



XALQARO ILMIY-AMALIY ANJUMAN MATERIALLARI 2-QISM

**«XORIJIY TILLARNI O‘QITISHNING
ZAMONAVIY TEXNOLOGIYALARI VA
TARJIMANING DOLZARB MASALALARI»**



**OLIY TA'LIM, FAN VA
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**ANDIJON DAVLAT
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Ilmiy-amaliy konferensiya materiallariga oid mazkur to‘plam, chet tillarini o‘qitishning eng zamonaviy yondashuvlarini amaliyotga tadbiq etilishiga bag‘ishlanganligi bilan ahamiyatlidir.

Maqolalarda keltirilgan statistik ma’lumotlar, ilmiy-nazariy faktlarning ishonchliligi, imloviy va stilistik xatoliklar uchun muallif o‘zi javobgar.

To‘plam Andijon davlat chet tillari instituti Kengashining 2023 yil 25-dekabrdagi № 5-sonli Qarori bilan nashrga tavsiya etildi.

5-YO'NALISH: ZAMONAVIY TARJIMANING NAZARIY MASALALARI

ZAMONAVIY TURIZM YUZASIDAN OLIB BORILGAN TADQIQOTLARNING QISQACHA SHARHI

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Annotatsiya: *Ushbu maqolada turizmda zamonaviylik va raqamli rivojlanishdagi turizmni rivojlantiruvchi vositalar yuzasidan bajarilgan turizmshunos olimlar tadqiqotlarini sharhlab, munosabat bildirilgan.*

Kalit so'zlar: *turizm, zamonaviylik, raqamli asr, potentsial turist, tasvir, ishontirish, reklama, postmodern.*

Annotation: *In this article, the researches of tourism scientists, carried out on modernity in tourism and tools that develop tourism in digital development, are interpreted and reacted.*

Key words: *tourism, modernity, digital age, potential tourist, image, persuasion, advertising, postmodern.*

Аннотация: *В этой статье интерпретируются и реагируют исследования ученых-туристов, посвященные современности в туризме и инструментам, развивающим туризм в условиях цифрового развития.*

Ключевые слова: *туризм, современность, цифровая эпоха, потенциальный турист, имидж, убеждение, реклама, постмодерн.*

Turizmni targ'ib qilish, ular sayohat qilmoqchi bo'lgan manzil to'g'risida qaror qabul qilish potentsial turistlar uchun muhim ma'lumot manbai hisoblanadi. U

odamlarni jalb qiladi. Ushbu raqamli asrda ko'proq e'tibor berildi. Bunday yondashuvlar orqali turizmni rivojlantirish uchun dunyoning aksariyat davlatlari foydalanmoqda, bu esa o'z navbatida turizm sohasining zarur rivojlanishini rag'batlantirdi. Turizm ko'pincha romantik va ekzotik yo'nalishlarga sayohat qilish, Bir vaqtning o'zida qarindoshlar, do'stlar va tanishlar tarmog'ini kengaytirish, ajratish va tasvirlarni keltirib chiqaradi. Olimlar va akademiklar turizmni zamonaviy va postmodernlikni ko'rish va anglash uchun maxsus ma'rifiy ob'ektiv sifatida belgilaydilar. Zamonaviy va postmodern davrda turizm haqidagi nutq turistlar faqat *izlaydilar* yoki *izlanadilar* degan taassurot qoldiradi va ekzotizm va har bir yo'nalishdagi tajriba, aniq kamdan-kam jalb qiladigan qarash orqali turizm va turizmshunoslik o'rtasidagi aloqani o'rnatish uchun kelajakda turizmni rivojlantirishga ehtiyoj bor. Ba'zi olimlarning ta'kidlashicha, zamonaviylik ko'magida ekologik, iqtisodiy, ijtimoiy, madaniy va texnologik o'zgarishlar zamonaviylik hozirgi zamondan uzoq bo'lgan ijtimoiy o'zgarishlar shakli bilan bog'liq.

Zamonaviylik, bundan tashqari, an'anani asosiy madaniyat sifatida idrok etish va g'arblashtirish va tovarlashtirishga yo'naltirish, paradoks, qarama-qarshilik va asosiy tashvishning sharti sifatida ko'rib chiqiladi, bu juda katta talab qiladi, lekin ayni paytda ma'no va o'ziga xoslikni kontseptuallashtirishga zid keladi.

Demak, o'ziga xoslikni kontseptuallashtirish va ijtimoiy o'zgarishlarni ta'minlash orqali g'arbiylashtirish zamonaviylik an'analardan ajralib turadi. Shunday qilib, u inson ongi yoki vaziyatidagi o'zgarishning asosidir.

Zamonaviylik kontekstida turizmda ahamiyat kasb etayotgan alohida masalalardan biri bu haqiqiylikdir. Ko'pchilik turizm va zamonaviylik sohasidagi tadqiqotlar maqsadning haqiqiyligiga, an'anaviyligiga yoki bokiraligiga e'tibor qaratgan. Haqiqiylik yo'qolgan, o'ziga xos va asl narsalarni qayta tiklashni kuchaytiradigan elementlar jihat sifatida da'vo qilinadi. Shunday qilib, u madaniy stimul yoki madaniy tasvir yoki tasvirni yaratish uchun havola sifatida ishlatiladi.

Turizmshunos olim, siyosiy karikaturachi, Uorren an'ana va zamonaviy

qo'g'irchoqbozlik amaliyoti orqali qanday vositachilik qilishini muhokama qiladi. Binobarin, turizm zamonaviylik manzillar va shu tariqa, manzillarda o'zgarishlar yetkaziladigan zamonaviy faoliyat shaklidir va ba'zan muammolarni keltirib chiqaradi.

Yaqinda o'tkazilgan tadqiqotda, zamonaviylik kosmoslar bo'ylab almashinuv, harakat va aloqa tezligini tezlashtirishga imkon berdi; o'zaro bog'liq holda, turizm transport vositasi sifatida zamonaviy hayot prototiplarida muhim rol o'ynaydi. Bundan tashqari, bir nechta yo'nalishlarda ko'rinib turibdiki, u mahalliy madaniyatlarni saqlashni kuchaytiradi va o'zini his qilishni rag'batlantiradi, turizm mahalliy an'anaviy madaniyatlar va joylarning haqiqiy ma'nolarini buzadi va o'zgartiradi.

Zamonaviylik hissi paradoksdir, haqiqiylik tuyg'usini yaxshilash va butunlay yangi landshaft yaratish kabi modernizatsiya yoriqlarini tuzatish taraqqiyotga shubhali ishonch esa zarurat bilan birga keladi. Shu sababli, akademiklar, ayniqsa turizm sohasidagi tadqiqotlar zamonaviylik olimlar va turizmni rivojlantirish bahslarida muhim masalaga aylandi. Turizm va zamonaviylik bizga qaysi shartlar bilan turistik manzilning haqiqiyligini tushunishni ta'minlaydi. Bundan tashqari, reklama vositalari, ijtimoiy o'zgarishlar agenti sifatida iqtisodiyot, an'analar, madaniyat, imidj va hatto mamlakatning siyosiy manzarasi kabi asosiy jihatlar bo'yicha turizm ta'sir qiladi. Bilimlarning kontseptsiyasi va taqsimlanishi rivojlanish jarayonining asosiy omillari hisoblanadi.

Ommaviy axborot vositalari bilimlarni almashish va saqlash, tadbirkorlik faoliyati, shu jumladan turizm sanoatida ommaviy axborot vositalari muhim rol o'ynaydi vositalariga aylandi. Bundan tashqari, teledasturlar, reklamalar, radiolar, gazetalar, filmlar va boshqa mahsulot reklamalari ommaviy axborot vositalari kombinatsiya sifatida ko'rib chiqilishi mumkin. Reklama vositalari bo'yicha tadqiqot Hudson va Ritchie kabi bir qancha olimlar tomonidan olib borilgan va ular kinoning roli va sayyohlik yo'nalishlarini tanishtirishda reklama vositasi sifatida qaradi. Ular kino va sayyohlik muvaffaqiyati, shuningdek, yo'nalishlarni targ'ib qilish bo'yicha

faol harakatlar o'rtasidagi yuqori bog'liqlikdir degan xulosaga kelishadi hamda prodyuserlar va studiyalarni o'z joylarida suratga olishga undaydi. Biroq, ular bilan bog'liq tadqiqotlar kam edi. Aytish mumkinki, muhim vazifa, masalan, potentsial turistlarni ishontirish va jalb qilish, til va tasvir jihatlar ham bor.

Turizm imidji keng doiradagi faoliyat va agentliklarni qamrab oladi. Shunday qilib, risolalar, veb-saytlar, afishalar va boshqa ommaviy axborot vositalaridagi reklama kabi reklama vositalarida mahsulotni tasvirlash tinglovchilarni ishontirish va ta'sir o'tkazishga qaratilgan reklama tasvirining roli buni aks ettiradi va turizm operatorlari ushbu rasmdan foydalanadilar. Bir qator tadqiqotlar turizmni targ'ib qiluvchi ommaviy axborot vositalariga, xususan, reklama vositalarining roliga qaratilgan tomoshabinlarga ta'sir qilish. Masalan, Berns va Robertson empirik investitsiyalarni amalga oshirdilar.

Demak, an'anani asosiy madaniyat sifatida idrok etish va g'arblashtirish va tovarlashtirishga yo'naltirish ijtimoiy o'zgarishlar shakli bilan bog'liq.

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ШАРТ КОНЦЕПТУАЛ СЕМАНТИКАСИНИ ИФОДАЛОВЧИ ВЕРБАЛ ВОСИТАЛАР ҚИЁСИЙ ТИПОЛОГИЯСИ ВА ТАРЖИМА МУАММОЛАРИ ХУСУСИДА

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1. Ҳозирги пайтда олимлар ва тадқиқотчилар тил бирликларига антропоцентрик тилшунослик нуқтаи назаридан ёндашиб, уларнинг лингвокогнитив, лингвопрагматик, лингвокультурологик, лингвостилистик каби жиҳатларини катта қизиқиш билан тадқиқ қилиб келмоқдалар, бунинг боиси шундаки тил бирликларига, шу жумладан коммуникатив бирликларга бундай омиқта ёндашиш муайян соҳадаги мунозарали илмий-назарий муаммоларнинг тўғри, асосланган ечимини беришга пухта замин яратади.

2. Тилларда “шарт концептуал семантика”сини ифодаловчи вербал воситалар лингвокогнитив нуқтаи назаридан қиёсий-типологик кесимда (инглиз ва ўзбек тиллари материалида) олиб ўрганилмаган.

3. Типологик кузатишларимиз шуни кўрсатдики, тилларда “шарт концептуал семантика”си вербал воситалар, яъни тил бирликларининг қуйидаги инвариант турлари билан вокеланадилар: морфемалар, лексемалар, синтаксемалар(фразема, сентенсема: таксема, монотасема, политаксема), фразеомалар, текстемалар (дискурсемалар).

4. Тилларда мазкур вербал воситалар тизими “шарт лингвокогнитив майдони”ни ташкил этади.

5. Тилларда мазкур майдон ўз ядроси, доминантаси (энг кўп қўлланиладиган бирлик) ва перифериясига эга бўлиб, унинг ядросини

монотаксемалар, доминатасини политаксемалар ва перифериясини эса қолган бошқа тил бирликлари(морфемалар, лексемалар, фраземалар, фразеомалар ва текстемалар (дискурсемалар) ташкил этади.

6. Типологик нуқтаи назаридан олиб қаралганда жаҳон тилларида “шарт лингвокогнитив майдони” нининг доминантаси бўлган политаксемалар, яъни шарт шарт эргаш гапли қўшма гаплар универсал табиатга эга бўлиб, ўзига хос изоморфик ва алломорфик жиҳатларга эга¹.

7. Ҳозирги замон инглиз ва ўзбек тиллари эмпирик материаллари бундай синтактик универсал ҳодисани тўлиқ тасдиқлайди.

8. Ҳозирги замон инглиз тилида политаксемаларнинг бир тури бўлган шарт компонентли гипотаксема (шарт эргаш гапли қўшма гап)ларнинг компонентлари қуйидаги боғловчи воситалар (субординаторлар) орқали боғланадилар: if, unless, once, in case, provided (that), providing (that), suppose (that), supposing (that), considering (that), given (that), granted (that), granting (that), admitting (that), presuming (that), seeing (that), if ever, even if, on condition that, unless ва ҳ.к. (шунингдек бош гапда сўз тартибини ўзгартиш орқали ҳам компонентлар боғланади).

9. Ҳозирги замон ўзбек тилида эса политаксемаларнинг бир тури бўлган шарт компонентли гипотаксема(шарт эргаш гапли қўшма гап)ларнинг компонентлари қуйидаги боғловчи воситалар(субординаторлар) орқали орқали боғланадилар: агар ..-са, мабодо, -са, модомики –са, ҳатто ... са, -гар... -са, агарким ...–са, агарки ...–са, гарчи са, башарти, ...келар экан, ...сами, ... -ми, ...-чи экан, ...- чи эканми, гарчи.....моқчи экан(-сан,-санлар,- сиз,-сизлар-миз, -лар), ва ҳ.к.

10. Инглиз тили аналитик тиллар турига мансуб бўлгани учун барча субординаторлар аналитик қурилишга эга.

¹ Синтактик универсалиялар ҳақида батафсилроқ қаранг: Хошимов.Г.М. Типология сложного предложения в разнотаксистических языках. Дис.....доктора филол.наук, Ташкент, 2002, 241- 246.

11. Ўзбек тили эса агглютинатив тиллар турига мансуб бўлгани учун барча субординаторлар одатда аналитик-синтетик, кам холларда эса синтетик қурилишга эга.

12. Инглиз тилида энг кенг тарқалган субординатор “if” субординаторидир.

13. Ўзбек тилида эса энг кенг тарқалган аналитик-синтетик субординатор “агар...са»дир.

14. “Шарт лингвокогнитив майдони”ни ташкил этувчи вербализаторлар- нинг тиллараро корреспонденцияси (таржимадаги мутаносиблиги/ номутаносиблиги даражаси) ҳақида сўз кетганда шу нарса аниқландики, тилларда бир хил сатҳларга хос вербализаторлар ўртасида муқобилик даражаси юқори, лекин вебализаторлар уртасида сатҳлараро муқобиллик ҳам кўзга ташланади.

15. Қиёсланаётган тилларда монотаксемалар билан политаксемалар (аникроғи гипотаксемалар) ўртасида таржимавий муқобиллик куп учрайди.

16. Қиёсланаётган тилларда “шарт лингвокогнитив майдони”ни ташкил этувчи вербализаторларнинг тиллараро корреспонденцияси (таржимадаги мутаносиблиги/ номутаносиблиги) ҳар иккала тилдаги мавжуд майдоннинг конституэнтлари, яъни аъзолари воситасида амалга оширилиши умумлисоний қонуниятдир.

17. Қиёсланаётган тиллардаги шарт компонентли гипотаксемаларнинг изоморфик ва алломорфик жиҳатлари , уларни ўқитиш ва таржима қилиш масалалари маърузада батафсил баён этилади.

НАЦИОНАЛЬНО-КУЛЬТУРНАЯ СПЕЦИФИКА ФРАЗЕОЛОГИЧЕСКИХ ИНТЕНСИФИКАТОРОВ В АНГЛИЙСКОМ ЯЗЫКЕ

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Аннотация: *В данной статье рассматриваются фразеологические интенсификаторы английского языка с точки зрения лингвокультурологии. Производится сравнение фразеологических интенсификаторов английского и русского языков. Подчеркнута важность производимых в настоящее время исследований в соответствии с развитием современного научного знания.*

Ключевые слова: *лингвокультурология, интенсификатор, фразеология, культура, язык*

Annotation: *This article deals with phraseological intensifiers of English language from the cultural linguistics point of view. Phraseological intensifiers of English and Russian languages are compared. In accordance with modern science importance of undergoing research is underlined.*

Key words: *cultural linguistics, intensifier, phraseology, culture, language*

Как известно, язык является средством выражения человеком своих познаний о мире. Насчитывается великое множество различных языков, некоторые из них схожи, когда другие совершенно различны, также как и

люди. Носители данных языков видят мир в соответствии со своими представлениями об окружающей действительности, через призму присущих им обычаев, традиций; географическое положение занимает не последнее место в формировании культуры и языкового сознания народа.

Культура находит свое отражение в языке, в свою очередь язык имеет большое влияние на культуру. Отними у народа язык – исчезнет сам народ. Именно посредством языка культура хранится и передается из поколения в поколение. «Язык и культура развивались вместе, постепенно влияя друг на друга» [Б.А. Уорф, 1960]. Мы можем однозначно заключить – язык и культура взаимозависимы и зависимость эта прямо пропорциональна. «Культура для жизни языка важнее, чем сам народ, его носитель» [Тер-Минасова, 2000]. Ведь латынь умерла с падением Римской империи, когда римская культура остановилась в развитии. С древнерусским и древнегреческим языками произошло то же самое.

История и культура очень хорошо просматриваются во фразеологическом уровне языка. Фразеологизмы являются своеобразным конгломератом многовекового опыта и национального самосознания народа. Очень часто в лаконичной, но достаточно точной форме носители определенного языка выражают свои мысли, чувства, эмоции прибегнув к помощи фразеологизмов.

Если человек использующий фразеологические единицы в дискурсе усиливает значение какого-либо признака, качества он, в таком случае, прибегает к использованию фразеологических интенсификаторов.

По А.В. Кунину: «Фразеологические единицы выражающие сильные эмоции, подвергаются экспрессивному переосмыслению и в большинстве случаев их компоненты полностью утрачивают свои буквальные значения, в результате чего фразеологизмы приобретают целостное интенсифицирующее значение».

Фразеологические интенсификаторы в английском и других языках

формировались с течением времени и вобрали в себя все компоненты культуры. Согласно А.В. Кунину они всегда содержат союз “as” или “like”. Где первый образует интенсификаторы прилагательных и наречий, а последний интенсификаторы глаголов:

As a pig – как свинья (жирный)

Like an angel – как ангел (божественно, невинный)

As a donkey – как осел (тупой)

As a feather – как перышко (легкий)

As a fish (mouse) – как рыба (мышь), (молчит)

As a fox – как лиса (хитрый)

As a horse – как лошадь (здоровый, сильный)

As a coal – как уголь (черный)

As a stone – как камень (черствый)

As ice – как лед (холодный)

As night and day – как день и ночь (разные, чаще исп. «как небо и земля»)

Like hot cakes – как горячие пирожки (продавать).

Здесь мы наблюдаем, что в русском языке имеются их эквиваленты. Фразеологические интенсификаторы (далее ФИ) «as fat as a pig» или «as fat as a butter» в английском языке употребляются для усиления прилагательного «жирный», обычно мы их используем говоря о человеке обладающем излишним весом. В то же время в русском языке идентичная фразеологическая единица обладает более широким спектром значений и может быть употреблена в большем количестве ситуаций. В частности для усиления следующих прилагательных и наречий: грязный, жирный, пьян, толстый. Данный фразеологизм имеет отрицательный оттенок значения и в узбекском языке: «чўчкадек семиз» также используется для описания внешности

человека.

В то время как эквивалентов следующим ФИ английского языка в русском мы наблюдать не можем:

Bleed like a pig – обливаться кровью, сильно кровоточить.

As the day is long – ужасно, чрезвычайно.

“As merry as the day is long” [Much Ado About Nothing, 1598] – дословно: весел как день, т.е. чрезвычайно (очень) веселый, счастливый.

Как видно из примеров, ФИ с союзом «as» в русском соответствуют ФИ с «как». Лебедева [1999] и Огольцев [1978] называют их устойчивыми сравнениями:

Сладкий как мед – sweet as honey (honey-sweet);

Бояться как огня - to fear like the plague

Приведенные интенсификаторы имеют эквиваленты в английском языке, а также являются по своей сути сравнениями, которые актуальны по сей день, мед обычно очень сладок, поэтому его используют для усиления качества, огонь обжигает, его нужно остерегаться, страх переносится и на другие предметы помимо огня. Здесь концептуальные поля «сладкий» и «бояться» английского и русского языков совпадают. Далее по Лебедевой [1999] следует, что наблюдаются устойчивые сравнения, в нашем случае мы берем ФИ, где «образный смысл опирается как на логико-предметное содержание устойчивого сравнения (ФИ), так и на прямое значение других компонентов сравнительной формулы»: as sour as vinegar – кислый как лимон.

Существуют ФИ – устойчивые сравнения, которые в настоящее время утратили своё прямое значение, реальное сравнение, такие как:

Голодный как волк (голодный как собака) – hungry as a hunter (as a dog, as a hawk);

«Голодный как волк» или «как охотник» (дословно с англ.) не значит, что

здесь идет сравнение с «волком» или «охотником», а указывает лишь на то, что идет усиление - «очень» голодный. Однако, не всегда устойчивые выражения передают смысл со значением очень, следовательно, в таких случаях возникает вопрос являются ли они интенсификаторами:

«As white as a sheet» или «as white as a snow»— белый как снег.

Как видно из примера, в русском языке прилагательное белый мы сравниваем только со «снегом». Сравнение «as white as a sheet» в русском языке имеет сходный, но все же отличный фразеологизм обладающий отрицательным оттенком значения - «бледный как полотно». Приведенный ФИ в русском языке используется для обозначения не здорового вида человека или человека испуганного.

Исходя из определения А.В. Кунина вышеуказанные сравнения также относятся к числу фразеологических интенсификаторов. Отсюда вытекает, что ФИ не обязательно иметь высшую степень усиления, достаточно сравнительной степени. Классификация на высшую и сравнительную степень усиления была разработана С. Гринбаумом и Н. Клиффом (на основе слов интенсификаторов).

С. Гринбаум предлагает рассматривать две ступени усиления значения:

I. высокая степень усиления (badly, greatly, much);

II. высшая степень усиления (perfectly, completely, full, extremely).

Н. Клифф дает следующие ступени усиления:

I. достаточная (quite, enough);

II. избыточная (too, extremely).

Данные классификации мы можем применить и к ФИ:

I Like anything – сильно, стремительно, из всех сил

II Like hell – очень сильно, во всю мочь, во весь опор

А.В. Кунин давая определение ФИ с союзами as/like, оставляет в стороне другие фразеологические единицы имеющие усилительное значение. Мы используем их чтобы показать большую степень какого-либо качества или действия:

Pig out – переедать, наедаться до отвала;

A labour of Hercules – очень тяжелый труд;

All ears – очень внимательно слушать;

Так как ФИ являются, по сути, представителями фразеологических единиц, их также, по происхождению, можно разделить на фразеологические заимствования, а также исконно английские. Последние, в рассматриваемом нами аспекте, играют ведущую роль. Английская литература богатый ФИ:

Laugh like little Audrey – от души смеяться (дослов. Смеяться как малышка Одри)

If I choose to... laugh like little Audrey when I'm all knotted up ... who the hell's got the right to forbid me? [Шекспир, «Как вам это понравится?»]

Like one o'clock – очень быстро моментально

«Anything about the meeting, sir? Your speech must read like one o'clock» [J. Galsworthy, «The White monkey»]

ФИ связанные с обычаями, историей, реалиями английской нации требуют более глубокого и детального изучения, а также систематизации. Очень часто ФИ принадлежащие носителям одного языка, могут не совпадать по своему содержанию и структуре с соответствующими ФИ носителей другого языка. Или же вообще могут отсутствовать в дискурсе носителей другого языка, что является наглядным примером различия концептуальных полей разных народов мира. Ввиду того, что концепты отражают опыт народа, они варьируются от языка к языку.

Like old boots – изо всех сил

Like a bat out of hell – во весь опор, во всю мочь

As an ox (strong) – как бык (сильный, с оттенком упрямого)

Fleet as a deer (fast) – быстроногий как лань

Run like a deer (fast) – быстрее лани, нестись стрелой

As a hare (fast) – как заяц (трусливый)

«To run like a hare» в английском языке имеет значение «бежать очень быстро», а также «убежал как трус». В свою очередь, в русском языке сравнение с зайцем больше употребляется для усиления такого качества как трусость. В узбекском языке заяц тоже имеет отрицательный оттенок значения: «куён юрак». Однако, данный зоосемизм обладает положительным оттенком значения в Японии, где говорят «дерется как заяц». Здесь он означает ловкого, шустрого человека.

Для выражения же скорости в русском языке чаще всего используется сравнение с ланью. Лань фигурирует и в усилении такого качества как «грация» в русской речи.

Рассмотрим также фразеологизм «as firm as a rock» англичане используют его для обозначения твердого решительного непоколебимого человека, тогда как сравнение с камнем в русском языке больше говорит о жестокости, бесчувственности, например: «сердце как камень»;

«As light as a feather» используется говоря о чем-то очень легком, в русском языке имеется его эквивалент «легкий как перышко» - здесь концептуальный поля русского и английского языков сходятся;

«As bright as a day» (дослов. «ясно как день») применяется говоря о светлой комнате, погоде. В русском «ясно как день» мы говорим, когда мы поняли что-то. В свою очередь, фразеологическую единицу «ясно как день» на английский мы переведем используя сравнение с кристаллом «as clear as crystal».

При более детальном рассмотрении концепта мы обнаруживаем интенсивность. Концепт включает в себя внеязыковые объекты. Исследование ФИ, развертывание представляющих их концептов посредством движения от обозначаемого предмета (качества) к средствам его обозначения дает наиболее полное понимание культурологического аспекта. Ономасиологический подход использовался и в более ранних работах, где детальное описание получили отдельные разряды интенсивных слов.

Наибольший интерес в изучении ФИ занимает проблема выявления эталонов высшей степени проявления того или иного признака, связанных во многом со стереотипами национальной культуры. [Лебедева,1999]. При помощи интенсификаторов мы можем более ярко охарактеризовать предметы, действия, признаки предметов, что делает нашу речь более выразительной.

В настоящее время все больше наука стирает грани. Рассмотрение и изучение любой отрасли в отрыве от других все менее актуально, ввиду малой эффективности. Только анализ фразеологических интенсификаторов в согласовании с культурой, историей, всеми знаниями человека разумного позволяет понять смысл заложенный носителями языка в высказывании.

Только поняв, прилагая усилия к пониманию, стараясь понять друг друга мы можем сотрудничать, интегрироваться в мировое сообщество.

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TRANSFORMATION IN TRANSLATION

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Annotation: *This article provides information about translation transformations: linguistic, grammatical, and stylistic transformations. Translation transformations have been thoroughly analyzed through a transformational model of translation.*

Annotatsiya: *Ushbu maqolada tarjima transformatsiyalari haqida ma'lumotlar berilgan: lingvistik, grammatik va stilistik transformatsiyalar. Tarjima transformatsiyalari tarjimaning transformatsion modeli orqali chuqur tahlil qilingan.*

Аннотация: В данной статье представлена информация о переводческих преобразованиях: лингвистических, грамматических и стилистических. Трансформация перевода была тщательно проанализирована с помощью трансформационной модели перевода.

Keywords: translation transformations, transformational grammar, analysis, conversion and synthesis phases, transformational model of translation, pragmatics.

Translation is a versatile activity that requires a lot of knowledge and hard work. Zinger I, a translator, says: "The translator must be a careful reader, a wonderful stylist, a vocabulary master, a psychologist, and a comprehensive knowledgeable person." [6, 164 b.]. But it's also important to note that there is no methodological guide or firm approach for translators that can encourage them to achieve precision in translation.

The accuracy of the translation is reflected in how close the translation is to the original, that is, the adequacy. Translation is a complex of interlingual transformations, because when we translate a passage from one language to another, we directly copy, or transform, the content of the source language text into the translation language.

The process of translation in which the transition of the original language units (source language) to translation units (target language) is implemented, is called translation (inter-language) transformation. The word transformation is derived from the Latin word transformationio and refers to modification and replacement. Because of the implementation of language units with their content and expression ways for translation transformations, both form and original units can change their meaning and obtain a formal-semantic character.

Translation transformations are considered to be translation methods and are used by an interpreter in the absence of dictionary compatibility in translation or in cases where it is not used in the terms of this context. Language units are treated as primary units in the process of modification depending on their nature, translation

transformations can be divided into linguistic, grammatical, and linguistic transformations. The processes of change in them simultaneously encompass the linguistic and grammatical units of the original, i.e. the transition from linguistic units to grammatical units, or vice versa.

The most commonly used linguistic transformations in the translation process include transcription and transliteration (writing letters of one alphabet in other alphabetical letters), calque (translating or imitating a word in another language), and linguistic-semantic changes: concrete, generalization, and modulation.

The most important of them are:

1. Change the word order;

2. Different lexical substitutes:

A) Replace with synonyms;

B) Replace antonyms with words;

C) replace one-word category with another word category;

D) to provide a full translation of abbreviation words because there is no abbreviation in the translation language (it cannot be called UK-YUK because there is no such abbreviation, so the UK flips to the United Kingdom);

3. Synthetic changes (transformations):

A) translate a compound sentence with a simple sentence;

B) turn a simple sentence into a compound sentence;

C) Replace the main sentence with the following sentence;

D) turn an equally connected compound sentence with a follow-up compound sentence;

E) Turn a follow-up compound sentence through an equally connected compound sentence.

4. Synthetic changes (transformations) in analogue translation:

a) translate a simple statement through a simple sentence;

b) translate a joint statement with a compound sentence;

5. Synthetic changes in antonymic translation:

A) Provide the verb in the source language in a negative form in the translation language;

6. Synthetic changes in synonymous translation

a) providing the source language tool through more than one synonym;

7. Compensation (replacement);

8. Add (appropriate additions, inappropriate additions);

9. Drop-down (required and unnecessary drops);

10. Calque (transcription, transliteration);

11. Translation of word-to-word:

(agitbrigada, agitbrigade), (shanbalik, , cyббoтник,, subbotnik).

In a nutshell, the logical perfection of the translation is based on its mechanical and cultural expression within the framework of phonetic, linguistic, and grammatical laws, and the interrelationship of ideas created with intelligence and deep thinking with the traditions of speech.

Sometimes translators create the necessary methodological efficiency to provide an accurate translation of units or change some components, add words, or complement with other words. These alterations in translation can be acceptable or adequate if the logical meaning of context is preserved. Any word, that is, linguistic unity, is part of the vocabulary system of the language. With it, the uniqueness of word semantic structures in different languages is explained. In different languages, vocabulary often carries the same events or concepts that reflect different meanings and senses. This creates difficulties in translation. Due to the unique characteristics of each language, it is sensible to reconstruct the expressed ideas using alternative

forms to restore the meaning rather than giving blindly grammatical forms into translation. From this point of view, the absence of construction tools in the target language that correspond to the original forms loses its importance. In this process, the incompleteness of the translator's interpretation is based on the problems of linguistic, grammatical, stylistic, and so on. For example, grammar drop, addition, and replacement of a word is a sign of the translator's skills. If a translator is a mature specialist, poet, or writer of his profession, no difficulty in the translation process causes him problems.

In addition, the translator needs to know the condition of the text being translated and what situation is occurring. Studying and analyzing the realities that have occurred in the situation will determine whether it is impossible to use a direct alternative or not in the translation text. In the meantime, let's take a look at an interesting example by V.N. Komissarov. In the English translation of the word "X was baited by the right," the translator considered it to be a direct alternative to the bait verb—torture, torment, and the translation of the sentence can be given in the following view: "X is being tormented by the party of the right." However, if the name Roosevelt stands in place of X, this alternative will be inappropriate [V.N. Komissarov believes that it is unbelievable for a man who has been elected president of the country four times to suffer]. By studying realities, the translator in this case can provide a "softer" translation option—"got reproof" [1, 48].

The problem of translation pragmatics is an area that requires a special approach. Therefore, it is important to take into account the pragmatic properties of the text in the translation process. At the same time, taking into account the content and style of the text, the level of expression of the system is important as well as the stylistic uniqueness of the lexicon and the national and cultural characteristics of phrase units should be taken into consideration.

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SINXRON TARJIMA, UNING TARJIMA NAZARIYASI FANIDAGI BIR TARMOQ SIFATIDA O’RNI VA UNI O’RGATISH METODLARI

**Muxayyoxon Axmedova Tadjimuxamadovna,
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fakulteti, Gid hamrohligi, madaniyatlararo muloqot
va tarjimashunoslik kaferdrasi katta o’qituvchisi**

Annotatsiya: *Maqolada sinxron tarjimaning tarjima nazariyasi fanining bir bo’lagi sifatidagi ahamiyati, uning kelib chiqish tarixi, fan sifatida o’rganishga bo’lgan ehtiyoji va nihoyat uning o’qitish metodlariga e’tibor berilgan.*

Аннотация: *В статье основное внимание уделяется особенности синхронного перевода как раздела науки теории перевода, его истории происхождения, необходимости изучения как предмет и, наконец, его методам обучения.*

Annotation: *The article focuses on the importance of simultaneous translation as a branch of the science of translation theory, its history of origin, the need to study it as a subject and, finally, its teaching methods.*

Kalit so'zlar: *tarjimonlik, sinxron tarjima, izchil tarjima, shadowing, sight translation, phrase shadowing, phoneme shadowing, anjuman tarjimasi.*

Yurtimizda turizm sohasini rivojlanishi gid va tarjimonlarga bo'lgan ehtiyojni oshirmoqda. Bu o'z navbatida tarjimonlik sohasini rivojlanishiga va uning ko'p tarmoqli turlariga e'tibor berishga chaqiradi.

Hozirgi kunda tarjima nazariyasining fani istiqbollari kuzatib borsak gid va turizmni rivojlanishiga hissa qo'shadigan sinxron va izchil tarjimaning o'ziga xos xususiyatlarini ko'rish, biz tarjimashunoslik fan o'qituvchilariga asosiy ko'riladigan masalalardan biriga aylanadi.

Shu kunlarda turizm rivojlanishi bilan bog'liq bir qator masalalar bilan birga layoqatli tarjimonlar tayyorlash masalasi dolzarb bo'lib turibdi.

Tarjima o'qitish metodikasi hozirda til o'qitish metodikasidan fraqli o'laroq o'zini ochilmagan qirralari bilan tarjimonlar tayyorlaydigan o'qituvchilarni o'ziga jalb qilib kelmoqda. Tarjimaning eng muhim bo'limlari bo'lmish tarjima tarixi, yozma tarjima, badiiy tarjima sohalarida ancha sezilarli siljishlar bor. Biroq gid hamrohligi sohasiga ko'proq kerak bo'ladigan sinxron va izchil tarjima sohasida uni o'rgatish yo'nalishida hali zabt etilmagan cho'qqiular borligi ma'lum bo'lib kelmoqda. Sinxron va izchil (ketma -ket) tarjimaning o'qitish sohasi va uning o'qitish metodikasini vujudga kelganiga qariyb yarim asrdan oshganiga qaramasdan hali bu sohani to'la-to'kis o'qitish metodikasiga kirgizish bo'yicha tortishuvlar mavjud.

Bu turdagi tarjimonlarga asosan xalqaro forumlar, kongresslar va xalqaro shartnomalar imzolanadigan uchrashuvlar muhtojdir. Shundan kelib chiqib tarjimonlarni madaniyatlararo muloqot va xorijiy tilning nozik jihatlaridan to'g'ri foydalanish muammosini yechish kerak bo'ladi. Bu o'z navbatida bo'lg'usi

tarjimonlarning o'zlarini tutish va xorijiy shaxslar bilan bo'lgan munosabatlarida tarjimonlik kompetentsiyalariga e'tibor berishni talab etadi.

Aslida sinxron tarjimasininmg tarixi bir asr nariga borib taqaladi, bu asosan 1928 yil Kominternning V quriltoyida bu xil tarjimaning boslang'ich ko'rinishlari aks etgan. So'ngra 1933 yilda Moskvada bo'lib o'tgan Kominternning navbatdagi XIII quriltoyida rus qaldirg'och tarjimonlari tomondan sinxron tarjima amalga oshirilgan. Shu tarjimonlarning ko'pchiligi keying jahonshumul voqeaga sabab bo'lgan Nyurimberg sudida qatnashdilar.

Rasman sinxron tarjima ko'p funktsiyali ovoz yozish lentalarini ixtiro qilingandan so'ng fan bo'lib maydonga keldi. Daniel Gaylning fikricha anjuman tarjimasi (sinxron tarjima) fani 4 rivojlanish bosqichiga ega: dastlabki izlanishlar, tajriba davri, amaliyotchilar davri vanihoyat yangilanish davrlariga bo'linadi.

Birinchi davr 1950 va 1960 yillarni o'z ichiga oldi. Bu davrda Jeneva va Brussellik tarjimonlar Herbert, Rozan va Van Huflar o'z kasbi bo'yicha fikr yuritishib izlanishlar olib bordilar. Bu amaliy didaktik va kasbiy maqsadga yo'naltirilgan dastlabki shaxsiy yozuvlar edi, biroq ular hozirgi kunda ham qattiq baxsga sabab bo'layotgan fundamental muammolarni aniqlay olmaganlar.

Ikkinchi davr 1960 va 1970 yillarning birinchi yarmini o'z ichiga oladi. Tajriba davri deb atalgan bu davrda ba'zi Treisman, Oleron va Nanpon, Goldman Isler, Gelmen va Berik kabi psixolog va psixolingvistlar og'zaki tarjimaga qiziqqa boshladilar. Ular sinxron tarjimaning psixologik va psixolingvistik aspektlari ustida tajriba qildilar.

Uchinchi davr 1960 va 1970 vanihoyat 1980 yillarning boshini o'z ichiga oladi va amaliyot davri deb ataladi. Bu izlanishlar asosan empirik holatdan ko'ra nazariy fikrlashga yaqin bo'lgan. Bu davr Parij, G'arbiy va Sharqiy Germaniya Shvetsariya va boshqa Rossiya va Chexoslovakiya kabi sharqiy Yevropa mamlakatlari va Yaponiyada shu soha bo'yicha ko'p amaliyotlar amalga oshirilgan. Davr Grever va boshqa olimlarning fikrlari bilan kognitiv psixologik fikrlar bilan boyitilgan edi.

Vanihoyat to'rtinchi davr hali hamon davom etmoqda bu davr yangilanish davri bo'lib, unda ko'p zamonaviy olimlar sinxron tarjimaga o'rgatish metodlari ustida ish olib bormoqdalar.

Sinxron tarjima metodlariga kelsak, uning eng asosiy ko'rinishlaridan biri "shadowing" ya'ni 'taqlid qilish' metodi eng samarali metodlardan biri bo'lib kelmoqda. Talabalarni sinxron tarjimaga o'rgatish metodi til ko'nikmalarini o'rgatish metodidan farq qiladi. Til ko'nikmalariga o'rgatish, til konstruktsiyalarini o'rgatish va vokabyular bilan ishlash sinxron tarjimaga o'rgatish metodidan bir oz farq qiladi. Tarjimaga tayyorgarlik ko'rayotgan talaba til ko'nikmalarini va grammatik konstruktsiyalarni yaxshi egallagan bo'lishi kerak.

Bu yondasdhuvi expertlar "to'ti qush" metodi deb hisoblaydi, chunki bu so'zma-so'z qaytarish bo'lib u o'zining mazmuni jihatidan fonemik va fraza shadowinglarga bo'linadi. Norman, Lambert va Meyerlar kabi kognitiv psixologlar talabalar o'rganishini mana shu kriteriy bo'yicha bo'lganlar.

Fonemik shadowingda talaba tarjima qilinadigan tovushlar va kichik bo'g'inlarni notiq ortidan juda tez vaqtda esda saqlab qolgan holda qaytaradi.

Fraza shadowingda talaba ingliz tilidagi so'z va iboralarni zudlik bilan qaytaradi. Bu holat birinchi ko'rinishga bir oz noma'qul ko'rinadi. Axir tarjimonlar tez fursat ichida o'sha ibora va frazalarni tarjimasini berishi kerak, buni o'rniga ular aytilgan so'zni aynan qaytarmoqda, biroq bu shadowingning asosiy printsiplari bo'lib, bu xotira mashqiga o'xshab ketadi va talabani zudlik bilan notiq fikriga reaksiyasini mashq qildiradi.

Shadowingning ikkinchi bosqichi Fraza shadowingni o'z tiliga o'girib qaytarish bo'lib bunda talaba ancha tez reaksiya berishga yetarli tajribaga ega bo'ladi.

Shadowing mashqlari juda sodda holda berilishi ham mumkin:

Masalan: talabalarga bir qator raqmlar nomini o'zbekcha beriladi, eshitgan zahoti ularni inglizchasini qaytarish vazifa etilgandir: "441, 501, 980, 234,

195,367,500 va holazo.” Talaba eshitiboq notiqning nutqi tugamasdan tarjimaga kirishadi: “four hundred forty one, five hundred one, nine hundred eighty, two hundred thirty four, one hundred ninety five, three hundred sixty seven, five hundred”. Shunga e’tibor qilishimiz kerakki bu sonlar juda tezlik bilan aytilishi muhimdir.

Bundan xulosa qilib shuni aytamizki, sinxron va ketma-ket tarjimonlar shunchalar tezlik bilan ishlashi kerak ekanligi “language accuracy” dan ko’ra muhimroqdir. Biroq bu bilan tilni kelsa –kelmasa o’n besh qilib tarjima qilsa ham bo’laveradi degan fikrga bormaslik kerak. Til aniqligi tarjimaga o’rgatilayotgan talabada allaqachon ishlab chiqilgan va bu talaba o’z til ko’nikmalari darajasini yaxshi egallagan bo’ladi.

Shuning uchun tarjimonlarga ko’proq “sight translation” metodi qo’llanadi. Bu ko’p anjumanlarda amaliyotda qo’llanadigan metod bo’lib, avval tarjimonga notiqning nutqini yozma shakli tarjimon qo’liga topshiriladi va tarjimon tez fursatda nutq bilan tanishib chiqadi. Notiqning nutqi boshlanganda tarjimon uning nima haqida gapirishini taxminan biladi va tarjimani o’zining avval olgan axborotiga suyanib osonroq amalga oshiradi. Bu har doim ish beradigan metod emas, chunki vaziyatga qarab notiqning nutqidagi asosiy yo’nalish o’zgarishi mumkin, bunda tarjimonning bunday vaziyatlarda to’g’ri qaror qabul qilish qobiliyati yaxshi ish beradi va tarjima to’g’ri amalga oshiriladi.

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KASBIY NOMINATSIYA KOMPONENTLI FRAZELOGIZMLARNING TARJIMA MASALALARI

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Annotation: *The article describes the meaning of phraseological units in the process of translation and their expression while preserving all conceptual and semantic signs of unity, the presence of relative differences between them in emotional, expressive and stylistic aspects.*

Key words: *realies, private concept, additional meaning, equivalent, emotional aspect, expressive aspect, stylistic aspect, nuclear component.*

Аннотация: *В статье рассказывается о значении фразеологизмов в процессе перевода и их выражении с сохранением всех понятийно-смысловых признаков единства, о наличии между ними относительных различий в эмоциональном, экспрессивном и стилистическом аспектах.*

Ключевые слова: *реалии, частное понятие, дополнительное значение, эквивалент, эмоциональный аспект, выразительный аспект, стилистический аспект, ядерный компонент.*

Annotatsiya: *Maqolada tarjima jarayonida frazeologizmlar ma'nosi va birlikning barcha konseptual-semantik xususiyatlarini saqlab qolgan holda ifoda qilish, ular o'rtasida emotsional, ekspressiv va uslubiy jihatdan nisbiy farqlar mavjudligi haqida so'z yuritiladi.*

Kalit so'zlar: *realiyalar, xususiy konsept, qo'shimcha ma'no, ekvivalent, emotsional jihat, ekspressiv jihat, uslubiy jihat, yadro component.*

Realiya asosga ega frazeologizmlar tarkibidagi kasbiy nominatsiyalarni anglatuvchi komponentlar ayrim hollarda shu xalqning tarixi va an'analari bilan bog'liq xususiy konseptlarni aks ettirib, kognitiv

jiyatdan faqat shu tilga xos bo'lishi kuzatiladi. Bu borada tarixiy shaxslar, voqealar va boshqa madaniy tushunchalarga komponentlar vazifasini bajarish alohida o'rin egallaydi. Jumladan, ingliz tilidagi *“a Philadelphia lawyer; (as) smart as a Philadelphia lawyer”* birligida kasbiy nominatsiya *“Filadelfiya”* shahri bilan xususiylashtirilib, bir paytning o'zida ikki yadro komponentga ega bo'lishi kuzatiladi. Biroq, olimlar tadqiqotlarida bu birikmada yadro komponent aynan shtat nomi bo'lib, *“advokat”* unga qo'shimcha ma'no beruvchi komponent sifatida tahlil qilingan. Biroq, tarjima jarayonida birikma ma'nosi yaxlitligicha tahlil qilinib, leksik umulashtirish yordamida *“olg'ir/uddaburon advokat”* shaklida o'girilishi eng maqbul usul hisoblanadi va birlikning barcha konseptual-semantik xususiyatlarini ifoda qilish imkonini beradi. Masalan, *“It would puzzle a dozen Philadelphia lawyers-Bu ish o'nta olg'ir advokatlarning ham miyasini qisib qo'yadi.”* [3]

Ayrim hollarda kasbiy yoki shaxs nominatsiyalariga ega bo'lgan FB tarjimasida boshqa tilda ham mos ekvivalent mavjud bo'lishi vaziyatlari kuzatiladi. Biroq, bunda kasbiy, shaxs yoki mavqega oid nominatsiyalar shu xalqqa xos tushunchalardan tashkil topadi. Jumladan, ingliz tilidagi *“to live like a lord (king, prince)”* [3] birikmasi o'z semantik va konseptual ifodalariga ko'ra o'zbek tilidagi *“podshohlardek yashamoq, o'ziga xon ko'lankasi maydon bo'lib yashamoq”* frazeologik birligiga to'liq ekvivalent bo'lishi mumkin. Qolaversa, bunday FBlar boshqa tilda ekvivalentlik namoyon qiluvchi bir qancha sinonimlarga ham ega bo'lishi kuzatiladi. Masalan, yuqoridagi FB o'zbek tilida aynan bir xil semantikani aks ettiruvchi *“yegani oldida, yemagani ketida yashamoq, o'ziga to'q yashamoq”* birliklariga ham sinonim sifatida ko'rsatilishi mumkin. Biroq, bu birliklar o'rtasida emotsional, ekspressiv va uslubiy jihatdan nisbiy farqlar mavjud bo'lib, kontekstlarda qo'llanilishi cheklangan birliklar hisoblanadi. Shunga qaramay, to'liq ekvivalent bo'lgan *“podshohlardek yashamoq”* birligi

barcha kontekstlar uchun xos, neytral variantdir.

“He held forth about his plans, next day: was going for a trip round the world; intended to live like a lord in London, Paris and New York”. [3.159]

-U ertasiga kelgusi rejalarini yana bir o‘ylab oldi: dunyo bo‘ylab sayohatga chiqib NyuYork, Parij va Londonda podshohlardek yashamoqchi edi.

Xuddi shunday holatni ingliz tilidagi *“a thief passes for a gentleman when stealing has made him rich [4] (so‘zma-so‘z. o‘g‘ri boyigach jentlmenga aylanadi)”* birligi tarjimasida ham ko‘rishimiz mumkin. O‘zbek tilidagi ham ushbu birlikning mos ekvivalenti *“o‘g‘ri qarisa so‘fi bo‘ladi”*.

-Sobirov: ...Sanjarovni yashirin namoz o‘qiydi deyishadi. Men bunga ishonaman.

-Oysha: O‘g‘ri qarisa so‘fi bo‘ladi, deydi xalqimiz. (I. Sulton, Asarlar.)[1.56] frazeologizmi qo‘llanilsada, ikki tildagi frazeologizmlarning yadro komponenti bo‘lgan *“gentleman”* va *“so‘fi”* so‘zlari turlicha ijtimoiy sohaga oid so‘zlar hisoblanadi.

FBlar tarjimasidagi ekvivalent tarjima usuli aksariyat hollarda, frazeologizm mazmunidagi komponentlardagi o‘xshashlikka asoslangan holda tasniflanadi. Biroq, ba’zi frazeologizmlar mazmunidagi semantika boshqa tilda butunlay boshqa tarkibli frazeologizm orqali ifodalanishi mumkin bo‘ladi. Ammo, bunday mushtarak semantika olimlar tadqiqotlarida ekvivalent sifatida tadqiq qilinmaydi. Frazeologik birliklar tayyor qoliplangan yaxlit konseptni aks ettirgani va bu ma’no yoki tushuncha ko‘chma majoziy xarakterga ega bo‘lganligi bois ayrim hollarda boshqa tillarda ular mazmunidagi ma’nolar tamoman boshqa soha va struktural qurilishga ega bo‘lgan frazeologik birlik semantikasida o‘z aksini topadi. Bunda FB ma’nosi

ekvivalentlashtirish sifatida tahlil qilinib, olimlar tadqiqotlarida qisman ekvivalent birliklar shaklida klassifikatsiya qilingan. Jumladan, ingliz tilidagi “*beggar may sing before a thief (tilanchi o‘g‘rini oldida avliyo)*” [3] birligi o‘zbek tilida semantik-konseptual xususiyatlariga ko‘ra to‘liq mos keluvchi “... *oldida avliyo bo‘lmoq*” frazeologizmi mavjud. Biroq, ikki tildagi frazeologizmlarning struktural va tarkibiy komponentlari tamoman farqlanib, komponentlar semantikasi jihatidan ham aloqador emaslar.

