Qoraqalpog'istonda lizing xizmatlari asosan banklar va davlat tomonidan qo'llab-quvvatlanadigan kompaniyalar tomonidan taqdim etiladi. Ular, ayniqsa, kichik va o'rta tadbirkorlikni qo'llab-quvvatlashda faollik ko'rsatmoqda.

### *Muammolar va Cheklovlar*

Mahalliy lizing xizmatlari bozorida bir nechta cheklovlar mavjud. Jumladan, qishloq joylardagi kichik tadbirkorlar uchun yetarlicha moliyaviy imkoniyatlar yo'qligi va lizing xizmatlarining turlari cheklanganligi muammolari uchraydi. Shuningdek, xodimlarning malakasini oshirish va xizmat sifatini yaxshilash zaruriyati ham mavjud.

### **Muhokama**

Qoraqalpog'iston Respublikasida lizing xizmatlarini yanada rivojlantirish uchun bir qancha tavsiyalar berish mumkin. Jumladan, tadbirkorlikni qo'llab-quvvatlash va lizing xizmatlarining ommaviyligini oshirish uchun davlat tomonidan qo'shimcha rag'batlantiruvchi dasturlar joriy etilishi zarur. Shuningdek, hududdagi tadbirkorlarning lizing xizmatlariga bo'lgan qiziqishini oshirish uchun axborot kampaniyalarini o'tkazish ham foydali bo'ladi.

### **Xulosa**

Qoraqalpog'iston Respublikasida lizing xizmatlari bozori, kichik va o'rta tadbirkorlikni qo'llab-quvvatlash uchun muhim moliyaviy vosita hisoblanadi. Bozorni rivojlantirish uchun davlat tomonidan rag'batlantiruvchi chora-tadbirlar amalga oshirilishi lozim. Shu yo'sinda, hudud iqtisodiyotining barqaror rivojlanishiga hissa qo'shish mumkin.

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