Ingliz va o‘zbek tillarida kasbiy va ijtimoiy mavqega oid komponentli frazeologizmlarning semantik-konseptual ifodalari bir-biriga yaqin bo‘lsada, kasbiy komponentlarida keskin farqlanuvchi ekvivalentlar juda ko‘plab uchraydi. Kasbiy va ijtimoiy mavqega aloqadorlik o‘zgarsada, bunday birliklar aynan bir xil yoki nisbatan juda yaqin semalarni ifoda qiladilar. Masalan, ingliz tilidagi “*swear like a sailor/trooper/soldier(dengchi/soldat/askarday so‘kinmoq)*” frazeologizmi mazmunidagi “*ko‘p/juda uyatsiz so‘kinmoq*” semasi o‘zbek tilida mos tarzda “*avra-astarini ag‘darib so‘kmoq*” bilan ekvivalentlashtirish mumkin bo‘lsada, kasbiy belgili frazeologizm xususiyati jihatidan o‘xshash ammo, kasbiy sohasiga ko‘ra farqlanadilar.

Xulosa qilib aytadigan bo‘lsak, ayni bir frazeologizmni turli tarjima usullari orqali o‘girish imkoniyati mavjud bo‘lib, tarjimonning maqsadi, matn turi va uslubiyatiga asoslangan holda alohida tanlanadi. Ularning hech biri ustuvor xususiyatga ega bo‘lmay, frazeologik birlik mazmunidagi semantik, konseptual-kognitiv ma’nolar, emotsional-ekspressiv birliklarning o‘ziga xos jihatlarini ifodali o‘girish maqsadida tanlab olinadi.

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TILLARDA O‘SIMLIK NOMLARIGA XOS METAFORALARNING LINGVOPOETIKASI

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Annotatsiya: *Ma’lumki, ijtimoiy hayot va ong taraqqiyoti natijasida ayrim so‘zlarning mazmunida muayyan o‘zgarish yuz berib, ular ko‘p ma’noli yoki ko‘chma ma’noli so‘z maqomiga ega bo‘ladi. Ko‘chma ma’no hosil qilishning eng keng tarqalgan usullaridan biri metafora bo‘lib, unda muayyan narsa, belgi va harakat ikkilamchi nomlanadi. Mazkur til hodisasi qadimdan kishilarni qiziqtirib kelgan va u haqidagi empirik, nazariy qarashlar qadimgi davrlardayoq yuzaga kelgan.*

Kalit so‘zlar: *metafora, fitonim, fitomorf, badiiy-lisoniy, poetika, lingvopoetika, obraz.*

Metaforalardan badiiy asarlarda o‘z o‘rnida mohirona foydalanish yozuvchining badiiy tafakkuri va mahoratiga bog‘liq bo‘ladi. Ayonki, tilda metaforaning ko‘plab ko‘rinishi mavjud. Uning fitomorfik, zoomorfik, antropomorfik, kosmomorfik hamda abiomorfik metafora kabi turlari farqlanadi. Fitomorfik metafora – o‘simlik nomlarining ko‘chma ma’noda kelishi va ularning shu ko‘chma ma’no xususiyatlari bilan o‘zaro bog‘liq muhim til hodisasi hisoblanadi. O‘simlik nomlari tilshunoslikda fitonimlar deb yuritiladi (“fitos” – o‘simlik ; “onuma” – nom) . Fitonim atamasi datslab XX asraning 70-yillarida ilm-fanda qayd etilgan. Fitonimlar borasida turli olimlar tomonidan ilmiy-tadqiqot ishlari olib borilgan. Xususan, ismlar tizimidagi otlarni ilmiy tahlil qilib, A.V.

Superanskaya fitonimlarning turli nomlar sababidan kelib chiqqanligini ta'kidlab, ularning turfa tarixiy shaxslar, hodisalar va shu kabi omillar ta'sirida nomlanganligini o'zining ilmiy asarlarida keltirib o'tadi. Shu o'rinda biz fitomorfik va fitonimik atamalarini bir-biridan farqlashimiz lozim bo'ladi. Fitonimik metafora deganda, faqat o'simlik nomlari asosidagi nom ko'chishlar nazarda tutiladi: "chinor"-uzoq umr, "sarv -qad, "lola"-chiroy kabi. Biroq fitomorfik metaforada o'simlik nomlari, xususiyatlari, qismlari, hosil, mahsulot nomlarining metaforik qo'llanilishi nazarda tutiladi: "danak"-nevara, "ildiz"-ajdodlar, "meva"-farzand kabi².

“O'zbek xalq og'zaki ijodidagi fitomorf metaforalarning badiiy-lisoniy xususiyatlari” deb nomlangan va unda xalq og'zaki ijodidagi fitomorf metaforalar aniqlanib, badiiy-lisoniy xususiyatlari tahlil qilingan O'zbek xalq og'zaki ijodiga tegishli asarlarning ma'lum bir qismi o'simliklar, ularning nomi bilan bog'liq ekanligini kuzatish mumkin. Mazkur asarlarda o'simlik nomlarining ko'chma ma'noda kelishi, insonga xos bo'lgan xususiyatlarning o'simlik obraziga ko'chirilishi ko'p uchraydi. Kuzatishlar shuni ko'rsatdiki, xalq og'zaki ijodi namunalarida o'simliklardan chinor, terak, majnuntol, bo'tako'z, gul, atirgul, ra'no, rayhon, mevalardan esa anor, anjir, behi uzum, o'rik kabilar nomi ko'p miqdorda metafrazatsiyalashtirilgan va quyidagi ma'nolarni izohlab kelgan: Olma fitonimi homiladorlik, farzand, voyaga yetgan va ko'zga tashlanib qolgan qiz, sevgi-muhabbat, ma'shuqaning yonog'i, yuzi; olma guli poetik obrazi esa «qalbaki sevgi» majoziy ma'nosida qo'llanganligini kuzatish mumkin. Shaftoli fitomorfi qalbaki sevgi, ko'p farzandlilik, o'rik fitomorfi esa yorning chiroyli ko'zi, serfarzandlilik, ma'shuqa uchun oshiqning barcha qiyinchiliklarga bardoshlilik ko'chma ma'nolarini ifodalab kelgan. Uzum fitomorfi ko'p farzandlilik, aka-uka, opa-singil ko'chma ma'nolarini izohlagan bo'lsa, gilos fitomorfi yorning go'zalligi, nozikligi, labi ko'chma ma'nolarida qo'llangan. Xalq og'zaki ijodida anorning o'rni alohida

² Бахрамова Д. Фитоморфик ва фитонимик метафорашининг халқ ҳаётидаги ўрни //Замонавий тилшунослик ва лингводидактиканинг коммуникатив аспектилари Республика илмий-амалий анжумани материаллари. Самарканд, 2015 йил 1-2 май, 22-23 б

bo'lib, u quyidagi ko'chma ma'nolarda qo'llangan: bola, singil, oilali ayol, to'kin oila, ota-ona, yoshlik. Jiyda fitonimi xalq qo'shiqlarida insonlarga xos bo'lgan salbiy va kinoyaviy ko'chma ma'nolarni ifodalab keladi. Ma'shuqa (yor) og'zini pista deb aytish, pistadagi kichkina ochiqlikni yor og'zining nozik ochilishiga ko'chirish, qovoqni bodom deb aytish, o'zbek xalqining noyob topilmasidir. Chinor fitonimi quyidagi timsollarni ifodalagan: kuch, sabr, va donishmandlik, avlod, oila, turmush o'rtog'i, o'g'il farzand, qiynalganda suyanchiq bo'ladigan, qo'llab-quvvatlovchi shaxs, qandim fitonim esa oshiqning og'ir kunlarda uning yonida tura oladigan yor majoziy ma'nosida ko'p uchraydi. Alaf fitonimi yoqimsiz, yaramas shaxs yoki xarakteri salbiy kishiga nisbatan, chaqirtikanak fitonimi ko'chma ma'noda birovning yo'liga to'g'onoq bo'luvchi, unga zarar yetkazuvchi kishi ko'chma ma'nolarida qo'llangan.

Ingliz va o'zbek tillarida o'simlik nomlari bilan bog'liq metaforalar lingvopoetikasini ko'rib chiqmoqchimiz. Birinchi navbatda, ingliz tili poetikasida o'simlik nomlari bilan bog'liq metaforalarni misollar orqali ko'rib chiqmoqchimiz. Ingliz poetikasida ham aksariyat she'rlarda gular, daraxtlar va o'simlik nomlari orqali insonlar tasviri uchraydi. Quyida tahlil qilish uchun tanlangan she'rda ham shunday metaforalarni ko'rishimiz mumkin. Metafora qo'llanilishi holatlarini ko'rib chiqish jarayonida shuni guvohi bo'ldikki, she'rlarning aksariyatida ayol obrazlarini yaratish gul nomlari ko'plab uchraganligini ko'rib chiqdik.. Qayd etilishi kerak bo'lgan birinchi narsa she'r nomidir. Fitonimik metaforalarni tasvirlash uchun "Lily of the West" and "The Yellow Rose of Texas" ("G'arb nilufari", "Texasning sariq atirgullari") (by *Amelia White*) kabi yorqin misollar mavjud. Shunisi e'tiborga loyiqki, bunday metaforalarning g'oyasi romantik tasvirlarni yaratish, aniqlovchi so'zlar (nilufar, atirgul) ijobiy ma'noga ega bo'lib, sevgi va nazokat tuyg'ularini uyg'otadi. Bu g'oyalar Amerika madaniyatiga chuqur singib ketgan³. Birinchi ta'sirni kuchaytirish uchun "G'arb nilufari" ushbu metaforadan foydalanishning bir

³ Appleby A. *America's All-Time Favorite Songs* / A. Appleby, J. Stone. – New York. London. Sydney: Amsco Publications, 1991. – 398 p.

nechta sabab va holatlarini o'z ichiga oladi:

"Lily of the West"

The name she bore was Flora,

the Lily of the West;

Betrayed was I by Flora,

the Lily of the West;

I love my faithless Flora,

the Lily of the West.

"The Yellow Rose of Texas" ushbu she'rda hatto xiyonat qilsa ham, erkak hali ham bu ayolni sevib qoladi. "Texasning sariq atirgullari" shunga o'xshash holatlarni ko'rsatadi:

There's a yellow rose in Texas,

that I am going to see;

She's the sweetest rose of color this darky ever knew;

the Yellow Rose of Texas beats the belles of Tennessee;

the Yellow Rose of Texas shall be mine forevermore.

Bu metaforalardan qiz uniki emasligi aniq. Agar, bir tomondan, gullar nomlari bilan fitonimik metaforalar darhol noziklik va go'zallikni ta'kidlaydi, deyish mumkin bo'lsa, xuddi shu narsa yana bir ajralmas xususiyat uchun ham amal qiladi: gullar o'zlarining zaifligi bilan ajralib turadi. Zambaklar yumshoq bo'lsa-da, atirgullar chiroyli va shuning uchun mustaqil yoki erishish qiyin⁴.

O'zbek xalq og'zaki ijodiga tegishli asarlarning ma'lum bir qismi o'simliklar, ularning nomi bilan bog'liq ekanligini kuzatish mumkin. Mazkur asarlarda o'simlik nomlarining ko'chma ma'noda kelishi, insonga xos bo'lgan xususiyatlarning

⁴ Black M. Metaphor // Proceedings of the Aristotelian Society. New Series. – Vol. 55. – Blackwell Publishing, 1955. – P. 273-294.

o‘simlik obraziga ko‘chirilishi ko‘p uchraydi.

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“BOBURNOMA” ASARINING O‘ZBEK TILIDAN INGLIZ TILIGA TURLI SHAXSLAR TALQINIDA QILINGAN TARJIMALARI ASOSIDA KAYFIYAT KONSEPTI VERBALIZATORLARINI O‘RGANISH

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Annotatsiya: *Ushbu maqolada mashhur “Boburnoma” asarini turli tarjimon shaxslar tomonidan o‘rganilganligi va ingliz tarjimonlari asarning o‘ziga xosligi, badiiy xususiyatini saqlab qolishga intilganliklari to‘g‘risida ma’lumotlar keltirilgan hamda tarjimalarda badiiy uslub jihatidan ilmiylikka moyillik, undagi maqollar tarjimalari ingliz tilidagi maqollar mazmuniga yaqin bo‘lgan ekvivalent orqali tarjima qilishga harakat qilishganligi to‘g‘risida ma’lumotlar berilgan.*

Kalit so'zlar: *tarjima, aforizm, lug'at, ekvivalent, tarixiy tasvir, mazmun.*

Annotation: *This article contains information about the study of the famous work "Boburnoma" by various translators and the fact that the English translators tried to preserve the originality and artistic character of the work, as well as the scientific tendency in the translations in terms of artistic style, the translations of the proverbs in it. It is given that they tried to translate the proverbs in English through an equivalent that is close to their meaning.*

Key words: *translation, aphorism, dictionary, equivalent, historical image, content.*

Аннотация: *В данной статье содержатся сведения об изучении знаменитого произведения «Бобурнома» различными переводчиками и о том, что английские переводчики старались сохранить оригинальность и художественный характер произведения, а также научную направленность переводов с точки зрения художественный стиль, переводы пословиц в нем. Приводятся сведения о том, что пословицы на английском языке пытались перевести через эквивалент, близкий их содержанию.*

Ключевые слова: *перевод, афоризм, словарь, эквивалент, исторический образ, содержание.*

Boburnoma asari ko'p marta turli shaxslar tomonidan o'rganilgan va tarjima qilingan. Eng birinchi tarjima yesa Jon Leyden Vilyam Erskin tomonidan 1826 yilda amalga oshirilgan. 1921 yilda yesa Anneta Susanna Beveridj ikkinchi marta Boburnomani tarjima qilishga qo'l urdi. Eng so'nggi tarjima esa Xiler Tekston edi va u zamonaviy ingliz tiliga 1996 yilda nashr qildi.

R.M.Kaldikot (1879), A.S.Beverij(1921), F.Talbot (1909), L.King (1921), V.Tekstonlar (1996) xam Boburnomani ingliz tiliga tarjima qilishgan. Amalga oshgan tarjimalar orasida J.Leyden-V.Erskin, A.S.Beverij va V.Tekstonlarning olimlar tomonidan nisbatan mukammal va to'liq deb topildi.

Erskinning tarjimasi fors tilidan, Leydenniki asliyat tili – eski o'zbek tilidan

(ba'zi manbalarda qayd etilishicha «chig'atoy tili») tarjima qilingan. Erskinning tarjimasi Har tomonlama maqtovga arzigulik, sifati, saviyasi bilan ajralib turadi, uning ishi aslyat tilining uslubi bilan mos tushgan.

1909 yilda F.Talbot «Boburnoma»ning inglizcha tarjimasini chop ettirgan. Ushbu tarjima asosida bir qancha nashrlar chop etildi. 1845 yilda Leyden–Erskin tarjimasining qisqartirilgan variantini R.M.Kaldikot chop ettirgan.⁵1879 yilda esa sharqshunos olim F.Talbot ushbuqisqartirilgan nashrning ikkinchi variantini bosmadan chiqargan. L.U.King 1921 yilda muhim ilmiy ma'lumotlar bilan to'ldirilgan «Boburnoma»ning ikkinchi nashrini chop ettiradi. Ushbu nashrda “Boburnoma” dagi uzilib qolgan yillar voqealari boshqa manbalardan olib tiklagan.

N.Otajonovning fikriga ko'ra, ingliz tarjimonlari asarning o'ziga xosligi, badiiy xususiyatini saqlab qolishga intilganlar. U tarjimalarning tili haqida ham bunday deb yozadi: «Leyden–Erskin tarjimasida uslub ataylab ingliz o'quvchisiga tushunarli qilib tanlanganday. Aksincha, Beverijning tarjimasi quruqroq, ilmiy tilda bitilgan». Professor Tekston esa, A.S.Beverijning tarjimasi talabalarning ishiga o'xshaydi, barcha so'zlar xuddi lug'atdaging o'zginasi, turkiy (o'zbek) va inglizcha so'zlarni aynan mos keltirishga harakat qilgan deya fikr bildiradi.

«Boburnoma»ning Leyden–Erskin tarjimasi murakkab va aslyatdagi so'zlar miqdoriga solishtirganda har bir satrda uch to'rttaga oshib borgan. Susanna Beverijning tarjimasida badiiy uslubi jihatidan ilmiylikka moyil, undagi maqollar tarjimalari ingliz tilidagi maqollar mazmuniga yaqin bo'lgan ekvivalent orqali tarjima qilingan va bu Leyden–Erskinda ham aks etgan. S.Beverijning tarjimasidan roppa-rosa 75 yildan keyin, 1996 yilda professor Vil'yer Tekston uchinchi bor «Boburnoma»ning mukammal inglizcha tarjimasini chop ettiradi ⁶. Mazkur tarjimaning nashr etilishi Bobur Mirzo hayoti, ijodi va davri haqidagi ma'lumotlarni boyitdi.

⁵ Тешабоева З.Қ. «Бобурнома»даги матал ва фразеологик бирликларнинг инглизча таржималари хусусида. Филология масалалари. – Тошкент: ЎзДЖТУ. – 2016. – № 1. – Б.111-115. (10.00.00; №18).

⁶ Тешабоева З.Қ. «Бобурнома»даги матал ва фразеологик бирликларнинг инглизча таржималари хусусида. Филология масалалари. – Тошкент: ЎзДЖТУ. – 2016. – № 1. – Б.111-115. (10.00.00; №18).

V.Tekston ko`proq diqqat-e'tiborini asliyat uslubi va maqol ohangdoshliligiga qaratdi. Muallif "Boburnoma" da keltirilgan tarixiy shaxslar xarakterini ochib berishda maqollar va matallarni o'z o'rnida qo'llab, emottSIONal xolat, baxo munosabat va shaxsga nisbatan fikr bayonini tasvirlaydi. Misol uchun; xayotda sodir bo'lgan, jon talvasasidagi navkarlariga nisbatan ushbu aforizmni qo'llagan;

Agar sad sol moni va-r yake ro`z,

Biboyad raft az in koxi dilafro`z.

Aforizm quyidagicha ma'noga yega; **Agar yuz yil va agar birgina kun yashasang xam ko`ngil oluvchi bu qasrdan ketish kerak bo`lur.**

Quyidagi gapni yendi J.Leyden-V.Erskin (1826), A.S.Beverij (1921), V.Tekstonlar (1996) tarjimalarida qay darajada ifoda yetilganini ko`ramiz.

J.Leyden-V.Erskin tarjimasida: Should a man live a hundred, may a thousand years, yet at last he Mazmuni yesa: Garchi inson yuz yil, balki ming yil yashasa, nixoyat..... bu yerda tarjima tugatilmagan.

S.Beverij tarjimasida: If a man live a hundred years or thousand years, at the last nothing..... Tarjima esa quyidagicha; Agar inson yuz va ming yil yashasa xam, nixoyat xech narsa... bu yerda xam tarjima nixoyasiga yetmagan.

"Boburnoma" ni 1996-yilda tarjima qilgan so`nggi ingliz tarjimoni V.Tekstonda esa muallif nazarda tutgan fikrni to`liq bo`lmasada yakuniga yetkazishga muvaffaq bo'lgan va Boburning achinishi va afsuslanish kayfiyatini yetkazib bera olgan: Be it a hundred years or one day, in the end must depart from this noxious palace. ⁷

Leyden-Erskin bilan S.Beverijlarning tarjimalari ma'no jixatdan asliyatdagi yuz yil va agar birgina kunning bir-biriga zid bo'lgan, kontrast ma'nosini qo'llab, a

⁷ Teshaboyeva Z.Q. A Comparative analysis of phraseological units in "Baburname" and their different English translations. Филология масалалари. – Тошкент: ЎзДЖТУ. – 2019. – №3. – Б.102-108. (10.00.00; №18).

hundred years or thousand years- yuz yil yoki ming yil, tarzida bergan, yuz yil a hundred, birgina kun- a thousand ga o'zgargan. Tarjimada ba'zi so'zlarning yo'qotilish xisobiga ekspressiv ma'no kuchaytirish bilan ikkinchi qism to'ldiriladi.

Ilmiy asoslangan taklif va tavsiyalar; Yuqoridagi misollarni ko'rib chiqqan xolda **Agar yuz yil va agar birgina kun yashasang xam ko'ngil oluvchi bu qasrdan ketish kerak bo'lur** ni quyidagicha tarjima qilinishi eng maqbul variant deb topildi : Though a man lives a one or a hundred years, he must leave this much-admired palace one day.⁸

Boshqa misol bilan tanishib chiqsak: Tarixshunos olim Muxammad xaydar Mirzoga nisbatan : Otasini o'zbek o'lturgandin so'ng kelib, mening mulozamatimda uch-to'rt yil bo'ldi, so'ngra ijozat tilab, Qoshg'arga xon qoshig'a bordi.

Boz gardad ba asli xud xama chiz,

Zarri sofiyu nuqravu ariziz.

Ma'nosi esa: Xamma narsa: Xox sof oltin, xox kumush xox qo'rg'oshin bo'lsin, baribir o'z asliga qaytadi. Bu tarixda, deydurlarkim, toyib bo'lub, yaxshi tariqa paydo qilibdur.

J.Leyden-V.Erskin tarjimasida: after his father was slain by the Uzbeks he entered my service and maintained in it three or four years; he than took leave of me and went to Kashghar to the Khan; but as:

But as everything returns to its original principles,

Whether pure gold, or silver, or tin; It is said that he has now adopted a commendable course of life and become reformed.

Susanna Beverij esa quyidagicha tarjima qilgan: He was in my service for three or four years after the Auzbegs slew his father, then asked leave to go Kashghar

⁸ Teshaboyeva Z.Q. A Comparative analysis of phraseological units in "Baburname" and their different English translations. Филология масалалари. – Тошкент: ЎзДЖТУ. – 2019. – №3. – Б.102-108. (10.00.00; №18).

to the presence of Si Said Khan.⁹

“ Everything goes back to its source,

Pure gold, or silver or tin.”

People say, he now lives lawfully and has found the right way.

Mumtoz asarlarda qo`llangan aforizmlarni kuzatsak, tarjimonlar ko`p xollarda so`zma so`z tarjimadan foydalanishadi va bunga eng oson yo`l deb qarashadi. Chunki, unga mos ekvivalentlarini qidirib topish uchun unga aloqador asarlarni mutolaa qilish, manbalardan izlanish zarur va bu ko`p vaqt talab qiladi.

“Boburnoma” dagi yana bir misolni ko`rib chiqsak: “Bu besh kunluk o`lar jon uchun yomon ot bila bordi. Xotun so`ziga kirib, o`zini neknomlar chargasidan chiqardi. Mundoq kishining vaqoyini mundin ortuq bitib bo`lmas. Bu yo`sunluq shani` xarakotni mundin ortiq eshitib bo`lmas.”

“Bu besh kunluk o`lar jon uchun yomon ot bila bordi” gapida muallif bu yerda asardagi qaxramonga baxo beradi. Jon Leyden va Vil`yam Erskinlarning tarjimasida : “ From this over-anxiety to preserve this transitory and mortal life , he left a name of infamy behind him; and, from following the suggestions of a woman, struck himself out of the list of those who have earned for themselves a glorious name. It’s impossible to write any more of the transactions of a such a personage, and impossible to listen any farther to the recital of such and dastardly proceedings”.

Susanna Beverij esa “ For a matter of this five-days mortal life, he died with a bad name; having entered into a woman’s affairs, he withdrew himself from the circle of man of good repute. Of such people’s doings no more should be written; of acts so shameful, no more should be heard ” tarzida tarjima qilgan.

“Boburnoma” da yana bir “Qopudagini qopmasa, qariguncha qayg`urur” maqoli ishlatilgan. Bu maqol mazmun jihatdan anglash juda mushkul. Chunki bu

⁹ .Annete Susannah Beveridge. Baburnama a memoir.Rupa publications India Pvt. Ltd 2017.- 491 p.

maqolning zahirida Boburning yon atrofdagi beklaridan biri-Vays Log'ariyning maslaxati bilan dushman ortidan bormaganligi va bu xolatning oqibati kelgusida Andijonni tashlab chiqishgacha sabab bo'lgani va bu Boburni dilini ranjitgani va bu o'zining xatosiga ko'ra bo'lgani nazarda tutilgan.

Leyden-Erskin esa quyidagicha tarjima bergan: He that does not seize what comes into his grasp. Must indulge his regret even to old age, and repine¹⁰. Bu quyidagicha “ Kimki qo'lidagini ushlab qololmasa, qariguncha ko'ngilchanligidan afsuslanib va zorlanib yuradi.”

A.S.Beverij o'zining tarjimasida: Work must be snatched at betimes. Vain is the slacker's mistimed work.

Hiler Tekston esa quyidagicha tarjima qilingan: “ If you don't seize what is at hand you will rue it until old age”. “ Qo'lingdagini tutib qololmasang, qariguncha achinib yurasan”.

Uch xil variant va ma'no jihatidan A.S.Beverijda kuchaytirilgan, Leyden Erkinda esa ma'no kengaytirilgan, Tekston tarjimasida 'a'no toraytirilgan.

“Boburnoma” da berilgan “ teng bo'lmaguncha, to'sh bo'lmas” maqolini Leyden Erskin “ A narrow place is large to the narrow-minded ”, Hiler Tekston esa “ There is no noon without dawn” shaklida tarjima qilgan. Ammo Hiler Tekston qofiyadosh ko'rinishiga e'tibor berib maqol mazmuni buzilgan. Aslida esa “ teng bo'lmaguncha, to'sh bo'lmas” iborasi “ No equals, never make friends” deb tarjima qilinsa maqsadga muvofiq bo'lgan bo'lardi.

Ingliz sharqshunosi Monstyuart Elfinstonning „Boburnoma" va uning bosh qahramoni haqida aytgan quyidagi fikrlari e'tiborga molikdir: “Bu xotiralarda buyuk turkiy podshoning hayoti batafsil tasvirlangan, uning shaxsiy his-tuyg'ulari har qanday mubolag'a va pardalash lardan xoli. Uning uslubi oddiy va mardona, jonli va obrazli. U o'z zamondoshlarining qiyofalari, urf-odatlari va intilishlarini, qiliqlarini oynadek ravshan tasvirlaydi. Shu jihatdan bu asar Osiyoda yagona,

¹⁰ Leyden J., Erskine W. Memoirs of Zehir-Ed-Din Muhammed Baber: Emperor of Hindustan. London 1826.

chinakam tarixiy tasvir namunasidir. Bobur harbiy odamning tashqi ko`rinishi, kiyimi, tab'i va odatlarini ifoda etadi, mamlakatlarni, ularning iqlimi, tabiati, xo`jaligi, san'at va hunarmandlik namunalarini tasvirlab beradi. Lekin muallifning yorqin xarakteri asarga eng kup joziba bag`ishlaydi“. (Elphinstone has also remarked about it thus- ”Almost the only piece of real history in Asia. ” Besides, the description of Babur regarding friends and foes, his emotional reaction to individuals and circumstances, natural beauty of mountains, rivers, forests and flowers is very much absorbing which credits his biography as a piece of literature).

“Boburnoma” da Alisher Navoiy to`g`risida Mizoji nozuk iborasi ishlatilgan va bu o`quvchida Alisher Navoiy nozik tabiatli, kayfiyati tez o`zgaruvchan degan xulosaga keladi.

Inglizcha tarjimada esa (Levden-Erskinda): Ali Sher Beg was celebrated for the elegance of his manners deb berilgan.¹¹

Leyden-Erskin ishiga yozilgan Lukas Uayt King maqolasida mazkur 1826 yilgi inglizcha tarjima “to`liq va jozib” deb baholanadi. Bobur zamonasida, deydi u, o`tkir zexnlilik, fors mumtoz adiblarining asarlarini bilish, ruboiynavislik san'ati va ruboiyxonlik har qanday qahramonlik va jasoratdan ham ko'proq qadrlangan. Bobur juda qiyin paytlarda ruboiylar yozar, xatarnok, tang kezlarda maxzun g`azallar bitib, ularga kuy bastalab, orom olgan.

“Boburnoma”da Jon Leyden bilan Vilyam Erskin xamkorlik qilgan. (Leyden vafotidan keyin Erskin uning chala kolgan tarjimasini uz tarjimasi bilan kushib, ishni nixoyasiga yetkazgan). Erskin muqaddimasida, Zaxiriddin Muhammad Bobur o`zi yozgan “Vaqoye”dan nihoyatda mamnun bo`lganligi, o`z hayotining nihoyasida asarning bir nusxasini Hindistondan Kobulga jo`natganini aytib o`tgan. Bobur vafotidan sung “Boburnoma” Dexli va Agra saroylarida juda e`tibor va shuxrat topganligi va Xumoyun taxtga chiqqanidan so`ng va o`limidan oldin bu kitobni o`z

¹¹ Тешабоева З.Қ. Инглизча «Бобурнома»лар Жаҳон адабиёти Адабий- бадиий, ижтимоий-публицистик журнал. – 2014. – №2. – Б.139-141. (10.00.00; №4).

qoʻli bilan koʻchirganligi haqida ham maʼlumot berilgan. Leyden-Erskin inglizcha tarjimasining tarixi izlanish, umidsizlik va ishonch bilan toʻla samarali ish boʻlib qolgan.

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TRANSLATION OF STYLISTIC DEVICES

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Abstract: *This comprehensive study delves into the intricate task of translating stylistic devices across languages, aiming to bridge the gap between linguistic structures and cultural nuances. The translation of stylistic devices poses a multifaceted challenge, as it requires not only linguistic proficiency but also a profound understanding of the cultural context inherent in these devices.*

The research explores various forms of stylistic devices, ranging from literary devices like metaphors, similes, and personification to rhetorical devices such as alliteration, parallelism, and irony. It investigates how these devices contribute to the overall aesthetic and communicative impact of a text in the source language and endeavors to uncover strategies for preserving or adapting these effects during the translation process.

Аннотация: *Это всестороннее исследование занимается сложной задачей перевода стилистических приемов между языками, стремясь сблизить лингвистические структуры и культурные нюансы. Перевод стилистических приемов представляет собой многогранный вызов, поскольку он требует не только лингвистической грамотности, но также глубокого понимания культурного контекста, присущего этим приемам.*

Исследование занимается различными формами стилистических приемов, включая литературные устройства, такие как метафоры, сравнения и олицетворения, а также риторические приемы, такие как аллитерация, параллелизм и ирония. Оно исследует, как эти приемы влияют на общую эстетическую и коммуникативную составляющую текста на исходном языке, и стремится выявить стратегии сохранения или адаптации этих эффектов в процессе перевода.

Annotatsiya: *Ushbu keng qamrovli tadqiqot lingvistik tuzilmalar va madaniy*

nuanslar o'rtasidagi tafovutni bartaraf etishga qaratilgan stilistik vositalarni tillar bo'ylab tarjima qilishning murakkab vazifasini o'rganadi. Stilistik vositalarning tarjimasi ko'p qirrali muammo tug'diradi, chunki u nafaqat til bilimini, balki ushbu qurilmalarga xos bo'lgan madaniy kontekstni chuqur tushunishni ham talab qiladi.

Tadqiqot uslubiy vositalarning turli shakllarini o'rganadi, masalan, metafora, o'xshatish va personifikatsiya kabi adabiy vositalardan tortib alliteratsiya, parallelizm va ironiya kabi ritorik vositalargacha. U ushbu qurilmalarning manba tilidagi matnning umumiy estetik va kommunikativ ta'siriga qanday hissa qo'shishini o'rganadi va tarjima jarayonida ushbu effektlarni saqlash yoki moslashtirish strategiyalarini ochishga harakat qiladi.

Key words: *Epithet, Metaphor, Simile, Hyperbole, Personification, Onomatopoeia, Oxymoron, Irony, Repetition, Parallelism, Allusion, Symbolism, Euphemism, Anaphora,*

1. Epithet: An epithet is a literary device where an adjective or descriptive phrase is used to characterize a person, place, or thing. It's often used to emphasize a particular quality or attribute. For example, calling someone "the brave warrior" or "the radiant sun" are examples of epithets.

2. Metaphor (Metáfora): A figure of speech that makes a direct comparison between two unrelated things.

Example (Ejemplo): "Her smile was a ray of sunshine."

3. Simile (Comparación): A figure of speech that compares two things using "like" or "as."

Example (Ejemplo): "His voice was as smooth as velvet."

4. Hyperbole (Hipérbole): Exaggerated statements or claims not meant to be taken literally.

Example (Ejemplo): "I've told you a million times to clean your room!"

5. Personification (Personificación): Giving human qualities or characteristics to non-human entities.

Example (Ejemplo): "The wind whispered through the trees."

6. Onomatopoeia (Onomatopeya): Words that imitate the sound they represent.

Example (Ejemplo): "The bee buzzed around the garden."

7. Oxymoron (Oxímoron): A combination of contradictory or opposite words placed side by side.

Example (Ejemplo): "Jumbo shrimp"

8. Irony (Ironía): A contrast between expectation and reality.

Example (Ejemplo): "The fire station burned down."

9. Repetition (Repetición): The deliberate use of the same word or phrase for emphasis.

Example (Ejemplo): "I have a dream that one day this nation will rise up, live out the true meaning of its creed."

10. Parallelism (Paralelismo): The use of similar grammatical structures or patterns for balance and rhythm.

Example (Ejemplo): "She likes swimming, hiking, and biking."

11. Allusion (Alusión): A reference to a well-known person, place, event, or work of literature.

Example (Ejemplo): "He had the strength of Hercules."

12. Symbolism (Simbolismo): The use of symbols to represent abstract ideas or concepts.

Example (Ejemplo): The white dove is a symbol of peace.

13. Euphemism (Eufemismo): The use of a mild or less direct word or phrase to replace a harsh or unpleasant one.

Example (Ejemplo): "Passed away" instead of "died."

14. Anaphora (Anáfora): The repetition of a word or phrase at the beginning of successive clauses or sentences.

Example (Ejemplo): "We shall fight in the trenches. We shall fight on the seas. We shall fight in the air."

Stylistic devices encompass a wide range of techniques employed by writers to convey meaning and emotion in a more vivid and imaginative way. These devices include metaphors, similes, personification, alliteration, onomatopoeia, hyperbole, and many others. They serve to enhance the aesthetic appeal of a text, creating a unique voice for the author and evoking specific emotions in the reader.

Challenges in Translation:

Translating stylistic devices is not a straightforward task. Unlike literal or factual content, the beauty of these devices lies in their figurative and symbolic nature. Maintaining the artistic integrity while transferring the essence of these devices from one language to another poses several challenges.

Cultural Nuances:

Different cultures may have distinct metaphors, similes, or idioms that convey similar meanings. Translators must be well-versed in both the source and target cultures to choose equivalents that resonate appropriately.

Language Structure:

Languages have unique structures, and the rhythm and cadence of one language may not seamlessly translate into another. Maintaining the musicality of stylistic devices requires a deep understanding of linguistic nuances.

Wordplay and Puns:

Many stylistic devices involve wordplay and puns, which may not have direct equivalents in another language. Translators must often resort to creative solutions, sometimes sacrificing literal accuracy for the sake of maintaining the intended

impact.

Strategies for Successful Translation:

Cultural Adaptation:

Translators must immerse themselves in the cultural context of both languages. This involves understanding historical references, societal norms, and the connotations attached to certain words or expressions.

Creativity and Flexibility:

Successful translation of stylistic devices often requires a high degree of creativity. Translators may need to find innovative ways to convey the intended meaning while staying true to the author's artistic expression.

Collaboration with Authors:

In some cases, working closely with the original author can provide valuable insights into the intended nuances of specific stylistic choices. This collaboration ensures a more accurate transfer of the author's voice into the target language.

Prioritizing Effect over Literal Translation:

Literal translation may not always capture the essence of a stylistic device. Translators must prioritize the emotional impact and overall effect on the reader, even if it means deviating from a word-for-word translation.

Metaphors:

Original: "The city was a concrete jungle."

Translation: "Die Stadt war ein Beton-Dschungel." (German)

Note: The metaphorical concept of a "concrete jungle" is successfully conveyed in German, adapting the metaphor to the target language.

Original: "Time flies like an arrow; fruit flies like a banana."

Translation: "Die Zeit vergeht wie ein Pfeil; Obstfliegen mögen eine Banane."
(German)

Note: While the wordplay involving "flies" and "like a banana" is preserved, the specific choice of fruit may differ to maintain cultural relevance.

Conclusion

The translation of stylistic devices is a delicate art that requires a deep understanding of both the source and target languages and cultures. Translators must navigate the challenges of linguistic differences, cultural nuances, and the inherent complexity of figurative language. Ultimately, successful translation goes beyond literal accuracy; it seeks to convey the spirit, beauty, and creativity of the original work, allowing readers to experience the artistry of language across cultural boundaries.

A successful translation of stylistic devices requires the translator to be both a skilled linguist and a keen interpreter of cultural nuances. It is not merely a mechanical process of substituting words but a creative act that involves capturing the essence of the stylistic device and recreating it in a way that preserves its impact and emotional resonance. Moreover, the translator must be attuned to the specific cultural and literary conventions of both the source and target languages, ensuring that the translated text is not only accurate but also culturally relevant.

Despite the challenges, the translation of stylistic devices presents an opportunity for enriching the literary and linguistic landscape of both the source and target cultures. A well-executed translation can transcend linguistic boundaries, allowing readers to experience the beauty and depth of the original work in a new linguistic context. In this process, translators serve as cultural mediators, bridging the gap between different literary traditions and fostering a greater appreciation for the diversity of human expression.

In essence, the translation of stylistic devices is a dynamic and complex undertaking that requires a combination of linguistic prowess, cultural sensitivity, and creative insight. As literature continues to traverse global borders, the role of translators in preserving and conveying the artistry of stylistic devices becomes

increasingly significant, contributing to the enrichment and cross-pollination of literary traditions around the world.

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PROBLEMS OF TRANSLATING LINGUISTIC MEANS OF FUTURALITY FROM ENGLISH INTO UZBEK

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**Gid hamrohligi, madaniyatlararo muloqot va
tarjimashunoslik kafedrası o'qituvchisi**

Anotation: *This article examines the intricacies of translating future tense expressions from English into Uzbek. It analyzes the differences in grammatical structures, lexical choices, and cultural influences that challenge translators attempting to convey futurity effectively. The article explores these challenges by*

- *Identifying the diverse linguistic means of expressing future in both languages.*
- *Highlighting the discrepancies between English and Uzbek in expressing futurity concepts like immediacy, certainty, and intentionality.*

- *Analyzing the impact of cultural context on the interpretation and translation of future tense expressions.*

- *Proposing strategies and techniques for overcoming translation challenges and achieving accurate and nuanced rendering of futurity in Uzbek.*

Key words: *Futurity, tense, aspect, modality, translation, English, Uzbek, grammatical structures, lexical choices.*

The process of translation is often hindered by structural, lexical and contextual constraints. Rhythmical, alliterative and onomatopoeic aspects have been hurdles at the lexical level. Cultural nuances of the language constitute the congenital merits of any literary work. They tend to resist translation and make translation unpoetic. Puns, equivocations and idioms constitute the lexical problems that literary translators encounter. Most of the lexical problems arise from the problems of equivalences. There are four types of equivalences:

- 1) one-to-one equivalence;
- 2) one-to-many equivalence;
- 3) many-to-one equivalence; and
- 4) one-to-none equivalence or null equivalence¹².

The first type of equivalence is relatively unproblematic as a word in the Source language has only one equivalent in the Target language: for instance, the word *amor* (Latin) has *love* (English) as its equivalent. But it becomes problematic when the lexical gap between the two languages widens due to cultural, social and historical differences. The second type of equivalence is inherently problematic due to alternatives of equivalents offered: the word *amor* (Latin) offers three alternative meanings-*erose*, *filia* and *agape*- in Greek. Here the Source language covers a wide range of contextual meanings. When such words are translated, the translator has to

¹² Фёдорова А.И., Косвенные предложные дополнения в современном английском языке, 1955, б.127

choose the potent and vital meaning most appropriate to the context. For instance, when divine love is referred to, agape is the meaning appropriate to the context.

The third type is also problematic as the exactness or precision of meaning changes in translation. The fourth type leads to the problem of untranslatability. While translating idioms and proverbial expressions the translator confronts an obvious dilemma: whether he should transfer the items from the Source language and transcribe them in the Target language. The transfer of the untranslatable words and their transcription in the target language provide a local colour to the translation. Thus, translation is a creative process at every level of which the translator makes a choice. The choice of the translator is political as well as aesthetic, though they are more or less synonymous. In the matter of equivalence, the translator's choice is not between alternative yet exact equivalents, but between equivalents more or less inexact. So the choice depends on the ideology of the translator and the aesthetic that he follows¹³.

As any literary text is a synthesis of politics and aesthetics of the writer, the translator's choice of equivalents depends on the requirements of his textual politics. All types of translation involve loss or gain off meaning. Translation also causes skewing of meaning while decoding and encoding ideas. This results from the choice of the nearest equivalent. In this regard, J.C.Catford remarks: "In translation, there is the substitution of TL meanings for SL meanings; no transference of TL meanings into SL. In transference, there is an implantation of SL meanings into the TL text. These two processes must be clearly differentiated in any theory of translation"¹⁴.

As we have already seen the futurity in the English and Uzbek languages, there is also the concept of classification the functions of futural expressions we will

¹³ Иванова И.П. (1981) Теоретическая грамматика современного английского языка: Издательства «Высшая школа», б.201-214

¹⁴ Жигadlo В. Н. О переходности и непереходности глаголов в современном английском языке. Сб. «Учёные записки ЛГУ», 1955, б.125-130

underscore one of the three meanings and define functions with respect to the highlighted meaning as follows:

- experiential meaning → experiential functions
(i.e., futurity primarily as a means of expressing temporality)
- interpersonal meaning → interpersonal functions
(i.e., futurity primarily as a means of conveying speech acts)
- textual meaning → textual functions
(i.e., futurity primarily as a means of coherence and other properties of text)

Hence, for the purpose of classification, we distinguish the experiential, textual and interpersonal functions of propositions. This differentiation may look rather artificial as each proposition bears all the modes of meaning. For example, an instance of intratextual reference expressed by means of *will*:

- reflects human experience (e.g., linear sequencing of the text that a reader has to process chronologically),
- conveys interaction between the author and the reader (expresses the author's commitment, will and intention to deal with the topic; in addition, the author helps the reader find a better orientation throughout the text and assures the reader that more will be explained later), and
- delimits the organization of the text (intratextuality).

This research focuses only on the interpersonal and textual functions of the expressions of futurity as detected in the texts presented below. Due to space constraints, the analysis of experiential functions will not be provided here but may be found in Mikulas.

We selected the futural expressions as delimited by Quirk et al., who distinguish the following means of expressing future time (hereinafter referred to as core expressions): *will/shall* + infinitive (simple, progressive and perfect); *be going to* + infinitive; present progressive; present simple; *be to* + infinitive; *be about to* +

infinitive; *be on the point/verge of* + gerund. All instances of the core expressions of futurity were excerpted from the source books enlisted below¹⁵.

Firstly, frequency analysis shows that futurity was predominantly conveyed by the verb *will*. All the remaining expressions were rather infrequent. The column of frequency reveals that some expressions were more appropriate in terms of their statistical occurrence. No instances of *be on the point/verge of* were detected in the corpus. Thus, some expressions appear to be absent from and thus irrelevant to the context of economic texts. Analogously, the present progressive forms were almost negligible. On the other hand, even though the *be going to* construction is declared to be used in informal and spoken contexts, it was found to convey all the textual and interpersonal functions throughout all the corpus sources¹⁶.

Still, in accordance with Huddleston and others futurity was interpreted broadly as lexical and grammatical means referring to the future. Although only core grammatical means were excerpted and quantified, they were analyzed together with co-occurring lexical means. The excerpted instances of core expressions helped detect a broader co-text including other means of futurity. Within the context, we analyzed the co-occurring nouns, adjectives and lexical verbs as all these parts of speech are able to create, trigger and govern a modal/futural context.

Certain nouns can create a context in which intention, insistence and other modalities are presupposed and can be implied. These nouns can thus be followed by modal/futural verbs:

So I drew the inference that the intention was that the media should reproduce the programme.

¹⁵ Halliday, Michael A. K. and Ruqaiya Hasan. *Cohesion in English*. London: Longman, 1976. Print.

¹⁶ Halliday, Michael Alexander Kirkwood. *Spoken and Written Language*. Oxford: Oxford University Press, 1989. Print.

Shunday qilib, men ommaviy axborot vositalari dasturni takrorlashi kerak degan xulosaga keldim.

In this clause, *be* is governed by the modal insistence and the context of *should* is triggered by intention. Similarly, the noun *wish* creates a modal/futural context for the subjunctive clause:

We respect the judge's wishes that we do not raise the temperature further.

Biz hakamning haroratni ko'tarmaslik haqidagi istaklarini hurmat qilamiz.

Adjectives create modal/futural context to varying degrees. It always depends on how the writer or speaker views the situation expressed by the complement (lexical verb). Examples of modal/futural adjectives are *the following*:

	Adjectives create modal/futural context in English	Uzbek
1	<i>Able</i>	Qodir
2	<i>Advisable</i>	tavsiya etiladi
3	<i>Anxious</i>	Tashvishli
4	<i>Bound</i>	bog'langan
5	<i>Concerned</i>	Tashvishli
6	<i>Crucial</i>	hal qiluvchi ahamiyatga ega
7	<i>Desirable</i>	orzu qilingan
8	<i>Essential</i>	Muhim
9	<i>Fitting</i>	Moslash
10	<i>Imperative</i>	qat'iy
11	<i>Important</i>	Muhim
12	<i>Vital</i>	Hayotiy

13	<i>Willing</i>	Tayyor
14	<i>Likely</i>	Ehtimol
15	<i>Necessary</i>	Zarur
16	<i>Supposed</i>	taxmin qilingan
17	<i>Possible</i>	Mumkin
18	<i>Sure</i>	Albatta

There is an example for these futural words.

Survivors are likely to experience adverse physical and psychological effects.

Omon qolganlar salbiy jismoniy va ruhiy ta'sirlarni boshdan kechirishlari mumkin.

Verbs expressing futural/modal meaning comprise *advise, intend, propose, recommend, require, suggest* and *wish*. These verbs can be complemented with a direct object, mandative *should* or a mandative subjunctive clause: *We intend that this bank should provide stimulus for private investment in Eastern Europe.*

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INGLIZ VA O'ZBEK TILLARIDA POLITAKSEMALARNING TARJIMA MUAMMOLARI

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Annotatsiya: *Politaksemalarni tahlil qilishda ularni analitik til hisoblangan ingliz tilidan agglyutinativ til hisoblangan o'zbek tiliga tarjima qilishda ko'plab muammolar mavjudligini ta'kidlash lozim. Ko'p komponentli qo'shma gaplarni ingliz tilidan o'zbek tiliga tarjima qilishda asosiy muammolardan biri tarjimada grammatik shakl va mazmunning nomutanosibligidir. Ushbu maqolaning maqsadi ko'p komponentli qo'shma gaplarni ingliz tilidan o'zbek tiliga tarjima qilishdagi bir nechta muammolarni ko'rsatishdir.*

Kalit so'zlar: *politaksema, komponent, klouz, grammatik shakl, mazmun*

Аннотация: *Рассматривая политаксемы, следует отметить, что существует много проблем при их переводе с английского, который считается аналитическим языком, на узбекский, который является агглютинативным языком. Одной из основных проблем при переводе многокомпонентных сложных предложений с английского языка на узбекский язык является диспропорция грамматической формы и содержания в переводе. Цель настоящей статьи – показать некоторые проблемы перевода поликомпонентных сложных предложений с английского языка на узбекский.*

Ключевые слова: *политaksema, компонент, придаточное предложение, грамматическая форма, содержание.*

Annotation: *In reviewing polytaxemes, it should be mentioned that there are many problems in translating them from English, which is considered an analytical language, into Uzbek, which is an agglutinative language. One of the main problems in translating polycomponential composite sentences from English into Uzbek is the*

disproportion of grammatical form and content in the translation. The point of the current paper is to show a few issues of translation of polycomponential composite sentences from English into Uzbek.

Key words: *polytaxeme, component, clause, grammatical form, content.*

Tilshunoslikda tarjima bir tilda mavjud nutq ifodasini ikkinchi tilda shakl va mazmunini saqlagan holda qayta yaratuvchi ijodiy jarayondir. Ingliz va o'zbek tillarida polikomponentli qo'shma gaplarning tillararo mutanosibligi masalasini, ya'ni shakl va ma'no jihatidan mutanosibligini tahlil qilishda bevosita tarjima jarayoniga murojaat qilamiz. Xususan, polikomponentli qo'shma gaplarni o'zbek tiliga tarjima qilishda grammatik shakl va mazmunning nomutanosibligi ko'rish mumkin. Masalan:

Once there had been a tinted photograph of his wife on the wall but he had taken it down because it made him too lonely to see it and it was on the shelf in the corner under his clean shirt (Hemingway E., 32).

Qachonlardir devorda xotining rangdor surati ham osig'liq turardi, ammo, keyin chol uni berkitib qo'ydi, chunki ko'zi tushsa juda-juda ezilib ketardi. Endi surat burchakdagi shkafda, toza ko'ylak ostida yotardi (G'ofurov I. tarjimasi, 29)

Yuqoridagi misolda ingliz tilidagi 4 komponentli qo'shma gap o'zbek tiliga o'girilganda 3 komponentli qo'shma gap va bitta alohida sodda gapga aylantirilganligini kuzatishimiz mumkin, lekin 4-komponent o'zbek tiliga alohida gap orqali berilgan va mantiqan u oldingi gaplar bilan mustahkam bog'langan, bu holatda oxirgi gap oldingi gaplarga "endi" so'zi orqali bog'langan bo'lib, u diskursiv vazifa (vaqealar ketma-ketligi)ni bajaryapti, vaholanki shu so'z bo'lmasa, oxirgi gap qolgan gaplarga bog'lana olmagan bo'lardi. Bunga sabab, qiyoslanayotgan tillardagi gaplarning mavjud struktural noo'xshashligi, sig'imi va u bilan bog'liq holda sintaktik stilistik me'yor nuqtai nazardan gaplarning nomuvofiqligi kelib chiqqan bo'lardi. Demak, qiyoslanayotgan tillarda polikomponentli gaplarning o'xshashliklari bilan bir qatorda o'ziga xos farqlari ham bor.

Someone came in, and as the door opened I could see the snow falling.
(Hemingway E., 6)

Allakim ichkariga kirdi, eshik ochilganida tashqarida hamon qor yog‘ayotganini ko‘rdim. (G‘ofurov I. tarjimasi, 12)

Bu gapning ingliz tili variantida birinchi gap, ikkinchi va uchinchi gapda “and” teng bog‘lovchisi yordamida bog‘langan, ikkinchi va uchinchi gaplar payt ma'nosini anglatgan “as” ergashtiruvchisi yordamida bog‘langan, ingliz tili variantida uchta sodda gap mavjud, tarjima qilingan o‘zbek tili variantida esa ikkita sodda gap mavjud, ingliz tili variantida payt ergash gap ma'nosini anglatib kelgan “as the door opened” gapi, o‘zbekchada murakkab payt holi bo‘lib kelgan, original variantdagi uchinchi gap ikki asosga ega bo‘lgan bo‘lsa, tarjimalari bir tarkibli, shaxsi ma'lum yoyiq (ergash gap bilan birgalikda) gap tarzida kelgan.

You would like the people and though it is cold, it is clear and dry.
(Hemingway E., 7)

Odamlari juda ham ajoyib, qishi sovuq bo‘lsayam, lekin havo quruq va ochiq bo‘ladi. (G‘ofurov I. tarjimasi, 14)

Ingliz tilidagi variantda uchta sodda gap berilgan, o‘zbekchada ham uchta, ingliz tilidagi variantda birinchi va ikkinchi gaplar “and” bog‘lovchisi bilan, ikkinchi va uchinchi gaplar “though” ergashtiruvchi bog‘lovchi bilan bog‘langan. O‘zbek tilidagi variantida esa birinchi, ikkinchi gaplar bog‘lovchisiz, ikkinchi va uchinchi gaplar esa “-sa ham, lekin” bog‘lovchilari bilan bog‘lanayapti. Inglizcha variantidagi “You would like the people” sodda gapi o‘rnida o‘zbek tilida “odamlari juda ajoyib” gapi qo‘llanilgan, to‘g‘ri bu ikki gap mazmun jihatdan bir-biriga juda yaqin lekin grammatik jihatdan umuman boshqa-boshqa narsalardir.

She was not in the garden and I went to the side door of the villa where the ambulances drove up. (Hemingway E., 16)

Bog‘da u ko‘rinmadi, shuning uchun men sanitar (G‘ofurov I. tarjimasi, 27)

Inglizcha variantdagi gap aralash turdagi qo‘shma gap bo‘lib, birinchi va

ikkinchi gaplar teng bog‘langan, ikkinchi va uchinchi gaplar tobe munosabatda bog‘langan, o‘rin ergash gapli qo‘shma gap, o‘zbekchada bular aralash turdagi qo‘shma gap, sabab ergash gapi tarzida ifodalangan, hamda teng bog‘lovchi va teng bog‘lanish tarjimada aks etmagan.

The table was in no way different from any other, and it was not more advantageously placed, but because the oldest residents sat there it was looked upon as the most desirable place to sit, and several elderly women were bitterly resentful because Miss Otkin, who went away for four or five months every summer, should be given a place there while they who spent the whole year in the sanatorium sat at other tables. (Mazlaveckienė G., 114)

Bu stol boshqa stollardan hech qanday farq qilmasdi va u qulayroq ham joylashtirilmagan edi, lekin u yerda eng keksa odamlar o‘tirgani tufayli u o‘tirish uchun eng maqbul joy deb qaralardi. Bir necha keksa ayollar, butun yilni sanatoriyda o‘tkazganlar boshqa stollarda o‘tirganlarida, har yozda to‘rt-besh oyga ketadigan miss O‘tkinga o‘sha yerdan joy berilishi kerak ekanligidan qattiq norozi edilar. (dissertant tarjimasi)

Bu 9 ta komponentdan iborat qo‘shma gap bo‘lib, ulardan 4 tasi koordinativ, ya'ni teng bog‘langan, 5 tasi esa tobe. Berilgan jumla o‘zbek tiliga tarjima qilinganda, u birinchi, ikkinchi va uchinchi komponentlari teng bog‘langan, uchinchi va to‘rtinchi komponentlari sabab ergash gap sifatida tobe tarzda bog‘langan 4 komponentli qo‘shma gapga va payt ergash gap va aniqlovchi ergash gap sifatida tobe tarzda bog‘langan alohida 3 komponentli qo‘shma gapga aylanganligini ko‘rish mumkin.

Yuqoridagi tadqiqotimizda ingliz tilidagi polikomponentli qo‘shma gaplar o‘zbek tiliga tarjima qilinganda ko‘pincha sodda yoyiq gapga aylanishi yoki komponentlar sonining kamayishi, ba'zan ko‘p komponentli qo‘shma gap alohida-alohida sodda gaplarga aylanishi kuzatildi. Shuning uchun ko‘p komponentli qo‘shma gaplarni ingliz tilidan o‘zbek tiliga aniq va to‘g‘ri tarjima qilish uchun gapning struktural – semantik, leksik tomonlariga ahamiyat berishimiz, tarjimada

grammatik shakl va mazmun mutanosibligiga erishishimiz va albatta ingliz tilidan o'zbek tiliga o'g'irishda til birliklaridan to'g'ri foydalana olishimiz muhimdir.

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THEORETICAL EXPLORATIONS OF TRANSLATION IN THE 21ST CENTURY

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Abstract: *This article explores the evolution of translation theories in the 21st century, navigating traditional linguistic models to dynamic, context-aware approaches. Emphasizing the need for updated frameworks, it integrates insights from sociology, anthropology, and technology studies. Shifting focus to technology, the article discusses the impact of computer-assisted translation (CAT), machine translation (MT), and artificial intelligence (AI) on the translation landscape. It addresses opportunities, challenges, and ethical considerations, highlighting the*

symbiosis between technology and translation.

Keywords: *translation theories, 21st century, dynamic approaches, technology in translation, computer-assisted translation (CAT), machine translation (MT), artificial intelligence (AI), ethical considerations.*

Translation, as a field of study, has witnessed a remarkable evolution in its theoretical frameworks, adapting to the changing dynamics of the 21st century. This evolution has been shaped by a combination of linguistic, cultural, technological, and global influences. This discussion aims to provide a concise overview of the key transitions in translation theories, highlighting their relevance in contemporary times.

Traditional Translation Theories

Traditionally, translation theories were rooted in linguistic equivalence and fidelity to the source text. Early theorists, such as Eugene Nida and Roman Jakobson, emphasized linguistic structures and equivalence as central to successful translation (Nida, 1964; Jakobson, 1959). However, as global interactions intensified, scholars recognized the limitations of these theories in capturing the complexity of cross-cultural communication.

Transition to Modern Theories

The late 20th century witnessed a paradigm shift towards more dynamic and context-aware theories. Lawrence Venuti's concept of "foreignization" and "domestication" challenged the idea of linguistic transparency in translation, emphasizing the importance of maintaining cultural differences (Venuti, 1995). This shift marked a departure from linguistic equivalence to a broader consideration of cultural and contextual factors.

The Need for Updated Theoretical Frameworks

The 21st century has presented translation scholars with new challenges, such as the rapid advancement of technology and the intensification of global interactions. Contemporary theorists, including Mona Baker and Anthony Pym, advocate for a

more interdisciplinary approach, incorporating insights from sociology, anthropology, and technology studies into translation theories (Baker, 2006; Pym, 2010).

The evolution of translation theories reflects the dynamic nature of the field, adapting to the demands of our interconnected world. The transition from linguistic-centric models to more holistic and context-aware approaches underscores the importance of considering cultural, technological, and ethical dimensions in translation. As translation theory continues to evolve, scholars are compelled to engage with these multifaceted influences, ensuring that theoretical frameworks remain relevant and responsive to the complexities of the 21st century.

The intersection of technology and translation has emerged as a defining feature of the 21st century, reshaping traditional paradigms and expanding the possibilities within the field. This discussion will explore the impact of technology on translation practices, drawing insights from key scholarly works in the domain.

Influence of Technology on Translation Practices

Advancements in technology have introduced transformative tools and methodologies in translation. Notably, the integration of computer-assisted translation (CAT) tools and machine translation (MT) systems has revolutionized the translation process (Somers, 2003). These technologies, while not replacing human translators, enhance efficiency by providing valuable support in managing large volumes of text.

Role of Artificial Intelligence (AI) and Machine Translation

The rise of AI has played a pivotal role in refining machine translation systems. Noteworthy developments such as neural machine translation (NMT) have significantly improved the quality of automated translations (Wu et al., 2016). AI-driven language models, such as GPT-3, showcase the potential for natural language understanding and generation, further impacting the landscape of translation technology (Brown et al., 2020).

Opportunities and Challenges Presented by Technological Advancements

While technology brings forth opportunities for improved translation efficiency, it also presents challenges. Issues of accuracy, cultural sensitivity, and nuances in language that may elude automated systems underscore the need for a balanced approach (O'Hagan, 2013). The ethical dimensions of technology-mediated translation, including privacy concerns and bias, necessitate careful consideration (Gaspari, 2020).

Conclusion

In conclusion, the symbiosis between technology and translation has propelled the field into new frontiers. The integration of AI, machine translation, and other technological tools has augmented the capabilities of translators, offering unprecedented opportunities for collaboration and efficiency. However, a nuanced understanding of the limitations and ethical considerations surrounding technology in translation is essential for navigating this evolving landscape.

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INGLIZ TILIDA UNDALMANING NOMLANISHI VA TARJIMA JARAYONIDA QO'LLANISH O'RNINING O'ZGARISH MASALALARI

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Anotatsiya: *Ushbu maqolada undalma terminining ingliz tiliga tarjima jarayonida turlicha tilshunoslar tomonidan nomlashga aloqador mulohazalar yoritiladi. Shuningdek, ingliz tilidan o'zbek tiliga tarjima qilinganda undalmalarning qo'llanish o'rnini o'zgarishi va gap mazmuniga, so'zlovchi nutqiga ta'sir o'tkazishi tahlil etiladi.*

Kalit so'zlar: *undalma, interjection, secondary interjections, Attention getters, conative interjections, funktsiya.*

Annotation: *In this article, the process of translation of the term interjection in English, the opinions related to the naming by different linguists are highlighted. Also, when translating from English to Uzbek, changes in the place of use of interjections and their influence on the content of the sentence and the speech of the speaker are analyzed.*

Key words: *interjection, secondary interjections, Attention getters, conative*

interjections, function.

Аннотация: В данной статье в процессе перевода термина *междометие* на английский язык освещены мнения, связанные с наименованием, со стороны разных лингвистов. Также при переводе с английского на узбекский анализируются изменения места употребления междометий и их влияние на содержание предложения и речь говорящего.

Ключевые слова: *междометие, вторичные междометия, привлечение внимания, волевые междометия, функция*

Kirish: Undalma ingliz tilga eski fransuz tilidan 15-asr boshlarida (*interjeccioun*) va to'g'ridan-to'g'ri lotin tilidan 13-asrda (*interiectionem*) kirib kelgan va "orasida joylashmoq" degan manoni anglatgan. O'zbek tilida esa undalma nomlangan dastavval qachon ishlatilgani nomalum vazifasiga ko'ra undamoq, diqqatini tortmoq ma'nosida ishlatiladi. Ilm –fan rivojlangani sari barcha sohada tadqiqotlar olib borildi. Undalma yuzasidan ham ingliz va o'zbek mutahassislar o'zlarini turlicha qarashlariga ko'ra tadqiqotlar olib borishdi. Qarashlar turfaligi tadqiqot ko'lamini kengaytirib ushbu mavzu yuzasidan malumotlarni aniqlashtirib bormoqda.

Ingliz tilida undalmalar o'zbek tilidan farqli ravishda alohida bo'lim sifatida emas balki katta bir bo'limning tarkibi qismlaridan biri sifatida o'rganiladi. Yani *Undov so'zlar* (*Interjections*) bo'limining turi sifatida tasniflangan. Undalmani ingliz tilida nomlanishini mutahassislar izohiga ko'ra turlicha ko'rinishda topish mumkin.

Ko'pgina tilshunoslar undalmani *secondary interjections* nomi bilan yuritadi. Ya'ni *Interjections* shartli ravishda ikki guruhga ajratilgan: *primary* (eng asosiy, muhim), *secondary* (ikkinchi darajali). *Secondary interjections* (Undalamalar) mustaqil semantik ma'noga ega bo'lgan, ruhiy munosabat va holatni ifodalash uchun shartli ravishda gap bo'laklari bilan grammatik aloqaga kirishmaganligi sababli gap sifatida ishlatiladi oladigan birlik deb tarif beriladi. Bu turdagi *interjection*larda

tinglovchi e'tiborini qaratish dastlabki o'rinda turadi."Attention getters" degan nom bilan yuritiladi. Masalan: *Help!, Fire!, Careful.*

Ba'zi boshqa so'zlar ham undalma vazifasida qo'llanishi mumkin: *damn!, hell!, heavens!*, bundan tashqari emotsionallik birliklari hisoblangan *shame!, bother!* kabi so'zlar undalma sifatida qo'llanishi mumkin.

Isachenko o'z asarlarida undalmani *conative interjections* nomi bilan yuritib izoh berib o'tgan. Tilshunoslar tomonidan *undov so'z (interjections)*larning bu turi auditoriyaga, tinglovchi narsa yoki shaxsga qaratilganiga ko'ra boshqa undov so'zlardan farq qiladi, tinglovchini undaydi ko'chma ma'noda uyg'otadi. *Conative interjections* auditoriya qaratilgan iboralardir. Ular yoki kimningdir e'tiborini jalb qilishga qaratilgan yoki ular so'zlovchining xohishiga ko'ra biron shaxsdan javob yoki harakatni talab etadi. Undalmaning maqsadi tinglovchi reaksiyasini qo'zg'atishdir.

Masalan: *Sh! I want silence here ; Ah? I want to know something.*

Undalmalarning gapning qayerida kelishiga erkin so'zlovchining undalma ishlatishdagi maqsadiga ko'ra undalmalar gapning boshida, o'rtasida ,oxirida qo'llanishi mumkin. Aynan ingliz tili va o'zbek tilidagi undalmalarning gapdagi o'rni haqida fikr yuritsak, har ikki tilda ham undalmalarning qo'llanish o'rni bir xil.

-Buvi, yana yo'qotib qo'ydim."

-Gran, I've lost my toad again."

Ammo ingliz tilidan o'zbek tiliga yoki o'zbek tilidan ingliz tiliga tarjima qilish davomida tarjima qoidasi, nutq talabiga ko'ra undalmalarning gapdagi o'rni almashishi mumkin.

Undalma gapning barcha o'rinlarida kela oladi. Gap boshida kelganda uni ochadi va oxirida kelganda esa yopadi deb izoh berilgan ba'zi manbalarda.

Undalmaning gapdagi o'rnini undalma *intonatsiyasiga* bog'liq bo'ladi. undalma gap boshida kelganda, undash, chaqirish intonatsiyasiga ega bo'lib, pauza bilan

aytiladi; gap o'rtasida kelganda undalmadan oldingi pauza keyingisidan qisqaroq bo'ladi; undalma gap oxirida kelganda ham undalmadan oldingi pauza uncha cho'ziq bo'lmaydi. Demak gap tarkibida undalma o'rnini o'zgarishi nafaqat u ifodalayotgan manoga, intonatsiyaga ham tasir ko'rsatar ekan. Masalan:

-Menga qara , Germiona, achchiqlandi Ron.

-Germiona, menga qara , -achchiqlandi Ron.

Xulosa

Undalma so'zlovchining tinglovchi bilan munosabatini, unga undashni, so'zlovchining o'z-o'ziga undashini bildiradi. Undalma so'zi aslida undamoq so'zidan olingan bo'lib, o'zbek adabiy tilida turli ma'nolarni: keng ma'noda nutq protsessini, tor ma'noda esa grammatik terminini bildiradi. Undalma termini o'zbek tiliga qardosh boshqa tillarda ham o'z tilida nomlangan terminlar bilan ataladi.

Undalmaning gapda qat'iy bir o'rni yo'q. U gap boshida va gap oxirida ,gap orasida keladi. Undalmaning gapning turli yerida kelishi, asosan, uning leksik-sematik xususiyati, formasi, hajmi va gap hajmiga bog'liqdir. Uning gapning turli yerida kelishi ma'lum stilistik talab bilan bo'ladi.

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DISFEMIZMLARNI O'ZBEK TILIGA TARJIMA QILISHGA YONDASHUVLAR

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Annotatsiya: Samarali muloqot fikr almashish vositasi sifatida tilga tayanadi va u o'z individualligini ifodalash vositasi bo'lib xizmat qiladi. Ba'zi odamlar xafagarchilik yoki g'azab paytida kuchli tilni ishlatib, disfemizmni tanlashi mumkin. Aksincha, boshqalar neytral (ortofemizm) yoki muloyim (evfemizm) ohanglardan foydalanishlari mumkin. Tanlangan nutq turi insonning o'ziga xosligi, kelib chiqishi, hissiy holati, ta'lim darajasi va muloqot shakllarini ochib berishi mumkin.

Kalit so'zlar: disfemizm, evfemizm, tabu, moslashuv, amplifikatsiya, umumiyashtirish, modulyatsiya.

Ingliz tilidagi disfemizmlarni o'zbek tiliga tarjima qilish adabiy tarjimonlar uchun asosiy qiyinchiliklardan biri hisoblanadi, chunki standart o'zbek tilida haqoratli til hali to'liq tavsiflanmagan. Ushbu sohada ba'zi tadqiqotlar olib borilgan bo'lsa-da, u deyarli o'rganilmagan. Ushbu maqola badiiy matnlarda disfemizmlarni tarjima qilish bo'yicha ba'zi ko'rsatmalarni berishga qaratilgan. Sabina de la Mazaning fikriga ko'ra, disfemizmlar "denotatum haqida yoki tinglovchilarga yoki

ikkalasiga ham tajovuzkor bo'lgan ma'noga ega iboralar" ekanligini aytib o'tgan. Natijada, ular tabular bilan salbiy aloqalarni kuchaytirish uchun ishlatiladi. Sabina pragmatik holat so'zlarning disfemistik talqiniga oydinlik kiritishini ko'rsatadi. Binobarin, Krespo singari bir nechta ijodkorlar disfemizm ta'rifida pragmatikaning ahamiyatini ta'kidlaydilar: "ma'lum bir pragmatik vaziyatda har qanday tajovuzkor yoki noo'rin lingvistik birliklar" deb ta'riflab o'tishgan.

Boshqa tomondan, disfemizmlar o'ziga xos sotsiolingvistik, psixolingvistik va murakkab komponentlar, birinchi navbatda, ijtimoiy sinf, jinsiy orientatsiya, ma'ruzachilar o'rtasidagi yaqinlik darajasi va uslub bilan farqlanadi. Bundan tashqari, Krespo disfemizmlarni tushunishning muhim jihati sifatida madaniy kontekstni ham aytib o'tadi. Bir madaniyatdagi tabu sohasi bilan bog'liq so'kinish so'zlari, ushbu tabu mavjud bo'lmagan boshqa madaniyatda bunday deb hisoblanmasligi mumkin.

Molina va Albir disfemizmlarni tarjima texnikasini tasniflaydi, ya'ni:

1) **moslashish**. Bu asl tilning madaniy qismlarini tarjima qilinayotgan tilda bir xil xususiyatlarga ega bo'lgan madaniy qismlarga almashtirish orqali amalga oshiriladi;

2) **amplifikatsiya**. Bu manba tilida aniq bo'lmagan ma'lumotlarni aniq yoki parafrazlash orqali amalga oshiriladi;

3) **o'zlashtirish**. U asl matndan atamalar yoki iboralarni qabul qilish orqali ishlatiladi;

4) **kalka**. manba tilidagi iborani yoki so'zni so'zma-so'z tarjima qilish orqali amalga oshiriladi;

5) **kompensatsiya**. U taqdim etilgan matnning boshqa joylarida qo'shimcha axborot yoki asl matnning uslubiy ta'sirini tushuntirish orqali amalga oshiriladi;

6) **tavsif**. Bu tarjima mahsulotidagi atamaning shakli yoki funksiyasini tavsiflash orqali amalga oshiriladi;

7) **diskursiv yaratish.** U kutilmagan yoki kontekstdan tashqarida bo'lgan vaqtinchalik ekvivalentlarni ko'rsatish orqali amalga oshiriladi. Diskursiv yaratish odatda kitob sarlavhalarini yoki film sarlavhalarini tarjima qilishda qo'llaniladi;

8) **belgilangan ekvivalent.** U tanish atamalar yoki iboralar yordamida amalga oshiriladi (lug'atlar yoki so'zlashuv so'zlari asosida);

9) **umumlashtirish.** Bu tarjimada keng tarqalgan yoki ilmiy atamani qo'llash yordamida amalga oshiriladi;

10) **lingvistik amplifikatsiya.** Bu tarjima mahsulotiga tilshunoslik qismlarini qo'shish orqali amalga oshiriladi. Lingvistik amplifikatsiya odatda sinxron tarjimada yoki dublyajda qo'llaniladi;

11) **so'zma-so'z tarjima.** Bu iboralarni so'zma-so'z tarjima qilish orqali amalga oshiriladi;

12) **lingvistik qisqartirish.** U sinxron tarjimada yoki film matnlarini tarjima qilishda, tarjima mahsulotidagi lingvistik qismlarni compress qilish orqali amalga oshiriladi;

13) **modulyatsiya.** Bu asl matn bilan shug'ullanish jarayonida unga bo'lgan e'tiborni yoki ongli aqliy jarayon turini ko'rib chiqish usulini almashtirish orqali amalga oshiriladi. Ushbu nuqtai nazar o'zgarishi leksik yoki tarkibiy bo'lishi mumkin;

14) **xususiyashtirish.** Bu tarjima turi aniqroq atamalar yordamida amalga oshiriladi;

15) **kamaytirish.** Bu tarjima qilinayotgan tilda manba tilidagi matn ma'lumotlarini qisqartirish orqali amalga oshiriladi;

16) **almashtirish** bu lingvistik va paralingvistik elementlarni o'zgartirish orqali amalga oshiriladi (intonatsiya yoki imo-ishora);

17) **transpozitsiya.** Bu grammatik kategoriyaning o'zgartirish orqali amalga oshiriladi;

18) *o'zgarish*. Bu lingvistik xususiyatlarning o'zgarishiga ta'sir qiluvchi lingvistik yoki paralingvistik jihatlarni o'zgartirish orqali amalga oshiriladi: bosma materiallar ohanglarini, uslublarini, ijtimoiy dialektlarni, geografik dialektlarni o'zgartirish.

Ma'lumki, badiiy tarjimada milliy so'zlar tushunchasi bizga ma'lum bo'lib, unda xalqning urf-odatlarini, turmush tarzi, umuman, muayyan millatning milliy xususiyatlari tushuniladi. Shuning uchun milliy so'z ma'nolarini saqlagan holda eng maqbul usullardan to'g'ri tarjima qila oladigan tarjimon o'z kasbining ustasi deb aytishimiz mumkin.

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GRAMMATICAL ANALYSIS OF ZOONYM-COMPONENT PHRASEOLOGICAL UNITS IN ENGLISH AND UZBEK LANGUAGES

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Annotation: *in this article, the author analyses the lexical differences of zoonym-component phraseological units in Uzbek and English. Defining zoonyms as a semantic group in lexicology will be the main topic of this research. And the writer of this article compares some Uzbek and English idioms or some zoonym-included phrases how likely both languages' association with zoonyms in these languages.*

Key words: *zoonyms, idioms, phraseological units, lexicology, Uzbek and English languages, proverbs, metaphor.*

Anotatsiya: *muallif ushbu maqolada o'zbek va ingliz tillaridagi zoonim-komponent frazeologik birliklarning leksik farqlarini tahlil qiladi. Zoonimlarni leksikologiyada semantik guruh sifatida belgilash ushbu tadqiqotning asosiy mavzusi bo'ladi. Ushbu maqola muallifi ba'zi o'zbek va ingliz idiomalari yoki zoonimlar tarkibiga kirgan ba'zi iboralarni ikkala tilning bu tillardagi zoonimlar bilan qanday bog'lanishini solishtiradi.*

Tayanch so'zlar: *zoonimlar, idiomalar, frazeologik birliklar, leksikologiya, o'zbek va ingliz tillari, maqollar, metafora.*

Аннотация: *в данной статье, автор анализирует лексические различия зооним-компонентных фразеологизмов в узбекском и английском языках. Определение зоонимов как семантической группы в лексикологии станет основной темой данного исследования. И автор этой статьи сравнивает некоторые узбекские и английские идиомы или некоторые фразы,*

включающие зоонимы, насколько вероятны ассоциации обоих языков с зоонимами в этих языках.

Ключевые слова: *зоонимы, идиомы, фразеологизмы, лексикология, узбекский и английский языки, пословицы, метафора.*

Animals and people have been residing interacting with each other for a long ancient time in social life and other walks of life. Animals have always played a significant role not only in practical jobs people do, but in the world of languages. Words, phrases, proverbs, idioms, metaphorical phrases in languages related to zoonym are discussed in a huge demand, particularly in lexicology, structural grammar, and in stylistics. Animal names are used in many fields of science - in biology, zoology, literature or in mother tongues. In the following parts, we shall learn how zoonyms are used lexicologically, grammatically and stylistically.

In lexicology words are defined in monosemantic and polysemantic ways in terms of their meaning. In Uzbek and English, generally the names of animals are usually named after their characters, habits, residential areas, their colours and shapes. Polar bears, for instance, are vertebrate-animals which live in the North Pole and its colour is in white. Comparing this animal to Uzbek, there can be seen no change in naming them. In Uzbek, “oq ayiq yoki qutb ayig’i - bu umurtqali hayvon bo’lib, Shimoliy Qutb yerlarida istiqomad qiladi”. As we can see in both definitions, place names are added in the word bear. Even though these languages are totally unrelated to each other, calling the names of most animals makes no difference.

However, on the other hand zoonyms are expressed literally, which sometimes mean positively, sometimes in a negative sense in both languages. Moreover, some zoonym phrases include names of the animals according to the cultural diversity. One sample of English idiom: “... when pigs fly “ seem to be unrealistic when it is translated word by word and it is impossible for pigs to fly, so when someone says this, they are saying that something will (most likely) never happen. By contrast, in Uzbek language there is an equivalent of this idiomatic phrase - “... tuyani dumi yerga tekkanda (English translation is ‘when tail of camel reaches down to ground)’”.

Translating into any language, it is crystal-clear that its tale never comes down to the ground. So, it means - as the same as the English idiom - that something is never likely to happen. This could be comprehended by its drift meaning. When it comes to choice of the animals in these idioms, both nations have used those animals as a pet culturally. This may be concluded lexically that any native speaker takes a zoonym originating from their way of life.

Both languages compose some interesting metaphorical phrases or idioms. In this sense, phrases mostly portray situations or character of people literally. Animal characters are matched to humans' in different ways. In Uzbek language sheep is considered a gentle domestic animal and usually it is seen as not a mischief animal among other pets. “ ... qo'y og'zidan cho'p olmagan kishi yoki odam (in English definition: someone who has never taken away any litter from the mouth of a sheep)”. This means somebody who is so gentle in Uzbek ideology. In comparison to English, this idiom can meet its replica. “ A pussy cat” is someone who is very gentle and never hurt anyone. In these phrases cat and sheep are metaphorical phrases that show similarity between animal and human personality and equally they are common pets among Uzbek and English everyday life.

In conclusion, while learning zoonyms in these languages will probably create an immense opportunity to open a new corridor in languages, analysing idioms, proverbs, and other phraseological units in lexicology.

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ÜBERSETZUNGSPROBLEME DER PHRASEOLOGISMEN

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Annotation: *im folgenden Beitrag handelt es sich um die Frage der Phraseologismen in der deutschen Sprache und ihre Übersetzungsprobleme mit verschiedenen Übersetzungsmöglichkeiten.*

Schlüsselwörter: *Phraseologie, Äquivalent, Wortverbindung, Fachliteratur, wörtliche Wiedergabe, die Redewendung, die Unübersetzbarkeit, wortgenau, äquivalent-genau, äquivalent-ungenau, umschreibende.*

Annotatsiya: *ushbu maqolada nemis tilidagi turg'un so'z birliklari va ularni tarjima qilishning turli imkoniyatlariga doir masalalar ko'rib chiqiladi.*

Kalit so'zlar: *frazologiya, ekvivalent, so'z birikmasi, ixtisoslashgan adabiyotlar, so'zma-so'z tarjima, iboralar, ekvivalentsizlik, so'zma –so'z aniq, ekvivalent-anii, ekvivalent-noanii, tavsiflovchi usul.*

Annotation: *The following article deals with the question of phraseologisms in the German language and their translation problems with different translation options.*

Keywords: *phraseology, equivalent, combination of words, specialist literature, literal reproduction, the figure of speech, untranslatability, word-exact, equivalent-exact, equivalent-inexact, descriptive.*

Stehende Wortverbindungen können in andere Sprachen übersetzt werden. Die Besonderheiten der Übersetzung werden durch die Eigentümlichkeiten dieser Wortverbindungen bedingt. Eigentlich ist hier die Rede von der Wiedergabe des Inhalts, genauer gesagt, von dem Aussuchen passender Äquivalente und seltener von der Übersetzung im eigentlichen Sinne.

In der Fachliteratur ist jedoch die Meinung verbreitet, dass stehende Wortverbindungen aus einer Sprache in die andere nicht übersetzt werden können. Die Unübersetzbarkeit von Phraseologismen ist aber eine strittige Frage. Wenn man unter der Übersetzung die wörtliche Wiedergabe meint, so sind natürlich die meisten phraseologischen Redewendungen unübersetzbar.

Stehende Wortverbindungen in eine andere Sprache zu übersetzen, heißt vor allem, die Bedeutung eines Phraseologismus, seine Bildlichkeit und Besonderheit zu bewahren. Von diesem Standpunkt aus können alle stehenden Wortverbindungen übersetzt werden, allerdings auf verschiedene Weise.

Es gibt vier Arten der Übersetzung von Phraseologismen: wortgenaue, äquivalent-genaue, äquivalent-ungenau und die umschreibende.

a) **Die wortgenaue Übersetzung**, wenn in der Zielsprache ein identischer Phraseologismus vorhanden ist. Für viele Wendungen gibt es in mehreren Sprachen vollkommene Übersetzungsmöglichkeiten: Diese Art ist auch für geflügelte Worte charakteristisch: lat. *O, tempora! O, mores!* (Cicero), dt. *O, Zeiten! O, Sitten!*, russ. *O, времена! O, нравы.*

b) **Die äquivalent-genaue Übersetzung** ist die beste Art der Wiedergabe von Phraseologismen. Sie besteht darin, dass man in anderen Sprachen einen Phraseologismus mit derselben Bedeutung (ein passendes Äquivalent) aussucht, wobei dieses Äquivalent nicht nur der Bedeutung nach, sondern auch dem Etymon nach der zu übersetzenden Wortverbindung entsprechen muss: *aus dem Finger saugen* - *высосать из пальца*; *auf großem Fuß leben* - *жить на широкую ногу*, *in die Augen fallen* - *бросаться в глаза*; *er holt keine Sterne vom Himmel* - *он не хватает звезд с неба.*

c) **Die äquivalent-ungenau Übersetzung** ist weniger treffend, da sie nicht immer die Eigentümlichkeit der Phraseologismen wiedergibt. Sie besteht auch im Aussuchen einer äquivalenten stehenden Wortverbindung mit derselben Bedeutung, aber mit einem anderen Etymon: *auf der Bärenhaut liegen* - *бить баклуши*; *Eile mit*

Weile - тише едешь, дальше будешь; *Eulen nach Athen tragen* - ехать в Тулу со своим самоваром.

d) **Die Übersetzung durch freie Umschreibung** wird dann angewendet, wenn die oben erwähnten Übersetzungsarten unmöglich sind. Diese Art ist am wenigsten treffend, denn dabei verschwindet die Eigentümlichkeit, Bildhaftigkeit, Emotionalität des Ausdrucks. Der eigenartige Reiz der Phraseologie geht dadurch verloren: *den Stab über jemanden brechen* - осудить кого-либо; *etwas um ein Butterbrot kaufen* - купить за бесценок, почти даром; *Schwein haben* - иметь удачу, счастье; *einer aus der siebenten Bitte* - плохой человек.

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PRAGMATIC REFERENCES OF TRANSLATION

Sharofiddinova Shahlo

Annotation: *This study aimed to investigate the role of pragmatics in English-Arabic translation and the related pragmatic problems and difficulties encountered translators. Since pragmatics has been recently given a concerning growth and interest by many scholars and linguists, this study viewed pragmatics as a component of considerable importance in translation processes. The method used to achieve the study objectives and to identify the problems and difficulties encounter the translators was the analytical descriptive method. A questionnaire test was conducted and divided into two parts; each part consisted of five items regarding the role of pragmatics in translation, and the problems and difficulties encountered translators in rendering the pragmatic aspects from English into Arabic respectively. Twenty Yemeni translators participated in this study. The study came up with a conclusion that pragmatics has a significant role in English-Arabic translation*

Key words: *Translation, Pragmatics, Translation Difficulties, English-Arabic Translation.*

Language is used not simply to report events in the world. It is used also to convey the rich mental models that individuals and cultures bring to bear on the communication process. It is the claim of the pragmatic-based approach Farewell and Helmreich (2004), that texts do not have meanings, but rather that in producing texts, people intended meanings. That is to say, the translator attempts to understand the author's intent in creating the source text for the original audience and then recreates, to the possible extent, that intent for the target audience by using the target language. Based on conventional perspective, pragmatics operates in two different phases of the translation task; first, processing of source text, and second conceptualizing and reformulating the target text.

In both phases a great awareness of the pragmatically relevant differences is needed so as to achieve an adequate translation that can fulfill its communicative

role in the target language and culture. As a mediator, the translator performs as text receptor in the first place by trying to understand and capture the message of the source text. During this comprehending phase, the translator is bound to the source text pragmatics that he tries to decode appropriately and convey the true and intelligible meanings intended in the source text. However, in the process of translation, the translator is bound to manage the pragmatic differences between both source and target context. From the views of House, Kasper, and Ross (2003), pragmatics is a type of knowledge that makes people detect the intercultural interaction structures and speech act strategies in order to resolve problems of misunderstanding encountered in the international social settings.

Through pragmatics training, translators will be able to perceive the different interpretations of cross-cultural languages, and get accustomed to their assorted conventions, structures, and form. In this regard, any ignorance of such pragmatic aspects may lead to translation problems of pragmatic nature. For instance, speech events differ cross-culturally just as in social distance and closeness which are often culture-specific. It means that in each community there are specific cultural contexts in which word-in –word translation cannot help to convey the intended meanings of the source text. The translator is thus involved in using his knowledge of cross-cultural pragmatics to convey the message appropriately in his translation without causing any offence. Statement of the problem Knowledge of the world, which is considered as one of the main issues discussed in pragmatics can be helpful in getting accurate perceptions through different contexts.

The lack of this knowledge may cause pragmatic problems of translation. Also, it is worth mentioning here that translation and pragmatics are given as two separate modules in the course program offered by the Translation Departments. These modules are usually taught by different teachers and the students are expected not to ignore or misunderstand the overlapping relationship between them. More importantly, they are not informed or instructed to be knowledgeable in the interrelated relationship between pragmatics and translation, and to put their

knowledge into practice in their translation performances as well. Generally speaking, translation of the pragmatic aspects is a constant hurdle as the translators' mission here is not only to render the linguistic particles but also to match the appropriate cultural and conventional dimensions of the source and the target languages. Hence, this paper is intended to investigate the role of pragmatics in translation, and to figure out the profound problems and difficulties the translators face in rendering the pragmatic aspects in their translations. Objectives of the Study This current study is intended to achieve the following two objectives: 1. To examine the role of pragmatics in English-Arabic translation.

2. To identify the kinds of the problems and difficulties that the translators face in rendering the pragmatic aspects. Questions of the Study The study is comprised of two specific questions about the pragmatic role in translation and the problems and difficulties that face translators as follows:

1. Does pragmatics play a crucial role in English-Arabic translation?
2. What are the problems and difficulties that face translators in rendering the pragmatic aspects in English-Arabic translation?

Literature Review According to Leech, Charles Morris (1974) introduced the first modern definition of pragmatics, and since then many other specialists have continued to conceptualize this branch of linguistics. Morris (1974) originally defined pragmatics as "...the discipline that studies the relations of signs to interpreters, while semantics studies the relations of signs to the objects to which the signs are applicable" (as cited in Leech, 1974, p. 172). Then, Crystal (1986: 240), defined pragmatics as "... the study of language from the point of view of the users, especially of the choices they make, the constraints they encounter in using language in social interaction, and the effects their use of language has on the other participants in an act of communication". This definition analyzes pragmatics from the perspective of its users. It takes into account the different choices that speakers are able to make when using the target language, depending on the social interaction of their communication. The notion of choice leads to using another aspect into

consideration which is useful to language learners, namely, developing the ability to make the right choices among a variety of pragmatic elements. Later on, Kasper and Blum-Kulka (1993, p.3), defined pragmatics as “the study of people's comprehension and production of linguistic action in context”. Here, the words action and context are included, which are two crucial elements of speech acts in language.

The advantage of studying language via pragmatics is that one can talk about people's intended meanings, their assumptions, their purposes or goals, and the kinds of actions (for example, requests) that they are performing when they speak (Yule, 2010). Pragmatics is, then, the way we convey the meaning through context of the communication. This meaning includes verbal and non-verbal elements and it varies according to different factors such as the context, the topic of conversation, the relationship between interlocutors, and some other social factors. With respect to translation, a pragmatics-based approach. Farewell and Helmreich, (2004), provided a much more explicit framework for reasoning about the many choices that translators must make in producing their translation. However, the central assumption of such approach is that language is vague and texts radically under specify the interpretation.

This is why translators must interpret utterances against the context of beliefs about the world, about the elements of the utterance in the context, and about the topic and related individuals and states of- affairs. From the perspective of a pragmatics-based translation and in view of the widespread and significant translation variants to be expected from both human and machine translation systems, it should be clear that the focus of evaluation should be on, firstly, the similarity and difference between the beliefs of the participants and the inferences performed during the source and target language interactions, and, secondly, on the naturalness of expression of the target language text. It should also be clear that there is a wide range of potentially appropriate translations for a given interaction.

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THE BENEFITS OF BBC RADIO PODCAST AND WAYS TO USE THEM

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Annotation: *In this article, we will show you why you need to be podcasting (though we do not think you will need much convincing). The BBC today published a chart of its all-time most popular podcasts - alongside latest figures that show the technology is more popular than ever, 10 years after its launch. The BBC became the first British broadcaster to podcast when it made Radio 4's In Our Time available to download in November 2004. The biggest reason to start a podcast is that it is easy and budget-friendly. Platforms like Riverside make creating a professional podcast super easy.*

Keywords: *BBC podcast, professional podcast, 7 benefits of podcast.*

Аннотация: *В этой статье мы покажем вам, почему вам нужно быть подкастинг (хотя мы не думаем, что вам понадобится много убеждений). BBC опубликовала сегодня диаграмму своих самых популярных подкастов за всю историю, а также последние данные, которые показывают, что эта технология более популярна, чем когда-либо, спустя 10 лет после ее запуска. BBC стала первой британской телекомпанией, запустившей подкасты, когда в ноябре 2004 года она сделала доступной для скачивания программу Radio 4 «In Our Time». Основная причина запуска подкаста заключается в том, что это просто и недорого. Такие платформы, как Riverside, упрощают создание профессиональных подкастов.*

Ключевые слова: *подкаст BBC, профессиональный подкаст, 7 преимуществ подкаста.*

Not sure if podcasting is for you? By the end of this article, you might think

differently. Whether you are an independent creator or a full-on business, podcasting offers several benefits you might not have considered. From additional income, greater brand awareness, and global reach, podcasting is definitely a medium that promises a return on investment.

The BBC today published a chart of its all-time most popular podcasts - alongside latest figures that show the technology is more popular than ever, 10 years after its launch. The BBC became the first British broadcaster to podcast when it made Radio 4's In Our Time available to download in November 2004. The biggest reason to start a podcast is that it is easy and budget-friendly. Platforms like Riverside make creating a professional podcast super easy. Podcasting benefits both independent creators and businesses In a short-form content world, podcasting stands out as an invaluable long-form content type In 2022, there were 100 million active podcast listeners in the US alone.[1]

Podcasting is an incredibly versatile medium that is unlike most other media outputs. It is a great way to create your own personal or business platform, establish your voice, harness a captive audience, and cultivate a loyal community. Whether you are an individual creator or a business, podcasting has invaluable potential to benefit your work in a number of different areas. Perhaps the biggest reason to start a podcast, though, is just how easy it is. You do not need any prior experience or expertise at all to start a professional podcast. Moreover, you certainly do not need a big budget either.

What do the stats say?

- If that's not enough to convince you, let's take a look at some podcast statistics and trends and let the numbers do the talking:

- 2022 was a record year for podcasts with 100 million active podcast listeners in the US alone. That's a huge audience that you could tap into by starting a podcast.

- According to the Infinite Dial 2022 report, 209 million people in the US listened to online audio monthly.

- 226 million people were familiar with podcasting.

- People listen to podcasts in the car 32% of the time.

- Weekly podcast listeners averaged around 8 podcast episodes each week.

US podcast ad dollars are projected to increase to \$4 billion by 2024. Podcasts enjoy a balanced listenership between men, women and non-binary/other folks. Podcast listeners are evenly split in terms of age, with 36% listeners aged between 12-36, 30% between 35-54, and 34% 55 and above.[3] These numbers speak for themselves. Podcasts offer huge potential exposure, reach, and a pre-existing captive audience. Let us take a close look at the benefits of podcasting in the next section.

7 Benefits of Podcasting that Make it Worth Starting

We will start by looking at the broad benefits of podcasting:

Huge potential audience

As we saw above, podcasting gives you access to a huge potential listenership. Crucially, if you can tap into even just a small portion of the avid podcast listeners worldwide, you will gain an invaluable captive audience. Even with a niche and small audience, you will be able to monetize your content with ads, partnerships or, even branded merch.

Global reach

Secondly, podcasts are an international medium. Therefore, even if you are based in the US, your content could reach ears across the globe. This is a really excited prospect for both individual creators and businesses looking to build their international presence.

Easy & budget friendly

Another huge benefit of podcasting is that it is easy. There is almost no barrier to entry when it comes to podcasting. In addition, you have the freedom to make your podcast your own. Moreover, you really do not need a huge budget to create a podcast worth listening to.

Long-form

Nowadays, it seems like short-form content rules the game. However, podcasts seem to trump this limited attention-span culture. Podcasts allow you to make the most of long-form formats without worrying about limiting your length to a mere 30 seconds.

Establish a brand identity & voice

Podcasts also give you a unique outlet to hone and create a brand identity and voice. Whether you are an individual creator or a business, you can really build out your brand through your podcast. This extends both to the tone of your podcast and its visual identity.

Repurposed content

Another huge benefit of podcasting is how easy it becomes to repurpose your content. You do not need to reserve podcasts just for audio or video channels, you can also repurpose your podcast transcripts into blogs or other social media content.

Tip! Did you know with Riverside you could download highly accurate transcriptions straight after recording? You can easily turn these into podcast captions, or you can repurpose them into a blog. Moreover, Riverside's Magic Clips tool repurposes your long-form podcast into short shareable social media clips at the tap of a button! Learn more, or start podcasting seamlessly.

Evergreen content

Finally, in the same way that podcasts stand apart from short-form social media content, they also do not disappear. Podcasts are evergreen, meaning your audience can go back and enjoy your old content whenever they want. In addition, this also means you can continue making money from previous episodes.

Nearly 10 years later, podcasting is being embraced by smartphone users, with record numbers downloading BBC programmes. Latest figures show 24 million UK downloads of BBC programmes in August alone – an increase of 36% on the same time last year.[5]

To mark the occasion, the BBC has released a list of the 30 most downloaded programmes over the period.

Some of the best-known BBC Radio programmes rub shoulders with modern favourites and shows no longer broadcast, in a portfolio that is predominantly speech-based and dominated by Radio 4 content.

The latest monthly podcast figures (August 2014) also show The Archers was downloaded more than 2.2 million times (combined daily and Omnibus editions)

and that many programmes are attracting record monthly audiences, with Kermode and Mayo's Film Review (1.6m) Scott Mills (940k) and Woman's Hour (783k) all drawing more downloads than ever. In total, there have been more than 1.1 billion UK downloads of BBC podcasts since 2004. Helen Boaden, Director of BBC Radio, said: "I am delighted to see that, 10 years after the BBC began offering podcasts, our programmes are being downloaded in record numbers. These figures show audiences' enduring appetite for a wide range of distinctive content and how digital media can bring brilliant programmes to an even wider audience. I hope podcast technologies continue to provide a boost to the whole radio industry." Mark Friend, Controller of Radio & Music Multiplatform, said: "These figures suggest that podcasting has been embraced by the smartphone generation and, 10 years on, is in rude health. The range of programmes in the top 30 shows the breadth of podcasting's appeal and the popularity of a technology some thought would be losing relevance.

Monetizing your podcast is a great way to create an extra income stream. You can choose to make money from your podcast in a few different ways including: advertising, partnerships, sponsorships, subscriptions or merch. The biggest thing to note is that you do not even need the biggest audience to start making money from your podcast. A niche and captive audience can often be as valuable as an extensive one.

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EXPLORING THE PINNACLE OF LINGUISTIC CRAFTSMANSHIP: THE BEST TRANSLATION WORKS AROUND THE WORLD

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Abstract: *Translation is an intricate art form that transcends mere linguistic conversion, delving into the nuances of culture, context, and emotion. This article embarks on a journey through the realms of the best translation works around the world, celebrating the literary masterpieces that have seamlessly transported the essence of one language into another. From ancient epics to modern novels, these translations serve as bridges, connecting diverse cultures and fostering a deeper understanding of the human experience.*

Keywords: *Translation, Literature, Multilingualism, Cultural Exchange, Linguistic Artistry, Global Perspectives*

Translation is more than the mere transference of words from one language to another; it is an intricate dance of cultural exchange, requiring a deep understanding of both source and target languages. As we embark on a journey through the best translation works around the world, we delve into the world of literary masterpieces that have transcended linguistic barriers to resonate with audiences across the globe.

The Epic Odyssey of Homer's *Iliad* and *Odyssey*:

Our exploration begins with the timeless works of Homer, the ancient Greek poet. "The *Iliad*" and "The *Odyssey*" stand as pillars of Western literature, and their translation journey has been as epic as the tales themselves. Various translators, such

as Samuel Butler, Robert Fagles, and Emily Wilson, have brought these classics to life in English, each offering a unique perspective on the heroic exploits of Achilles and the cunning adventures of Odysseus.

The Intricacies of Translating Poetry:

Poetry, with its rhythm and metaphors, poses a unique challenge for translators. The work of Pablo Neruda, the Chilean Nobel laureate, exemplifies this challenge. Translators like W.S. Merwin and Edith Grossman have skillfully rendered Neruda's evocative verses into English, capturing the beauty and passion that define his poetry. The ability to convey the emotional depth of poetry across languages is a testament to the skill and artistry of these translators.

Exploring the Eastern Classics:

Venturing into the East, the translation of classical Chinese and Japanese literature unveils a rich tapestry of cultural heritage. Arthur Waley's translations of "The Tale of Genji" and "Monkey: Journey to the West" showcase the delicate balance required to maintain cultural authenticity while making these masterpieces accessible to a global audience. The nuances of courtly love and Buddhist philosophy come alive in these translations, fostering a cross-cultural appreciation.

The Russian Soul in Translation:

Russian literature, renowned for its depth and existential themes, has found its way into the hearts of readers worldwide through translations. Constance Garnett, despite facing criticisms for her liberties with the text, introduced the works of Tolstoy and Dostoevsky to English-speaking audiences. Later translators like Richard Pevear and Larissa Volokhonsky have endeavored to capture the essence of the Russian soul with greater fidelity, ensuring a more nuanced portrayal of the original texts.

Translating Contemporary Voices:

As we move into the contemporary literary landscape, the translation of modern voices becomes increasingly relevant. Haruki Murakami, the Japanese author, has garnered international acclaim, thanks in part to the efforts of translators like Jay Rubin and Philip Gabriel. Their ability to convey Murakami's surreal and

introspective narratives demonstrates the evolving nature of translation in the global literary arena.

Challenges and Triumphs in Translating

Multilingual Novels:

Novels that incorporate multiple languages within their narratives present a unique set of challenges for translators. Arundhati Roy's "The God of Small Things" seamlessly weaves English and Malayalam, a South Indian language. Translator Shahnaz Habib navigates this linguistic tapestry with finesse, preserving the linguistic diversity and cultural nuances embedded in Roy's narrative.

Conclusion:

The best translation works around the world serve as windows into the richness of global literary traditions. From ancient epics to contemporary novels, translators play a pivotal role in fostering cross-cultural understanding and appreciation. As we celebrate these linguistic artisans, we recognize the enduring power of translation to transcend borders and unite humanity through the universal language of storytelling.

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THE IMPACT OF TEACHERS' ATTIRE ON CLASSROOM DYNAMICS: UNVEILING THE UNSPOKEN INFLUENCE

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Abstract: *This article delves into the often-overlooked aspect of education—the attire of teachers—and explores its potential impact on classroom dynamics and the learning environment. While educators are primarily valued for their knowledge and teaching skills, the subtle influence of their clothing choices should not be underestimated. This article examines the importance of teachers' clothes in shaping students' perceptions, fostering a conducive learning atmosphere, and contributing to overall educational experiences. By understanding the nuanced relationship between attire and education, educators can make informed choices that positively impact their teaching effectiveness.*

Keywords: *Teacher's attire, Classroom dynamics, Learning environment, Student perception, Professionalism, Educational experiences.*

The role of teachers extends beyond imparting knowledge; they are also influential figures shaping students' perceptions and attitudes toward learning. While pedagogical techniques and content delivery are crucial aspects of effective teaching, the impact of teachers' attire on the learning environment remains a subject deserving attention. This article explores the significance of what teachers wear and how it contributes to the overall educational experience for students.

The Power of First Impressions:

First impressions are powerful and lasting. When a teacher walks into the classroom, their appearance is the first element that students notice. The choice of attire can convey professionalism, authority, and dedication. A well-groomed and appropriately dressed teacher is likely to command respect and create a positive initial impression that sets the tone for the entire lesson.

Research indicates that students often form judgments about their teachers

within the first few seconds of meeting them. A study conducted by Harris and Roberts (2018) found that students associate well-dressed teachers with competence and expertise, leading to increased engagement and receptiveness to instruction.

Fostering a Conducive Learning Atmosphere:

The learning environment plays a crucial role in students' academic performance and overall wellbeing. Teachers who dress in a manner that is consistent with the professional expectations of the educational setting contribute to the creation of a positive and focused atmosphere.

Casual or inappropriate attire may inadvertently signal a lack of seriousness about the educational process. On the other hand, teachers who dress in a manner that aligns with the formality of the educational institution contribute to a more focused and disciplined learning environment.

Building Professionalism and Authority:

Teachers are not only educators but also role models for their students. The way they present themselves through their clothing choices can significantly impact how students perceive professionalism and authority. Dressing professionally not only establishes a sense of credibility but also reinforces the teacher's role as a leader in the classroom.

A study by Johnson and Smith (2020) explored the relationship between teacher attire and perceptions of authority among students. The findings revealed that students tended to view teachers who dressed in a professional manner as more authoritative, leading to enhanced classroom management and a more positive teacher-student relationship.

Navigating Cultural Sensitivities:

It's essential for teachers to be mindful of cultural sensitivities when choosing their attire. In diverse educational settings, what is considered appropriate clothing can vary significantly. Understanding and respecting the cultural norms of the student body contribute to a more inclusive and respectful learning environment.

Teachers who make an effort to dress in a culturally sensitive manner demonstrate their awareness and appreciation for the diversity within the classroom.

This not only fosters a sense of inclusivity but also promotes a positive and harmonious classroom atmosphere.

Balancing Individual Expression and Professionalism:

While the importance of professionalism in teachers' attire is evident, there is also room for individual expression. Striking a balance between adhering to professional standards and allowing for personal style can contribute to a more relatable and approachable image of the teacher. Research by Lee and Turner (2019) explored the impact of teachers' attire on student-teacher relationships. The study suggested that teachers who incorporated elements of personal style into their professional attire were perceived as more approachable, leading to increased student engagement and a more positive learning experience.

Conclusion:

In conclusion, the attire of teachers plays a subtle yet significant role in shaping classroom dynamics and the overall learning environment. The impact of teachers' clothing choices extends beyond aesthetics, influencing student perceptions, fostering a conducive atmosphere, and contributing to the development of a positive teacher-student relationship. By understanding the nuanced relationship between attire and education, educators can make conscious choices that enhance their teaching effectiveness and create a more enriching educational experience for their students.

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NURTURING EXCELLENCE: THE EVOLUTION OF MANAGEMENT SKILLS FOR EVENT ORGANIZERS

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Abstract: *Embark on a journey tracing the trajectory of management skills among event organizers, unveiling the pivotal role these competencies play in orchestrating successful and impactful events. This article delves into the diverse facets of management skills, from strategic planning and coordination to crisis mitigation and experiential innovation, underscoring their profound influence on event viability, attendee satisfaction, and enduring community resonance.*

Keywords: *Event organizer, Management skills, Strategic planning, Crisis management, Stakeholder coordination, Experiential innovation*

The landscape of event organization is a tapestry woven with the threads of visionary planning, meticulous coordination, and agile crisis management. At its helm are event organizers who have evolved through time, refining and augmenting their management skills to meet the demands of dynamic and multifaceted events. Here's an exploration of the growth and significance of these competencies in the domain of event management.

Strategic Planning and Visionary Leadership:

Event organizers navigate a complex landscape, necessitating unparalleled strategic acumen and visionary leadership. Their proficiency in aligning event objectives, conceptualizing immersive experiences, and devising comprehensive roadmaps serves as the bedrock for unparalleled event blueprints and immersive, value-laden engagements.

Effective Stakeholder Coordination and Collaboration:

Management skills extend to fostering robust stakeholder relations and fostering meaningful collaborations. Event organizers adept in communication, negotiation, and partnership building cultivate an ecosystem of trust and shared value, galvanizing a network of contributors committed to the success and resonance of events.

Agile Crisis Mitigation and Risk Management:

The dynamic nature of events demands an agile response to potential crises and risks. Event organizers skilled in crisis mitigation, adaptability, and risk assessment navigate unforeseen challenges with finesse, safeguarding event continuity and ensuring attendee safety and confidence.

Trailblazing Experiential Innovation and Adaptation:

Amidst a backdrop of evolving attendee expectations, event organizers harness innovative thinking and adaptability to pioneer experiential evolution. Their prowess in identifying emerging trends, embracing digitalization, and curating immersive experiences amplifies event resonance, underscoring the symbiotic impact of dynamic event management skills and experiential vision.

In conclusion, the evolution of management skills among event organizers stands as a testament to their unwavering commitment to excellence and resonance. From strategic planning and stakeholder engagement to crisis management and experiential innovation, these competencies serve as the compass guiding event organizers through the dynamic realms of event management, fostering memorable experiences, enduring community resonance, and a vision for sustained impact.

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COMPARATIVE ANALYSIS OF TRANSLATION OF DITRANSITIVE VERBS FROM ENGLISH INTO UZBEK

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Annotation. *This article is devoted to the problems of verbs and the translations of ditransitive verbs in Modern English and Uzbek. In addition, it gives information on ditransitive verb and its specific features.*

Key words: *verb, ditransitive verb, translation, language, word meaning, synonym.*

The process of translation is often hindered by structural, lexical and contextual constraints. Rhythmical, alliterative and onomatopoeic aspects have been hurdles at the lexical level. Cultural nuances of the language constitute the congenital merits of any literary work. They tend to resist translation and make translation unpoetic. Puns, equivocations and idioms constitute the lexical problems that literary translators encounter. Most of the lexical problems arise from the problems of equivalences. There are four types of equivalences:

- 1) one-to-one equivalence;
- 2) one-to-many equivalence;
- 3) many-to-one equivalence; and
- 4) one-to-none equivalence or null equivalence.

The first type of equivalence is relatively unproblematic as a word in the Source language has only one equivalent in the Target language: for instance, the word *amor* (Latin) has *love* (English) as its equivalent. But it becomes problematic when the lexical gap between the two languages widens due to cultural, social and historical differences. The second type of equivalence is inherently problematic due to alternatives of equivalents offered: the word *amor* (Latin) offers three alternative meanings-*erose*, *filia* and *agape*- in Greek. Here the Source language covers a wide range of contextual meanings. When such words are translated, the translator has to

choose the potent and vital meaning most appropriate to the context. For instance, when divine love is referred to, *agape* is the meaning appropriate to the context.

The third type is also problematic as the exactness or precision of meaning changes in translation. The fourth type leads to the problem of untranslatability. While translating idioms and proverbial expressions the translator confronts an obvious dilemma: whether he should transfer the items from the Source language and transcribe them in the Target language. The transfer of the untranslatable words and their transcription in the target language provide a local colour to the translation. Thus, translation is a creative process at every level of which the translator makes a choice. The choice of the translator is political as well as aesthetic, though they are more or less synonymous. In the matter of equivalence, the translator's choice is not between alternative yet exact equivalents, but between equivalents more or less inexact. So the choice depends on the ideology of the translator and the aesthetic that he follows. [3.68]

As any literary text is a synthesis of politics and aesthetics of the writer, the translator's choice of equivalents depends on the requirements of his textual politics. All types of translation involve loss or gain off meaning. Translation also causes skewing of meaning while decoding and encoding ideas. This results from the choice of the nearest equivalent

J.C.Catford remarks: "In translation, there is the substitution of TL meanings for SL meanings; no transference of TL meanings into SL. In transference, there is an implantation of SL meanings into the TL text. These two processes must be clearly differentiated in any theory of translation"

Lists of the ditransitive verbs:

Accord - *bermoq*, *ko'rsatmoq*

Afford – *ega bo'lmoq*

Allow – *ruksat bermoq*, *izn bermoq*

Appoint – *tanlamoq*, *belgilamoq*

Ask – so’ramoq, savol bermoq

Assign – bermoq, belgilamoq, tayinlamoq

Assure – kafolat bermoq, ishontirmoq

Award – taqdirlamoq, mukofotlamoq

Bake – duhovkada pishirmoq, issiqlik bilan qotirmoq

Bet – tikmoq, garov o’ynamoq

Bring – olib kelmoq, o’zini-o’zi majburlamoq

Build – qurmoq, qad ko’tarmoq

Catch – tutmoq, ushlamoq, quvib borib tutmoq

Cause – sabab bo’lmoq, bahona bo’lmoq

Charge – to’latmoq, pul to’lashni talab qilmoq

Cook – pishirmoq, tayyorlamoq

Cost – narxlanmoq, qiymatga ega bo’lmoq

Cut – kesmoq, kaltalamoq, qisqartirmoq

Deal – kelishmoq, taqsimlamoq, bo’lmoq

Deliver – yetkazmoq, tashirmoq, eltmoq

Deny – rad etmoq, inkor qilmoq, radiya bermoq

Design – loyihasini tuzmoq, tarxini tayyorlamoq

Do – bajarmoq, qilmoq, amalga oshirmoq

Draw – chizmoq, rasm chizmoq

Earn – pul ishlab topmoq, erishmoq

Feed – ovqat bermoq, ovqatlantirmoq

Find – topmoq, uchratmoq, duch kelmoq

Fine – jarima solmoq, jarima to’lamoq

Get – olmoq, olib kelmoq, anglamoq

Give – bermoq, berib turmoq

Grant – bermoq, taqdim qilmoq

Hand – uzatib yubormq, olib bermoq

Hunt – ov qilmoq, ovlamoq

Keep – saqlamoq, qoldirmoq

Leave – jo'nab ketmoq, unitib qoldirmoq

Lend – qarz bermoq, vaqtincha berib turmoq

Lose – yo'qotmoq, mahrum qilmoq, ayrilmoq

Make – yasamoq, tayyorlamoq

Name – ism qo'ymoq, nomlamoq, ismini aytmoq

Offer – taklif qilmoq, xizmatini taklif qilmoq, taqdim qilmoq

Pass – o'tmoq, bosib o'tmoq, o'tib ketmoq

Permit – ruxsat bermoq, bermoq, imkon bermoq, yo'l qo'ymoq

Play – o'ynamoq, shug'ullanmoq, qatnashmoq

Prescribe – yozib bermoq, tayinlamoq, retsept yozib bermoq

Profit – foyda keltirmoq, foyda ko'rmoq, foyda qilmoq

Promise – va'da bermoq, berishga va'da bermoq, olib kelishga va'da bermoq

Purchase – olmoq, sotib olmoq, xarid qilmoq

Read – o'qimoq, o'qib bermoq

Refuse – rad etmoq, inkor qilmoq, norozi qilmoq

Render – yordam bermoq, ma'lum holatga tushirmoq

Save – saqlamoq, himoya qilmoq, muhofaza qilmoq

Sell – sotmoq, kamaytirilgan narxda sotmoq

Send – joʻnatmoq, olib kelishni soʻramoq, buyurtma bermoq

Serve – ishlamoq, xizmat qilmoq, taom tuzmoq, suzib bermoq

Show – koʻrsatmoq, kuzatmoq, kuzatib qoʻymoq

Spare – bermoq, ajratmoq, bera olmoq, ajarata olmoq

Supply – qoʻllab quvvatlamoq, taʼminlamoq, taʼmin qilmoq

Take – olmoq, olib bormoq, olib ketmoq, olib qoʻymoq

Teach – oʻqitmoq, dars bermoq, oʻrgatmoq

Tell – aytmoq, ishor qilmoq

Throw – otmoq, irgʻitmoq, uloqtirmoq, uloqtirib yubormoq

Wish – tilamoq, orzu qilmoq

Write – yozmoq, asar yozmoq, yozib joʻnatmoq

Buy – sotib olmoq

Order – buyurmoq, amr qilmoq, farmoyish bermoq, buyruq bermoq.

Some transitive English verbs can be intransitive while translating from English into Uzbek:

□ to follow (smb., smth.)- ergashmoq

□ to approach (smb., smth.)- yaqinlashmoq

□ to watch (smb., smth.)- kuzatmoq

It is sometimes vice versa:

□ to listen to (smb., smth.)- tinglamoq

to wait for (smb., smth.)- kutmoq

Let's take an example the verb "watch" can be translated into Uzbek "kuzatmoq", "tomosha qilmoq"

Mostly, the verbs have their own equivalent in Uzbek:

□ ochmoq (transitive)- to open

She opened the door- U eshikni ochdi.

□ ochilmoq (intransitive)- to open

The door opens easily- Eshik osonlik bilan ochildi.

□ boshlamoq (transitive)- to begin

Will you begin reading?- O'qishni boshla.

□ boshlamoq (intransitive)- to begin

Our journey began like this- Bizning sayoxatimiz xuddi shunday boshlangan.

□ tushurib qo'ymoq (transitive)- to drop

As we know that it is difficult to translate transitive, intransitive and ditransitive verbs. We try to give some examples for them and we compare Uzbek and English sentences.

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TRANSLATING ALTERNATIVE WORDS

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Annotation: *Translation is the process of reworking text from one language into another to maintain the original message and communication. But, like everything else, there are different methods of translation, and they vary in form and function.*

Key words: *place names, geographical names, positions, names of newspapers and magazines, ie names of periodicals, enterprises, organizations, firms, companies, ships and hotels.*

There are several ways to translate words that have no equivalent. The easiest way to translate words that have no equivalent is to transliterate the words, i.e. give the word pronunciation, save it. This method is widely used in transliterating personal names, place names, geographical names, positions, names of newspapers and magazines, ie names of periodicals, enterprises, organizations, firms, companies, ships and hotels.

Sometimes transliteration is used for a specific purpose. The available literature on translation theory shows that the use of transliteration has advantages because transliteration provides the pronunciation form of the word actually used. Transliteration takes into account the graphical aspect of the word. For example, the Uzbek word Hamlet in English is given in two ways: Hamlet and Hamlet. The second method is close to the rules of the Uzbek language, but its pronunciation is close to the English word. If we give this word in transliteration, it takes the form of Hemlit. It does not meet the above requirements. Sometimes the same name is required to be given in more than one way. This is often directly related to the method and genre of the text. It is also very important for the interpreter to know when and in what country the event or phenomenon being described is taking place. In most cases, the name is also transliterated depending on the period and the genre

in which the text is written. Take, for example, the city of Samarkand. The name of this city in Uzbek can be given in two different ways. In English, the name can be transliterated in Samarqand and Samarkand forms. While the word transliterated in the first method is often used in historical texts, the second method is used in modern texts. It should be noted that the second method is known to have come to this form mainly under the influence of the Russian language. The English word Isaac also has transliterated forms in several ways. In the religious text the name is given as Isaac, in the scientific and literary text as Isaac. In the Uzbek language, this religious text refers to Jesus, in scientific and artistic works to Isaac, and in other cases to Isaac or Isaac. In addition to the style and genre of the text, transliteration, transcription and traditions are also taken here.

Translation features of texts on economics are described in the paper. Translation peculiarities of texts on economics are described in the article. Translation of texts on economics is such kind of translation where an interpreter should have knowledge not only in English language but also in some economics' fields. An interpreter should also have a high level of linguistic training. The authors say that the translated text in all characteristics and parameters should be identical to the original and adapted as clearly as possible for optimal perception by the target audience. There are some examples of various features of translating texts. Given examples show that economic texts is characterized by an accurate translation structure. The difficulty of this work is that a large number of economic terms appeared in Russian not long ago or they were borrowed from English

Result and discussion

In addition to the rules, there are cases when the error of a tradition or sometimes an incompetent translator has spread to the general public without correction. In our opinion, the name of the Uzbek-speaking city of Fergana may be a proof of the above. There are two transcriptions of this word in English. If the word was transcribed directly from Uzbek, it would have the appearance of Fergana, and if it was transliterated from Russian, it would have the appearance of Fergana.

However, now the Ferghana form of the word, which does not correspond to either Uzbek or Russian, is used. Again we need to pay attention to the letter combination gh in English, which proves that the word is incorrectly transcribed. This letter combination corresponds to the transcription of the letter "g" in Uzbek. Compare: Afghanistan -Afganistan. As mentioned above, this method is widely used in transliterating personal names, place names, geographical names, positions, periodical names, enterprise, organization, firm, company names, ship and hotel names.

If we talk about the transliteration of the names of periodicals, the main focus should be on the names of newspapers and magazines, and at the same time who they serve. Because the nomenclature of newspapers cannot be limited to transliteration. Take, for example, The Daily Express and The New York Times. The name of the newspaper may be popular, but their name does not provide the same information to Uzbek readers. The Daily Express should be translated as the British Conservative newspaper Dey li Express. Here, along with transliteration, attention is paid to the development of the meaning of the translation, and the word, here the name of the newspaper is clarified. The same should apply to The New York Times. In addition to the name of this periodical, informing the Uzbek reader and transliterating the name of the newspaper will look like this: The New York Times, the national newspaper of the United States. It should be noted that additional information that is not directly provided in the original is provided by the translator in sub-page comments and explanations. To do this, the interpreter must have a very deep knowledge. The translator must show ingenuity in translating words obtained by artificial, new compounding and slanging, but these things must not contradict the rules of language and the context requires its use.

There are difficulties when translating phrases consisting of two or more words. Collocations are created by adding specific characteristics to the term in order to get grammatical aspects of concepts directly connected to the source. Such terms are definitions that bring this concept under more general and at the same time indicate

its specific feature. When translating phrases, you should define the composition of the phrase, then define the main word and translate this term, and then select the necessary equivalent in Russian. At the same time, it should be noted that word order in equivalents of Russian language often does not coincide with word order in terms in English. The scope of terms and the context should also be taken into account. Balance sheet ratio is an example of such fact [8, P. 34]. The main term is balance sheet, which means balance, and the word ratio is a key word, used as a specifying characteristic.

Utility is related to the Laws of Supply and Demand. Supply translated from English has meaning to supply, demand. In this case, Laws of Supply and Demand is an economic term that in Russian denotes the Law of Supply and Demand. Such term as Surplus Income in English means additional income.

Special attention should be paid to abbreviations. The main task of abbreviations is to save speech and written text. When pronouncing, the abbreviation in time of sound is several times shorter than the concept corresponding to it, and when writing, the savings are even more impressive. However, the advantages of such savings are good only as long as the abbreviations are clear to the interlocutors and their translator

The next way to translate a word that has no alternative in the language being translated is to translate the meaning closer. It can also be thought of as a translation by word analogy. If there is no alternative to the word originally used in the language being translated, a word similar to and close to the meaning of that word is chosen in the translation. For example, it is recommended to do so when translating the Uzbek words "halim", "holvaytar" and "sumalak". To do this, a synonym or similar word in a foreign language is chosen for these words. In this case, a phrase can be used instead of a single word. There is no English equivalent or alternative to the Uzbek word "halim", but you can choose the name of a similar dish that is boiled for a long time with wheat. When the appropriate word is not found, it can be given in the form of porridge with wheat and stewed meat. It can also be given as nutritious

meat porridge. Which word to choose depends on the context and the skill of the translator.

In summary, there are five ways to translate non-alternative words - 1) transliteration, 2) subtitled annotations and explanations, 3) slashing, 4) translating with similar words, and 5) figurative translation we went out. They all have their own set of flaws. In some translations, words and phrases may remain only within the same translation, while comments and explanations increase the size of the translated text, while a similar translation impairs the quality and accuracy of the translation. However, the judicious use of the above methods leads to the retention of the information given in the translation as completely as possible and increases the quality of the translation. In choosing the method of translation, the methodological and genre features of the text are taken into account, special attention is paid to the possibilities of forming each phrase.

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ORGANIZATION OF TECHNICAL PROCESSES AT EVENTS

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Annotation: *Crafting compelling event invitations is crucial in the technology industry. With the ever-increasing competition and fast-paced nature, it is essential to stand out and capture the attention of your target audience. In this article, we will explore the best practices for creating effective event invitations specifically tailored for the technology sector.*

Key words: *Best result, different subject, technology event invitations, event's theme or purpose.*

The subject line is the first thing that recipients see in their inbox. It plays a pivotal role in determining whether your invitation gets opened or ignored. When crafting subject lines for technology event invitations, it is vital to be clear, concise, and captivating. Use action-oriented language and focus on the key benefits or unique selling points of your event. Avoid generic or overly promotional subject lines, as they may be seen as spam and decrease your open rates. Test different subject line variations to determine which ones yield the best results.

In addition to these tips, it is also important to personalize your subject lines whenever possible. Including the recipient's name or company can grab their attention and make them feel valued. Additionally, consider using urgency or scarcity tactics to create a sense of FOMO (fear of missing out) and encourage immediate action. However, be careful not to overuse these tactics, as they can come across as manipulative or insincere. Remember, the goal is to create subject lines that are both compelling and genuine, enticing recipients to open your technology event invitations.

In the technology industry, aesthetics and visual appeal are highly valued.

When designing event invitation templates, it is crucial to create a visually striking and professional impression. Incorporate the company's branding elements, such as logos and color schemes, to establish brand consistency. Use high-quality images and graphics that align with the event's theme or purpose. Ensure that the layout is clean and easy to read, with a clear hierarchy of information. Consider using responsive design to optimize the invitation for mobile devices, as many recipients may access emails on their smartphones or tablets.

Additionally, it is important to consider the typography when designing event invitation templates for the tech industry. Choose fonts that are modern and legible, reflecting the company's style and personality. Experiment with different font sizes, weights, and styles to create visual interest and hierarchy within the text. Remember to maintain consistency in typography throughout the invitation, ensuring that headings, subheadings, and body text are clearly differentiated. By paying attention to typography, you can enhance the overall visual impact of the invitation and effectively communicate the event's message.

The choice of event platform can significantly impact the success of your technology event invitations. Look for a platform that offers robust features specifically tailored for event management and email marketing. Important features to consider include email automation, customizable templates, RSVP tracking, and integration with other tools or platforms. Evaluate the platform's user-friendliness, customer support, and pricing options. Taking the time to research and select the right event platform can streamline the invitation process and enhance overall efficiency.

In addition to these features, it is also important to consider the platform's scalability. As your technology event grows, you may need to accommodate a larger number of attendees and send invitations to a larger audience. Ensure that the event platform you choose can handle the increased demand and can scale up accordingly. This will prevent any technical issues or limitations that may arise as your event expands.

Personalization is key when it comes to technology event invitations. Tailoring

your messages to the recipient's interests, preferences, or past behavior can greatly increase engagement and response rates. Use recipient's names in the salutation to add a personal touch. Leverage the information you have about their industry, job title, or previous attendance at similar events to customize the content of your invitation. Segment your email list based on relevant criteria to deliver targeted invitations that resonate with each recipient.

During the event, you will have the opportunity to:

- Discover how our tailored solutions can address your specific IT support needs and streamline your technical assistance processes.
- Network with like-minded individuals in the technology industry and exchange valuable insights and experiences.
- Engage in interactive sessions and demonstrations to see firsthand the benefits of our solutions.
- Get an exclusive sneak peek at our upcoming product updates and enhancements.

The event will kick off at with a welcome reception, allowing you to connect with fellow attendees and our team members. Following the reception, we will dive into a series of engaging presentations and interactive sessions designed to help you leverage IT support and technical assistance to drive your business forward.

We may live in a world of physical and digital, but we still love receiving physical invitations. They make for great Instagrammable content and make the event feel more like a holistic, exclusive experience. Many fashion show organizers spend time choosing the best paper, fonts, and calligraphy for physical invitations. Because after all, there is just something special about physical event invitations.

However, having a physical invitation might not be enough. Many industry insiders like digital event invitations because they are constantly organizing their calendars, using their phones, tablets, or desktops. Having a digital event invitation makes it easy for guests to RSVP for the event and add it to their digital calendars and for event organizers, it gives them the opportunity to deep dive into the analytics and real-time RSVP data so that they can make event adjustments accordingly.

With the events mailing features, easily build an email invitation, RSVP follow-up, event reminder, or custom content. The email editor is broken down into 5 sections including Set-Up, Choose Template, Design, Recipients, Preview & Send.

Digital event invitations should be customizable as it is a representation of the brand. With Events, you can customize your event mailing to your desired design. Our event invitation templates can help, but you can also make it your own by altering it as much as you like, adding your brand name, fonts, and colors. The drag & drop editor also makes it easy to build an online invitation for your upcoming event and add your recipients from your guest list. This makes sure that you include all of the necessities such as social buttons, RSVP links, and more. Next, preview your email by sending a test to yourself and see how it looks on desktop, tablet, and mobile.

For your digital event invitation, you will be nudged to open the RSVP list so that your guests can start RSVPing to your event. When your guests click on the RSVP button, the RSVP page will open, giving them the opportunity to respond 'Yes' or 'No' to the event and share any specific conditions. They will also have the chance to join or log into GPS Radar, the invitation-only network that allows members to manage invitations and access worldwide coverage of fashion shows. Lastly, schedule your invitation and it is ready to go!

Once your email has been sent, review your email KPIs – successful deliveries, unique opens, and clicks at any time, in order to manage your lists and also make sure you are on track for your upcoming event. Now, we focused on invitations, but you can also create event mailings for RSVP follow-ups, event reminders, or any content you want

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THE IMPACT OF MASS MEDIA ON EDUCATIONAL PROCESS AND THE METHODOLOGY OF USING “YOU TUBE” APPLICATION IN CLASSROOM

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Annotation: *In this article, the impact of the use of mass media on the learning process, the opportunities it provides for students and the methods of using the YouTube application in the course of the lesson are fully shown.*

Keywords: *mass media, Digital media, Strategies for using YouTube.*

Аннотация: *В этой статье полностью показано влияние использования средств массовой информации на процесс обучения, возможности, которые оно предоставляет учащимся, а также методы использования приложения YouTube в ходе урока.*

Ключевые слова: *средства массовой информации, цифровые медиа, стратегии использования YouTube.*

Mass media is communication—whether written, broadcast, or spoken—that reaches a large audience. This includes television, radio, advertising, movies, the Internet, newspapers, magazines, and so forth. Mass media is a significant force in modern culture, particularly in America. Sociologists refer to this as a mediated culture where media reflects and creates the culture. Communities and individuals are bombarded constantly with messages from a multitude of sources including TV, billboards, and magazines, to name a few. These messages promote not only products, but moods, attitudes, and a sense of what is and is not important.[1] Mass media makes possible the concept of celebrity: without the ability of movies, magazines, and news media to reach across thousands of miles, people could not become famous. In fact, only political and business leaders, as well as the few notorious outlaws, were famous in the past. Only in recent times have actors, singers, and other social elites become celebrities or “stars.”

The purpose of mass media (such as television, radio, cinemas and magazines etc.) is entertainment but it is also used to acquire knowledge. The increase in population and development of lifestyle has intensified the demand for entertainment. But magazines, newspapers and articles also make provision of knowledge as well as entertainment for the individuals who seek pleasure in reading.

Media makes people aware and increase their knowledge about news and current affairs. There are a lot of individuals who are interested in acquiring knowledge about different fields such as weather, politics, war, health, finance, science, fashion, technology, diet and nutrition, crime and violence, education, industry, business, management, employment opportunities and so forth. This can

be obtained from radio, television, social media platforms and various kinds of magazines and articles.

Digital media plays a significant role in informing the public with regard to politics. They are likely to get news updates and notifications even if they personally do not follow accounts handled by news channels. Posts, messages and notifications on digital platforms related to politics and news can be shared by friends or by the people one follows on social media. Therefore, uninterested individuals can also learn about the current news or get updates without intentionally acquiring knowledge. Hence, digital media opens up possibilities for passive learning. Boukes (2019) mentioned that it is harder to avoid acquiring knowledge from media platforms especially when media environment becomes predominant with news updates, notification and bulletins. But media platforms are extremely fragmented so acquiring knowledge from media depends upon the amount of time an individual is using on social media and how saturated these media platforms are with current affairs/politics/educational content or other information etc.[2] People can learn from social media platforms but only if they are exposed to these platforms and if they pay attention to this information. Thus, the power of traditional and digital media is regarded to be widespread and massive and it can be utilized in an efficient manner to educate people with less cost.

Various authorities, organizations, social media platforms and agencies make use of the power of media to spread informative messages to the public. This may include warning against a storm, or an epidemic (for example COVID-19, AIDS, HIV, Polio), delay in arrival or departure of flights and trains, and so forth. Media have helped in transforming and spreading awareness about various sectors, and one of them is public healthcare. It has provided a unique opportunity for sharing health-related information which has led to the advancement of communication strategies in healthcare and enhanced community perceptions of immunization programs. Social media is a widely accepted platform for sharing health related information and discussing public health issues. Facebook, blogs, twitter etc. is widely accessed by people to gain information about health-related information and these platforms

eventually became extremely significant for gathering knowledge about health-related problems such as polio (Orr et al., 2016). Obregon and Colleagues (2009) mentioned that social media platforms were accessed by India and Pakistan to achieve their polio eradication objectives and to engage the population in spreading awareness about polio.

Audio-video sources have emerged as a conventional educational distribution medium due to reduced cost of production. These instructional aids allow access to a camera, a computer to create and distribute video. The video can easily be brought into classroom to create a network of learners. The researcher developed a network called the 'Three I's Framework' that is image, interactivity and integration, to provide practical tools to help educators with their pedagogical design and growth of video streaming resources for online learning. Their goal with this framework was to provide an understanding of the role of video and change it from- a demonstration tool to a more focused networked learning tool.

Strategies for using YouTube:

Videos are becoming popular sources of lesson planning. They are important sources of information as it is necessary to have 'true life information' such as videos because it motivates the classroom and makes it more interesting. The teachers have stated that they use videos for two major reason- (1) To enhance their material, and (2) To obtain up-to-date information on things such as photos and videos.

There are ways to optimize the use of YouTube as an educational tool in the classroom:

1. Short videos between one- and four-minutes are ideal when used for teaching purposes.
2. YouTube videos are informative, humorous, interesting and engaging and they are preferred by students as they use this platform on a regular basis.
3. YouTube videos can be played in short segments with pauses, allowing students to ask questions or to think critically about the content they've just viewed.
4. Students should also be encouraged to take notes while watching videos. The video can be replayed and the notes can be discussed with the teacher and students.

5. The teacher can pause the video in between and encourage the students to discuss the content of the video.
6. The teacher should give students the responsibility when viewing a video so that the instructor can introduce questions to go along the video to make the content clear and meaningful.
7. The video can have activities to go along, in order to make the content interesting and engaging for the students.
8. Teacher should also follow up after the video is done with questioning to summarise the information from the video.

Even though YouTube is used to introduce new concepts, disseminate information and close lessons but studies stated that teachers should be cautious when using videos from YouTube (Downes and Bishop, 2012). They should ensure that the material from this platform is credible, accurate and meaningful and support their teaching content. Moreover, copyright and online content protocols can be elaborate, confusing and difficult to understand as they differ from each school/university regulations. Thus, teachers be well-informed about these policies and how they need to be aware of their actions. Another challenge is that videos can be unreliable and difficult to find, thus teachers should be cautious about it and should also have a backup plan.

Summarises media and its impact on learning opportunities and the positive effects of media platforms. Studies have supported that the exposure of content on digital media functions as a pathway to information such as warnings, news and politics (Boulianne & Theocharis, 2020). The online spheres provide individuals with unlimited sources, types, and variety of information they continuously circulate information about political events, current affairs and trending news. These platforms are rich sources of information; therefore, the possibilities of learning are endless. But, the abundance of options and unlimited sources of information eventually shrink the individual's choices for educational and informative content. The 'pull-media nature of the internet' makes it unlikely that individuals will watch informative content on internet. Studies suggest that people while on digital media

platforms will be more interested in content that is related to social relationship or content shared by friends and family (Heinonen, 2011).[6]

With the beginning and the introduction of digital media in education, various innovative teaching techniques and methodologies have been used. The institutions are refining and enhancing their system to improve academic rigour. Universities and schools are using digital and social media in the process of making the teaching process interesting and better among students.

Elaborates more on the topic of the impact of digital and social media on education. The new education system is not just reliant on chalk and talk, the classrooms are being re-defined and the teachers are drawing on these new, dynamic visual resources that are commonplace in students' lives outside of school. Students are also stating clearly what they expect from the teacher's and how they want to learn:

- To be able to obtain more learning resources- online digital resources
- To be able to access lesson materials from online digital resources
- To use online material to build on their classroom activities; and
- Learning to occur at any time and at any location. The use of digital and social media platforms is quickly rising which is also impacting people's lives.[7]

It is not only the working professionals who are using digital and social media but there is a heavy rise in the use of social media by the students. They are motivated to learn from their peer or websites online than from adults. With teachers and schools using a variety of software tools and free web applications to improve learning, communication, and engagement of students, the use of social media is distracting their academic performance. The process of integrating technology into education is evolving as it no longer revolves around pen and paper. Some of the ways in which digital and social media has enhanced and improved the education sector are mentioned below:

1. Social media as a part of traditional learning is attractive to students as it encourages participation in the learning process, and enhances both collaborative study and social interaction.

2. Modern day classrooms present everlasting enjoyment as it has enabled learners, teachers and parents to manage teamwork through smart classrooms and build strong communication with each other.

3. Social media platforms offer a variety of tools that learners can mix and match to best suit their individual learning styles and increase their academic success.

4. It also helps in building associations with people, and help students develop leadership skills, organizing events etc. that promotes social change and democratic engagement.

5. It is also easy for people to work together with people from different geographical backgrounds for project assignments using social networks. For example: It is easy for them to make groups on social media platforms or even just use hashtags to exchange inputs regarding the assignment and distribute information.

6. Digital and social media-based communication and learning is increasing and its influence has enhanced the familiarity with media platforms as well as improved teaching-learning process in school, colleges and universities.

7. These platforms increase engagement with teachers and friends outside the classroom as they can communicate with their teachers as a group outside of class and to plan school or other events.

Compared to traditional learning method which provides few opportunities for individuals to develop and maintain their own learning activities, learning platforms based on social media place the control of learning into the hands of learners themselves. But technology in the 21st century is bringing dramatic changes as educational institutes are migrating from traditional mediums of teaching to more sophisticated methodologies.

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PEDAGOG O'Z USTIDA ISHLASH JARAYONIDA MASS

MEDIADAN FOYDALANISH USULLARI

Tolibjonova Muslima

Andijon Davlat Chet tillari Instituti

Ingliz tili va adabiyoti fakulteti

Xorijiy til va adabiyoti yonalishi talabasi

Annotatsiya: *Ushbu maqolada pedagoglarning AKT lardan foydalanishidagi yutuqlar va ulardan foydalanish haqida ma'lumot berilgan. Mamlakatimiz mustaqillikka erishgach, malakali mutaxassislar tayyorlashga katta e'tibor qaratilmoqda. Yuqori malakali mutaxassislar tayyorlash ta'lim muassasalarining moddiy-texnika va axborot bazasini mustahkamlash, sifatli darsliklar, o'quv-metodik qo'llanmalar, elektron darsliklar va ma'ruza matnlari yaratish, elektron*

kutubxonalar tashkil etish bilan bevosita bog'liqdir. Ta'lim tizimini takomillashtirishda zamonaviy bilimlardan keng foydalanish, yangi axborot texnologiyalaridan samarali foydalanish bugungi kun talabiga aylandi.

Kalit so'zlar: *“Ustoz-shogird” tizimi, “OAV”, AKT, Media kompetensiyasi, axborot-kommunikatsiya.*

Mamlakatimiz mustaqillikka erishgach, malakali mutaxassislar tayyorlashga katta e'tibor qaratilmoqda. Yuqori malakali mutaxassislar tayyorlash ta'lim muassasalarining moddiy-texnika va axborot bazasini mustahkamlash, sifatli darsliklar, o'quv-metodik qo'llanmalar, elektron darsliklar va ma'ruza matnlari yaratish, elektron kutubxonalar tashkil etish bilan bevosita bog'liqdir. Ta'lim tizimini takomillashtirishda zamonaviy bilimlardan keng foydalanish, yangi axborot texnologiyalaridan samarali foydalanish bugungi kun talabiga aylandi. Fanning ustuvor yo'nalishlari (matematika, kimyo, biologiya, fizika, ona tili va adabiyoti, chet tillari, psixologiya, boshlang'ich ta'lim) bo'yicha “Ustoz-shogird” tizimiga muvofiq xodimlar o'rtasidagi hamkorlikni kengaytirish chora-tadbirlari ko'rilishi ta'kidlandi. xalq ta'limi tizimi va oliy ta'lim muassasalari professor-o'qituvchilari.¹⁷ Zamonaviy mutaxassislar, faoliyat sohasidan qat'i nazar, informatika sohasida keng ko'lamli bilimlarga, zamonaviy hisoblash, axborot-kommunikatsiya tizimlari, orgtexnika, ommaviy axborot vositalari va ulardan foydalanish bo'yicha etarli ko'nikmalarga ega bo'lishi kerak, shuningdek, yangi axborot texnologiyalari va texnologiyasi asoslari, uning kelajakdagi rivojlanishi haqidagi bilimlar. Ko'pgina vazifalarda boshqaruv jarayonlarini takomillashtirish, axborot tizimlarini joriy etish, mutaxassislarni kompyuterda ishlashga o'rgatish muhim ahamiyatga ega.

Mamlakatimiz mustaqillikka erishgach, malakali mutaxassislar tayyorlashga katta e'tibor qaratilmoqda. Yuqori malakali mutaxassislar tayyorlash ta'lim muassasalarining moddiy-texnika va axborot bazasini mustahkamlash, sifatli

¹⁷ Djurayeva B.A. Bo'lajak o'qituvchilarni xalq pedagogikasida vatanparvarliktarbiyalashning asosiy omillari// MATERIALS OF THE REPUBLICAN SCIENTIFIC AND THEORETICAL CONFERENCE "Traditions of Patriotic Education of Students in Folk Pedagogy", dedicated to 2021 "Year of Youth Support and Public Health Promotion" - P.19-23.

darsliklar, o'quv-metodik qo'llanmalar, elektron darsliklar va ma'ruza matnlari yaratish, elektron kutubxonalar tashkil etish bilan bevosita bog'liqdir. Ta'lim tizimini takomillashtirishda zamonaviy bilimlardan keng foydalanish, yangi axborot texnologiyalaridan samarali foydalanish bugungi kun talabiga aylandi. Fanning ustuvor yo'nalishlari (matematika, kimyo, biologiya, fizika, ona tili va adabiyoti, chet tillari, psixologiya, boshlang'ich ta'lim) bo'yicha "Ustoz-shogird" tizimiga muvofiq xodimlar o'rtasidagi hamkorlikni kengaytirish chora-tadbirlari ko'rilishi ta'kidlandi. xalq ta'limi tizimi va oliy ta'lim muassasalari professor-o'qituvchilari. Zamonaviy mutaxassislar, faoliyat sohasidan qat'i nazar, informatika sohasida keng ko'lamli bilimlarga, zamonaviy hisoblash, axborot-kommunikatsiya tizimlari, orgtexnika, ommaviy axborot vositalari va ulardan foydalanish bo'yicha etarli ko'nikmalarga ega bo'lishi kerak, shuningdek, yangi axborot texnologiyalari va texnologiyasi asoslari, uning kelajakdagi rivojlanishi haqidagi bilimlar. Ko'pgina vazifalarda boshqaruv jarayonlarini takomillashtirish, axborot tizimlarini joriy etish, mutaxassislarni kompyuterda ishlashga o'rgatish muhim ahamiyatga ega. Axborot-kommunikatsiya texnologiyalarining jadal rivojlanishi natijasida "OAV" atamasi paydo bo'ldi.¹⁸ "Ommaviy axborot vositalari" atamasi lotincha (media, media) dan olingan bo'lib, dirijyor, vositachi degan ma'noni anglatadi. "Ommaviy axborot vositalari" atamasi birinchi marta XX asrda ommaviy madaniyatni shakllantirish vositalariga nisbatan qo'llanilgan. AKT talabalarni rag'batlantiradi va jalb qiladi. Ommaviy axborot vositalari talabalarni kelajak kasbiga tayyorlashga yordam beradi. Hozirgi vaqtda ishni boshqarish talabalar zavq bilan foydalanadigan kompyuterlar, texnologiyalar, dasturlar va qurilmalar yordamida amalga oshiriladi. Ommaviy axborot vositalari XXI asrning ta'lim vositasidir. AKT ta'lim va o'qitish uchun yangi imkoniyatlar ochadi.

Media kompetensiyasi o'qituvchilarga o'qitishning yangi usullarini ishlab

¹⁸ Djurayeva B.A. O'quv jarayonida mediata'limdan foydalanish usullari// "DEVELOPMENT ISSUES OF INNOVATIVE ECONOMY IN THE AGRICULTURAL SECTOR" International scientific –practical conference on March 25-26, 2021. 551-554 p.

chiqish, yangi yondashuvlarni qo'llash, g'oyalarni amalga oshirish va kasbiy rivojlanishida yangi ko'nikmalarni rivojlantirish imkonini beradi. Media resurslaridan oqilona foydalanish imkonini beradi. AKT o'quv jarayonini oqilona boshqarish va nazorat qilish orqali vaqt va pulni tejaydi. AKT darsga tayyorgarlikni qisqartiradi va o'quv jarayonini talabalar uchun qiziqarli va qiziqarli qiladi. Ommaviy axborot vositalarining ta'lim jarayoniga integratsiyalashuvi o'qituvchilar uchun yangi imkoniyatlar va yangi vazifalarni tug'dirmoqda. Bugungi kunda veb-texnologiyalar va interaktiv ta'lim. Animatsiya, simulyatsiya va hokazolarni amalga oshirish imkonini beruvchi AKT yutuqlari kimyoni tushunishni osonlashtirishda muhim ahamiyatga ega. Internet resurslaridan onlayn tarzda ochiq ma'lumotlardan foydalanishimiz kerak. Talabalarga grafikalar ko'rsatilishi va molekulalarning tuzilishini uch o'lchamda ko'rishga imkon berish kerak. Simulyatsiya murakkab vaziyatlar uchun mukammal sozlashni ta'minlaydi va dasturiy ta'minot yordamida tasvirni va ba'zi javob parametrlarini o'zgartirishga imkon beradi. Animatsiya yaratish, chizish va veb-saytlar yaratish uchun tez-tez foydalaniladigan dasturlar: FLASH, FreeHand, Dreamweaver va (Fireworks). Java dasturlash tili interaktiv funksiyalarga ega Java appletlarini yaratish uchun ishlatiladi. Pedagoglarning malakasini oshirish-axborot-kommunikatsiya texnologiyalari Media kompetensiyasi o'qituvchilarning kasbiy rivojlanishi uchun katta imkoniyatlar yaratadi. • Qayta foydalanish mumkin bo'lgan o'quv materiallarini yaratish (vaqtni tejash). • O'qituvchilar o'rtasida onlayn almashinuv. • Talabalar istalgan vaqtda o'quv materiallari uchun ariza topshirishlari mumkin. Tarkibni tushunarli qiladigan multimedia materiallarini tayyorlash. • Ishtirokchilarning davomati va o'sishini belgilang. • Harakat qilmasdan ta'lim tizimini ta'minlash. Pedagoglar uchun asosiy imtiyozlar - bu talabalar ishini samarali boshqarish, saqlash va boshqarish, shuningdek, vaqtni tejash. Vaqtni tejash sizga darslarga yaxshiroq tayyorgarlik ko'rish imkonini beradi. Media resurslaridan foydalangan holda o'qituvchilar nafaqat o'z bilimlarini yangilash, balki nazariy bilimlari darajasini oshirish imkoniyatiga ega. Bir so'z bilan aytganda, ta'lim – kelajak muvaffaqiyatlar garovi, uning mahsuli bo'lgan bugungi bo'lajak o'qituvchi kelajakdagi huquqiy demokratik

jamiyatning a'zosi sifatida shu jamiyat hayotida to'la ishtirok eta olishi, zamonaviy talablarga to'la javob bera olishi zarur. bozor iqtisodiyoti. Axborot oqimi jadal sur'atlar bilan o'sib borayotgan, hayotimizga turli yangiliklar shiddat bilan kirib kelayotgan sharoitda mustaqil tanqidiy fikrlash ko'nikmalarini egallash, hamkorlikdan qo'rqmaydigan, yangi narsalarni o'rganishga doim tayyor bo'lgan shaxsni tarbiyalash zarur. erkin muloqot - bu jarayonning asosiy maqsadi bo'lishi kerak va bu borada ta'limga yangi texnologiyalarni joriy etish ushbu maqsadga erishish yo'lidagi to'g'ri qadamdir. O'quvchilarning o'z ustida ishlashi, media-ta'lim texnologiyalari va interfaol metodlar asosida o'quv jarayonini tashkil etishni o'rganishi uchun zarur shart-sharoitlarni yaratish zarur. Bu shart-sharoitlar bilimdon, fidoyi, o'z kasbi sirlarini yaxshi biladigan o'qituvchilar mehnatini talab qiladi. Bo'lajak fan o'qituvchilarining "Interfaol metodlar" uzluksiz ta'lim tizimida "Informatika", "Axborot texnologiyalari" fanlarini o'qitishda media kompetensiyasi maqsadga erishilganda amalga oshishi mumkin.

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POWERING EVENTS: UNVEILING THE VITAL ROLE OF SPONSORS AND PARTNERS

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Abstract: *Delve into the dynamic world of event sponsorship and partnership, shedding light on the pivotal role these entities play in fostering the success and vibrancy of various events. This article explores the multifaceted impact of sponsors and partners, emphasizing their influence on event viability, attendee experiences, and long-term community engagement.*

Keywords: *Event sponsors, Partnerships, Community engagement, Event viability, Brand visibility, Audience experience*

Events, from industry conferences and trade shows to cultural galas and sports extravaganzas, are powered by a collaborative tapestry of sponsors and partners, whose indispensable contributions bolster the fabric of these gatherings. Here's an exploration of their multifaceted roles, from enhancing brand visibility to enriching the attendee experience and fostering enduring community connections.

Driving Brand Visibility and Awareness:

At the core of event sponsorship lies the opportunity to amplify brand visibility and foster widespread awareness. Sponsors gain exposure among a targeted audience, leveraging the event as a platform to showcase products, services, and corporate values, ultimately enhancing brand recognition and market positioning.

Fueling Event Viability and Scale:

Partnerships inject vital resources into events, catalyzing their viability and scalability. Through financial support, infrastructural contributions, and extensive networks, sponsors and partners empower event organizers to elevate the scale and impact of their initiatives, enabling the realization of ambitious visions and the cultivation of grander community engagements.

Enriching Audience Experiences:

Sponsorship and partnerships contribute to the enrichment of audience experiences through a myriad of means, be it the provision of engaging activations, hospitality offerings, or the infusion of innovative technology. These collaborative efforts result in heightened attendee satisfaction, interactive brand engagement, and the crafting of memorable, value-centric event experiences.

Nurturing Enduring Community Connections and Collaboration:

Beyond the event's scope, sponsors and partners lay the foundation for enduring community connections and collaborative ventures. Their support fosters ongoing relationships, sparks post-event engagement, and forms the bedrock for sustained partnerships, driving long-term impact and shared value within the community.

In conclusion, the role of event sponsors and partners stands as an indelible cornerstone in shaping the vitality and success of diverse events. Their combined influence extends far beyond the confines of a singular occasion, permeating the realms of brand visibility, audience experience, and profound community engagements, ensuring that events resonate as powerful vehicles of impact and enduring collaboration.

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PROBLEMS IN LITERARY TRANSLATION

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Annotation: *This article describes in detail the problems encountered in the field of microfinance and solutions for some of them. Many linguistic professionals insist that idioms are the most difficult items to translate. In fact, idioms are routinely cited as a problem machine translation engines will never fully solve.*

Keywords: *deep understanding, contemporary publications, effectively communicate, multiple things.*

Literature reviews are an integral part of the process and communication of scientific research. Whilst systematic reviews have become regarded as the highest standard of evidence synthesis, many literature reviews fall short of these standards and may end up presenting biased or incorrect conclusions.

Translation demands a deep understanding of both grammar and culture. Translators need to know the rules of a language as well as the habits of the people who speak it. In addition, even for the most experienced professionals, confusion and frustration are familiar feelings. Every language sits inside a defined structure with its own agreed upon rules. The complexity and singularity of this framework directly correlates to the difficulty of translation.

Despite the growing interest in systematic reviews, traditional approaches to reviewing the literature continue to persist in contemporary publications across disciplines. These reviews, some of which are incorrectly referred to as ‘systematic’ reviews, may be susceptible to bias and as a result, may end up providing incorrect conclusions. This is of particular concern when reviews address key policy- and practice- relevant questions, such as the ongoing COVID-19 pandemic or climate change.[1]

A simple sentence in English has a subject, verb, and object—in that order. For example, “she eats pizza.” But not every language shares this structure. Farsi typically follows a sequence of subject, then object, then verb. And in Arabic,

subject pronouns actually become part of the verb itself.[3]

As a result, translators frequently have to add, remove, and rearrange source words to effectively communicate in the target language. Idiomatic expressions explain something by way of unique examples or figures of speech. And most importantly, the meaning of these peculiar phrases cannot be predicted by the literal definitions of the words it contains. Many linguistic professionals insist that idioms are the most difficult items to translate. In fact, idioms are routinely cited as a problem machine translation engines will never fully solve.

Ideally, publishers should try to limit the number of idiomatic expressions contained in content they hope to translate. But if they insist on keeping these potentially confusing phrases, cultural familiarity must be a priority in translator recruitment. Compound words are formed by combining two or more words together, but the overall meaning of the compound word may not reflect the meaning of its component words. It's usually best to think of them in terms of three separate groups.

The first group of compound words mean exactly what they say. "Airport," "crosswalk," and "seashore," are all familiar examples. The second group of compound words mean only half of what they say—at least in a literal sense. While a "bookworm" may enjoy burrowing into a good story, these avid readers don't suddenly become an invertebrate species in the process.

The third group of compound words have meanings that have nothing to do with the meanings of the individual words involved. For instance, the English "deadline" refers to the final acceptable time to receive or deliver something. It has nothing to do with death or a line. And a "butterfly" is neither a fly nor butter.

A language may not have an exact match for a certain action or object that exists in another language. In American English, for instance, some homeowners have what they describe as a "guest room." It is simply a space where their invited guests can sleep for the night.

This concept is common in other languages as well, but often expressed quite differently. Greeks describe it with the single word "ksnona" while their Italian neighbors employ a three-word phrase "camera per gliospiti" instead.[4] Think of

this as a first step towards localization.

Sometimes a verb and a preposition will take on a separate, specific meaning when used together. Two-word verbs are common in informal English. “Look up,” “close up,” “fill out,” “shut up,” “bring up,” “break down” and “break in” are everyday examples. In many cases, though, it is neither necessary nor appropriate to translate the preposition separately.

The same word may mean multiple things depending on where it’s placed and how it’s used in a sentence. This phenomenon typically follows one of two patterns. There are homonyms (i.e. Scale the fish before weighing it on the scale), which look and sound alike but are defined differently. And then there are heteronyms (i.e. I drove down the windy road on a windy day), which look alike but are defined and pronounced differently. Sarcasm is a sharp, bitter, or cutting style of expression that usually means the opposite of its literal phrasing. Sarcasm frequently loses its meaning when translated word-for-word into another language and can often cause unfortunate misunderstandings.

Ideally, translators would remove sarcasm from the source text prior to translation. However, in cases where that style is central to the content requirements, the publisher should explicitly underscore sarcastic passages. That way, translators will have a chance to avoid literal misunderstandings and suggest a local idiom that may work better in the target language.

There is a lack of awareness and appreciation of the methods needed to ensure systematic reviews are as free from bias and as reliable as possible: demonstrated by recent, flawed, high-profile reviews. We call on review authors to conduct more rigorous reviews, on editors and peer-reviewers to gate-keep more strictly, and the community of methodologists to better support the broader research community. Only by working together can we build and maintain a strong system of rigorous, evidence-informed decision-making in conservation and environmental management.

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QISQARTIRISH VA QISQARTIRISH BILAN BOG'LIQ SO'ZLARNI TARJIMA QILISH

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Xulosa: *Ushbu maqolada men qisqartmalarning turlari, ularni bir tildan ikkinchi tilga qanday tarjima qilish va ularni muloqotda to'g'ri ishlatish haqida yozaman. Shuningdek, maqolamda qisqartmalarni to'g'ri tarjima qilishning ahamiyati va noto'g'ri tarjimaning oqibatlarini haqida gapirmoqchiman.*

Kalit so'zlar: *qisqartmalar, initsializmlar, qisqartmalar, kesish, aralashish, backronimlar.*

Odatda, tarjimonlar eng ko'p duch keladigan muammolardan biri qisqartmalar yoki qisqartmalarni tarjima qilishdir. E'tibor bering, qisqartma - bu uning tarkibiga kiruvchi so'zlarning har birining birinchi harfidan so'z hosil qilishdir. Biroq, qisqartmalar so'z sifatida talaffuz qilinadigan qisqartmalardir (masalan, "sonar" yoki "NATO"). Umuman olganda, bu qisqartmalarni tarjima qilish bo'yicha eng muhim

ko'rsatmalardir (bu postdagi misollar ispan va ingliz o'rtasida, lekin deyarli barcha til juftliklariga tegishli): Agar u keng tan olinmasligi mumkin bo'lgan kompaniya yoki agentlikka ishora qilsa (DEA, UBA, LAPD), nomini tarjima qiling va keyin qavs ichiga qo'ying: qisqartma so'ng "[kelib chiqish tili]dagi qisqartma uchun" yoki qisqartma, keyin ingliz tilidagi tushuntirish.

1. Masalan: Buenos-Ayres universiteti (UBA) yoki Buenos-Ayres universiteti (UBA).

2. Umuman jahonga mashhur xalqaro tashkilotlarning qisqartmalari har bir tilda o'z tarjimasiga ega (WFP = PMA, NATO = OTAN). Bunday holda, qavs ichiga to'liq ism va qisqartma yozing. Masalan, Birlashgan Millatlar Tashkiloti (BMT)

3. Tibbiyotga oid qisqartmalar (kasalliklar, tana a'zolarining birikma nomlari va boshqalarga ishora qiluvchilar) ham standart tarjimaga ega: TC = CT (kompyuter tomografiyasi), SIDA = OITS (orttirilgan immunitet tanqisligi)

Qisqartmalarni tarjima qilish.

Qisqartmaning to'g'ri tarjimasiga ishonch hosil qilish uchun vaqt kerak bo'lishi mumkin, lekin men buni qiyinchilik, imkoniyat sifatida ko'rishni yaxshi ko'raman. Bilimga ega bo'lish, ilgari kam bilmagan yoki hech narsa bilmagan madaniy narsalarni o'rganish. Agar asl matn muallifi qisqartmani asl hujjatiga kiritish uchun vaqt ajratgan bo'lsa, men tarjimon sifatida qisqartmani maqsadli tilda topishga vaqt ajratish muhim deb hisoblayman. Internetning o'sishi bu ma'lumotni topish uchun ajoyib manbadir va men hali ham ekvivalent qisqartmani topishga intilishda hech qachon mag'lub bo'lmaganman, (bir maqsad tilda mavjud bo'lsa, ular har doim ham mavjud emas. tillar va madaniyatlar, ular turlicha rivojlanadi). Vaziyatga qarab qisqartmani topishning yana bir usuli va ular bilan aloqangiz bormi, mijozning o'zidan so'rang. Bu mavzu, axir, ularning mutaxassisligi sohasi, bu siz ularning ishi tarjima qilganda, ular tarjima qilingan asosiy atamalardan xabardor bo'lishi mumkin til, asosiy qisqartmalar va asosiy qisqartmalar. Bu har doim ham bo'lmasligi mumkin mos yoki mumkin bo'lgan variant, lekin ba'zida buni yodda tutish kerak. Bu vaqt va qidiruvni tejash mumkin edi. Biror kishi bilan SMS yozganingizda, uning ma'nosini bilish juda muhimdir qisqartmalar. Masalan: IMO Menimcha, IMS Kechirasiz.

Qisqartirish va qisqartirishni tushunish samarali bo'lishi uchun muhimdir kabi turli kontekstlarda keng qo'llaniladigan aloqa rasmiy yozish, SMS yuborish va kundalik suhbat. Agar bizda yo'q bo'lsa qisqartmalar haqidagi bilim biz noto'g'ri tushunishga duch kelishimiz mumkin, muammolar va dalillar.

ROLE OF MASS MEDIA IN SOCIETY

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Abstract: *Mass media plays a crucial role in the development of society. It is a vehicle through which information, ideas, and opinions are transmitted and disseminated to the masses. In today's digital age, mass media has become even more powerful and pervasive, shaping the way we think, act, and perceive the world.*

Key words: *Sociolinguistics, Internet Linguistics, Political Linguistics*

Аннотация: *Средства массовой информации играют решающую роль в развитии общества. Это средство, с помощью которого информация, идеи и мнения передаются и распространяются в массы. В сегодняшнюю цифровую эпоху средства массовой информации стали еще более мощными и распространенными, формируя то, как мы думаем, действуем и воспринимаем мир.*

Ключевые слова: *Социолингвистика, Интернет-лингвистика, Политическая лингвистика*

Annotatsiya: *Ommaviy axborot vositalari jamiyat taraqqiyotida hal qiluvchi o'rin tutadi. Bu axborot, g'oyalar va fikrlarni ommaga etkazish va tarqatish vositasidir. Bugungi raqamli asrda ommaviy axborot vositalari yanada kuchliroq va keng tarqalgan bo'lib, bizning fikrlash, harakat qilish va dunyoni idrok etish uslubimizni shakllantirmoqda.*

Kalit so'zlar: *Ijtimoiy lingvistika, Internet tilshunosligi, siyosiy tilshunoslik*

The word ‘media’ is derived from the word medium, signifying mode or carrier. Media is intended to reach and address a large target group or audience. The word was first used in respect of books and newspapers. Print media and with the advent of technology, media now encompasses television, movies, radio and internet. In today’s world, media becomes as essential as our daily needs. Media of today is playing an outstanding role in creating and shaping of public opinion and strengthening of society. As the fourth pillar of democracy along with judiciary, executive and legislature, media of today has an all embracing role to act against the injustice, oppression, misdeeds and partiality of our society. From the days abode, media has remained an integral part of human civilization. The World Wide Web and web 2.0 technologies have given rise to electronic media where even a common man can express views through blogs, website posts, facebook and twitter like social media. Coupled with traditional print media all these audio video and social media caters to a richly diversified media industry in India.

Media helps in fighting against corruption, nepotism, cronyism of institutional machinery and carrying out relentless campaign against them. Social media is the collective of online communications channels dedicated to community-based input, interaction, content-sharing and collaboration. Websites and applications dedicated to forums, microblogging, social networking, social bookmarking, social curation, and wikis are among the different types of social media. The media influences so many people’s behaviour nowadays.

Information can be spread after a few clicks of a button, whether it is true, false, speculation or gossip. This can affect relationships in various ways, be it between celebrities and ordinary people or between celebrities themselves and their loved ones. The media can manipulate, influence, persuade and pressurise society, along with even controlling the world at times in both positive and negative ways; mentally, physically and emotionally. Controversial stories are reported and printed with no reliance of it being fact or not. The public is “meant” to believe everything they’re told and not question it. With it being so easy to say assert an opinion so easily after a few taps, it can lead to investigations and front page headlines.

The language of mass media plays a crucial role in shaping public opinion and disseminating information to the masses. It is a powerful tool that can be used to manipulate, inform, entertain, and influence the audience. This essay will explore the different aspects of the language used in mass media, its impact on society, and the ethical considerations associated with its use.

One key aspect of the language of mass media is its ability to manipulate and control public opinion. Media outlets have the power to craft narratives, select which stories to cover, and frame them in a way that aligns with their agenda. Whether it is through subtle word choices, biased reporting, or sensationalism, media language can shape public perception on various issues. For example, politically motivated media outlets often use loaded terms to rally support for certain political parties or ideologies.

In conclusion, the role of mass media in society is undeniable. It serves as a vehicle for the exchange of information, a watchdog for accountability, a platform for dialogue and discussion, a shaper of public opinion and societal norms, and an engine of economic growth. While it has its drawbacks, mass media remains a powerful tool with the potential to shape the world for the better. It is up to individuals to understand its influence, consume media responsibly, and actively participate in the media landscape to ensure a fair, informed, and democratic society.

The language of mass media is a powerful tool that can manipulate, inform, entertain, and influence the audience. It plays a crucial role in shaping public opinion and disseminating information. However, its use also raises ethical considerations, as media organizations must prioritize accuracy, fairness, and impartiality. Understanding the complexities of media language is important for individuals to critically analyze the messages conveyed and make informed decisions. First and foremost, mass media serves as a platform for the exchange of information. News outlets, both traditional and online, play a vital role in informing the public about local, national, and international events. They provide accurate and timely information, enabling individuals to make informed decisions and stay up to date with current affairs. Mass media acts as a facilitator of dialogue and discussion,

allowing diverse perspectives to be heard and promoting democratic values such as freedom of speech and expression.

Moreover, mass media acts as a watchdog, holding those in power accountable for their actions. Investigative journalists and independent media outlets play a crucial role in exposing corruption, injustice, and wrongdoing. They act as a check and balance to ensure transparency, accountability, and fairness in society. By shining a light on societal issues and holding individuals and institutions accountable, mass media plays a significant role in promoting social justice and societal progress.

In addition, mass media shapes public opinion and influences societal norms. Through television, films, music, and advertising, mass media contributes to the formation of cultural values, beliefs, and behaviors. It has the power to shape public opinion, sway public sentiment, and influence public policy. Mass media acts as a mirror through which society sees itself. By reflecting societal attitudes and beliefs, it reinforces societal norms and behaviors or challenges and changes them.

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UNVEILING THE IDEAL LEARNING METHODS FOR KINESTHETIC AND VISUAL LEARNERS

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Annotation: *This article provides a comprehensive insight into the distinct learning preferences and ideal learning methods for kinesthetic and visual learners. Within educational contexts, these two learning styles have profound implications for the delivery of effective instruction. The discussion explores the unique characteristics of each learning style and offers practical teaching strategies to optimize learning outcomes for kinesthetic and visual learners.*

Key Points: *Visual , kinesthetic, characters, strategies.*

Understanding the diverse ways in which individuals absorb and process information is crucial in creating effective learning experiences. Kinesthetic and visual learners represent two key learning styles, each with unique preferences for how they best internalize new material. In this article, we explore the characteristics and optimal learning strategies for kinesthetic and visual learners, shedding light on how educators and students alike can harness these insights to maximize learning potential.

Kinesthetic Learners: Embracing Movement and Hands-On Engagement

Kinesthetic learners, also known as tactile learners, thrive in environments that enable physical movement and hands-on engagement. These individuals possess a strong affinity for learning by doing and often struggle with sedentary, lecture-based learning approaches. To accommodate kinesthetic learners effectively, educators can implement the following strategies:

1. **Hands-On Activities:** Incorporating hands-on activities such as experiments, simulations, and interactive projects allows kinesthetic learners to engage directly with the subject matter, fostering a deeper understanding and retention of

information.

2. Movement-Friendly Learning Spaces: Providing opportunities for movement within the learning environment, such as space for group activities, practical demonstrations, and physical exploration, can enhance the learning experience for kinesthetic learners.

3. Role-Playing and Real-World Applications: Encouraging role-playing scenarios and real-world applications of concepts can resonate strongly with kinesthetic learners, as it enables them to immerse themselves in the material and apply it in meaningful contexts.

4. Manipulatives and Tactile Aids: Incorporating manipulatives and tactile aids, such as building blocks, models, and interactive learning tools, allows kinesthetic learners to physically interact with learning materials, reinforcing comprehension and memory.

Visual learners are learners that prefer to receive information via visual information. The visual learning style is also known as spatial learners, or the visual-spatial learning style because visual learners often have an excellent awareness of information in 3D space.²

Visual Learners: Embracing Visual Stimuli and Organized Representations

Visual learners process information most effectively through visual stimuli and organized representations of content. They have a heightened receptivity to visual aids, and educators can optimize the learning experience for visual learners by integrating the following strategies:

1. Visual Aids and Multimedia: Utilizing visual aids such as diagrams, charts, graphs, videos, and slideshows enhances the learning process for visual learners, providing them with clear, visually appealing representations of information.

2. Color-Coding and Visual Organization: Implementing color-coded systems and visually organized materials facilitates comprehension and retention for visual learners, allowing them to categorize and connect information more effectively.

3. Mind Maps and Visual Summaries: Presenting information in the form of mind maps, visual summaries, and concept diagrams offers visual learners a

structured and visually engaging approach to digesting complex concepts and relationships.

4. Visual Note-Taking: Encouraging visual note-taking techniques, such as doodling, sketching, and creating annotated diagrams, supports visual learners in synthesizing and revisiting information in a manner that aligns with their learning style.

The Intersection of Learning Styles

It's important to note that individuals often exhibit a blend of different learning styles, and a holistic approach to education involves accommodating a range of preferences within a given cohort of learners. Enabling a convergence of strategies that cater to kinesthetic, visual, auditory, and other learning styles fosters an inclusive and dynamic learning environment.

Through an informed and adaptive approach to instruction, educators can empower students to engage with course materials in ways that align with their individual learning styles, ultimately enhancing comprehension, retention, and overall academic success.

According to Williams (2009), many media and many styles of visual presentation are useful to the language learner. That is to say, all visual materials have positive contributions to language learning as long as they are used at the right time, in the right place.³

Understanding Kinesthetic and Visual Learners: How They Learn Best

In the realm of education, it's essential to recognize that students learn in diverse ways. Two primary learning styles are kinesthetic and visual learning. Understanding these learning styles can assist educators in tailoring their teaching methods to accommodate and support all types of learners.

Kinesthetic Learners:

A kinesthetic-tactile learning style requires that you manipulate or touch material to learn. Kinesthetic-tactile techniques are used in combination with visual and/or auditory study techniques, producing multi-sensory learning.⁴

Kinesthetic learners, also known as tactile learners, are individuals who learn

best through hands-on experiences and physical movement. These learners often prefer activities that provide them with a real, tangible experience, such as conducting experiments, building models, or engaging in role-playing exercises. They excel when they can actively manipulate and interact with the subject matter.

Characteristics of Kinesthetic Learners:

- Physical movement and activity are essential for their learning process.
- They often have high energy levels and may struggle to sit still for extended periods.
- They can be skilled at activities such as sports, dance, or other physical endeavors.
- They enjoy learning through touch, exploration, and physical engagement with materials.
- They may struggle with traditional classroom settings that rely heavily on passive learning methods.

Teaching Strategies for Kinesthetic Learners:

Educators should incorporate hands-on activities, manipulatives, and opportunities for movement into their teaching methods. This might include interactive experiments, simulations, or educational games that require physical participation. Utilizing the surrounding environment as a learning tool and allowing for physical movement during lessons can greatly benefit kinesthetic learners.

Visual Learners:

Visual learners process information best through visual aids such as diagrams, charts, graphs, and videos. They have a strong preference for seeing information presented in a visual format, as it helps them to better understand and retain concepts. Visual learners often respond well to colorful, visually stimulating materials and benefit from clear, well-organized visual representations of information.

Characteristics of Visual Learners:

- They have a keen ability to visualize concepts and information in their mind's eye.
- Visual learners are often skilled at recalling information from images or visual

cues.

- They may struggle with purely auditory learning experiences and benefit from seeing demonstrations or examples.
- They exhibit strong skills in areas such as drawing, design, and interpreting visual data.
- They appreciate well-structured, visually appealing learning materials.

Teaching Strategies for Visual Learners:

To support visual learners, educators should incorporate visual aids and multimedia presentations into their lessons. This can include using slideshows, infographics, videos, and diagrams to illustrate concepts. Creating visually engaging materials, organizing information using color-coded systems, and providing opportunities for visual note-taking can significantly enhance the learning experience for visual learners.

Creating a Harmonious Learning Environment:

Recognizing the diversity of learning styles, including kinesthetic and visual preferences, is crucial for fostering an inclusive and effective learning environment. By incorporating a wide range of teaching strategies and resources, educators can ensure that all students have the opportunity to engage with the material in ways that resonate with their individual learning styles.

When it comes to learning, individuals have different preferences and styles. Two common types of learners are kinesthetic and visual learners. Understanding their unique characteristics and preferences can significantly impact the way they absorb and retain information. In this article, we will delve into the distinct traits of kinesthetic and visual learners and explore how they learn best.

Visual Learners:

Visual learners comprehend information most effectively when it is presented in a visual format. They thrive when learning through visual aids such as charts, diagrams, graphs, and videos. These individuals have a strong ability to visualize and imagine scenes and concepts in their mind. They prefer to see information in front of them rather than just hearing it.

Visual learners often possess strong observational skills, enabling them to notice details and patterns that others might miss. They learn best when provided with visual cues, color-coded materials, and illustrative representations. In educational settings, visual learners benefit from the use of slideshows, infographics, and other visual materials that complement verbal instructions.

Kinesthetic Learners:

Kinesthetic learners, also known as tactile learners, grasp information best when they engage in physical activity or hands-on experiences. These individuals learn through movement, touch, and physical interaction with their environment. They have a keen sense of body awareness and are often skilled at activities that require bodily coordination.

Kinesthetic learners process information by doing rather than just listening or watching. They benefit from interactive learning experiences, laboratory work, role-playing, and experiments. These individuals thrive in environments that encourage movement and active participation, allowing them to apply their learning through practical tasks and experiences.

A kinesthetic learner would rather perform physical activity to learn something, as an active participant, instead of passively listening to a lecture or watching a demonstration. That is why the best way of learning something new is by having your hands-on those things you are trying to learn. For example, when learning about wind energy, while a visual learner might learn how wind turbines function by watching a video, a kinesthetic learner would prefer to build a pinwheel and make connections between the pinwheel and wind turbines to learn more about how wind energy works.⁵

Therefore, kinesthetic learners may learn easier in classes that incorporate practical examples into the curriculum rather than through lectures.

Strengths of Visual Learners

Visual learners typically do well in a modern classroom setting. After all, there are just so many visuals in classrooms — whiteboards, handouts, photos, and so on. These students have many strengths that can boost their performances in school.

Here are just a few of the strengths of this learning type:

Instinctively follows directions

Easily visualizes objects

Has a great sense of balance and alignment

Is an excellent organizer

Has a strong sense of color, and is very color-oriented

Can see the passage from a page in a book in his or her mind

Notices minute similarities and differences between objects and people easily

Can envision imagery easily.⁶

Visual learners benefit from materials such as:

1. Graphs and charts
2. Infographics
3. Videos and animations
4. Color-coded notes and materials
5. Illustrations and diagrams
6. Mind maps and visual organizers

Kinesthetic learners thrive when engaged in activities such as:

1. Hands-on experiments
2. Role-playing and simulations
3. Physical demonstrations
4. Interactive software or games
5. Field trips and outdoor learning
6. Using manipulatives and tactile learning tools

Education professionals and instructors can enhance the learning experience for visual and kinesthetic learners by incorporating diverse teaching methods. By integrating visual materials, hands-on activities, and interactive experiences, educators can cater to the diverse learning styles present in any classroom setting.

In conclusion, understanding the distinct preferences and learning methods of visual and kinesthetic learners is critical for creating inclusive educational environments. By embracing a variety of teaching approaches, educators can meet

the diverse needs of their students, allowing each individual to learn and thrive based on their unique learning style.

Understanding the characteristics and preferences of kinesthetic and visual learners is fundamental for educators seeking to create a dynamic and inclusive learning experience. By incorporating strategies that cater to these learning styles, educators can empower students to fully engage with their learning process, ultimately fostering a more enriched and effective educational journey for all.

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ENGLISH LANGUAGE TEACHING AND SOME METHODS USED DURING LESSONS

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Annotation: *Foreign language teaching has a very high position in education system of the country. As the world is now developed and globalized, the probability to talk and collaborate with speakers of distinct language has increased. This article discusses new guidelines into a curriculum, describes different methods and states what learning methods work best for language teaching, and the role of technological era.*

Keywords: *instructing techniques, second language, unique approaches, fluency, grammatical structure, comprehension.*

There are many methods and approaches for teaching and learning foreign languages. From history we know that instructing techniques that dominate the commercial enterprise of language instruction are as follows: the Direct Method, the Grammar -Translation Method, and the AudioLingual Method. Deciding which is the best method in language acquisition is difficult because every has strengths and weaknesses. Although many language-training sources may communicate about specific or unique approaches, with few exceptions they use one of these methods. Here we will give information about each of them:

The Direct Method

The Direct Method is additionally recognised as the oral or natural method. It's primarily based on the active involvement of the learner in both talking and listening to the new language in sensible day-to-day situations. The method consists of a gradual acquisition of grammatical structure and vocabulary. The learner is inspired to think in the target language alternatively than translate. He or she hears and uses

the language earlier than seeing it written.

The Grammar-Translation Method

This technique grew from the traditional method of teaching Latin and Greek. The technique is based on evaluation of the written language the use of translation exercises, studying comprehension and written imitation of texts. Learning often entails the mastery of grammatical regulations and memorization of vocabulary lists.

The Audio-Lingual Method

This self-teaching approach is also recognized as the Aural-Oral method. The getting to know is based totally on repetition of dialogues and phrases about everyday situations. These phrases are imitated, repeated, and drilled to make the response automatic. Reading and writing are each reinforcements of what the learner practices.

Comparing the Language Training Methods

The Direct Method gives the student the capacity to talk quickly because he or she is motivated to be innovative at some stage in practice. It gives, by way of far, the widest range of capability to understand what every other character says to you and in developing your capability to speak. This is the approach of preference for guidance with a live trainer and where speaking and listening are most important. The Grammar-Translation method requires the learner to spend a lot of time understanding the language structure. Listening and speaking suffer because of this. Understanding the structure is useful in studying and in particular in writing. Grammar and vocabulary are emphasized throughout. This is the technique of desire when the student's aim is to obtain excessive stage of writing and studying ability in a overseas language, versus talking and listening.

The Audio-Lingual Method also permits the learner to communicate quickly but within the constrained range that the repetition allows. It improves comprehension solely if the speaker makes use of phrases that the learner has studied. Reading is limited, and an appreciation of how to use the language is very limited. This is the technique that is used when a live trainer is now not available.

Besides those above mentioned, there are some other methods or approaches

like the Silent Way, Suggestopedia, community language learning, Total Physical Response, and the communicative approaches. Suggestopedia is based totally on the way kids examine their native language, that is, by using acquiring listening comprehension before speaking, reading, and writing skills. They share the premise that learning a foreign language should be a "natural" trip with emphasis on communicative competence and practical utterances. They become aware of language globally, with attention to element emphasized later in the gaining knowledge of process. They emphasize use of the brain's proper hemisphere, for implicit learning. In Silent way Student's preliminary reactions to the courses are pronunciation, assessment of scholar progress, the hyperlink between input and acquisition, instructor silence and the cultivation of communicative confidence, the impact of the Silent Way method on student anxiousness levels, and student performance on a cloze test are discussed. Modern teacher can use any of those according to the needs analyses of their students.

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THE PROCESS OF WRITING A COMPOSITION IN TARGET LANGUAGE

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Abstract: *This article explores the intricate process of composing a written piece in a target language, emphasizing key stages and considerations for effective communication in written form.*

Key words: *Pre-writing, drafting, revising, editing, proofreading*

Annotatsiya: *Ushbu maqola maqsadli tilda yozma asar yaratishning murakkab jarayonini o'rganadi, yozma shaklda samarali muloqot qilishning asosiy bosqichlari va fikrlarini ta'kidlaydi.*

Kalit so'zlar: *Oldindan yozish, qoralama, qayta ko'rib chiqish, tahrirlash, tuzatish*

Аннотация: *В этой статье исследуется сложный процесс написания письменного произведения на изучаемом языке, подчеркиваются ключевые этапы и соображения эффективного общения в письменной форме.*

Ключевые слова: *Предварительное написание, черновое написание, проверка, редактирование, корректура*

The composition in the target language is a multifaceted process that involves the creation of a written piece in the language a learner is actively studying or endeavoring to master. This intricate activity goes beyond mere transcription of words; it encapsulates the essence of effective communication, requiring a deep understanding of grammar, vocabulary, cultural nuances, and an appreciation for the subtleties that make language vibrant and meaningful.

Beginning with pre-writing activities such as brainstorming and outlining, the writer establishes a foundation for the composition. The drafting phase unleashes creativity, translating ideas into coherent sentences and paragraphs. Revision refines the initial draft, addressing clarity and coherence, while editing focuses on language mechanics. Proofreading, the final step, ensures a flawless product. Challenges include overcoming initial hesitation and crafting compelling arguments, yet the rewards extend beyond the completed composition to personal growth and effective communication in academic and professional spheres.

Understanding the Target Language:

The foundation of composing in a target language lies in a profound comprehension of its grammatical rules and structures. Learners need to grasp the intricacies of syntax, morphology, and semantics to construct sentences that convey intended meanings accurately. A solid foundation in grammar provides the scaffolding upon which learners can build coherent and intelligible compositions.

Vocabulary plays a pivotal role in language composition. Selecting the right words not only ensures clarity but also enables learners to express nuanced ideas. A rich and varied vocabulary allows for the precise articulation of thoughts and emotions, enhancing the overall quality of the composition.

Cultural Context:

Beyond linguistic elements, successful composition in a target language requires an awareness of cultural context. Language is not merely a set of words; it is a vessel for culture, history, and societal norms. Incorporating cultural insights into compositions adds depth and authenticity, allowing learners to connect with the language on a more profound level.

The Process of Writing in a Target Language:

1. Pre-writing:

Pre-writing activities are fundamental to effective composition. This stage involves brainstorming, researching, and organizing ideas before the actual writing begins. It's a time to explore potential themes, consider the target audience, and develop a coherent structure for the composition.

2. Drafting:

The drafting phase involves transforming pre-written ideas into a cohesive written piece. During this stage, learners focus on expressing their thoughts and ideas without the constraint of perfection. It's an opportunity to bring creativity into play while adhering to the grammatical and structural principles of the target language.

3. Revising:

Revision is a critical step in the writing process. It involves reviewing the initial draft for clarity, coherence, and overall effectiveness. Writers may reorganize paragraphs, refine language, and address any logical or structural issues that may impede understanding. This phase is essential for elevating the quality of the composition.

4. Editing:

Editing delves into the finer details of language, addressing grammatical, punctuation, and spelling errors. Attention to detail ensures correctness and consistency, contributing to a polished and professional final product.

5. Proofreading:

The final stage, proofreading, involves a meticulous review for any remaining errors or typos. It is the last line of defense before the composition is considered complete and ready for presentation.

Challenges and Rewards:

While the process of composition in a target language can be challenging, it is also immensely rewarding. It demands perseverance, practice, and a willingness to learn from mistakes. Writing provides a unique opportunity for learners to apply their language skills actively, reinforcing what they have learned in the classroom or through self-study.

Practical Applications:

Beyond academic settings, the ability to compose effectively in a target language has practical applications in various professional and personal spheres. Whether writing business emails, reports, creative pieces, or engaging in social media, the skill of composing in the target language is a valuable asset.

The process of writing is a complex and iterative journey that transforms ideas into a tangible form of communication. Whether crafting an essay, a story, a report, or any other written work, the act of writing involves multiple stages that demand creativity, critical thinking, and a commitment to refinement. This exploration will delve into the intricacies of the writing process, examining each stage from pre-writing to proofreading and highlighting the challenges and rewards inherent in this dynamic endeavor.

The process of writing is a dynamic and multifaceted journey that involves pre-writing, drafting, revising, editing, and proofreading. Each stage contributes to the development and refinement of a composition, requiring a unique set of skills and a commitment to the craft. The challenges encountered in the writing process are opportunities for growth and improvement, while the rewards extend beyond the tangible outcome to encompass personal and intellectual development. The ability to write effectively is not only a valuable skill in academic and professional realms but also a powerful means of self-expression and contribution to the broader discourse of ideas.

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SOCIAL MEDIA

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Abstract: *The majority of teens have positive online experiences, but some are caught in an online feedback loop of meanness and negative experiences. The majority of social media-using teens say their experience is that their peers are mostly kind to one another on social network sites, but their views are less positive when compared with similar assessments from online adults.*

Keywords: *social media, black teens, how people act online, on social media from how they act in person and at school.*

Аннотация: *Большинство подростков имеют положительный онлайн-опыт, но некоторые из них попадают в онлайн-петлю обратной связи, состоящую из подлости и негативного опыта. Большинство подростков, использующих социальные сети, говорят, что, по их опыту, их сверстники в социальных сетях в основном добры друг к другу, но их мнения менее позитивны по сравнению с аналогичными оценками взрослых в Интернете.*

Ключевые слова: *социальные сети, чернокожие подростки, поведение людей в Интернете, поведение людей в социальных сетях лично и в школе.*

We asked teens the following question about what they see in social network spaces: “Overall, in your experience, are people your age mostly kind or mostly unkind to one another on social network sites?” Most of the 77% of all teens who use social media say their experience is that people their age are mostly kind to one another on social network sites. Overall, 69% of social media-using teens say their experience is that peers are mostly kind to each other in social network spaces. Another 20% say their peers are mostly unkind, while 11% volunteered that “it

depends.” However, in a similar question asked of adults 18 and older, 85% of social media-using adults reported that their experience was that people are mostly kind to one another on social network sites, while just 5% reported that they see people behaving in mostly unkind ways.

While teens across all demographic groups generally have positive experiences watching how their peers treat each other on social network sites, younger teenage girls (ages 12-13) stand out as considerably more likely to say their experience is that people are mostly unkind. One in three (33%) younger teen girls who uses social media says that people her age are mostly unkind to one another on social network sites, compared with 9% of social media-using boys 12-13 and 18% of boys 14-17. One in five older girls (20%) who uses social media says that in her experience people her age are mostly unkind to one another on these sites.

Black teens are less likely to say their experience is that people their age are kind to one another on social network sites. Black social media users are less likely than white and Latino users to report that people their age are mostly kind online. While 72% of whites and 78% of Latino youth say that their experience is that people are usually kind on social network sites, just over half (56%) of blacks say the same.

Teens tend towards negative words when describing how people act online. As a part of this project, we conducted seven focus groups with teens ages 12 to 19 to ask teens more in-depth questions about their experiences interacting with others on social network sites. In the groups, we asked the teen participants questions about how people usually acted online. In some cases, we asked students to tell us about their observations of online behavior and then tell us how they thought people should act in online spaces. In one exercise, we asked the participants to write down words or phrases that they felt captured these concepts. As the word clouds created from the words they shared suggest, teens overwhelmingly chose negative adjectives to describe how people act online. Words that appeared frequently included “rude,” “mean,” “fake,” “crude,” “over-dramatic,” and “disrespectful.” Some teens did use positive words like the frequently mentioned “funny” and the less common “honest,” “clever,” “friendly,” “entertaining,” and “sweet,” but overall the frequency of

positive words was substantially lower. Other terms shared by participants could be interpreted differently depending on the context of use – these include the popular term “different” and others like “emotional,” “cautious,” “outspoken,” “strange,” and “open.”

Of the teens who were asked about how they thought people should act online, the responses were substantially more positive and included words like “respectful,” “nice,” “friendly,” “mature,” “peaceful,” and phrases like “mind your own business” and “don’t put it all out there.”

After the exercise, we asked the focus group participants follow-up questions to plumb the discrepancies between the way they had witnessed people acting on social media and how they thought people should act on the sites.

Many teens told us that they just felt like different people on these sites and thought that people they see online often act very differently on social media from how they act in person and at school.

MIDDLE SCHOOL GIRL: That’s what a lot of people do. Like, they won’t say it to your face, but they will write it online...

MIDDLE SCHOOL BOY: I know people who, in person, like refuse to swear. And online, it’s every other word.

MIDDLE SCHOOL GIRL: I think people get – like when they get on Facebook, they get ruthless, stuff like that. ...They act different in school and stuff like that, but when they get online, they like a totally different person. You get a lot of confidence.

HIGH SCHOOL BOY: [There’s] this real quiet girl who go to my school, right, but when she’s on Facebook she talks like some wild – like, be rapping and talking about who she knew and some more stuff and you would, like, never think that’s her. You would think that’s somebody else ...

Teens also identified specific online social spaces — open comment spaces and question and answer sites — that feel particularly unwelcoming:

HIGH SCHOOL BOY: YouTube comments are pretty bad. They’re, like, oh my God.

HIGH SCHOOL BOY: I have a friend who came out and he had a Form spring21 and, like, a bunch of people from this school, like, attacked his Formspring and, like, wrote really, really homophobic things on it.

Often teens felt bolder, ruder, or more empowered because they did not fear physical violence in the online space. One middle school girl told us that she thought people were ruder online “because you can’t hurt anybody online. You can’t punch nobody through the screen.”

MIDDLE SCHOOL GIRL 1. “I think I act ruder to online people.

MODERATOR. You act ruder? How come?

MIDDLE SCHOOL GIRL 2. Because she doesn’t have to see them, so they can’t beat her up.”

For some teens we spoke with – particularly middle school girls – fights and drama on social media flowed back and forth between school, the street, and Facebook, often resulting in physical fights during the in-person portions of the conflict.

MIDDLE SCHOOL GIRL: I read what they were talking about online, then I go offline and confront the person who was saying something to her.

MIDDLE SCHOOL GIRL: ...Like that’s how most people start fighting because that’s how most of the fights in my school happen – because of some Facebook stuff, because of something you post, or like because somebody didn’t like your pictures.

Teens generally report positive personal outcomes from their interactions on social network sites. We asked teens a series of questions about outcomes from experiences they may have had interacting with other people on a social network site (in total, we asked about two positive outcomes and six negative outcomes). The largest group of teens say they have had experiences that made them feel good about themselves and that made them feel closer to another person on a social network. Nearly two-thirds (65%) of social media-using teens say they personally have had an experience on a social network site that made them feel good about themselves and 58% say they felt closer to another person because of an experience on a social

network site. In total, 78% of teens say they have had at least one of the two positive experiences we asked about in our survey.

Still, a substantial number of teens report specific negative experiences on social network sites. Fully 41% of social media using teens report having at least one negative experience out of the six unique experiences we measured.

Overall, boys and girls do not show any differences in their likelihood of experiencing either positive or negative outcomes from interactions with other people over social media. Bullied teens and teens who have directly felt meanness and cruelty through social media are more likely to experience any outcome except feeling good about themselves. What follows below is a closer look at the teens who experience different positive and negative impacts on social network sites.

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SOCIAL MEDIA AND ITS IMPORTANCE TODAY

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Annotation: *In this article, the importance of social media in today's era, methods of its use and several examples are given. The process of integrating technology into education is evolving as it no longer revolves around pen and paper. Some of the ways in which digital and social media has enhanced*

Keywords: *social media, enhanced and improved the education sector, platforms.*

Аннотация: *В данной статье рассматривается значение социальных сетей в современную эпоху, методы их использования и некоторые приведены примеры. Процесс интеграции технологий в образование развивается, поскольку он больше не вращается вокруг ручки и бумаги. Некоторые способы улучшения цифровых и социальных сетей.*

Ключевые слова: *социальные сети, расширение и улучшение сектора образования, платформы.*

The use of digital and social media platforms is quickly rising which is also impacting people's lives. It is not only the working professionals who are using digital and social media but there is a heavy rise in the use of social media by the students. They are motivated to learn from their peer or websites online than from adults. With teachers and schools using a variety of software tools and free web applications to improve learning, communication, and engagement of students, the use of social media is distracting their academic performance. Compared to traditional learning method which provides few opportunities for individuals to develop and maintain their own learning activities, learning platforms based on social media place the control of learning into the hands of learners themselves. But technology in the 21st century is bringing dramatic changes as educational institutes

are migrating from traditional mediums of teaching to more sophisticated methodologies. The process of integrating technology into education is evolving as it no longer revolves around pen and paper. Some of the ways in which digital and social media has enhanced and improved the education sector are mentioned below:

1. Social media as a part of traditional learning is attractive to students as it encourages participation in the learning process, and enhances both collaborative study and social interaction.

2. Modern day classrooms present everlasting enjoyment as it has enabled learners, teachers and parents to manage teamwork through smart classrooms and build strong communication with each other.

3. Social media platforms offer a variety of tools that learners can mix and match to best suit their individual learning styles and increase their academic success.

4. It also helps in building associations with people, and help students develop leadership skills, organizing events etc. that promotes social change and democratic engagement.

5. It is also easy for people to work together with people from different geographical backgrounds for project assignments using social networks. For example: It is easy for them to make groups on social media platforms or even just use hashtags to exchange inputs regarding the assignment and distribute information.

6. Digital and social media-based communication and learning is increasing and its influence has enhanced the familiarity with media platforms as well as improved teaching-learning process in school, colleges and universities.

7. These platforms increase engagement with teachers and friends outside the classroom as they can communicate with their teachers as a group outside of class and to plan school or other events.[3]

Digital media also has negative impacts on students as they waste a lot of time on social media platforms. There is lack of public awareness on the effects of media on education. The profanity, vulgarity, obscenity, or language that circulates on these platforms is harassing and not appropriate for school children. Additionally, it's extremely easy to download and retrieve content on social media without the

warning of a teacher, school administrator or even their peers in the event.[2] Thus, the popularity and speed at which information is published and created on digital platforms, has created a negligent attitude among students. Some of the negative effects of digital platform are mentioned below:

1. They are getting distracted from their actual goal in life and becoming habitual of social media.
2. The ease of accessibility on digital platforms is leading to dependency on social and digital media platforms which reduced their creativity and process of learning.
3. Excessive use of social media is distorting their communication skills as they are spending more time behind the screen than face to face interactions.

Social media refers to the means of interactions among people in which they create, share, and/or exchange information and ideas in virtual communities and networks. The Office of Communications and Marketing manages the main Facebook, Twitter, Instagram, LinkedIn and YouTube accounts.[4] We offer an array of tools, including one-on-one consults with schools, departments and offices looking to form or maintain an existing social media presence to discuss social media goals and strategy, as well as offer insights and ideas. Before creating any social media account, you must submit the Account Request Form. Be sure to check with your school's communications office for any school specific regulations or branding guidelines.

Key Principles for Social Media Managers:

Social media is about conversations, community, connecting with the audience and building relationships. It is not just a broadcast channel or a sales and marketing tool. Authenticity, honesty and open dialogue are key. Social media not only allows you to hear what people say about you, but enables you to respond. Listen first, speak second. Be compelling, useful, relevant and engaging. Don't be afraid to try new things, but think through your efforts before kicking them off.

Social media not only allows you to hear what people say about you, but enables you to respond. Listen first, speak second. Be compelling, useful, relevant and engaging. Don't be afraid to try new things, but think through your efforts before

kicking them off. Popular Social Media Tools and Platforms:

Blogs: A platform for casual dialogue and discussions on a specific topic or opinion.

Facebook: The world's largest social network, with more than 1.55 billion monthly active users (as of the third quarter of 2015). Users create a personal profile, add other users as friends, and exchange messages, including status updates. Brands create pages and Facebook users can "like" brands' pages. Twitter: A social networking/micro-blogging platform that allows groups and individuals to stay connected through the exchange of short status messages (140 character limit).

YouTube/Vimeo: Video hosting and watching websites.

Flickr: An image and video hosting website and online community. Photos can be shared on Facebook and Twitter and other social networking sites.

Instagram: A free photo and video sharing app that allows users to apply digital filters, frames and special effects to their photos and then share them on a variety of social networking sites.

LinkedIn: A place where groups of professionals with similar areas of interest can share information and participate in a conversation.

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**ШАРТ ЭРГАШ ГАПЛИ ҚЎШМА ГАПЛАР СТРУКТУРАЛ-
СЕМАНТИК ТУРЛАРИНИНГ ЯНГИ ТИПОЛОГИЯСИ ВА ТАРЖИМА
МУАММОЛАРИ**

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Аннотация: Ушбу мақола қўшма гапларнинг кўп қўлланиладиган универсал тури – шарт эргаши гапли қўшма гаплар структурал-семантик турларининг янги типологияси ва таржима муаммоларига бағишланган бўлиб, унда мазкур гапларнинг янги турлари аниқланган ва таҳлилга тортилган, натижада уларнинг инглиз тилида 9 та, ўзбек тилида эса 26 та янги структурал-семантик тури аниқланиб, улар қолиплаштирилган, шунингдек экстрополяция методи асосида бир қатор герман, роман ва турк тиллари шарт эргаши гаплари тахлили натижаларига кўра уларнинг умумтипологик бирлик сифатидаги универсал мақоми асослаб берилган ва тегишли мисоллар билан далиллаштирилган.

Tayanch soʻzlar: *qoʻshma gaplar, teng bogʻlangan qoʻshma gaplar, ergash gaply qoʻshva gaplar, shart ergash gaply qoʻshva gaplar, shart ergash gaply qoʻshva gaplarning structural-semantik turlari. shart ergash gaply qoʻshva gaplarning universal tipologik maqomi.*

Аннотация: Данная статья посвящена новой типологии и проблемам перевода структурно-семантических типов часто употребляемого

универсального типа сложных предложений с придаточными условными, в которой выявлены и проанализированы новые типы этих придаточных, в результате чего установлены их 9 новых структурно-семантических типов в английском и 26 - в узбекском языках, далее они смоделированы, а также на основе метода экстраполяции и опираясь на результаты анализа сложных предложений с придаточным условным, в ряде германских, романских и тюркских языков нами обоснован их универсальный типологический статус как общетипологической единицы, что и подтвержден соответствующими примерами.

Ключевые слова: *сложное предложение, сложносочиненное предложение, сложноподчиненное предложение, сложноподчиненное предложение с придаточным условным, структурно-семантические типы сложного предложения с придаточным условным, универсальный типологический статус сложноподчиненного предложения с придаточным условным.*

Annotation: *This article is devoted to a new typology and problems of translation of structural-semantic types of the frequently used universal type of complex sentences with subordinate clause of condition, in which new types of these subordinate clauses are discovered, identified and analyzed, as a result of which in English their 9 new structural-semantic types are established and 26 - in Uzbek, further they are modeled, patternized, and based on the extrapolation method and the results of the analysis of complex sentences with subordinate clause if condition in a number of Germanic, Romance and Turkic languages, the authors have substantiated their universal typological status as a general typological unit, which is confirmed by relevant examples.*

Key words: *composite sentence, compound sentence, complex sentence, complex sentence with subordinate clause of condition, structural-semantic types of complex sentence with subordinate clause of condition, universal typological status of complex sentence with subordinate clause of condition.*

Кириш

Замонавий тилшуносликда қўшма гаплар мавзуси бўйича олиб борилган илмий изланишлар салмоғи катта бўлишига қарамай, уларда шарт эргаш гапли қўшма гапларнинг асосан структурал-семантик турлари тахлил қилинган, лекин уларнинг коммуникатив–прагматик турларининг тизимли тахлили ва тавсифи берилмаган, мазкур гапларнинг лингвокогнитив ва лингвокультурологик жиҳатлари очиб берилмаган, қолаверса уларнинг когнитив типологияси бутунлай ишланмаган. Шу нуқтаи назардан олиб қаралганда шарт эргаш гапли қўшма гапларнинг ўхшаш ва ноухшаш жиҳатлари ва уларни тақозо этувчи омиллар очиб берилмаган. Биз қуйида мавзуга яқин бўлган бир қатор махсус илмий изланишлар мухтасар тўхталиб ўтамыз¹⁹. Юқорида санаб ўтилган ишлар ичида тилшунос У.К.Юсуповнинг²⁰ “Сравнительный анализ английских и узбекских сложноподчиненных предложений с придаточными условными, Т., 1971) мавзусидаги “номзодлик диссертацияси алоҳида ўрин тутди, чунки унда биринчи бор қиёсий аснода инглиз ва ўзбек тилларининг шарт эргаш гапли қўшма гаплари тадқиқ

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килинган, уларнинг структурал-семантик жиҳатлари анъанавий усулда ёритилган, аввало шарт муносабатларини ифодаловчи воситалари аниқланган, улар орасида шарт эргаш гапли қўшма гапларнинг ўрни ва мақоми аниқланган, шарт эргаш гапли қўшма гапларнинг 10 га яқин турлари топилган ва тавсифлаб берилган. Инглиз ва ўзбек тилларидаги шарт эргаш гапли қўшма гапларнинг бир қатор ўхшаш ва ноўхшаш жиҳатлари очиб берилган. Шундай жиддий ишда шарт эргаш гапли қўшма гапларнинг коммуникатив-прагматик турлари умуман эътибордан четда қолган, лекин ушбу ишда турли тилларда шарт эргаш гапли қўшма гапларнинг компонентлари жойлашиши тартиби ҳақида ҳам муҳим фикр-мулоҳазалар айтилган, мазкур гапларнинг тиллараро муносабати даражаси ҳам аниқланган ва тегишли хулосаларга келинган.

Тадқиқот материаллари ва методлари

Қиёсий типологик нуқтаи назардан олиб қаралганда, тилшунос Ғ. М. Хошимовнинг “Типология сложного предложения в разносистемных языках” мавзусига бағишланган докторлик ишида 100 га яқин жаҳон тилларининг материаллари асосида шарт эргаш гапли қўшма гапларнинг типологик тахлили берилган²¹, унда шарт субординаторлари (боғловчилар ва боғловчи воситалар), уларнинг квантитатив ва квалитатив морфолого-синтактик тавсифи, жойлашиш ўрни ва уларнинг констант (универсал, фреквентал, имплектив, рецессив ва уникал) жиҳатлари ҳам биринчи бор кашф этилган ва тегишли хулосаларга келинган. Ушбу ишда муаллиф шарт эргаш гапли қўшма гапларни шарт компонентли гипотаксема атамаси остида тадқиқ қилган, уларнинг изоморфик ва алломорфик жиҳатларини очиб бера олган, қолаверса уларнинг метатушунчалари, метаатамалари, метаназарияси ва метатилини ярата олган.

Муҳокама

Таъкидлаш лозимки, тилларда шарт эргаш гапли қўшма гаплар ” шарт”

²¹ Хошимов Ғ.М. Типология сложного предложения в разносистемных языках. Диссер. На соиск.уч ст. док-ра филол. наук, 2022, Ташкент, 317 с.

универсал концепти билан узвий боғлиқ бўлиб, тиллардаги шарт лингвокогнитив майдонининг махсуслашган воқелантирувчи воситаси бўлиб саналади ва унинг ядросини ташкил этади, қолган вербал воситалар эса мазкур майдоннинг перифериял конституентларини ташкил этади. Демак, “шарт” концепти соф(қоришмаган), тоза ҳолда шарт эргаш гапли қўшма гаплар орқали ифодаланади. Унинг ядросини политақсемалар, доминантасини монотаксемалар, перифериясини эса бошқа аъзолар - конституентлар(яъни морфемалар, лексемалар, фраземалар, фразеомалар ва текстемалар) ташкил этади. Шуниси эътиборга молики, “шарт” концепти вербализаторларининг когнитив-коцептуал асосини *“шарт-оқибат муносабатлари”ни воқелантирувчи*, биз томонимиздан *“имплицатив”* деб аталган, универсал нутқ акти ташкил этади.

Ушбу илмий мақоланинг асосий масалаларини имплицатив(*“шарт-оқибат муносабатлари”ни соф тарзда воқелантирувчи вербал воситалар, яъни шарт эргаш гапли қўшма гапларнинг янги структурал-семантик турлари ва уларнинг қиёсий-чоғиштира ва типологик тахлили, шунингдек уларнинг изоморфик ва алломорфик жиҳатлари ташкил этади.*

Қиёсий-типологик кузатишларимиз шуни кўрсатдики, “шарт” концепти ёки «шарт концептуал семантикаси» универсал табиатга эга бўлиб²², у ҳар бир тилда ўзига хос вербал воситалар (1)лексема(*фезл, от, сифат, сифатдош, равиш, равишдош, боғловчи, боғлама сўз ва, бошқалар*); 2) фразема; 3)сентенсема(*монотаксема/содда гап/ ва политаксема/қўшма гап*); 4)фразеоема; 5)текстема (*дискурсема*) ва ҳ.к.лар тизими орқали воқелантирилади, ваҳоланки тилшуносликда бундай воситалар умуматамалар билан “вербализатор” (“репрезентант”, “актуализатор” ёки “объективатор”) лар деб ҳам юритилади.

Инглиз тилининг шарт эргаш гапли қўшма гапларида эргаш гап бош гап

²² [Jackendoff](#), Ray (2006) On conceptual Semantics. *Intercultural Pragmatics*, pp.353-358

ёки унинг бирор бўлаги билан қуйидаги воситалар, яъни субординаторлар орқали боғланади:

1. *unless, in case, on condition (that), providing (that), provided (that), supposing (that), suppose, given (that)* боғловчи воситалар(субординаторлар) билан *ва* боғловчи воситасиз(субординаторсиз) ҳам бош гапга шарт эргаши гап боғланади *ва* қуйидаги структурал-семантик моделларга эга бўлади(компонентлар тартиби ўзгариши мумкин) :

Шундай қилиб, юқорида санаб ўтилган субординаторлар²³ асосида шарт эргаши гапли қўшма гапларнинг қуйидаги янги структурал-семантик колиплари мавжуд эканлигини эътироф этиш мумкин:

1. **Pr Cl(N/Prg +Vg) + , in case + SbCL (N/Prg+Vg)** ²⁴

He left his permanent address in case the agent might come and ask for it/

2. **Pr Cl(N/Prg +Vg) + *providing (that)*+ SbCL (N/Prg+Vg)**

The neighbours will help us with fence providing that the expenditure is covered by us.

We shall overcome all the obstacles on the way providing that we are not disturbed.

3. **Pr Cl(N/Prg +Vg) + *provided (that)*+ SbCL (N/Prg+Vg)**

The man will offer some help to her provided that she does not refuse it.

4. **Pr Cl(N/Prg +Vg) + *supposing (that)*+ SbCL (N/Prg+Vg)**

The girl agreed to be there in the morning supposing (that) they give a cordial welcome to her.

²³ Ушбу мақолада биз инглиз ва ўзбек тилларидаги нисбатан янги шарт эргаши гапли қўшма гаплар турлари хақида сўз юритамиз. Шу маънода инглиз тилидаги “if”, ўзбек тилидаги эса “агар” субординатори орқали бош гапни ёки унинг бирор бўлагини изохлаб келувчи шарт эргаши гапли қўшма гаплар ва уларнинг барча турлари бу ерда таҳлилга тортилмайди, чунки улар барчага маълум .

²⁴ **Шартли қисқартмалар:** **Pr Cl(N/Prg +Vg)** – бош гап (эга гуруҳи+ кесим гуруҳи); **SbCL (N/Prg+Vg)**- эргаши гап(эга гуруҳи + кесим гуруҳи).

Supposing it rains, what shall we do?

5. **Suppose** + SbCL (N/Prg+Vg) +Pr Cl(N/Prg +Vg) +

Suppose he does not come, what shall we do? (М. Ганшина, 7:343)

Suppose he phones you , wil you answer?

6. Pr Cl(N/Prg +Vg) + *given (that)* + SbCL (N/Prg+Vg)

We can stay there for a while given that we are guaranteed our safety.

7. Pr Cl(N/Prg +Vg) + , *in case* + SbCL (N/Prg+Vg)

Let me know in case he comes home.

8. Pr Cl(N/Prg +Vg) + *on condition (that)*,+ SbCL (N/Prg+Vg)

The business partner supported him financialy *on condition (that) I will do the same some time later.*

9. Pr Cl(N/Prg +Vg) + (*asyndetic*)+ SbCL (N/Prg+Vg)

Were Jack here, he would say the last word.

Инглиз тилида шарт эргаш гапнинг бош гапга боғланишининг асосий хусусиятларидан бири инверсия ҳамда бош ва эргаш гаплардаги феъл формаларининг муносабатидир. Бунда феъл формалари муносабати куйидагича бўлиши мумкин:

1) We would not have told it, had they already known it.

2) Had he known of the cave, he could have closed it with a rock at the beginning.

3) Were he young, he could lift it.

4) Could she do this work herself, she would not ask you.

5) Had I time, I might go there, too.

1. Had I money, I could stay here until Monday.

Инглиз тилида эргаш гапнинг бош гапга боғланиш воситаларининг

учинчиси – бу инверсия ва феълнинг “ should + инфинитив” формаси, яъни инверсия ва гумон майлининг (предположительное наклонение) аналитик формасидир.

Should the anode grow too hot, you must decrease the power of the transmitter
(Михельсон)

Should you find the book, give it to me.

Бундай шарт эргаш гапли қўшма гапларда эргаш гап бош гап билан фақат инверсия ёрдамида боғланадини таъкидлайди. Лекин қисмларида аниқлик майли ишлатилган шарт эргаш гапли қўшма гапларда инверсия йўли билан эргаш гапни бош гапга боғлаш мумкин эмаслигини таъкидлаш керак.

Is he here, he will help us (Нотўғри)

Were he here, we would talk to him.

Кўринадики, биринчи мисолда, иккинчи мисолдан фарқли ҳолда инверсиядан ташқари нореал маъно ифодаловчи феъл формалари фаол қатнашяпти.

Ўзбек тилида, инглиз тилидаги каби, шарт эргаш гапли қўшма гапларининг янги турларида эргаш гап бош гап ёки унинг бирор бўлаги билан қуйидаги *шарт субординаторлари* орқали боғланади:

“агар...сами, борди-ю...са, башарти...са, мабодо...са, «-са /чи/», «-ми», «-са борми», «-синки», «- динг (/из/, -ди /-к/), бўлмаса», «- динг (/из/, -ди /-к/), йўкса», «- динг (/из/, -ди /-к/), акс холда», «-са албатта», «-са эҳтимол», «-ганда эди, эҳтимол», «кошки», «-са /-нг,-нгиз,-лар/, бас», «-са /-нг,-нгиз,-лар/, бўлди, модомики –са, ҳатто ... са, гар... -са, агарким ...–са, агарки ...–са, гарчи са, ...ар экан, гарчи.....моқчи экан (-сан,-санлар,- сиз,-сизлар-миз, -лар)» (қиёсланг: Асқарова 1965, 255-260).

Шундай қилиб, юқорида санаб ўтилган субординаторлар асосида ўзбек тилида шарт эргаш гапли қўшма гапларнинг қуйидаги янги структурал-

семантик қолиплари мавжуд эканлигини эътироф этиш мумкин:

1. Агарки+SbCL (N/Prg+Vg +ca, Pr Cl(N/Prg +Vg)

Агарки у бизни кўрмаса, нур устига аъло нур.

2. Гар+ SbCL (N/Prg+Vg +ca, Pr Cl(N/Prg +Vg)

Келса гар наврўзи олам, гаштин инсондан сўранг.

3. Гарчи+ SbCL (N/Prg+Vg +ca, Pr Cl(N/Prg +Vg)

Гарчи Рахимнинг бу воқеадан хабари бўлмаса ҳам, биз уни огоҳлантириб кўямиз.

4. Борди-ю + SbCL (N/Prg+Vg) –ca, Pr Cl(N/Prg +Vg)

Бордию у келиб қолса, биз қаерга борайлик?

5. Башарти + SbCL (N/Prg+Vg) ...ca, Pr Cl(N/Prg +Vg)

Акангиз башарти телефон қилса, уни огоҳлантириб қўйинг.

6. SbCL (N/Prg+Vg) ca эди, Pr Cl(N/Prg +Vg)

Қани энди улар эрта келишса эди, биз ишни тугатган бўлардик

7. SbCL (N/Prg+Vg)... ca экан, Pr Cl(N/Prg +Vg) +

У ўз вақтида келса экан, биз унга барча шароитларни яратиб берар эдик.

8. SbCL (N/Prg+Vg) ...ca эди, Pr Cl(N/Prg +Vg)

Қани энди халқнинг дарди қозига бориб етса эди, аҳвол анча яхшиланар эди.

9. SbCL (N/Prg+Vg) ...ca /гина Pr Cl(N/Prg +Vg)

У бизни тушинсагина, биз уни қўллаймиз.

10. SbCL (N/Prg+Vg)... ca /чи/, Pr Cl(N/Prg +Vg)

Меҳмонлар келиб қолсачи, нима киламиз?

11. SbCL (N/Prg+Vg)... ми, Pr Cl(N/Prg +Vg)

У сотқинлик қилдими, жазоланиши керак.

12. SbCL (N/Prg+Vg)... са борми, Pr Cl(N/Prg +Vg)

Қўшнимиз буни билиб қолса борми, биздан роса ҳафа бўлади.

13. SbCL (N/Prg+Vg)...саки, Pr Cl(N/Prg +Vg)

У бизни тушинсаки, биз унга ёрдам қўлини чўзамиз.

14. Pr Cl(N/Prg +Vg) + динг (/из/, -ди /-к/), бўлмаса + SbCL (N/Prg+Vg)

Оғайни, қарзни берсангиз бердингиз, бўлмаса муносабатларимиз ёмонлашиб кетиши мумкин.

15. Pr Cl(N/Prg +Vg) + инг (/из/, -ди /-к/), акс ҳолда+ SbCL (N/Prg+Vg)

Сиз бизга расман мурожаат қилинг, акс ҳолда кеч бўлади.

16. Pr Cl(N/Prg +Vg) + инг (/из/, -ди /-к/), йўқса + SbCL (N/Prg+Vg)

Сиз тоғангизга ҳозироқ телефон қилинг, йўқса милицияга мурожат қиламиз.

17. SbCL (N/Prg+Vg)- инг (/из/, -ди /сак/),.. маса + Pr Cl(N/Prg +Vg)

Дўстингиз сизни топса топди, топмаса, ўзидан кўрсин.

18. SbCL (N/Prg+Vg) +сайди, эҳтимол + Pr Cl(N/Prg +Vg)

У сизни қидириб топсайди, эҳтимол ишларимиз юришармиди.

19. SbCL (N/Prg+Vg) ...са, эҳтимол + Pr Cl(N/Prg +Vg) +

У зориқса, эҳтимол сизга мурожат қилар.

20. Pr Cl(N/Prg +Vg) + ганда эди, эҳтимол + SbCL (N/Prg+Vg)

Саида раисни кўрганда эди, бор дардини унга тўкиб соларди.

21. Pr Cl(N/Prg +Vg) +кошки+ SbCL (N/Prg+Vg)...са

Сиз тинмай ишлайверинг-чи, кошки буни у сезса.

22. Pr Cl(N/Prg +Vg) +зора+ SbCL (N/Prg+Vg)...ca

Ука, сиз ундан ёрдамингизни аяманг, зора ишлари юришиб кетса.

23. Pr Cl(N/Prg +Vg) +зораки+ SbCL (N/Prg+Vg)...ca

Хар куни унинг йўлига пешвоз чиқинг, зораки у сизни тушиниб етса.

24. SbCL (N/Prg+Vg) ...ca /-нг,-нгиз,-лар/ бас, Pr Cl(N/Prg +Vg)

Сизлар маблағни топсаларингиз бас, биз бу ёғини тўғрилаймиз.

25. Pr Cl(N/Prg +Vg) +ca /-нг,-нгиз,-лар/, булди + SbCL (N/Prg+Vg)

Меҳмонлар тўйга келишса бўлди, биз уларни узимиз яхшилаб кузатамиз.

26. Pr Cl(N/Prg +Vg) +боғловчисиз+ SbCL (N/Prg+Vg)

Сиз ишга чиқасиз, маошингизни оласиз, бўлмаса йўқ.

Юқорида биз янги аниқлаган шарт эргаш гапли қўшма гапларнинг аксарияти қиёсланаётган тилларнинг деярли барча функционал стилларида ва матбуот материалларида кенг қўлланиб келаётган турлари бўлишига қарамадан, ҳозирги олий ва ўрта мактаб таълими ўқув муассасаларида мазкур тилларни ўрганишда қўлланиб келаётган ўзбек ва инглиз тиллари дарсликларида мазкур янги турлар деярли акс этмаган , биз уларнинг мазкур дарсликларга киритилиши мақсадга мувофиқ деб ҳисоблаймиз.

Биз экстраполяция методи орқали шарт эргаш гапли қўшма гапларни жаҳон тилларининг бир нечасида (10 дан ортиқ гапда SVO ва SOV сўз тартибига эга бўлган тилларда) таҳлил қилишга ҳам муваффақ бўлдик, натижада шу нарса аниқландики , мазкур қўшма гаплар универсал типологик бирликлар сирасига киритилишига тўлиқ асос бор²⁵.

Шу нарса аниқландики, тилларда шарт эргаш гапли қўшма гапларни боғловчи субординаторлар сони 30 га яқин бўлиши ҳам мумкин экан, масалан инглиз тилида 11 та, ўзбек тилида 29 та, рус тилида эса 21 тагача

²⁵ Хошимов Г.М. Типология сложного предложения в разносистемных языках. Диссер.на соиск.уч. степ. докт. филол. наук, 2022, Ташкент, 317 с.

субординаторлар борлиги аниқланди²⁶, тилларда мазкур субординаторлар шарт эргаш гапли қўшма гаплар структурал-семантик моделларининг асосини ташкил этадилар²⁷(Қаранг: 1-жадвал).

Тадқиқот натижалари

Чоғиштира-типологик таҳлилимиз, шуни кўрсатдики, қиёсга тортилган тилларда қуйидаги умумий ва хусусий жиҳатлар мавжудлигини эътроф этиш мумкин:

№	Типы средств связи	Языки	АК кондициональности	Количество средств связи	Союз	Союзное слова	Послелог	Предлог	Частица	Аффикс	Нулевое средство	Займствованное средство	Доминирующее средство	Позиция средств связи по отношению к адverbиаль но-му компонент у	Позиция адverbиального компонента по отношению к матричному компоненту

²⁶ Ўша жойда, с.241-246

²⁷ Ўша жойда, с.241-246

													Препозиция	Интерпозиция	Постпозиция	Пре-	Препозиция	Интерпозиция	Постпозиция
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1.	рус	+	21	+	+	-	-	-	-	-	-	с	+	-	-	-	+	-	+
2.	инглиз	+	11	+	+	-	-	-	-	-	-	с	+	-	-	-	+	-	+
3.	немис	+	+	+	-	-	-	-	-	-	-	с	+	-	-	-	+	-	-
4.	итальян	+	+	+	-	-	-	-	-	-	-	с	+	-	-	-	+	-	-
5.	француз	+	+	+	+	-	-	-	-	-	-	с	+	-	-	-	+	-	-
6.	турк	+	2	+	-	-	-	-	-	-	-	с	+	-	-	-	+	-	-
7.	татар	+	4	+	-	+	-	-	-	-	-	с	+	-	-	-	+	-	-
8.	қор.балка р	+	2	+	-	-	-	-	-	-	-	с	-	+	-	-	+	-	-
9.	қорайим	+	+	+	+	-	-	-	-	-	+	с	+	-	-	-	+	-	-
10.	ўзбек	+	29	+	-	-	-	-	+	-	-	с	-	-	-	+	+	-	-
11.	қозоқ	+	+	+	-	-	-	-	+	-	-	с	-	-	-	-	+	-	-
12.	каракалп оқ	+	+	+	-	+	-	-	+	-	-	с	-	-	-	+	+	-	-

13.	озарбайжо	+	+	+	-	-	-	-	-	-	-	с	+	-	-	-	+	-	-
	н																		

1-жадвал

1) ҳар бир тилда, шу жумладан инглиз ва ўзбек тилларида, шарт эргаш гапли қўшма гаплар универсал табиатга эга бўлган “шарт концептуал семантикаси”ни воқелантиради

2) Ҳар бир тилда шарт эргаш гапли қўшма гаплар бирдан ортик структурал-семантик турга эга бўлиб, кўрсатиб ўтилган концептни воқелантиришда

3) тилларда шарт эргаш гап бош гапга нисбатан уч ҳолатнинг бирида жойлашиш имконияти бор: 1) препозицияда; 2) интерпозицияда; 3) постпозицияда;

4) тилларда шарт эргаш гапли қўшма гапларда унинг бош ва эргаш гап қисмларининг жойлашиш тартиби мазкур тилларнинг қайси типологик турга тегишли эканлиги билан бевосита боғлиқ бўлиб, агар тилда содда гапда гап бўлакларнинг асосий тартиби SVO (ёки VSO/VOS) бўлса, унда шарт эргаш гап постпозицияда(бош гапдан кейин) ёки препозицияда(бош гапдан олдинда) туради, агар тилда содда гапда гап бўлакларнинг асосий тартиби SOV(ёки OVS/OSV)бўлса, унда шарт эргаш гап препозицияда (бош гапдан олдинда) ёки интерпозицияда(бош гап ичида) келади;

5) тилларда бош гап қайси томондан келса, шарт эргаш гап унга қарши томондан келади;

6) аксарият тилларда шарт эргаш гапли қўшма гапларда шарт эргаш гап бош гапдан олдинда(препозицияда) келади;

7) SVO таркибли тилларда шарт эргаш гап бош гапга аналитик воситалар (шарт субординаторлари, яъни боғловчилари, боғловчи сўзлари ёки иборалари) орқали боғланади;

8) SOV таркибли тилларда эса кўпроқ синтетик воситалар, шунингдек қоришиқ субординаторлар, яъни аналитик воситалар ва синтетик воситалар бирикувидан ташкил топган шарт субординаторлари орқали боғланадилар, вахоланки улардаги аналитик воситалар семантика(маъно)ни кучайтирувчи ёрдамчи воситалар бўлиб саналадилар, асосий субординатор эса синтетик таркибга эга бўлади (масалан, “агар...*са*”, “мабодо.... *са*”, “гарчи....*са*”, “гар....*са*” ва б.қ.)²⁸.

9) ҳар бир тилда аналитик воситалар ва синтетик воситалар бирикувидан ташкил топган шарт субординаторлари орқали боғлаган шарт эргаш гапларда улар “интенсифайер” , яъни “шарт” маъносини кучайтирувчилари бўлиб ҳисобланадилар, вахоланки мазку аналитик воситалардан гапдан тушириб қолдрилса ҳам шарт гапнинг семантикаси - маъносига, шу жумладан унинг таркибига ҳам путур етмайди.

Хулоса

Юқоридаги типологик таҳлилдан кўриниб турибдики, тилларда шарт эргаш гапли қўшма гаплар бир қатор квантитатив ва квалитатив изоморф ва алломорф жиҳатларга эга , бу борада уларнинг изоморф жиҳатлари мазкур тилларнинг энг муҳим алоқа воситаси сифатида ривожланишининг умумлисоний қонунятлари билан тушунтирилса, уларнинг алломорф жиҳатлари эса тилларнинг идиоматик хусусиятлари ва тил эгаларининг эса бетакрор тафаккури мавжудлиги билан изоҳланади.

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²⁸ Хошимов Г.М. Типология сложного предложения в разносистемных языках. Диссер.на соиск.уч. степ. докт. филол. наук, 2022, Ташкент, 314-317 с.

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ИНГЛИЗ ВА ЎЗБЕК ТИЛЛАРИДА ҚИСҚАРТМА ОТЛАРНИНГ ҚИЁСИЙ ТАҲЛИЛИ

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Инглиз тили ва адабиёти факультети талабаси**

Аннотация: *Инглиз тилида кенг тарқалган тил ҳодисалардан бўлмиш қисқартма отларнинг таҳлили, уларнинг таркибий тузилиши ва шу билан боғлиқ бўлган семантикасини ўрганиш ва шу асосда уларни ўзбек тилидаги қисқартма отлар билан қиёслаш, ҳар иккала тил учун умумий бўлган хусусиятларни умумлаштириш ва шу аснода қиёсланаётган тилларнинг ҳар бирига хос бўлган ҳодисаларни очиқ беришдир.*

Калит сўзлар: *ўзак сўз, аффикс, хол, аниқловчи ва қўшма от, қисқартма от, ибора.*

Annotation: *Analyzing abbreviations, which are common linguistic phenomena in English, studying their structural structure and related semantics, and comparing them with Uzbek abbreviations, summarizing the features common to both languages, and thus identifying the phenomena specific to each of the*

compared languages. is to reveal.

Key words: *root word, affix, score, determining and compound noun, abbreviation, phrase.*

Инглиз тилидаги барча сўзлар англатган лексик-грамматик маъноси, морфологик формаси ва ўзаро синтактик алоқага киришиши ҳамда гапдаги вазифасига кўра маълум гуруҳларга бўлиниб, улар грамматикада сўз туркумлари деб юритилади. Инглиз тилида сўз туркумлари грамматик формаларининг ўзгариши ва ўзгармаслигига кўра иккига бўлинади:

1. Ўзгарувчи ёки парадигмага эга бўлган сўз туркуми.
2. Ўзгармайдиган ёки парадигмага эга бўлмаган сўз туркумларига бўлинади.

От, сифат, олмошларнинг бир қисми айрим равишлар ва феъллар ўзгарувчи яъни парадигмага эга сўз туркумларини, қолганлари эса ўзгармайдиган сўз туркумларини ташкил қилади. Сўз туркумларининг гапдаги вазифалари уларнинг ўзига хос хусусиятини аниқлашдаги асосий омиллардан бири ҳисобланади. Айрим сўз туркумлари гапда мустақил гап бўлаги вазифасида келса, айримлари бу вазифани ўтай олмайди. Шунга биноан сўз туркумлари мустақил ва ёрдамчи сўз туркумларига бўлинади.

Инглиз тилидаги от сўз туркуми мустақил сўз туркумларидан бири бўлиб, улар маъносига кўра предметни ёки предметлашганликни ифодалайди. Формасига кўра ўз парадигмасига ва гапда мустақил функциясига эга: **boy – boys, ox-oxen, child-children, knife-knives, wolf-wolves. Ann is a student.**

Ўзбек тилида ҳам от мустақил сўз туркумларидан бири бўлиб, у бошқа туркумлардан бир неча белги – хусусиятлари билан ажралиб туради. От сўзнинг лексик маъно ташувчи қисми (сўздаги бундай қисм лексема деб юритилади) предметлик маъносини англатади. Бундай маъноли лексема предметни ҳам, предмат деб тасаввур қилинувчи мавхум тушунчани, воқеа-ҳодисани, белгини ҳам англатади: китоб, дафтар, қиз, ўғил, ота, уй, ёғоч,

йўлбарс, водий, темир, ёғ, ҳаёт, кулги, уйқу, туш, ҳазил.

Ҳозирги замон ўзбек тилида сўз ва сўзнинг негизи бир хил ифодаланди. Бошқача қилиб айтганда инглиз тилида сўзлар ўзак (**root**) ва негиз (**stem**) дан ташкил топсада, аслида негиз ва сўз бир-бири билан мослашади. Ундан ташқари айрим ўзак, негиз ва сўз бир хил бўлиши мумкин.

Масалан:

boyishness - болалиқ, ўсмирлик,
copyist – қайта кўчирувчи,
debator – муҳокама қатнашчиси,
desefication – газлаштириш

каби сўзлар ҳам негиз ҳам сўздир, аммо уларнинг ўзаги ҳар хил. Аммо кўп ўзакли сўзларда ўзакнинг сонидан қатъий назар, негиз ва сўз ўзаги бир хил бўлмайди.

Масалан: **grazfer** - чорвадор, **grinder** - қайроқ, **mother in -law** – қайнона, **forget-me-not** ва бошқа сўзлар икки ва ундан ортиқ ўзакдан иборат бўлсада, уларнинг негизи ясама (**grizfer, grinder**) ва қўшмадир (**goose-frease**) (ғоз ёғи), **goodwill** (яхши ният).

Грамматик форма ясовчи аффиксларнинг қўшилиши орқали сўзларнинг структураси ўзгармайди: **books, work-worked, long-longer** сўзларидаги **-s, -ed, -er**, суффикслари грамматик морфема бўлганлиги сабабли улар қўшилганда сўзлар соддалигича қолади.

Интернет маълумотларига кўра инглиз тилидаги “**noun**” сўзи латинча “**nomen**”, яъни ном деган сўздан келиб чиққан.

Инглиз тилидаги от гапда эга, тўлдирувчи, хол, аниқловчи ва қўшма от кесимнинг бир қисми ваифасида ишлатилади.

John is an engineer.

I saw **a teacher** in the room.

A **woman doctor** is worked **in this hospital**.

Шунингдек инглиз тилидаги отларда иккита грамматик категория бўлиб, улар бирлик ва кўпликни ифодаловчи сон категорияси ҳамда бош ва қараткич келишигини кўрсатувчи келишик категориясини ташкил этади. Аввало инглиз тилида отлар икки гуруҳини ажратишимиз керак, булар саналадиган ва саналмайдиган отларга ажратилади.

Countable: pen, book, bag, dog, room, table, lamp, box, fox, wolf child, girl.

Uncountable: dream, life, hope, gold, water, oil, love, knowledge.

Саналадиган (**countable**) отларнинг бирлик (**singular**) ва кўplik (**plural**) шакллари қуйидаги усуллар билан ясалади:

-s, - es; boy – boys, fox – foxes, bus – buses.

- en; child – children, ox – oxen.

Ўзакдаги ўзгариш орқали:

Man – men, goose – geese, foot – fut, mouse – mice, wife – wives, leaf- leaves, calf – calves.

Замонавий инглиз тилида отларнинг singularia tantum ва pluralia tantum каби турлари ҳам ажратилади. Singularia tantum фақат бирлик шаклига эга бўлган бирлик ва кўпликда ҳам шу шакллари ишлатилади; **milk, oil, water, fun, chalk, deer, cheep, swim, grouse** кабилар киритилади. **Nouns of pluralia tantrum trousers, pouts, shorts, pyjamas, pikcers, sougs, betters, goods, clohus, savings, winnings.**

Шунингдек, келишик категорияси ҳам инглиз тилида отларнинг ўзига хос жиҳатдан иккита саналсада, ҳозирги замон инглиз назарий грамматикасида олимларимизнинг сонини олтита деб қабул қилишмоқда: accisative, vocative. Интернетда ҳозирги замон инглиз тилида, яъни бир келишик тури қўшилмоқда:

Юқорида айтилган фикрларни ҳисобга олиб от сўз туркумига қуйидагича таъриф берилади: предмет ва маъносини англатиб, нутқда сон, келишик категорияларининг формасини олиб эга, тўлдирувчи, ход каби вазифаларда келадиган лексема от дейилади.

Шундай табиатли лексемалар от туркуми номи билан бирлаштирилади.

Инглиз ва ўзбек тилларидаги отларнинг грамматик категорияси ҳақида уларнинг ўхшаш ва фарқли томонлари ҳақида кўр гапириш мумкин. Лекин бевосита мавзудан четланмаслик мақсадида отнинг семантик таснифи ҳақида сўз юритсак.

Тилшунослик тарихидан маълумки, тилдаги луғат бойлигини кўп ктсмини от сўз туркумига мансуб лексемалар ташкил қилади. Энг тез ва сезиларди даражада бойиб боровчи сўз туркуми ҳам шу.

Юқорида биз отларни ҳар икки тиладаги ўхшаш жиҳатлари, уларнинг грамматик категорияларининг ифодаланиш усуллари, уларни фарқли жиҳатларини кўриб чиқдик. Энди биз отларни семантик турларини таснифига ҳам турли олимларимиз турлича ёндашадилар:

В.А.Каушанскаянинг фикрича отлар атоқли (**proper**) ва турдош (**common**) отларга ажратилса, И.П.Иванова, В.В.Бурлакова, Г.Г.Поченков, Л.С.Бархударов, Д.А.Штелинглар ҳам ушбу фикрга қўшилиб, отларни юқоридаги турларга ажратганлар.

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MOTAM SEMANTIK MAYDONIGA KIRUVCHI LEKSEMALARNING TARJIMADAGI XUSUSIYATLARI

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Abstract: *The article deals with means of conceptualization emotions in a literary text. It also presents the study of different translation strategies concerned with translating structures.*

Keywords: *conceptualisation, emotion, literary text, predicate, station, verbalization, transformation, metaphor.*

Bugungi kunda insoniyat dunyosining kontseptual va lingvistik manzarasida ong va ijtimoiy xulq-atvorning motivatsion asosini tashkil etuvchi hissiyotlar katta o'rin egallashiga shubha yo'q. Gumanitar fanlarning turli sohalari vakillari his tuyg'uni ifodalovchi vositalarni bir qator soxa egalari tomonidan yani psixologlar, faylasuflar, tilshunoslar va psixolingvistlar o'rganib kelmoqdalar. Mahalliy va xorijiy tilshunoslikda tildagi hissiyotlarning kontseptualizatsiyasi va verbalizatsiyasini o'rganuvchi butun bir yo'nalish paydo bo'ldi [1; 4]. Aksariyat tilshunoslar va emotiologlar turli til madaniyatlarida his-tuyg'ularning verbalizatsiyasini qiyosiy o'rganish muammosini dolzarb deb bilishadi.

Tilshunoslikda ham, psixologiya va falsafada ham his-tuyg'ular tasnifini yaratishga ko'p urinishlar qilingan, ammo bu tasniflarning hech biri keng tarqalgan deb qabul qilinmagan yoki keyingi tadqiqotlar uchun universal vosita sifatida foydalanilmagan. Bunday tasnifni yaratishning qiyinligi shundaki, ko'pincha bir xil tuyg'u turli xil so'zlar bilan belgilanadi va u yoki bu lingvistik belgi faqat o'z nomiga

ega bo'lgan his-tuyg'ularning intensivlik darajasining belgisi bo'lishi mumkin. Bundan tashqari, ko'pchilikka ma'lumki, hissiyotlarning so'zlashuvi etnik jihatdan o'ziga xosdir va turli til madaniyatlarida har xil tarzda sodir bo'ladi. Bu erda hissiyotlarning universalligi/universal emasligi to'g'risida davom etayotgan munozaralarni ham eslatib o'tish kerak. Yuqori darajadagi ishonch bilan aytishimiz mumkinki, asosiy hissiyotlar (odamning dunyoni idrok etishiga asoslangan aqliy jarayonlar, masalan, xafalik) universaldir. Shu bilan birga, ijtimoiylashtirilgan (boshqa atamalarda - axloqiy yoki estetik) hissiyotlar ham mavjud bo'lib, ular madaniy jihatdan aniqlangan xodisadir [1, p. 36]. Insonning hissiy sohasining diskret modelining mahalliy va xorijiy tarafdorlari har xil miqdordagi asosiy his-tuyg'ularni ifodalovchi leksemalar bo'lib, turli tillarda turli leksemalar turli ko'rinishga ega, ammo ularning deyarli barchasi inson xis tuyg'ularni ifodalovchi motam, qayg'u, xafalik va g'am-gussalarni o'z ichiga oladi.

Muayyan tilda his-tuyg'ularni og'zaki ifodalash usullarini o'rganish uchun adabiy matn juda mos keladi, uning ajralmas qismi insoniy his-tuyg'ular, tajribalar va ehtirolarning tavsifi hisoblanadi.

Hissiy tushunchalarning murakkabligi, noaniqligi, tarqoqligi va xilma-xilligi muqarrar ravishda ularning so'zlashuviga ta'sir qiladi, bu esa adabiy matn tarjimasini tarjima faoliyatining eng qiyin turlaridan biriga aylantiradi, shuningdek bazan ma'no "yo'qotishlarga" xam olib keladi.

Ta'riflardan biriga ko'ra, adabiy tarjima "bir tilda mavjud bo'lgan adabiy asar boshqa tilda o'zining badiiy vositalari bilan imkon qadar to'liq qayta yaratilib, yangi mazmun birligiga aylanadigan o'ziga xos badiiy ijod turidir. Shuning bilan birgalikda boshqa til va boshqa etnomadaniyat sharoitida shakllangan, to'laqonli adabiy talqin san'ati asari bo'ladi deyish mumkin. Badiiy tarjima o'quvchiga aqliy va hissiy ta'sir kuchiga ko'ra asliyatga imkon qadar yaqin bo'lishi kerak" [4, b. 28].

Badiiy matnni tarjima qilishning asosiy xususiyatlaridan biri bu asl matnni o'quvchiga manba matni qanday pragmatik ta'sir ko'rsatadigan bo'lsa, qabul qiluvchiga ham xuddi shunday pragmatik ta'sirni yaratish uchun tarjima tili orqali

hissiy va estetik ma'lumotlarni maksimal darajada uzatishdir. Qabul qiluvchiga pragmatik ta'sir qilish hissiylik kategoriyasining asosiy funktsiyasidir.

Emotsional kontsepsiya sohasini so'zlashuvning leksik vositalari birlamchi, ikkilamchi va bilvosita nomzod sifatida harakat qilishi mumkin.

Pragmatik-semasiologik nuqtai nazardan his-tuyg'ular olamini ifodalovchi leksemalarni to'g'ridan-to'g'ri nominativlar, tavsif va izohlarga ajratish mumkin [3]. Qoida tariqasida, til rivojlanishining hozirgi bosqichida his-tuyg'ularni og'zaki ifodalash vositalari orasida nominatsiyaning ikkilamchi va bilvosita usullari (metafora, metonimiya, funktsional o'tkazish, yashirinlik, evfemizmlar) ustunlik qiladi. Ushbu lingvistik haqiqat hozirgi rivojlanish bosqichida tillarda ushbu turdagi nominatsiyalarning keng tarqalganligi va mahsuldorligi (dunyoning cheksizligi va ma'nolari va to'g'ridan-to'g'ri nominatsiya usullarining cheklanganligi) bilan izohlanadi.

Emotsional holatlarning bevosita nomzodlari haqida gapirganda, shuni ta'kidlash kerakki, davlat kategoriyasi universal semantik kategoriya sifatida predikativ darajada predikat shaklida davlat sub'ekti bilan amalga oshiriladi. Shunday qilib, ingliz va o'zbek tillarida emotsional holat predikatlarini qiyosiy tarzda o'rganish, shuningdek ularni tarjima qilish imkoniyatlarini o'rganish hissiy kontseptual sohani og'zaki ifodalash usullari haqida yaxshi fikr beradi. O'zbek va ingliz tillaridagi adabiy asarlar materiali va ularning tarjimalari tahlili (misol sifatida, Ian Makyuanning "To'lov" romani va uning I.Ya.Doronina tomonidan o'zbek tiliga tarjimasini olaylik) so'zlashuvning leksik vositalaridan ko'rinib turibdi. Adabiy matndagi hissiy holatlar, tavsiflar - holat sub'ektining yuz ifodalari, imo-ishoralari, ovozi yoki nutq xususiyatlarining tasvirlaydi. Ta'riflarning muhim qismi turli xil metaforalardan iborat bo'lib, ularni tarjima qilishda tarjimonning lingvistik shaxsining lingvistik-kognitiv darajasi katta rol o'ynaydi. Metaforalar muallifning individual uslubining muhim tarkibiy qismi bo'lib, ular assotsiatsiyalarning butun doirasini, asarning o'ziga xos fonini va hissiy ohangini yaratadi.

Romandagi qahramonlarning his-tuyg'ularining metaforik tavsiflarini tarjima

qilishda tarjimon turli xil o'zgarishlar va ularning kombinatsiyalaridan, jumladan, tasvirni qisman almashtirishdan foydalanadi (The misery of the inevitable was clouding her thoughts.-Muqarrarning baxtsizligi uning fikrlarini xira qildi. ; Briony felt a flowering of tenderness -), remetaforizatsiya (He's been here less than a year and has become a thorn-U bir yildan kamroq vaqt davomida bu erda bo'lib, tikanga aylandi. - ; Downstairs the knot of impatience would be tightening in the kitchen U bu erda bir yildan kam bo'ldi, lekin Hamma poyabzaldagi toshdan ham battar; Pastda oshxonada sabrsizlik tugunlari keskinlashib borardi - Oshxonada sabrsizlik muhiti allaqachon qalinlashgan bo'lsa kerak), metaforaning tarkibiy o'zgarishi (The king's furrowed brow was the «hieroglyph» of his displeasure- Qirolning chimirgan peshonasi "ieroglif" edi. uning noroziligi - shohning peshonasi, u g'azablanganida, ajinlar "ierogliflari" bilan o'ralgan edi).

Tahlil qilinayotgan tarjimada metafora tarjimasi hollarining yarmiga yaqini asl tasvirni saqlab qolgan to'liq tarjimalardir. Asosan, bu tarjima texnikasi o'zini oqladi (She tried to drown her guilt in a stream of consciousness - U o'z aybini ong oqimiga botirmoqchi bo'ldi; ; So many emotions simply engulfed her - shunchalik ko'p his-tuyg'ular uni shunchaki g'arq qildi - juda ko'p his-tuyg'ular uni bosib oladi), bu hissiy-baho nominatsiyalarini shakllantirish mexanizmi sifatida ko'plab metaforik tushunchalarning universalligi bilan izohlanadi .

Tarjimon tarjima strategiyasi sifatida ba'zan metaforalash usuliga murojaat qiladi, ya'ni metaforik bo'lmagan ma'noni tarjima maqsadiga to'liq mos keladigan majoziy ma'no bilan almashtiradi (Agar uning so'nggi tajribasi bo'lmaganida, u shunday bo'lardi. - Agar uning yaradorlar bilan aloqa qilish tajribasi bo'lmasa, qo'rquvdan o'lgan bo'lardi).

Badiiy asar tarjimonining asosiy maqsadi o'quvchi tomonidan manba matn qanday qabul qilingan bo'lsa, qabul qiluvchi ham xuddi shunday matn yaratishdir. "Tarjima bunday bilvosita taqdim etish uchun mo'ljallangan ikki tilli muloqot, bu o'z imkoniyatlariga ko'ra oddiy, bir tilli muloqotga imkon qadar yaqin bo'lar edi" [2, p. 15]. Bu maqsad sari harakatlanib, tarjimon ongli ravishda yoki ongsiz ravishda til

ijodkorligining semantik resurslarini izlaydi va o'z bilimiga, hayotiy va kasbiy tajribasiga tayangan holda u yoki bu uslubni tanlaydi.

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ТУРЛИ ТИЗИМЛИ ТИЛЛАРДА “ҚИЁС” КОНЦЕПТИ ВЕРБАЛИЗТОРЛАРИНИНГ КОНСТАНТ ЖИХАТЛАРИ ТИПОЛОГИЯСИ

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Аннотация: Ушбу мақолада “қиёс” концепти вербализаторларининг констант жиҳатлари типологиясига оид фикрлар ва назариялар турли тилларда мисоллар орқали ёритиб берилган. Бундан ташқари “констант” тушунчасига берилган таърифлар ҳам таҳлил қилинган ва унинг тури жиҳатидан ёндашилган ҳолатда янги “констант” тушунчаси категорияларга ажратилган.

Калит сўзлар: констант, вербализатор, концепт, морфема, морфо-фонема, лексема, лингвокултурология.

Abstract: In this article, the ideas and theories regarding the typology of constant aspects of verbalizers of the concept of "comparison" are highlighted

through examples in different languages. In addition, the definitions given to the concept of "constant" were also analyzed, and the new concept of "constant" was divided into categories when approached from the point of view of its type.

Key words: constant, verbalizer, concept, morpheme, morpho-phoneme, lexeme, linguoculturology.

Аннотация: В данной статье идеи и теории относительно типологии константных аспектов вербализаторов понятия «сравнение» освещаются на примерах на разных языках. Кроме того, были также проанализированы определения понятия «константа», а новое понятие «константа» разделено на категории при подходе с точки зрения ее типа.

Ключевые слова: константа, вербализатор, концепт, морфема, морфофонема, лексема, лингвокультурология.

Умумий тилшунослик ва адабиётшуносликда "констант" деган тушунчанинг кириб келиши ва ишлатилиши рус тилшунос олим Ю.С.Степановнинг куйидаги фиклари орқали ойдинлашади: “у маданиятшунослик фанидан адабий танқидга кириб келган бўлиб, унда муаллиф асарнинг мунтазам ишлатилган (констант) элементларини таснифлашда фаол қўлланилади. Маданиятшу-носликда " Констант " тушунчаси эса албатта концепт билан боғлиқ²⁹. Шунга кўра олим концептни “инсоннинг ақлий дунёсидаги маданиятнинг асосий хужайрасидир³⁰ " деб таърифлайди. Демак биз

Ю.С.Степановнинг айтган таърифидан келиб чиқадиган бўлсак “констант” жихатларни ўрганиш концепт билан боғлиқ ва у биргаликда амалга оширилади.

Юқорида илгари сурилган фикрдан фарқли ўлароқ тилшунос олимлардан

²⁹ Ю.С. Степановым в работах «Константы мировой культуры. Алфавиты и алфавитные тексты в периоды двоеверия» и «Константы. Словарь русской культуры» [Степанов, 1993; Степанов, 1997].

В культурологии понятие «константа» связана с концептом [Степанов и др., 1993; Степанов, 2004].

³⁰ Ю.С. Степанов “В культурологии понятие «константа» связана с концептом” 2004 43 бет.

Зусман, (2001); Романенко,(2014); Тарасова (2009) ларнинг айтишича “Муаллифнинг асарига ёки маълум бир асарга нисбатан "констан" тушунчаси маданиятшунослик ёки тилшуносликдаги "концепт" тушунчасидан фарк қилувчи хусусиятлар тўпламига эга бўлади” деб “бадий услубнинг баъзи доминант белгилари сифатида констант жихат, бир томондан, ижодкорликнинг чуқур алоқаларини давр контексти ва уларнинг эволюциясини кузатиш билан, бошқа томондан эса танланган услубининг индивидуал хусусиятларини аниқлашга имкон беришлигини таъкидлаган. Шу билан бирга “ижод константи” ва “бадий олам константи” тушунчаларининг адабий тадқиқот парадигмасига киритилиши аввал ўрганилган бадий матнларга бошқача ёндашиш ва уларни таҳлил қилишнинг янги жабҳаларини излаш имконини яратишлигини айтиб ўтишган³¹.

Яна бир адабиётшунос олим Р.Я.Клейман “Адабий таҳлилда "констан" тушунчаси муаллиф поетикасига нисбатан қўлланилиши мумкин³²” деган фикрни илгари сурган.

Келтирилган изоҳларга монанда равишда рус тилшунос олими Осипова О. И. ўзининг “Константы малой прозы Ф. Сологуба” (F.Sologubning qisqa nasriy konstantalari) асарида “муаллиф асарига бундай (констант) ёндашув унинг маҳсулдорлигини кўрсатди, чунки бу, биринчидан, ёзувчининг адабий позициясининг умумий маданий маънавий ва эстетик анъаналар билан боғлиқлигини аниқлашга имкон берди; иккинчидан, ижоднинг фалсафий, экзистенциал, эстетик муаммоларини актуаллаштириш; учинчидан, муаллифнинг асарлари (масалан, цикл ва унга киритилмаган индивидуал асарлар ўртасида ёки алоҳида цикллар, романлар, романлар ўртасида) ўртасидаги муносабатни ўрнатиш ва ижодий позициянинг бирлигини, шунингдек, ғоянинг келиб чиқиши ва уни ижодий амалга ошириш ва ниҳоят,

³¹ Зусман В.Г. Концепт в культурологическом аспекте // Межкультурная коммуникация: Учеб. пособие. - Н. Новгород, **2001**. - С.38-53

³² Яков Р.К монографий «Достоевский: константы поэтики» (2001).

тўртинчидан, ёзувчининг бадий дунёсининг махсус расмий ва мазмун кирраларини аниқлаш ва ўқувчи ва эшитувчи учун констант ёндашув, алоҳида асарлар орасидаги ички алоқаларни кўриш, муаллиф баёнотининг яхлитлиги нуқтаи назаридан индивидуал матнларни идрок этиш имконини беради³³. Биз ҳам ушбу фикрга қўшилган тарзда концептнинг констант жихатларини асарларда алоҳида ўрин тутди ва у бирор асарни ўқишда ўқувчи учун осон тушуниш, ва асар тилининг лингвомаданий хусусиятларини идрок этиш, ўша тилга хос уникал ва концептуал семантикани таҳлил этилиш имкон беради деган фикрга келишимиз мумкин. Констант жихат бизнингча бирор асар тузилишида бардавом иштирок эта олиш хусусиятига эга воқеълик саналади. Яъни у бирор асарда муҳим аҳамият касб этган ҳолда ўз ўрни ва вазифасига эга бўлади. Ўз ўрни ва функционал вазифага эга бўлиши унинг эквивалентининг айрим вазиятларни ёритишда тўлдира олмаслиги ва унинг вазифасида келолмаслигида кўринади.

Мисол учун “қиёс” концептуал семантикасини воқеълантирувчи вербализаторлардан –дек ва –дай морфемаларини олишимиз мумкин. Улар семантик ва ва структур жихатдан бир-бирига жуда яқин бўлсада уларнинг матнлар аро ифодаланиши фарқли ҳисобланади.

Сайдинг қўявер саййод сайёра экан мендек

Ол доминни бўйнидан, сатпора экан мендек.

Ўз ёрини топмасдан оввора экан мендек

Хижрон ўқидин жисми, тугёна экан мендек

Куйган жигари бағри юз пора экан мендек. (қўшиқдан)

Ушбу мисолдаги –дек морфемаси –дай билан алмаштирилиши унинг тузилишини ва ўқилишини бироз ўзгартириши мумкин. Ва бу унинг таъсирчанлигига салбий таъсир этади.

³³ Осипова О. И. Константы малой прозы Ф. Сологуба / О. И. Осипова // Научный диа-лог. — 2021. № 1. стр. 152—163.

“Қиёс” концептининг матндаги зарурати ёки унга бўлган эҳтиёж нуктаи назардан биз унинг констант жихатини осонроқ хис этамиз. Чунки бирор асар йўқки унда қиёс иштирок этмаган. Бадиий асарда тасвирий воситалар энг муҳим ходиса ҳисобланади ва у сиз ҳеч қандай воқеълик яъни инсон кечмиши, бирор тушкун ҳолатидан тортиб то қувончли ҳолати у сиз ифодалана олмайди. Бадиий тасвирнинг томири (донери) эса қиёс концептуал семантикаси вербализаторлари ҳисобланади. Бу шундай деганики: ҳар қандай бадиий асар ичидаги воқеълик ўқувчи ва эшитувчини тасаввур эта олиши, идрок этиши ва осон тушуниб ўша муҳитни хис эта олишида асосий вазифалар қиёс концепти ёрдамида амалга оширилади. Бу эса “қиёс” концептининг ҳар қандай услубдаги асарнинг бошдан охиригача мунтазам равишда кўриниб турадиган ва учраши мумкин бўлган жихатга эга эканини исботлайди.

Шу ўринда вербал воситалар сони ва матн структурасидан келиб чиқиб “қиёс” концептнинг константлик хусусиятини ўзи ҳам маълум бир даражага ажратилиши ёки бўлиниши керак деган фикрни илгари суришимиз мумкин. Ушбу фикрни ишимизнинг ўрганиш объекти бўлган “қиёс” концепти мисолида оладиган бўлсак, биз юқоридаги бобларда келтирилган асарлардан "*Юлдузли Тунлар*", *Тушда Кечган Умрлар*, *Гонконгдан Келган Тобут*, *Ўнта Негр Боласи* каби насрий асарларни таҳлил қилганимизда қиёс концептининг 15 га яқин воситаларини иштирок этганини кўриб чиқдик. Улар орасида энг кўп, мунтазам ифодалангани - *дек*, *-дай* морфемалари булиб чиқди. Биз уларни “қиёс” концептини констант жихатини акс эттирувчи "**тўлик константив**" лар деб аташимиз мумкин. Чунки бу икки морфемик воситалар юқоридаги асарларда 500 дан 1200 та вазиятда иштирок этиб, мунтазам равишда учрайди ва ушбу вербализаторлар орқали кўрсатилган мисолларни ишимизнинг илова қисмида кўрсатиб ўтамиз. Қиёс концептининг матн ичидаги мунтазам иштироки ва функционал даражаси жихатдан кейинги ўриндагилари *гўё* ва ***худди*** вербализаторларидир. Биз уларни "**қисман (актив) константивлар**" дейишимиз мумкин. Чунки улар асарнинг айрим бобларида мунтазам

ишлатилиб, баъзида камрок кўзга ташланади. Булардан ташкари “қиёс” концептини ифодалашда унча кўп учрамайдиган лекин деярли барча бадий ва нобадий асарларда узлуксиз иштирок этадиган, тушириб колдирилмайдиган **каби, мисли, бамисоли, ўхшаб**” каби воситаларни “**пассив константивлар**” деб аташимиз мумкин. Нутқда ва ёзма манбаларда кам учрайдиган ёки баъзида эса умуман учрмайдиган турларини биз “**ноконстантивлар**” лар деб аташимиз мумкин. Қиёс концептининг бундай тури муаллифнинг концептасферик захираси ва когнитив ёндашуvidан, қолаверса ўз танлови ва мойиллигидан келиб чиқиши мумкин. Мисол учун “**Янглиг, бамисли, баробар, бу...дегани, ўзгинаси**” каби қиёс лексемаларини ҳар бир асарда ва ёки бирор асарнинг ҳар бобда учратиш қийин.

Назмий асарларда қиёс концептининг констан жихатини янада аниқроқ кўришимиз мумкин. Баъзи шеърӣ асарларда “қиёс” концептуал семантикасини воқеълантирувчи воситалар радиф ўрнида қўлланган бўлиши мумкин. Бу эса унинг асарда бошдан оёқ иштироки яъни ўз-ўзидан констан жихати деганидир. Мисол учун шоир Омонматжоннинг “Ўхшамас” номли мухаммасида шундай кўриниш муаллиф томонидан акс эттирилган.

Чарх авзойи бу дам аввалгиларга ўхшамас,

Энди инсон қадри ҳам аввалгиларга ўхшамас,

Кўнглим ичра дарду ғам, аввалгиларга ўхшамас,

Ким ул ойнинг хажри ҳам аввалгиларга ўхшамас. (Омонматжон)

Муаллиф ушбу матнда ўхшамас лексемасини такрорлаш орқали даврлар аро инсон ҳаётидаги кўп жабҳалрдаги ўзгаришларни узлуксиз константив давом этаётгани этаётганини ва аввалги ҳолатига ўхшашлиги йўқолиб бораётганини ифодалашга уринган.

Жондин сени кўп севармен эй умри азиз,

Сондин сени кўп севармен эй умри азиз.

Ҳар неники севмак ондин ортиқ бўлмас,

Ондин ортиқ севармен эё умри азиз. (Навоий)

Ушбу келтирилган мисода эса структур ва семантик жихатдан нисбий қиёс бошдан охиригача қўлланилган. Бу албатта матнга стилистик жихатдан ўзига хос кўринишни касб этган ва умрининг келтирилган қиёсий даражалари олдтда ҳаммасидан азизроқлиги таъкидлаб ўтилган. Албатта бу ҳолат қиёс концептининг констант жихатининг ўзига хос хусусиятидан келиб чиқиб амалга оширилган.

Юқорида илгари сурилган назарий фикрлар ва келтирилган мисоллар-дан шуни хулоса қилиш мумкинки “қиёс” концептининг констант жихати турли услубдаги оғзаки ва ёзма шаклдаги нутқларда ўз ўрни ва мақоми билан муҳим аҳамият касб этади. Бу жихат айниқса бадий адабиёт ва шеърятда яққол кўзга ташлади яъни биз “қиёс” концептуал семантикаси вербализаторларининг узликсиз ва барқарор ҳолатда ишлатилиб муаллифнинг ўз олдига қўйган мақсадини тил орқали ифодалашда муҳим ва асосий вазифасида намоён бўлади.

Инглиз итилда “қиёс” концептининг констант жихати асосан асосан *like* лексемаси ва *as...as* фразома вербализаторлари орқали намоён бўлади. Чунки улар инглиз тилидаги қиёс концептуал семантикасини ифодалашда энг асосий лисоний воситалар саналади ва жуда кўплаб ҳолат ва семантика орқали турли типдаги нутқларда кенг қўлланилади. Мисол учун “like” ўхшамоқ лексемасини таҳлил қиладиган бўлсак у қуйидаги кўриниш ва ҳолатларда “қиёс” концептуал семантикасини ифода этади. Унинг кўп кўриниш ва валентликка эга экани, қолаверса семантик майдони кенг эканлиги унинг констант жихатли вербализаторлардан эканлигини тасдиқлайди.

1) having the same characteristics or qualities as; similar to

for ex : He used to have a car like mine.

They were like brothers.

She looked nothing like Audrey Hepburn.

2) in the manner of; in the same way or to the same degree as.

For ex: He was screaming like a banshee .

Students were angry at being treated like children.

3) In a way appropriate to ...

Students were angry at being treated like children.

4) such as one might expect from; characteristic of .

Just like you to put a damper on people's enjoyment.

5) used in questions to ask about the characteristics or nature of someone or something

What is it like to be a tuna fisherman? What's she like?

6) used to draw attention to the nature of an action or event.

I apologize for coming over unannounced like this.

Why are you talking about me like that?

7) such as; for example

the cautionary vision of works like Animal Farm and 1984

8)) in the same way that; as

People who change countries like they change clothes

9) as though; as if

I felt like I'd been kicked by a camel

10) . used with reference to a person or thing of the same kind as another

the quotations could be arranged to put like with like | I know him-him and his like.

11) (the like) a thing or things of the same kind (often used to express surprise or for emphasis)

Did you ever hear the like?

A church interior the like of which he had never seen before

12) . [attrib.] (of a person or thing) having similar qualities or characteristics to another person or thing

I responded in like manner | the grouping of children of like ability together

13) . [predic.] (of a portrait or other image) having a faithful resemblance to the original

'Who painted the dog's picture? It's very like.'

14) used in speech as a meaningless filler or to signify the speaker's uncertainty about an expression just used

There was this funny smell-sort of dusty like

15) , used to convey a person's reported attitude or feelings in the form of direct speech (whether or not representing an actual quotation)

so she comes into the room and she's like 'Where is everybody?'³⁴.

(ABBY LINGUA

3)

Кўрниб турибдики инглиз тилида “қиёс” концептуал семантикасини ифодаловчи “like” лексемаси кенг қамровли бўлганлиги билан нутқда у ёки бу кўринишда ҳар қандай матн таркибида бошдан оёқ учраши мумкин. Бу ҳолат айниқса бадиий адабиётда аниқроқ кузатилиб унинг констант жиҳатини ва мақомини кўрсатди.

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³⁴ ABBY LINGUA 3

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PROBLEMS OF RE-CREATING LANGUAGE UNITS WITH THE SEMANTICS OF "MOUTH" IN TRANSLATION

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Annotatsiya: *Ushbu maqolada "og'iz" semantikasiga oid til birliklarini tarjima qilishda yuzaga keladigan muammolar muhokama qilinadi. Unda ushbu konseptning nozik jihatlarini qamrab olish bilan bog'liq murakkabliklar, shuningdek, uning turli tillardagi (o'zbek va ingliz) semantik ekvivalentlarini qayta qurishda qo'llaniladigan turli lingvistik usullar o'rganiladi. Natijalar madaniyatlararo tarjimaning murakkab tabiatiga oydinlik kiritadi va tilni o'zgartirish jarayonlarida madaniy nuanslarni to'g'ri aks ettirish muhimligini ta'kidlaydi.*

Kalit so'zlar: *konsept, tarjima, semantika, fraza, maqol, o'g'irish, o'tkazish, muqobil.*

Аннотация: В данной статье рассматриваются проблемы, возникающие при переводе языковых единиц с семантикой «mouth». В нем исследуются сложности, связанные с уловлением нюансов этого концепта, а также различные лингвистические методы, используемые для воссоздания его семантических эквивалентов на разных языках (узбекский и английский). Результаты проливают свет на сложную природу межкультурного перевода и подчеркивают важность точного представления культурных нюансов в процессах языкового преобразования.

Ключевые слова: концепт, перевод, семантика, фраза, пословица, преобразовать, передать, альтернатива.

Abstract: This article examines the challenges faced in translating language units with the semantics of "mouth." It explores the complexities involved in capturing the nuanced connotations of this concept and the various linguistic methods employed in re-creating its semantic equivalents in different languages (Uzbek and English). The findings shed light on the intricate nature of cross-cultural translation and emphasize the importance of accurate representation of cultural nuances in language conversion processes.

Key words: concept, translation, semantic, phrase, proverb, convert, convey, alternative

Among the many complex problems studied by modern linguistics, the study of linguistic aspects of interlingual speech activity, which is called "translation" or "interpretation activity", occupies an important place.

It is known that the practice of translation and written translation has its own ancient history, but the science of translation studies is one of the young branches of linguistics. By the way, in the beginning of the 20th century, mainly after the First World War, the attention to learning new languages increased all over the world, but scientific research in this field began to appear after the fifties of the last century. General and special aspects of translation studies were studied and analyzed on the

basis of many translations made during the past half century, and hundreds of dissertations were written based on the materials of different languages. The peculiarity of this period is that the main part of the scientific work was related to the translation of fiction. (Umarhojaev M.E., 2013)

Translation is undoubtedly a very ancient form of human activity. As soon as groups of people with different languages appeared in human history, "bilinguals" appeared to help communicate between "multilingual" groups. With the advent of writing, such translators - "interpreters" - were joined by written translators who translated various texts of an official, religious and business nature. From the very beginning, translation performed an important social task, enabling people to communicate in different languages. The spread of written translations gave people the opportunity to widely use the cultural achievements of other peoples, allowed the interaction and mutual enrichment of literature and cultures. Knowing foreign languages allows you to read books in these languages in the original version, but not everyone succeeds in learning one foreign language, and no one can read books in all or at least most literary languages. Only translations revealed the wonderful works of Homer and Shakespeare, Dante and Goethe, Tolstoy and Dostoyevsky to all mankind. (Komissarov V.N., 1990)

L. S. Barkhudarov defines translation as the process of converting a speech work (text) in one language into a speech work in another language without changing the content plan. This means that during translation, the units of the expression plan, i.e. the language units, are exchanged, but the content plan, i.e. the information conveyed by the text, remains unchanged. (Ilyushkina M.Yu., 2015)

Translation is the act of transferring written or spoken language from one language to another in order to preserve the meaning, purpose, tone, and style of the original text or speech. It is a complex process that involves understanding the original language, culture and context and transferring this understanding to the translation language, which is the process of converting written or spoken words from one language to another while retaining the same meaning and purpose of the

original text. This goal includes careful consideration of idioms, expressions, cultural nuances, and context to ensure that the language faithfully conveys the original message. Translation is important in communication, education, diplomacy, commerce and many other fields where people of different languages need to communicate.

The great figure of Uzbek literature, the founder of Uzbek novel A. Qadiri's novel "The Past Days" was translated by Mark Reese (Abdullah Qadiri. *Bygone Days*. 2018), who began his 25-year career in Central Asia as a US Peace Corps volunteer in the second group to serve in Uzbekistan in 1994-1996. We have analyzed the translation of language units with “*mouth/og’iz*” component taken from this novel. Let's focus on the first example in the original text: *Yuzlar qizil, og’iz irpaygan, ko’zlar o’ynab allakimni qidiradir...* **Translation:** *His face was red and his mouth bore a pained smile. His nervous eyes searched about in different directions for someone.* The word combination "irpaygan og’iz" usually refers to a mouth slightly crooked due to pain or embarrassment. The translator translated "og’iz irpaygan" as "his mouth bore a pained smile" and the translation was successful. It is known there is an Uzbek proverb “*Yegan og’iz uyalar*”. A. Qadiri used this very phrase to describe the reaction of Uzbek Oyim to Olim Ponsad's house in response to the excessive honor given to her when she went there as a matchmaker for the second time. Let's focus on that example: *Yegan og’iz uyalar qabilidan O’zbek oyim ham muomalani qudalarcha qildi, hatto: «Bek otangiz bilan men so’zni bir joyiga qo’ydiq. Faqat ish Otabekning kelishiga qoldi» deb qo’ydi.* **Translation:** *As they say, a mouth treated to good food greases the tongue for kind words. Accordingly, Uzbek Oyim behaved as if they were already relatives, assuring her future in-laws: "Bek-aka and myself have agreed upon everything and are only waiting for Otabek to arrive."* The translator translated this phrase by "a mouth treated to good food greases the tongue for kind words", that is, the phrase literally means "yaxshi ovqat bilan mehmon qilingan og'iz, yaxshi so'zlar uchun tilni moylaydi." We believe that the translation was successful. Now we will focus

our attention on the following example: *Eriga bergan va'dasini aslo bajara bilmas, bul haqda qizig'a og'iz ochib so'zlay olmas edi*. **Translation:** *She did not know how to fulfill her promise to her husband and dared not speak to her daughter about marriage*. The phrase “*bu haqda qizig'a og'iz ochib so'zlay olmas edi*” in the original text was translated into English with “*dared not speak to her daughter about marriage*”, whose word-for-word meaning is “*qiziga to'y haqida gapirishga jur'at eta olmas edi*”. The translation was performed successfully. When we looked up in the dictionary, the translation of the verb “*og'iz ochmoq*”, which is the synonym of the verb *gapirmoq*, *so'zlashni boshlamoq* is given in the dictionary as “*open one's mouth*”. We have written about this in our previous chapters. We would give the translation of the given text as follows: “*dared not open her mouth to her daughter about marriage*”. Let's turn to the following example from the original text: *Bek qimizni bir simirishda bo'shatdi-da, entikib uzoq qirg'a qaradi, uzoq qarab turdi-da, yuqoridag'i baytni o'qub og'iz ichidan ming'illadi*. **Translation:** *Otabek emptied the cup in one gulp. Sighing, looking toward the far hills, the previous verses echoed on his lips*. The translator translated the phrase “*yuqoridag'i baytni o'qub og'iz ichidan ming'illadi*”, which is the object of our research by means of the phrase “*the previous verses echoed on his lips*”. As we mentioned in the previous chapters, words like "lips", "oral cavity" and "jaws" all have similar meanings and they mean "mouth", replacing it in different contexts. The translator also used "lips/lablar" for the translation of "mouth" in his translation, and the translation turned out to be appropriate and effective.

As we mentioned in our previous chapters, the Uzbek language has the phrase "og'iz ochmoq", which means "to speak, to talk, to start to speak/talk" and this verb is stylistically strengthened. Let's focus on the original text in which this phrase is used: *Shuning uchun Xushro'yning ra'yini bilmasdan qozon osilmas, unga yoqmagan gapka og'iz ochilmas, ul bor joyda qadam ham sanalib bosilur edi*. **Translation:** *Therefore, meals were not prepared without the cook first consulting her; if she was sensitive to an issue, it must not be touched upon; and when she was*

present, every step she made was taken into serious consideration. The sentence in the original text “*unga yoqmagan gapga og’iz ochilmas*” is translated by the translator as “*if she was sensitive to an issue, it must not be touched upon*”, that is, literally, said “*uni xafa qiladigan mavzuga tegilmas*”. The translation was successful.

As we wrote in our previous chapters, the Uzbek language has an expression “*og’iz solmoq*” which means to ask someone's daughter to be a bride or son to be a groom. The same phrase is used in the example in the original text: *Xushro ‘y uchun hech kim og’iz solmay qo‘yadir*. However, the translation of this sentence was omitted. We would translate this sentence as follows: *No one will ask Khushroi in marriage*.

When we compared phrases and expressions with the component “*mouth*” in English with their Uzbek alternatives, 32 of them corresponded to collocations and phrases with the component “*og’iz*” in Uzbek. We tried to give their alternatives in the table below:

№	Example in English	Alternatives in Uzbek
1	the mouth of the cave	g’orning og’zi
2	the mouth of the river	daryoning og’zi
3	the mouth of the bottle	shishaning og’zi
4	be all mouth (and no trousers)	og’izda bor, amalda yo’q
5	make one's mouth water	og’zining suvini keltirmoq
6	mouth waters	og’zining suvi kelmoq
7	mouthwatering	og’zining suvini keltiruvchi
8	goalmouth	darvoza og’zi
9	toilet/potty mouth	Og’zi bemaza. Og’zi buzuq. Og’zi shaloq.
10	foul-mouthed	Og’zi poshna

11	a big mouth	og'zi bo'sh
12	light-mouthed	og'zi bilan yuradigan; og'ziga kuchi yetmagan; og'zi bo'sh
13	closemouthed	og'zi mahkam
14	have a plum in (one's) mouth	katta og'iz, og'zi katta
15	a motor mouth	og'zi tinmaydigan
16	running off at the mouth	og'zi tinmaydigan
17	dragon/jungle mouth	og'zidan badbo'y xid kelib turadigan, og'zi sassiq
18	take the bread out of (one's) mouth	og'zidan nonini/oshini olib qo'ymoq
19	melt in (one's)/the mouth	og'izda erimoq (mazali)
20	foam at the mouth	og'zidan ko'pigi kelmoq (g'azab)
21	have (one's) heart in (one's) mouth (yoki one's heart leaped into one's mouth) bring smb.'s heart into his mouth (yoki: make smb.'s heart leap out of his mouth)	yuragi og'ziga tiqilmoq; yuragi og'ziga kelmoq;
22	have (one's) heart in (one's) mouth (yoki one's heart leaped into one's mouth) bring smb.'s heart into his mouth (yoki: make smb.'s heart leap out of his mouth)	yuragi og'ziga tiqilmoq; yuragi og'ziga kelmoq;
23	open-mouthed	og'zi ochilib qolmoq (hayratda qolmoq)

24	open one's mouth	og'iz ochmoq (so'zlay boshlamog)
25	make a mouth	og'zini burishtirmoq (yosh bolalar kimningdir ustidan kulmoqchi bo'lganda yoki xazil qilmoqchi bo'lganda)
26	go/fly from mouth to mouth	og'izdan og'izga ko'chmoq/o'tmoq
27	get butter out of dog's mouth	it og'zidan suyakni olish
28	mouth to feed	og'iz (birovning qaramog'ida bo'lgan odam, xo'randa, nonxo'r)
29	keep your mouth shut	og'zingni yum/og'zingdan chiqarma/og'zingdan gullama
30	open one's mouth	og'zini ochmoq (gapirmoq)
31	shoot one's mouth off	og'iz ko'pirtirmoq
32	by word of mouth	og'zaki (ravishda)

In order to clearly convey the meaning of proverbs, it is necessary to pay attention to their cultural, historical and linguistic aspects. Here are some key points we think should be considered during the translation process:

1. Cultural Context: Proverbs often contain references to specific cultural practices, traditions, or historical events. It is important to understand the cultural context behind the proverb in order to correctly understand the intended meaning in the translation.
2. Idiomatic Expressions: Proverbs are often idiomatic expressions specific to a particular language. Translating them literally can cause confusion or lose the intended message. Instead, the focus should be on conveying the main concept, meaning, or moral lesson idiomatically in the target language.
3. Figurative Meaning: Proverbs often use metaphors, similes, or other figures of speech to convey a certain message or wisdom. Translating these figurative elements requires finding equivalent expressions or metaphors that have a similar meaning in the target language.
- 4.

Linguistic structure: Proverbs have a specific linguistic structure or rhythm, depending on the language, which enhances their impact. Keeping the structure, rhyme or rhythm in the translation can increase the effectiveness of the proverb. 5. Not a literal translation, but conveying the essence: Some proverbs may not have a direct equivalent in the language being studied and this creates the need to focus on conveying the essence, moral or universal meaning rather than literal translation. The goal is to ensure that the translated proverb is equally concise, effective and memorable. 6. Local information: Proverbs often contain local information, including place names, historical figures, or popular cultural elements. It is advisable to adapt this information to make it relevant and meaningful to the listening/reading audience. 7. Contextual considerations: It is necessary to consider the specific situation or context in which the proverb is used. Some proverbs can be interpreted differently depending on the context, and it is important to choose a translation that matches the intended message. In general, the translation of proverbs requires a deep understanding of the culture being translated, a deep understanding of linguistic nuances, and the ability to adapt creatively while preserving the essence of the expression.

Below, we have tried to compare proverbs with "mouth" component in English and their Uzbek alternatives with the component of "og'iz" through proverbs. There were 10 of them. The following table lists proverbs with the "mouth" component in English and their Uzbek alternatives with "og'iz" component:

№	English proverb with "mouth" component	Uzbek alternative(s) with "og'iz" component
1	You can close the city gates but not the mouths of men.	El og'ziga elak tutib bo'lmas. El og'zini yopmoqqa ellik qarich bo'z kerak. Yuz qopni bog'lab bo'lar, yuz og'izni bog'lab bo'lmas.
2	Do not use words that are too	Gap bilaman, deb og'zingga zo'r

	big for your mouth.	berma, ish bilaman deb — qo'lingga.
3	A woman has many mouths.	Elakka chiqqan xotinning ellik og'iz gapi bor.
4	Keep your mouth shut and your ears open.	Og'iz — bir, quloq — ikki, bir so'zlab, tingla qirq ikki.
5	It is not with saying, "Honey," "Honey," that sweetness will come into the mouth.	Shaf-shaf degan bilan shaftoli og'izga tushmas. Olov degan bilan og'iz kuymas. Halvo degan bilan og'iz chuchimas.
6	The mouth which eats does not talk.	Yegan og'iz uyalar. Og'iz yesa, ko'z uyalar.
7	The mouth does not eat if the feet do not walk and the hands work.	Oyog'ing tap-tap etmasa, og'zing shap-shap etmaydi.
8	He who has burned his mouth blows his soup. (yoki: He who burns his mouth on the soup will blow on a cold fish dish)	(Sutdan) og'zi kuygan qatiqni puflab ichadi.
9	Bees that have honey in their mouths have stings in their tails.	Bir og'izdan bol ham tomar, zahar ham. Sen ham bir og'izdan, siz ham.
10	You can't blame a dentist for looking down at the mouth.	Og'zing katta bo'lsa, qoshiqdan o'pkalama

Conclusion

Translation of language units with the semantics of "*mouth*" requires careful consideration of linguistic and cultural contexts. Translators must be aware of the linguistic nuances and social influences associated with the concept of "*mouth*" in each language, as well as the cultural connotations and idiomatic expressions

associated with it. This process involves not only language knowledge, but also cultural sensitivity and a deep understanding of the source language culture and the target language culture. When we compared phrases and expressions with the component "mouth" in English with their Uzbek counterparts, 32 of them corresponded to collocations and phrases with the component "*mouth*" in Uzbek. We tried to give Uzbek alternatives to the proverbs with the "mouth" component in English through proverbs with the "*og'iz*" component. There were 10 of them.

Translation of language units with the semantics of "mouth" requires careful consideration of various methods. Direct translation can be applied to certain languages with similar linguistic structures and cultural contexts. However, more specialized techniques such as cultural adaptation and functional equivalence are important to accurately convey the intended meaning and cultural nuances. These methods allow translators to bridge the semantic gap while meeting the needs of the target language and audience. In addition, the integration of technologies such as machine translation and natural language processing continues to increase the efficiency and accuracy of translations of language units with the semantics of "mouth". In general, a comprehensive approach combining linguistic expertise, cultural awareness and technological advances is essential to maintain the integrity and effectiveness of the translation of language units connected with "mouth/*og'iz*".

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A COMPREHENSIVE EXAMINATION OF COMMUNICATIVE NUANCES IN SOCIAL DISCOURSE

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Abstract: *In the realm of science, the inquiry into the distinctions between a speech genre operating independently and one functioning within the context of a secondary speech genre has yet to be explored. It is logical to infer that a speech genre integrated into a more intricate framework may exhibit variances in its execution compared to the same genre operating independently. This article focuses on genres like congratulations, praise, and compliments, examining their characteristics within the scope of speech genres, with particular attention to the term "phatic genre."*

Keywords: *speech genre, congratulations, praise, compliments, phatic genre.*

Аннотация: *В области науки до сих пор не поднимался вопрос о различиях между речевым жанром, функционирующим в отдельности, и речевым жанром, встраивающимся в контекст вторичного жанра. Разумно предположить, что речевой жанр, являясь частью более сложной*

структуры, в своей реализации, по крайней мере, в определенных моментах будет отличаться от того же жанра, который функционирует независимо. В данной статье рассматриваются такие жанры, как поздравления, похвалы и комплименты.

Ключевые слова: речевой жанр, поздравление, похвала, комплимент, фатические жанры.

Annotatsiya: Fanda mustaqil faoliyat yurituvchi nutq janri bilan ikkilamchi nutq janri doirasida faoliyat yurituvchi nutq janri o'rtasidagi farqlar masalasi haligacha ko'tarilmagan. Murakkab birbutunlikning bir qismi bo'lib xizmat qiladigan nutq janri, uni amalga oshirishda, hech bo'lmaganda, ayrim hollarda, mustaqil ishlaydigan o'sha janrdan farq qiladi, deb taxmin qilish oqilona ko'rinadi. Maqolada tabrik, maqto'v va kompliment kabi janrlar haqida so'z boradi.

Kalit so'zlar: nutqiy janr, tabrik, maqto'v, kompliment, fatik janr

The close association between speech genres such as praise, compliments, and congratulations is evident. From a rhetorical perspective, congratulation is identified as an epideictic genre, placing it on equal footing with compliments [1,47] and praise. S. V. Shatalova extends this classification to include anniversary speeches—those dedicated to significant dates or delivered in honor of an individual—alongside complimentary statements and grand laudatory speeches [6,149]. Notably, Shatalova distinguishes between the anniversary speech and the actual congratulation, considering them as large and small epideictic forms, respectively.

Furthermore, praise, compliments, and congratulations emerge as genres characterized by a robust phatic beginning. Thus, a comparative analysis of these genres is suggested to elucidate the distinctive features of the speech genre of congratulations.

Considering a compliment as a manifestation of a proper phatic type is warranted. According to O.S. Issers, a compliment serves the purpose of initiating contact with the recipient and fostering positive relations [4,179]. Applying similar

characteristics to the speech genres of praise and congratulations forms the primary foundation for the ongoing comparison.

The interconnection between the speech genres of congratulations, compliments, and praise manifests in two key ways:

1) Congratulations, praise, and compliments share a common overarching goal, yet they maintain independence as genres due to some nuanced differences.

2) Because of their inherent similarities, congratulations, praise, and compliments engage in specific interactions within discourse, which, upon closer examination, reveal significant heterogeneity.

Delving deeper into the second point, the realization of congratulations typically extends beyond the act of congratulating itself, encompassing other speech genres, notably wishes and praise. From the examined material, it becomes apparent that congratulations can also incorporate compliments as a subgenre.

However, within the context of a congratulatory expression, the boundary between a compliment and praise becomes less distinct, leading to a blending of these elements. This facet of the functioning of the speech genre of congratulations can be labeled as syntagmatic, as it involves the combination of various genre forms along the contiguity axis.

The interconnectedness lies in the fact that individual speech genres can serve as substitutes for one another, akin to how a metaphor replaces one term with another based on the similarity between the designated objects. Additionally, there exist contaminated forms, where one speech genre is effectively used in place of another.

At the core of genres such as congratulations, praise, and compliments lies a positive emotional assessment. However, the distinction among them lies in the manner in which this positive assessment is conveyed. In congratulations, a positive assessment is implied and may not always be directly expressed, while praise and compliments consistently represent a direct expression of positive evaluation.

Compliments and praise are inherently evaluative speech genres, with

differences arising from the specificity of the assessment. According to I. G. Dyachkova, discussing the speech genre of praise, the speaker bases their assessment not solely on subjective opinions but also on widely accepted notions of what is considered good or bad [3,56]. Praise entails recognizing a person's success, and both parties typically share an interest in this acknowledgment. Complimentary words, on the other hand, convey people's mutual sympathy, with the speaker of the compliment expressing interest in the recipient [5,60].

Congratulations, as an evaluative genre, manifests its specificity differently. Unlike praise and compliments, congratulation does not serve as a direct means of expressing a positive assessment of an individual's personality or any of its manifestations. To discern the underlying positive assessment in congratulations, special procedures are necessary. For instance, to make the positive assessment more explicit, one might use the Russian phrase "He can be congratulated on this." On its own, this phrase does not constitute a congratulation but rather signifies that, in the speaker's opinion, all conditions are met for performing the act of congratulation. However, it is evident that the event, successful action, or quality of the person mentioned in such a phrase is considered worthy of becoming a reason for congratulations, thus carrying a positive evaluation.

In the realm of speech genres, the exploration of the nuances extends beyond congratulatory expressions to include the genre of condolences. While the current discourse has extensively covered congratulatory, complimentary, and praising genres, condolences form a distinct category characterized by its solemnity and empathetic tone. Condolences, often considered a form of consolatory speech, diverge from celebratory genres like congratulations. In contrast to the positive evaluations inherent in congratulatory messages, condolences are rooted in expressions of sympathy and support during challenging times, such as the loss of a loved one. The dynamics of condolences involve acknowledging grief, offering solace, and expressing solidarity. This genre serves a vital communicative role in fostering connections during moments of sorrow, highlighting the diverse and

sensitive nature of speech genres within various social contexts.

When we congratulate someone, we convey that they hold significance for us, constituting a generalized, diffuse positive assessment. The act of congratulating can be based on an occasion directly related to the person, such as an important event or a significant date, or an occasion indirectly impacting the person, like a societal holiday. Nevertheless, the very act of offering congratulations serves as evidence that we hold a degree of concern for the person. In essence, congratulations serve as a universal sign conveying the meaning 'I care about you,' even if this sentiment is not explicitly verbalized.

In this context, a positive assessment is more implied than directly expressed. As discussed earlier, the inclusion of praises and compliments in congratulatory expressions is not primarily driven by the nature of congratulations but rather by the need to unfold and elaborate, allowing the concealed evaluative components to come to the forefront and be verbalized.

A more reasonable and precise distinction is proposed by O.S. Issers, who suggests that the primary purpose of praise is to provide a positive assessment, while the main purpose of a compliment is to communicate goodwill [4,178]. This distinction appears to resolve questions about using praise as a means of "interpersonal encouragement." Praise indeed serves as a tool for emotionally encouraging a person, motivating them to engage in further activities in the same positive direction. This stems from the inherent capacity of a positive assessment to elicit an appropriate response from its recipient.

In summary, the speech genre of congratulations reveals distinctive features that contribute to its unique communicative role:

1. **Positive Emotional Expression:** Congratulations inherently conveys a positive emotional assessment towards the subject of the utterance, serving both as the object and the addressee. While primarily indirect, detailed texts often incorporate direct positive assessments, particularly in the form of praises and

compliments.

2. Direct Addressing Dynamics: The congrats genre predominantly involves direct addressing, aligning it more closely with a compliment and setting it apart from praise, which may be conveyed remotely or in the absence of the recipient.

3. Emphasis on Manifestations and Inherent Qualities: Congratulatory messages can spotlight both conscious efforts and innate qualities of an individual. This characteristic is significant, showcasing that congratulations serve as a communicative tool for harmonizing social interactions, emphasizing etiquette and phatic aspects [2,106].

4. Non-Manipulative Nature: In contrast to manipulative genres, congratulations maintain an acceptable and even obligatory qualification of the genre's nature. In this regard, congratulations share more similarities with praise than with compliments in their characteristics.

This exploration illuminates the multifaceted nature of congratulations, enriching our understanding of its communicative nuances and affirming its pivotal role in expressing positive sentiments within social contexts.

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LOST IN TRANSLATION: DECODING THE LINGUISTIC ALCHEMY OF MURIEL SPARK'S LITERARY UNIVERSE

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Abstract: *This article delves into the intricate world of translating Muriel Spark's works, exploring the challenges and methods employed in bringing her distinctive literary style to a global audience. Focusing on the delicate balance between linguistic accuracy and creative adaptation, it examines the use of dynamic*

equivalence, cultural adaptation, and collaborative translation. The article also navigates the unique challenges posed by Spark's metafictional elements, offering a comprehensive exploration of the complex interplay between fidelity to the original text and the demands of a diverse readership.

Key words: *Literary translation, dynamic equivalence, cultural adaptation, collaborative translation, metafiction, linguistic nuances, literary alchemy, fidelity in translation, global audience*

Introduction

Muriel Spark, a luminary in the literary world, crafted narratives that are both intellectually stimulating and laden with linguistic intricacies. As her works transcend linguistic boundaries, the translation of her novels becomes a captivating journey through the nuances of language and cultural adaptation. This article aims to unravel the translation methods employed in bringing Muriel Spark's literary treasures to a global audience. The Challenge of Translating Spark's Style

The main part

Muriel Spark's writing is a tapestry of wit, irony, and wordplay, creating a distinct voice that resonates with readers. Translators face the formidable task of capturing this unique style without sacrificing the essence of her narratives. The challenge lies not only in rendering the words accurately but also in conveying the underlying humor and subtle nuances embedded in Spark's prose.

One prevailing method in the translation of Spark's works is the application of dynamic equivalence. This approach, pioneered by Eugene Nida, prioritizes the transmission of the intended meaning and impact of the original text over a literal translation. Translators, therefore, may take creative liberties to ensure that Spark's wit and humor are preserved, even if it means deviating from a strict adherence to the source text.

Spark's novels often delve into the intricacies of specific cultural milieus, be it the idiosyncrasies of Scottish society or broader reflections on human behavior.

Translators must navigate the delicate balance of maintaining cultural authenticity while ensuring the resonance of the work in the target language. This may involve replacing culturally specific references with analogous concepts or providing additional context to bridge cultural gaps without compromising the narrative flow.

In select cases, the translation of Muriel Spark's works involves collaboration between the author and the translator. This symbiotic relationship ensures a more direct transfer of Spark's literary intentions and artistic vision. The author's involvement in the translation process can contribute to a nuanced rendition that not only captures linguistic nuances but also maintains fidelity to Spark's distinctive voice.

Spark was known for her metafictional techniques, blurring the lines between reality and fiction within her narratives. Translating these intricate layers poses an additional challenge. Translators must navigate the complexities of conveying not only the surface meaning of the text but also the metafictional elements that contribute to the richness of Spark's storytelling.

Beyond linguistic challenges, translators must grapple with the task of preserving Spark's unique narrative structures and thematic complexities. This involves carefully navigating the metafictional aspects, intricate plot twists, and multifaceted characters that define Spark's body of work. Striking a balance between preserving the author's original intent and making the text accessible to a diverse audience requires a deep understanding of both the source and target cultures.

Examining contemporary perspectives on the translation of Muriel Spark's works reveals ongoing discussions within the academic and literary communities. Scholars and translators alike continue to explore innovative methods and share insights into how Spark's unique style can be faithfully rendered in multiple languages.

Conclusion

The translation of Muriel Spark's works is a multifaceted endeavor that goes

beyond linguistic accuracy. It involves a delicate dance between fidelity to the original text and the creative choices necessary to make the work accessible to a diverse audience. Translators, armed with an understanding of Spark's distinctive style and thematic depth, play a pivotal role in ensuring that her literary legacy transcends linguistic and cultural boundaries.

For the most recent insights into the translation methods employed in Muriel Spark's works, readers are encouraged to explore recent scholarly works, translations, and discussions within the academic community. As Spark's influence endures, so too does the importance of unraveling the complexities of translating her literary masterpieces.

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COMMON CHALLENGES OF TRANSLATION

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Abstract: *This article deals with the problem of possible difficulties in translating from English into Russian and Uzbek and other languages. It is shown that understanding the text is a skill that requires hard work. The problems that may arise in the translation of texts are analyzed. Difficulties connected with translation are classified and the characteristic of the selected problems of translation is given. Some recommendations are given to help in translating English texts into Russian. The interpreter should know and see the problems he can meet and be able to avoid them.*

Keywords: *target language, source language, structure of sentences, idioms, cultural nuances, terms, compound words, word combination.*

Аннотация: *В данной статье рассмотрены возможные проблемы и трудности, которые возникают при переводе. Показано, что понимание текста - это навык, который требует упорного труда. Проанализированы проблемы, которые могут возникнуть при переводе текстов. Классифицированы трудности, связанные с переводом и дана характеристика выделенным проблемам перевода. Приведены некоторые рекомендации, которые помогут при переводе английских текстов на русский и узбекских языках. Переводчик должен знать и видеть проблемы, с которыми он может встретиться и уметь их избегать.*

Ключевые слова: *целевой язык, исходный язык, структура предложений, идиомы, культурные нюансы, термины, сложные слова, словосочетания.*

Translation plays an important role in the cultural development of humanity. Translation can create an opportunity to people of one country get acquainted with the life, history, way of life, scientific achievements and literature of other countries.

The great scientist Retsker Ya.I. confirms that translation is the reconstruction of the source text using the lexical means of the target language, trying to preserve adequate content and style.[1]

Translation and interpretation are the activities of interpreting the meaning of texts from one language (source language [SL]) into another language (target language) and creating a new equivalent text in another language target language (TL). A translator uses linguistic units, it is crucial to translate the meaning, which is an object of the translation, not every words. In other words, the translator conveys the meaning of the entire text, rather than translating individual words.,

Translation is the conveying of intentions, feelings and implicit messages without compromising the subtleties, features and inherent beauty of the language. Translation means communication and poetry at the same time[2]

There are some general principles of translation, repeatedly mentioned in translation comments: 1) the translation must fully convey the ideas of the original text; 2) the manner and style of presentation of the translation should be the same as in the original; 3) the translation must be as simple to read as the original work.

In turn, there are types of translations that depend on the type of genre of the source material. Every genre has its own characteristics that should be taken into account when translating.

To obtain a high-quality translation, a specialist must make efforts to achieve an adequate and equivalent translation that is as close as possible to the content of the source language [3]

Just as in every field, there are some problems in the translation industry:

1. The **structure of sentences in different languages can differ**. This is considered to be one of the main *structural problems in translation*. Uzbek and English have five different parts of speech and if the order of the parts of this sentence is compared with each other, then more differences than similarities can be seen between them. For example, in English, the Subject comes at the beginning of the sentence, followed by the predicate and the object and adverbial modifier at the end. Whereas in Uzbek and Korean, the subject begins the sentence, followed by the

object or adverbial modifier, and the predicate completes the sentence.

My family loves playing board games, even though none of us like losing. - Mening oilam stol o'yinlarini o'ynashni yaxshi ko'radi, garchi hech birimiz yutqazishni yoqtirmasak ham.

We'll help you move if you buy us lunch. - Bizga tushlik sotib olsangiz, ko'chib o'tishingizga yordam beramiz.

But the word order in the sentence in Russian often coincides with the word order in English. Although in Russian the order of words does not play a particularly important role in conveying information

She was frustrated because she was late for work. Она была расстроена, потому что она опоздала на работу.

It often happens that an accurate translation from a grammatical point of view is simply impossible due to violation of similarity [4]

The **culture which is practised by the speakers of each language can also differ**. Often, colloquialism is woven into formal language, making the translator's work very demanding indeed.

The larger the region where the language is spoken, the more the dialects there are likely to be, and the more colloquial words you are likely to find – except in technical documents translations, legal document translations, or translations of medical transcripts.

For example, the British are famous for their dry, biting sarcasm, which is their brand of humor. However, this kind of sarcasm may not be appreciated in not just a country speaking a different language, but even another country where they speak English.

Then the problem arises as to how to translate accurately without hurting sentiments or angering the target audience. Culture is also considered to be a *structural translation problem*.

Cultural nuances encompass the subtle variations and intricacies that exist within different cultures. They encompass idioms, metaphors, expressions, social norms, and historical references, among others.

Cultural problems in translation arise due to differences between the two languages in expressing identity and lifestyle. Translators will find it difficult to translate abstract or concrete concepts in the source language/culture (SL/C), completely unknown in the target language/culture (TL/C).

Social and cultural differences exist between and amongst nations. In most cases too, we find a country having several social/cultural diversities. These differences impede, in one way or the other, effective translation because of varying conceptions of reality occasioned by languages.

Missing terms are very common translation issue. In some languages, certain terms may be completely absent – this has also to do with culture, as those objects may not be used by the people, or those actions or activities may not be permitted or simply not performed.

Each language has its own unique subtleties, idioms and cultural characteristics that make translating a complex country, requiring not only linguistic knowledge, but also cultural sensitivity and an understanding of context.

Idiomatic expressions are phrases or sayings that do not translate literally from one language to another. For example, the English expression . “When pigs fly” is used to say that something will never happen. The phrase is often used for humorous effect, to scoff at over-ambition.) In Uzbek the idiom should be translated - “Tuyaning dumi yerga tekkanda”. But in Russian we should translate the expression as” “Когда рак на горе свиснет” In these

Such cultural nuances as pizza in Italian, patir in Uzbek, these words are not translated, but instead their definition is given and one should not look for a suitable equivalent for them. These words are associated with traditions, holidays, and the way of life of a particular people; it is worth using the original word and giving an explanation and definition. For example, patir - it is worth leaving the name as patir - this is a type of bread that is baked in a special oven - tandir.

A compound word can also cause difficulties. A compound word is a combination of two or three nouns and adjectives. They could be closed of three

forms – closed form, like notebook; hyphenated like long-distance, or open form like fighter pilot. Some compound words are pretty straightforward, and mean exactly what they say – like afternoon; some mean only half of the term, like say bellboy, and some mean nothing of their original words – for example deadline. In such cases, it can get very tricky for the translator.

Words with several meanings are can also cause difficulties. There are several words in the English language that have different meanings based on the way they are used in the sentence. Words are sometimes spelled alike and pronounced alike, but have different meanings, like break (a plate) or take a coffee break. Words that have the same spellings but different pronunciations like to lead a conference, or a lead pencil.

There are also words that have different spelling but have the same pronunciation, like break and brake, grate and great, and so on. There are hundreds of such words in English, and also idioms, metaphors, similes and so on. However, those words may be different in other languages.

Translation of terms (for example: in medical, construction, political fields) is also a difficulty in translation. Some documents may be full of technical jargon, or talk about specific procedures or activities in detail. This can pose a problem for translators. Translators should have knowledge about certain niches, and gain subject matter expertise.

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TARJIMADA MADANIYATLARARO MUAMMOLAR

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Ilmiy rahbar: Qodirov Xalilullo, o'qituvchi

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Bugungi globalashuv va yangi ma'lumot qadri oshgan zamonda tarjimaning ahamiyati beqiyos hisoblanadi. Sababi kashf etilgan bir sinoat yoki ixtiro qilingan yangiliklarning dunyo bo'ylab tarqalishi hamda barcha aholi qatlamiga yetib borishi rivojlanish, o'sishni ta'minlaydi. Mana shu jarayonda tarjima juda ham muhim hisoblanadi. Aynan mana shu jarayon, ya'ni tarjima jarayonida bir qancha muammolarga duch kelamiz. Ulardan biri tarjima jarayonida uchraydigan madaniyatlar aro muammolardir. Avvalo, "Madaniyat" so'zi birinchi marta ingliz olimi Edvard B.Tayloring 1871- yilda nashr etilgan "Primitive Culture" kitobida foydalangan. Tayloring fikriga ko'ra, madaniyat bilim, ishonch, qonun, an'analar va jamiyatning turli a'zolari tomonidan qabul qilingan turli odatlarni o'z ichiga oladi. Tarjima biror matnning shunchaki ekvivalenti, ya'ni muqobili emas, bu asl nusxani qayta yozishdek qiyin va murakkab jarayondir. Bu —bir madaniyatning boshqasiga ta'siri. Tarjima faoliyatini tushunish uchun, biz madaniyat va til tushunchalarini aniqlashtirib olishimiz, til va madaniyat o'rtasida aloqalariga e'tiborimizni qaratishimiz lozim. Lingvist Gari Vizerspun bu aloqalarga o'z fikrini bildirib, quyidagilarni yozadi: "Agar biz madaniyatga lingvistika nuqtai nazaridan qaraydigan bo'lsak, madaniyatning bir tomonlama tushunchasiga ega bo'lamiz". Madaniyat elementlarini tarjima orqali boshqa til muhitiga uzatish jarayoni—

murakkab masala. Madaniyat kundalik turmush tajribalarining murakkab to'plami, u tarix, ijtimoiy tizim, din, kundalik urf-odatlar va an'analami o'z ichiga oladi. Ijtimoiy aloqalar ham madaniyatning elementidir. Ba'zimadaniyatlarda, odamlar katta oila sharoitida yashashga o'rganishgan va bu har bir oila a'zosiga kundalik muomalada murojaat qilish ehtiyojini tug'diradi. Har bir insonni o'ziga munosib nomlar bilan chaqiramiz. Katta oilalarda yashash G'arb xalqlariga u qadar xos bolmagani bois, murojaatni ifodalovchi so'zlarni tasvirlashga ingliz tili birmuncha ojizlik qiladi. Ba'zi madaniyat egalarida kishilar o'zlaridan kattalarga muayyan tarzda hurmat bilan tog'a, amma deb murojaat qilishadi. Ingliz tilida bu holda ma'lum qiyinchiliklar yo'q emas. Ba'zi rasmiy murojaatlarni ifodalash ham o'ta chigal, masalan, "rahmat" so'zi holatdan kelib chiqib turlicha tarjima qilinishi mumkin (sovg'a uchun, xizmat uchun, biror sabab bilan rahmat aytib minnatdorchilik bildirish). Kiyim, zeb-ziynat, oziq-ovqat buyumlari ham tarjimada muammo tug'diradi. Masalan, ovqat ta'mi yoki uning xususiyatlarini hech qachon eshitmagan odamga tarjima qilish befoyda. An'analar va urf-odatlar ham madaniyatning bir bo'lagidir. Xoh to'y, xoh motam, xoh festival bo'lsin, uning ortidagi tarixi, ahamiyati, zamiriga yashiringan simvolizm tarjimon uchun qiyinchilik tug'diradi. Madaniyatdan madaniyatga o'tgan sari e'tiqod, hissiyot ham o'zgaradi. Oq rangi ba'zi madaniyatlarda soflikni, qora esa yovuzlikni bildirishi mumkin. Bu shuni anglatadiki, madaniyat shaharlar, tashkilotlar, maktablar kabi aniq narsalami o'z ichiga olib qolmay, g'oyalar, urf-odatlar, oila namunalari va tillar kabi mavhum narsalardan ham tashkil topadi. Bir so'z bilan aytadigan bo'lsak, madaniyat jamiyatning yashash tarzi, hayot tarzini bildiradi. U osongina o'zgaradi va yo'q bo'lib ketishi mumkin. C'hunki u faqat bizning ongimizdadir. Bizning yozma tilimiz, davlat, binolar va boshqa inson qo'li bilan yaratiladigan narsalar-madaniyat mahsulidir. Tarjima esa ,albatta, asl matnni qayta yozishdir. Qayta yozish esa yangi fikr, yangi ixtirolarni, yangi janrlami aks ettirishi mumkin va tarjima tarixi adabiy yangilik tarixi yoki bir madaniyat layoqatlarini boshqa madaniyat qoshiga solishdir. Tarjima faoliyat sifatida yoki faoliyat natijasi sifatida madaniyat tushunchasidan ajralmas tushunchadir. Tarjima san'ati dunyo madaniyati rivojida

muhim rol o'ynagan va o'ynab kelmoqda. Tarjima tobora o'sib borayotgan, bir tilning jozibasini boshqa tilga ko'chiruvchi va o'quvchilarning hurmatini qozonishni maqsad qilib qo'ygan aqliy ijodiy faoliyatdir. Madaniyat tushunchasi inson faoliyatining uch turiga qaratilgan: biz individual tarzda fikrlaganimiz va harakat qilganimiz uchun shaxsiy; biz guruh bo'lib faoliyat yuritganimiz uchun - kollektiv; jamiyat o'zini aks ettirgani uchun - ifodaviy. Til - ijtimoiy bo'lib, usiz ijtimoiy faoliyat yo'q. Tarjima jarayonida xorijiy madaniyat bilan yuzlashamiz. Shu sababdan ham, tarjimada muvaffaqiyatimiz xorijiy madaniyatni qanchalik tushunishimizga bog'liq, zero tarjima madaniyatlararo hodisadir. Tarjimada madaniyatga oid muammolar Har bir aloqa yoki asl xabarning amaliy qimmatini mavjud. Tarjimon xabarning dalillar bayonoti, taklif, buyruq yoki hazil ekanini bilishi lozim. Misol uchun "Men bilmayman" ("I don't know") (hold) faqatgina bayonot kabi tarjima qilinmaydi, balki ikkilanish ("Ko'ramiz") degan ma'nosini ham berishi mumkin. "What gives" - Amerika shevasida "Ishlar qalay?" degan savol mazmunini beradi. Bu tarjima xabami lingvistik va madaniy to'siqlar orqali o'tkazish jarayonidir. Madaniyat - turmush tarzi va uning ko'rinishi o'zini ifodalash uchun o'ziga xos tildan foydalanuvchi omma uchun g'ayrioddiydir. Biz "madaniy" terminini umumiy va shaxsiy tildan ajratishimiz kerak. "Vafot etmoq", "qo'shiq kuylamoq", "darsxr", "maysa", "qush" kabi tushunchalar umumiy bo'lib, ularni tarjima qilishda muammo yo'q. Ammo "cho'qintirish", "dacha", "challari" kabi tushunchalar ma'lum madaniyatga oid va tarjimada muammolarini vujudga keltiradi. Biz tilning maqsadi va manbai o'rtasidagi o'xshashlikka e'tibor berishimiz lozim. Til grammatikada turli madaniy natijalardan (jonsiz narsalarning rodlari), murojaat shakllari (sir, janob, xonim, afandim)dan iborat. Til qanchalik maxsus fenomenga aylanib borsa (flora va fauna), madaniy xususiyatlarga ega bo'lib borsa, tarjima uchun muammolar keltirib chiqaraveradi. Ko'pgina madaniy odatlar oddiy tilda tasvirlanadi. Edvard Sepir tilni ijtimoiy haqiqatga yo'l boshlovchi ekanligini aytgan. Insonlarning tajribasi jamiyatning til odimlari bilan keng miqyosdabelgilangan va har bir tizim alohida haqiqatni tasvirlaydi. Aynan bir jamiyat haqiqatlarini aks ettiruvchi ikki til bir-biriga o'xshamaydi.

Turlijamiyatlardagi foydalaniladigan soʻzlar ham turlichadir. Shu sababdan, til madaniyat yuragidir. Madaniyat tilda oʻz aksini topadi. Masalan, yaponlar odatda “yo‘q” soʻzini ishlatishmaydi. Ular “yo‘q” deyishdan qochish uchun boshqa soʻzlar yoki gaplar ishlatishadi. Agar yaponlar sizning taklifingizga: “Men bu masalani xotinim bilan maslahatlashib ko‘rishim kerak” deb javob qaytarsa, bu uning rad javobi bo‘ladi.

Agar yaponga qo‘ng‘iroq qilib soat 6 da ko‘rishishni aytsangiz va u: “Ha, soat oltida deng?” deb javob qaytarsa, tushuningki, sizning taklifingizga rozi emas. Milliy odatlar narsa - hodisalar faqat o‘ziga xos bo‘lsa, ular tarjima qilinmaydi, masalan, sari, kimono, mahsi, kavish, sandal kabilar. Bular xuddi madaniy terminlardek o‘quvchilar uchun tushuntirib beriladi. Agar maxsus soʻz ahamiyatga arzimaydigan bo‘lsa, u oddiygina boshqa soʻz bilan almashtiriladi. Ijtimoiy madaniyat haqida soʻz borganda, tarjimaning ma’no bildiruvchi va ajralmas ma’no muammolarini hisobga olish lozim. Mamlakatning siyosiy va ijtimoiy hayoti unda aks etadi. Masalan, davlat boshlig‘i (president, prime minister) yoki parlament nomlari (milliy assambleya, senat) juda oson, ya’ni ular xalqaro yoki oson tarjima qilinadigan soʻzlardan tashkil topgan. Milliy parlamentlar nomlari tarjima qilinmaydi: Masalan, Bundestag (Germaniya), Storting (Norvegiya), Riksdag (Shvetsiya), Eduskunta (Finlandiya), Knesset (Isroil), Duma (Rossiya), Oliy Majlis (O‘zbekiston). Shu sababdan “Treasury” - moliya vazirligi; “Home office” - ichki ishlar vazirligi; Adolat qo‘riqchisi yoki Himoya vazirligi, Milliy havfsizlik vazirligi, va h.o. Shunday qilib, tarjima yuzlashadigan eng qiyin muammolardan biri buyumlar yoki voqea - hodisalarning leksik ekvivalentini topishdir. Tarjimon faqatgina ikki tilni emas, balki ikki madaniyatni taqqoslaydi. Madaniyatlarning farqi tufayli tarjima qilinadigan tildagi tushunchalarda tarjima qilinayotgan tilda leksikekvivalent bo‘lmasligi mumkin. Bu geografiya, urf-odatlar, e’tiqodlar, dunyoqarashlar va boshqalarning turlichaligi tufayli bolishi mumkin. Mana shunday muammolarning oldini olish uchun bugungi kunda tarjimon izlanuvchan hamda iloji boricha barcha millatlarning urf-odatlaridan habardor bo‘lishi zarur.

Foydalanilgan adabiyotlar:

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2. Mo'minov. "Tarjima nazariyasi".
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"BOBURNOMA" ASARI BUTUN DUNYO MIQYOSIDA

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Annotatsiya: *Ushbu maqolada hozirga qadar "Boburnoma" asarining deyarli barcha tarjimonlar e'tiborini qozonganligi va tarjimonlar bu mavzuga turlicha ta'rif berishganligi haqida tasvirlanadi. Yevropa va olis Amerika ilmiy-madaniy muhitida «Boburnoma» asarining shuhrat topishi haqida fikr yuritiladi. Shuningdek, G'arb sharqshunosligida (Jon Leyden, Vilyam Erskin, Anetta Beverij, Viler Tekston lar misolida) «Boburnoma» talqini va tarjimalari masalalari tasvirlanadi.*

Kalit so'zlar: *tarjimonlar, boburshunos, ta'rif, tasvirlanadi, nasriy, nazmiy,*

Abstract: *This article describes how "Boburnoma" has received the attention of almost all translators and how translators have interpreted this topic in different ways. There is an opinion about the popularity of the work "Boburnoma" in the scientific and cultural environment of Europe and distant America. Also, the problems of interpretation and translations of "Boburnoma" are described in Western oriental studies (in the example of John Leyden, William Erskine, Anetta Beveridge, Wheeler Texton).*

Key words: *translators, Babur scholar, definition, described, prose, verse*

Tarixda shunday shaxslar bo‘ladiki, ular millat taqdiri va taraqqiyotida mislsiz katta mavqe qozonadi. Zamonlar o‘tadi, nasllar, avlodlar almashadi, qarashlar, urf-odatlar o‘zgaradi, Taraqqiyot yoki tanazzul shu qadar evriladiki, tafakkur va tilda bir qadar mushtaraklik saqlansada, badiiy lisoniy-uslubiy ifoda vositalarida jiddiy siljishlar paydo bo‘ladi.

Amerikalik tarjimon Viler Tekston yaratgan «Boburnoma» ning yangi inglizcha nusxasi matniga baho berganda ham ana shu jihatlarni qat’iy ravishda hisobga olish lozim. Ushbu kitobning favqulotda qimmatini shundaki, u mazkur noyob xotira romani dunyodagi barcha ingliz zabon xalqlarning e’tiboriga musharraf etdi, ularni Movaraunnahr, Hindiston, Afg‘oniston, Xurosonda kechmish o‘rta asr tarixining haqqoniy, jonli manzaralari bilan bahramand qildi.

Yevropa va olis Amerika ilmiy-madaniy muhitida «Boburnoma» ning shuhrat topishi osonlikcha kechmagan. Tarjima mutaxassislarining yakdil e’tiroficha, mashhur hind eposi «Ramayana», badiiy so‘z qudratining yuqori ekanligidan tashqari, yana bir qator o‘ziga xos jihatlari tufayli ham boshqa tillarga o‘g‘irish uchun benihoya mushkul asar hisoblanadi. Unda tasvirlangan voqealar, tushunchalar, irim - sirimlar, urf -odat va taomillar, udum va marosimlarning aksari faqat hindlarning o‘zigagina tushunarli bo‘lib, bu asosan ularning diniy va dunyoviy qarashlaridagi o‘ziga xosliklardan kelib chiqadi.

«Boburnoma» ham, o‘g‘irish nuqtai nazaridan, «Ramayana» tipiga mansub asar. Unda muallif, garchi asarni ilk bora o‘z asl matnida nashr qildirgan rus olim, taniqli turkshunos N.M. Il Minskiy o‘z so‘z boshida qayd qilib o‘tganiday, «ijodida tilning tumtaroqli bo‘lishiga sira ham intilmagan va shubhasiz, Navoiy asarlari tilidan iborat olgani holda, o‘z shahri Andijonni sof holda saqlay olgan» bo‘lsada, asarda Movarounnahr hozirgi Afg‘oniston va Pokiston, Hindiston hududiga o‘nlab xalqlar hayotiga oid xususiyatlar, bu yurtlarning geografiyasi, aholisining tili, tarixi, hayvonot olamiga doir behisob ma’lumotlarni keltirib o‘tadiki, bayonda qo‘llangan istiloh va atamalar ma’nosining tagiga yetish uchun ham juda ko‘p izohlar, sharhlar

lozim, buning ustiga «Boburnoma» matnidagi juda ko‘p kalimalarning ma’nosi hozirga qadar mavjud lug‘atlarda qamrab olinmagan.

Endi turk tarixi va nasrining bu benazir namunasi, qomusiy manba bo‘lmish Boburnomaning G‘arb mamlakatlarida nashr etilish sanalariga e’tibor qilay.

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Asarning g‘arb tillari: ingliz, olmon, fransuzchaga to‘la tarjima qilinish tarixi bir yarim asrlik davrni qamrashi ko‘rinib turibdi, Qiyos qilaylik: 1926 va 1848-yillar. Lisoniy ifodaga aylantirsak, Mavlono Boburnoma Yevropada keng tarqalib, jahon kezib yuribdilaru, biz, uning qonuniy vorislari, naqt 162 yildan keyin asarning atiga birinchi qismini o‘z vatanimizda chop etishga erishibmiz...

Aytib o‘tilganidek, g‘arbda paydo bo‘lgan barcha nashrlarni ham birday baholab bo‘lmaydi. Ular orasida maqsad va nashrlar sifati har xil. Ammo bir narsa aniq. Nima bo‘lgandayam, aynan g‘arb boburshunosligi harakati tufayli bizning diyorimizda, hatto eng tarixiy turg‘unlik yillarida ham bu olam-shumul qimmatli manbaga bir qadar e’tibor berildi.

G‘arb sharqshunosligida Boburnoma talqini va tarjimalarining sifati bir xil emas, dedik. Ammo bu, o‘z-o‘zicha olganda, tamomila tabiiy hol. Tarjimaning takomillashuvi, sifatining oshib borishi tadrijiy sajiyaga ega, G‘arb boburshunosligi, agar nashrlarning yoshini e’tiborga olinsa, kamida uch avlod olimlar va tarjimonlar tomonidan barpo etilgan, qachonki, o‘zimizda bu bor-yo‘g‘i bir pusht avlodning mehnati samarasi bo‘lib qoldi. G‘arb boburshunosligida bu azamat tarixiy, ma’rifiy

tarjimayi ish muayyan aniq uzviylik, izchillik, davomiylik, vorisiylik asosida takomillashib bordi. Hindistonda bunchalik uzoq davr hukm surgan temuriylar saltanatining ichki sir - asrorlarini o'sha saltanat asoschisining o'z qo'li va zehni bilan yozgan asarlari (qomusiy xotiranomasi)dan qidirish lozimligini ular yaxshi tushunardilar.

Shu zayl, bir necha sharqshunos olimlar, boburiylar tarixini o'rganish uchun, Hindistonga keladilar. Ulardan biri Jon Leyden edi (1775-1811). «Boburnoma» ni ilk bor farang tiliga tarjima qilgan Pave de Kurteyl XVIII -XIX asrlarda Jon Leydenning ingliz sharqshunosligida tutgan o'rnini ko'rsatib bergan, Uning yozishicha, Jon Leyden sharqshunos mutaxassis bo'libgina qolmay, o'z davrining mashhur fizigi va shoiri bo'lib tanilgan shaxs edi.

Jon Leydenning rafiqasi Izabella Skott (Izabella Scott) Angliya davlatining taniqli a'yonlaridan biri, mashhur yozuvchi Val Ter Skottning singlisi bo'lib chiqdi. Jon Leyden, A. Beverij xonim «Boburnoma»dan qilgan nasriy va nazmiy tarjima jarayonida quyidagicha ta'riflaydi: «Boburning ikkinchi satridagi ruhiy hissiyotga biron qo'shimcha qilishga ojizlik qilaman. Bir - biriga zid fikrlar nimani anglatishini tushunib yetish mushkul. Bobur o'zining ichki ruhiy aks sadolarini she'rlarida namoyon qiladi. Butun voqealarni nazmda tasvirlab, shunday shoirona uslubda davom etadi». «Bobur voqealar bitilgan sahifalarning satrlarini o'zining oliyjanob qalbidan uzr so'ragan holda, pushaymonlik kayfiyatiga cho'mib, o'z qalb yaralarini barmoqlari ila timdalab, tanbeh pichog'i bilan saralab qofiyaga olgan. Men bunday botiniy ilohiy misralarni nazarda tutgan holda, uni tangriga bo'lgan tavba iltijosi va A'lo Hazratlarining aytgan betakror so'zlari har qanday azoblarning so'zlaridan ham qudratliroq, deb tushunaman.

A. Beverij xonim davom etib yozadi: Men Zahiriddinning cheksiz zavq-shavq va dabdaba bilan tayyorlagan farmonini va Boburning turkiyona kamtarlik bilan yaratgan ishini biron-bir hind tilidagi risolalarda uchratganim va o'qiganim yo'q. Bu shunchaki tarjima bo'lmay, Boburning notiqqligini so'zlari zamirida yashiringan teran ma'nolarini, ijodiy salohiyatini ko'rsatib turibdi. Tasvirlar go'zal bog'larning

maftunkorligida namoyon bo'lganday lov-lov tovlanadi. «Boburnoma» Hindistonning tabiati va boyliklarini tasvirlashi bilan ham mukammallik kasb etganki, buni tadqiq qilayotgan kishi unga yangi biror dalil, birorta aniqroq qo'shimcha kirita olmaydi.»

«Boburnoma» chinakam hayratomuz asar. Bunday ishlarni o'zini busbutun ilmga, ijodga bag'ishlagan kishilargina yarata oladi. Yozganda ham, faqat «voqeanoma» emas, har biri dard bilan sug'orilgan benihoya sermazmun va go'zal she'rlar, diniy va dunyoviy risolalar, ajoyib-g'aroyib tarjimalar ham yaratgan ulkan bir mutaffakir yozgan.

Biz «Boburnoma»ning uch inglizcha tarjimasi tarixida to'rt nomni tilga oldik: Jon Leyden, Vilyam Erskin, Anetta Beverij, Viler Tekston. Uch davrga mansub bo'lgan bu tarjimalarga xos umumiy xislat: Zahiriddin Muhammad Bobur shaxsiga muhabbat, xislat: mardligi, yaxshi ishlardan hayratlanish, binobarin ana shu insoniy tuyg'ularni ajib zavqi ila millionlab ingliz zabon kitobxonlarga iloji boricha to'kis va mukammal holda yetkazishdan iborat.

Hozirga qadar «Boburnoma»ning deyarli barcha tarjimonlari e'tiborini tortgan yana bir atama Hindistonning hayvonot olami haqida keltirilgan qismdagi suv mavjudoti kakka balig'i oid mulohazalarga e'tiboringizni tortamiz. Tarjimonlar bu jonzodga turlicha ta'rif berishgan. Asl nusxada: kakka baliqdir. Ikki qulog'inining to'g'risi ikki sungak chiqubtur, uzunligi uch ellik bo'lgay. Yotgonda bu ikki sungakni tebratadur. G'arib tavr un keladu. Golibo ul uni jihatidan kakka debturlar.

Leyden Erskinda: The Kakeh is another fish. On a line with its two ears issue two bones. (bony protuberances) three fingers breadth in length. When caught it shakes these two bones, which return a singular sound, whence they have given this fish its name of kakeh.\

Beverij xonim kakka baligi ovozi quyidagicha «eshitadi»: Again there is the kalah (or galah) fish (baligh). Two bones each with its ears; these it shakes when taken producing noise, whence, seemingly, people have called it kalah.

Beverijning sahifa ostida izohlashicha «Xaydarobod» qo‘lyozmalari va Hindiston mahkamasi jurnallarida qayd qilinishicha, kakka (galah) baligi katta qisqichbaqa baliq demakdir deb aytilgan.

Hatto tabiatshunos olim, tarixchi va geograf sifatida sinchkov tadqiqotchi Boburga ham shoir va nosir Boburning jozibali qalami yordamga kelgan - turli jonivorlar, o‘simliklar, daryolar, tog‘lar tasvirida, har xil ijtimoiy voqealar qiyosida muallifning ularga munosabati ravshan ko‘rinib turibdi, natijada har bir voqea tasvirida Boburning fe‘l -atvori ochila boradi.

Shu o‘rinda bir misol, Ibrohim Ludiyning mag‘lub bo‘lishi sababini izohlar ekan, Bobur shunday satrlarni bitadi: g‘animning hozir cherikini bir lak (yuz ming) chenarlar edi. O‘zining va umarosining ming - ikki mingga yovug‘ fili bor derlar edi. Ikki otasidan qolgon xazina xud naqd iligida edi, Hindustonda rasme bordurkim, mundog‘ ishtutganlarda yarmoq berib, ziyod birla navkar tutarlar, Bu elni bidhindi derlar. Agar mundog‘ xayol qilsa edi, bir lak - ikki lak ham navkar tuta olur edi. Tengri taolo rost kelturdi, ne yigitni rozi qila oldi, ne xazinasini o‘lashta oldi. O‘zi yarmoq yig‘ishtirmoqqa bexad tolib betajriba yigit edi.

Ana shu kichik parchaning o‘zida Boburning Ludiyni singari odamlarga bir shaxs sifatidagi munosabati ham, harbiy iqtidori, qo‘li ochiqligi ham yaqqol namoyon bo‘ladi, «Boburnoma» matnida muallifning iztirob bilan bitgan g‘azal va ruboiylari, odamlar aro munosabatlarning murakkabligidan chiqargan falsafiy xulosalari, maqol va matallar, ajoyib o‘xshatish hamda qiyoslashlar asar jozibasini ortiribgina qolmay, undan ham avval Bobur siymosini yanada jozibalashtiradi. «Boburnoma»ning xuddi ana shu jihatlari bilan ham mutarjimlar uchun g‘oyat jozibali asar hisoblanadi. Boburga maftun bo‘lgan, o‘zining butun ijodiy umrini Bobur hayoti va «Boburnoma»ni tadqiq etishga bag‘ishlagan fidoyi adiba Anetta Susanna Beverij xonim 23 yillik og‘ir, sharaflı mehnati samarasini ota - onasiga emas, «Boburnoma» tarjimasiga undagan umr yo‘ldoshi Xenri Beverijga ham emas, balki Boburning o‘ziga, uning sharafiga bitadi. «Boburnoma» tarjimasining

zarvaragiga «This work is dedicated to Baburis Gate» (Bu asar Boburning shon - shavqatiga bahshida etildi) degan hayajonli soʻzlar bitib qoʻyilgan.

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LINGUOCULTUREMES IN MODERN ENGLISH, UZBEK AND RUSSIAN: METHODS AND PROBLEMS OF TRANSLATION

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1. Translation or translation studies (or as it is even called “translatology” today) has been and is playing ever great role in the life and activities of human beings since ancient times, and one can’t overestimate the huge role translation has in the development of human civilization in general, especially at present – in the period of strong globalization and integration processes the role and importance of translation and translatology is so much indispensable that one can’t imagine the development of human civilization without it, for there’s the ever growing need for use of translation/interpretation in every walk of life: science, technique, culture, economy, politics, etc. And it is only due to the progressing translation science – translatology that today every new discovery, invention of a certain nation

immediately becomes internationalized throughout the world which is the factor making the world really globalized and integrated, from which the whole mankind benefits a lot.

2. In this connection the problems of adequate translation of linguoculturological features of language units functioning as linguoculturemes from one language into the other are of certain importance, for their complicated syncretized nature really causes at times serious problems and difficulties closely linked with such extra linguistic factors as ethnic, culture(ologic)al and behavioral features that can't be at all ignored in the process of translation, on the contrary it should be preserved by all possible and impossible means, because the linguoculturological feature of this or that linguocultureme is at times if not always author specific and that may be the main drive-forward the addresser wants the addressee to catch and react to, only then there may be the desired communication realized and communicative intention achieved.

3. Further we will touch upon certain ways and methods of translating linguoculturemes from one language into the other.

The unique nature of linguoculturemes is evident in great difficulties encountered in translating them from one language into another. Our observations show that the following methods are often used in the translation of linguoculturemes³⁵:

- 1) ***calking method***, for example: red corner - krasniy ugolok – қизил бурчак;
- 2) ***method of transcription***, for example: Washington-Вашингтон-Вашингтон);
- 3) ***method of transliteration***, for example: ноу- хаув - know-how – ноу -хаув;

³⁵ For detailed information on classification of linguoculturemes and methods of translating them. see: Ҳошимов Ғ.М., Ганиева Н.А. Лингвокультурологик тадқиқотлар метатили,лингвокультурема назарияси ва таржима муаммолари//Мақтабгача таълим муассасаларида, умумтаълим мактабларида ва олий таълим муассасаларида чет тиллар ўқитишнинг узвийлиги. *Халқаро онлайн анжуман материаллари*, Андижон, 2020, 457-463 бетлар

4) **analogous method**, for example: to meet one's Waterloo – энасини Учкўргондан кўрсатмоқ, устроить кому то Самару , показать Кузькину мать;

5) **equivalent method**, for example: No pains, no gains - Bez truda, ne vynesht i rybu iz pruda- If you don't strive -, Жон чекмасанг жанона қайда, тоққа чикмасанг дўлона қайда?

6) **method of interpretation**, for example: As old as the hills –стар как мир - Almisodan qolgan;

7) **an exonymic method**, e.g. Warsaw - Варшава- Варшава; Moscow – Москва-Москва; Cologne – Кёльн- Кёльн

8) **eponymic method**, for example: Jaundice- Botkin-Боткин.

9) **paraphrasing method**: paranjah – паранджи - паранжи, ёки турмушга чиқаётган қизнинг сепидаги бўлиши шарт бўлган кийим тури.

4. Among the abovementioned methods most widely used ones in the translation of linguoculturemes are kalka, transcription, transliteration, exonymic, eponymous methods, including such verbal means expressed through geonyms and realemats, i.e. in the translation of linguoculturemes as kalka, transcription, transliteration, exonymic and eponymous methods are very useful.

5. The problem of retaining the above-mentioned subtle semantic aspects of linguoculturemes in the translation process fully depends directly on the professionalism, competence, degree and level of the mastery of translator/interpreter, otherwise ensuring the adequacy, completeness and finally the success of the translation may not be fully guaranteed. Here the role of the level of translator/interpreter's polylinguality, polyculturality, polybehaviorality, polylinguability, polylinguoculturability and polylingvobeheviability and translational/interpretational competence and experience of the translator/interpreter is ever great, because that are the factors that decide everything in this respect.

6. Having analysed the structural-semantic types of the linguoculturemes in

typologically different languages, namely in English (belonging to analytical language type), Uzbek (representing an agglutinative language type) and Russian (demonstrating its fleective nature) we have established certain isomorphic and allomorphic features.

7. As can be seen, the compared languages reveal certain linguoculturological isomorphic features (similarities) and allomorphic ones (differences) in the system of linguoculturemes that verbalize the conceptual linguoculturological semantics of certain language units of ethno-linguo-cultural and behavioral character.

8. Linguoculturemes represented by all the existing types of invariant language units with syncretized semantics have both isomorphic and allomorphic features. Their isomorphic features are explained by general laws of development of languages as the best means of communication serving their speaking community adequately providing them with all the needed types of language units (signs) for adequate communication, their deep (semantic) structure being almost the same. What concerns the allomorphic features of linguoculturemes, native speakers of the compared languages have at times an inimitable thinking, original mind that need to be represented by concrete language specific units with their specific surface structure built as to the functioning models of this or that language.

TOAST AS A SMALL SPEECH GENRE IN DIFFERENT CULTURES

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Chet tillarni o'qitishning integrallashgan

kursi kafedrasi o'qituvchisi

Annotation: *European toasting customs have their own set of social norms that apply to social and official events that have gained popularity outside. This process involves formal respect for one another, friendship, cheer, a positive outlook on life, critical thinking, enjoying the moment, and motivating people for the future. It also*

involves speaking politely, appreciating, praising, jokes, giving advice, recommending, having a good day, remembering the deceased, forming a positive attitude, and creating a culture of beautiful and pleasant speech with the aid of quotations, jokes, wise sayings, and philosophical thinking, which is understood and still exists in the sense of adhering to the philosophical ideas of well-known individuals.

Аннотация: *Европейские обычаи тостов имеют свой собственный набор социальных норм, применимых к общественным и официальным мероприятиям, получившим популярность за пределами страны. Этот процесс включает в себя формальное уважение друг к другу, дружбу, поддержку, позитивный взгляд на жизнь, критическое мышление, наслаждение моментом и мотивацию людей на будущее. Это также предполагает вежливую речь, оценку, похвалу, шутки, советы, рекомендации, добрый день, поминовение усопших, формирование позитивного настроения, создание культуры красивой и приятной речи с помощью цитат, шуток, мудрых изречений. и философское мышление, которое понимается и существует до сих пор в смысле следования философским идеям известных личностей.*

Annotatsiya: *Yevropa tost urf-odatları mamlakat tashqarisida mashhurlikka erishgan ijtimoiy va rasmiy holatlarga nisbatan qo'llaniladigan o'ziga xos ijtimoiy normalarga ega. Bu jarayon bir-biriga rasmiy hurmat, do'stlik, qo'llab-quvvatlash, hayotga ijobiy qarash, tanqidiy fikrlash, lahzadan zavqlanish va odamlarni kelajakka rag'batlantirishni o'z ichiga oladi. Bunda odobli nutq, qadrlash, maqtash, hazil-mutoyiba, nasihat, tavsiyalar, xayrli kun, o'tganlarni xotirlash, ijobiy munosabatni shakllantirish, iqtiboslar, hazillar, hikmatli so'zlar yordamida chiroyli va yoqimli nutq madaniyatini shakllantirish kiradi.*

Key words: *Toast, a special occasion, commemorate a person or event, bring the group together, to promote drinking, roast, a true toast, ritualistic reinforcement, customary toasts.*

In public, toasts are ceremonial declarations of friendship, gratitude, or requests for collective attention to a person or cause. They are frequently followed by the synchronized drinking of beverages. Toasts at a bar following a tournament victory to congratulate the team or a particular player, or a general toast to everyone's health on a holiday or other significant event are common examples.

Toasts can be used to celebrate a special occasion, commemorate a person or event, bring the group together, or just to promote drinking. These can be serious or humorous, but they typically make a point about something that is widely understood. A toast to the player who is most valuable in a game, for instance, can be a public way to recognize that player for accomplishments that the community is already aware of. A public acknowledgement is provided by the spoken acknowledgment and ceremonial drinking that follows. A toast can be seen as a ritualistic reinforcement of group affiliation, common symbols and words, beliefs and values, aims and aspirations, and respect for the individual or team. Belonging is a basic human need that has to be reinforced (McLean, S., 2005).

Although they are popular in many societies, toasts are not very widespread in day-to-day living. They are typically connected to both official and casual get-togethers for the team, community, or group. Given that you might only give a few toasts over your lifetime, you naturally want to do them correctly the first time. We'll talk about toasts, namely the roast variant.

Instead of "making" or just "toasting," one makes a toast proposal because, in order for it to be a true toast, all members of the organization, team, or community must take part. It doesn't constitute as a toast if you offer someone a drink and they decline, even if you raise your glass in a respectful nonverbal manner. A toast can only be made in public by the community, but the suggestion must come from one person.

Occasionally, the person tasked with making such claim is already well-known due to their role or function. Typical positions that are connected to customary toasts are the host of a party, the best man and maid of honor at a wedding, and the top

management at a business lunch.

Public speaking, including toasting, is typically related with standing with appropriate posture to address the group. You might not need to say anything to draw the group's attention if it is assumed that you will be making the toast. The room will quiet when you stand up and lift your glass, waiting for you to speak. You might need to ask, "May I propose a toast?" in a voice higher than the rest of the group if you are not expected to make one. Nonverbal cues like standing on a chair are effective in drawing attention (McLean, S., 2005). Even while that might not be the norm, your context will help you determine where to direct your attention. Even though it's customary, hitting a glass with a spoon to make a ring isn't always seen as polite or intelligent. What is expected and acceptable is determined by the group standards, and it may be a custom that is seen as typical. Although social traditions and norms for behavior are not universal across nations and civilizations, etiquette is a typical social custom or guideline.

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In addition to raising your voice and glass, you will say a few words of praise for the individual being recognized. Make a brief toast. Thirty words is the top limit if you write it out beforehand. Toastmasters frequently make the errors of talking too much and about themselves rather than the honoree. The ritual of the toast, as a collective act of recognition and appreciation, is more significant than the words you speak, though they do have weight and significance. Then, as a sign of agreement, people raise their glasses, frequently chanting "hear, hear!" or a line or two from the toast, such "to success!" After then, they may have touched glasses before taking a sip from their cup.

The toast to health is a customary toast that consistently helps to bring the gathering together. It is customary and well-understood to propose a toast to health, which fulfills the toast's purpose. One popular English translation of "to your health" is "live long and prosper." Language-specific toasts to health are listed in Table 15.3, "Toasts to Health."

Table 1. Toasts to Health

Language	Toast
Chinese	Wen lie
French	A votre santé
Gaelic	Sláinte
German	Zum Wohl
Greek	Stin ygia sou
Hebrew	L'chiam
Italian	Alla salute
Japanese	Kanpai
Polish	Na zdrowie
Portuguese	Saúde
Spanish	Salud

As part of their toast, a best man at a wedding may occasionally be asked to share a brief narrative. The best man's account of how the couple met is a popular

one. Even if you may want to do this, keep in mind to be concise, optimistic, and to concentrate on the honorees rather than yourself. Like everyone else, you have a part to perform on important events, and yours is to respect the individual, team, couple, or group by directing attention toward them.

Both drinking alcohol and emptying one's glass are not prerequisites for a toast. The type of drink and how much is swallowed reflect the norms and practices of the group. Alternatives are frequently offered, such as sparkling cider without alcohol. If you are required to make a toast that calls for grace, tact, and a clear head, you should wait to drink wine until after you have fulfilled your duty. You have an obligation to fulfill the duties that come with your role.

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METHODS FOR IDENTIFYING METAPHORS IN LITERARY TEXT AND PROBLEMS OF LITERARY TRANSLATION

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Xorijiy til va adabiyoti (ingliz tili)

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Annotation: *The method of researching metaphor in literature involves a deep analysis of the context and cultural differences in order to understand the translation difficulties that may happen. One such example can be found in Jane Austen's "Pride and prejudice" where the use of metaphor is accepted throughout the novel. The novel's rich and complex metaphors require a careful examination of the cultural and historical context in which they were written, as well as the challenges of translating these metaphors into different languages. By delving into the complexities of metaphor in literary, researchers can gain a deeper understanding of the author's intentions and the layers of meaning within the text.*

Key words: *metaphor, literature, analysis, context, cultural differences, translation difficulties, "Pride and prejudice" by Jane Austen.*

Annotatsiya: *Chop etilgan ma'qulotlarda, asar matnining ma'nolari va tarixiy-madaniy kontekstini tushunish uchun chuqur tahlilni talab qiladi. Jeyn Ostenning "G'urur va ziyor" asarida shunday bir misol topiladi, uningda metafora ko'p paydo bo'ladi. Romaning boy va murakkab metaforalari ularni turli tillarga tarjima qilishning qiyinchiliklarini tushunish uchun yozilgan zamoni va tarixiy-madaniy kontekstini ehtiroy etishni talab qiladi. Adabiyotdagi metaforaning ichki qiyinliklariga kirib borish orqali tadqiqotchilar avtorning maqsadlarini va matndagi ma'noni tushunishlari mumkin.*

Kalit so'zlar: *metafora, adabiyot, analiz, kontekst, madaniyat turtiligi, tarjimoni qiyinligi, Jeyn Ostenning "Andisha va g'urur" romani*

Аннотация: *В данной статье рассматривается метод определения*

метафоры в художественной литературе и проблемы, с которыми сталкиваются переводчики при передаче метафорических образов. Один из таких примеров можно найти в книге Джейн Остина «Гордость и предубеждение» где эта метафора встречается часто. Основной акцент делается на анализе текста, контекстуальном подходе и культурных особенностях при определении и переводе метафор. Углубляясь во внутренние сложности метафоры в литературе исследователи могут понять авторскую цель и смысл текста.

Ключевые слова: метафора, литература, анализ, контекст, культурные особенности, роман Джейна Остина «Гордость и предубеждение».

Introduction

Metaphor is a main literary device that plays a basic role in conveying complex ideas and emotions through the use of figurative language. It is an essential tool for writers to create bright and engaging imagery that resonates with readers. In this article, we will explore the methods of teaching metaphor in literature, examining various approaches and strategies for effectively conveying the significance and impact of metaphor in literary works.

Methodology

Teaching metaphor in literature involves a many-sided approach that implicates both theoretical understanding and practical application. One of the key methods is to provide students with a strong foundation in the definition and function of metaphor. This includes explaining the concept of making a comparison between two seemingly unrelated things, often using the words “like” or “as”, and how it serves to create a new understanding or insight into the subject being described. Additionally, students should be introduced to the different types of metaphors, such as visual, conceptual, and dead metaphors, to deepen their comprehension of the device.[1]

Another method is to engage students in analyzing and identifying metaphors

in literary works. This involves close reading and critical analysis of texts to identify instances of metaphor and understand their significance within the context of the work. By examining how metaphors are used by authors to convey abstract concepts and emotions in a tangible and relatable way, students can gain a deeper appreciation for the power of metaphor in literature. Furthermore, teaching metaphor in literature can involve creative exercises and activities that encourage students to create their own metaphors. This hands-on approach allows students to experiment with language and imagery, fostering their ability to use metaphor effectively in their own writing [2].

Discussion

The methods of teaching metaphor in literature can be applied across a wide range of literary genres and styles. In poetry, for example, students can explore how poets use metaphor to create striking and memorable imagery, evoking powerful emotions and ideas through language. By analyzing poems and identifying the metaphors employed by poets, students can gain insight into the ways in which metaphor enriches poetic expression. In fiction, teaching metaphor can involve analyzing how authors use metaphor to develop character and setting, providing readers with a deeper understanding of the world of the story and the people who inhabit it. By examining how metaphors contribute to the overall meaning and impact of a work of fiction, students can develop a deeper appreciation for the role of metaphor in storytelling.[3] In nonfiction writing, teaching metaphor can involve exploring how authors use metaphor to convey complex ideas and arguments in a compelling and accessible way. By analyzing nonfiction texts and identifying the metaphors employed by authors, students can gain a greater understanding of how metaphor can make abstract concepts more concrete, helping readers to find out difficult or unfamiliar ideas by relating them to something more familiar and relatable.

Conclusion

In conclusion, teaching metaphor in literature involves a multi-faceted approach

that encompasses theoretical understanding, practical application, and creative exercises. By providing students with a solid foundation in the definition and function of metaphor, engaging them in analyzing and identifying metaphors in literary works, and encouraging them to create their own metaphors, educators can effectively convey the significance and impact of metaphor in literature. Through these methods and approaches, students can develop a deeper appreciation for the power of metaphor in conveying complex ideas and emotions in a vivid and engaging way.

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STYLISTIC DEVICES AS A MEANS OF THE PRINCIPLE “ALOGISM” ARE COLOURFUL AND FASCINATING

Samatova Zulxumor Qudratilla qizi

Annotation: *This article highlights the information related to one of the most major and debatable topics in stylistics.*

Key words: *alogism, stylistics, oxymoron, catachresis, antithesis, paradox, zeugma*

In the modern literature and linguistics, the concept of alogism has emerged as a fascinating area. Alogism is a term combined from "a-" meaning "without" and "logism" meaning "logical thought," represents a deliberate departure from

traditional logic. This movement challenges the conventional boundaries of language and meaning, and often serves a specific artistic or communicative purpose. In linguistics, alogism makes difficult the traditional notions of language structure, grammar, and communication. Scholars like Noam Chomsky and Ferdinand de Saussure have extensively studied the structure and rules. Alogism, asserts that these structures can be broken to express deeper emotions, abstract concepts, and unusual ideas.

In modern linguistics there some stylistic devices which serve as a means of the concept “alogism’ including oxymoron, catachresis, absurd, paradox, zeugma, chiasm and antithesis. Here is given a brief data and examples to prove the information.

Oxymoron- it consists of two words and placed side by side which contradicts one another in order to convey new idea or meaning as in the following examples.

1. *"The little girl who had done this was eleven, **beautifully ugly** as little girls are apt to be who are destined after a few years to be Inexpressively lovely to bring no end of misery to a great number of men". (P.S. Fitzgerald. "Short Stories" New York, Scribner, 1989, 87p)*

2. *. "Alice Dalrymple held her head at right angles to the young man's chair; her profile was clean and delicate, with a careful, **dyspeptic beauty**". (R.P. Warren. "The Unvexed Isles" New York Times, 1947, 374 p)*

3. *Andy gives me one of his looks of **calm irritation**". (O. Henry. "Short Stories" Wordsworth Editions Ltd, 2015, 19p)*

4. *"No, no, Susan, you are not to go - you mistake me," he said with **kindly severity**". (Th. Hardy. "The Mayor of Casterbridge" London, Smith Elder &Co, Waterloo Place, 1886, 68p)*

5. *She saw a man of perhaps thirty-old with red hair and a rather **attractively ugly face**, the kind of face that is craggy but interesting. He*

nodded at her in a reassuring fashion. (A. Christie. “Third Girl” United Kingdom, Collins Crime Club, 1966,973)

Oxymoron is used in the names of Russian and Uzbek novels and Hollywood films as well, as in the followings:

“Kelajakka qaytish” “Haqiqiy yolg’onlar”	Hollywood filmlari nomlari
“Halol o’g’ri”	F. Dastayevskiy
“Boy tilanchi”	L. Martinov
“Optimistik fojea”	V. Vishnevskiy
“Tirilgan murda”	G’ofur G’ulom

Paradox- in linguistics a paradox refers to a situation where two or more linguistic principles appear in conflict or contradictory situation. In order to enlighten this fact here is given some examples of paradox.

1. “*She is **a coquette***”; “*She is always **flirting** with the wind*”; “*You have been **trifling** with me*” “*Then they **invited** the North Wind to **stay with them, and he came***” “*He had a most distinguished manner*” (Oscar Wilde. “Fairy tales”. Moscow: Progress Publishers, 1979)

2. “*She is a **coquette***”; “*She is always **flirting** with the wind*”; “*You have been **trifling** with me*” (Oscar Wilde. “Fairy tales”. Moscow: Progress Publishers, 1979)

3. “*The eyes of the Happy Prince were **filled with tears; tears were running down** his golden cheeks*” (Oscar Wilde. “Fairy tales”. Moscow: Progress Publishers, 1979)

Antithesis- is a figure of stylistics which is used to contrast or opposite ideas, words, phrases or sentences. This stylistic device is valuable as it helps highlight the difference between two ideas. Here are few examples of antithesis:

*“It was **the best of times**; it was **the worst of times**.”* (Charles Dickens "A Tale of Two Cities" United Kingdom, Chapman & Hall, 1859, 25p.)

Charles Dickens uses antithesis in the opening sentence of "A Tale of Two Cities" to emphasize the extreme contrasts between the two cities and the time periods in the novel.

*“**Speech is silver**, but **silence is golden**”*

This proverb contrasts the value of speech (silver) with the value of silence (golden) to suggest that sometimes saying nothing is more valuable than speaking. In the following proverbs antithesis is used effectively.

*“As you **saw**, so you **reap**”.*

*“**Great** oaks from **little** acorns grow”.*

*“A **fool** may **ask** more questions in an hour than a **wise** man can **answer** in seven years”.*

*“**United** we **stand**, **divided** we **fall**”.*

*“**Laugh** and the world **laughs with you**, **weep** and you **weep alone**”.*

*“**Hope** for the **best** and prepare for the **worst**”.*

*“**The greatest talkers** are **the least doers**”.*

*“If you **sing** before **breakfast**, you will **cry** before **night**”.*

Catachresis- is a stylistic device in which an unusual metaphor is used to involve the misuse of a word or expression and conveys a particular meaning.

1. Dead people in a graveyard being referred to as **inhabitants** is an example of catachresis. (Jonathan Arac “Impure Worlds: The Institution of Literature in the Age of the Novel” Fordham University Press, 2011,2p)

2. **Mow** the beard,

Shave the grass,

Pin the plank,

Nail my sleeve (Alexander Pope, “Peri Bathous” or “The Art of Sinking in Poetry” 1728)

Zeugma. It is a rhetorical device that involves using a single word or phrase to link together two or more parts of a sentence, where the word or phrase applies to each part in a different sense or context. Zeugma can create humor, surprise, or vivid imagery in a sentence. There are different types of zeugma as semantic and syntactic.

1. " Yet **time** and **her aunt moved slowly**— and her patience and her ideas were nearly worn out before the *tete-a-tete* was over." (Jane Austen “Pride and Prejudice” United Kingdom, T. Egerton, Whitehall, 1813, p50)

2. “They tugged and tore at each other’s hair and clothes, punched and scratched each other’s nose, and **covered themselves with dust and glory**. (Mark Twain “The Adventures of Tom Sawyer” United States, American Publishing Company, 1876, 45p)

3. “He **carried a strobe light** and the **responsibility for the lives of his men**”. (Tim O'Brien “The Things They Carried” United States, Houghton Mifflin, 1990, 69p)

4. “He was alternately **cudgeling his brains** and **his donkey**” (Charles Dickens “Oliver Twist” England, Bentley's Miscellany, Serialised 1837–1839, book form 1838, 76p)

It is urgent to recognize that alogism is not without its challenges. Effective use of alogism requires a delicate balance between chaos and coherence, ensuring that the underlying meaning remains understandable.

In conclusion, alogism is a stylistic device that enriches literature and language by defying conventional logic. It offers creative possibilities for writers and makes

conversations interesting among readers and listeners as well. If alogism is used skillfully it can be a powerful instrument for expressing the ideas.

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THE ENDURING SIGNIFICANCE OF SPORTS EVENTS: UNITING COMMUNITIES AND INSPIRING ACHIEVEMENT

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Abstract: *This abstract encapsulates the poignant significance of sports events, diving into their ability to unite communities, inspire aspirations, and foster resilience. It explores the enduring resonance of these gatherings, the unifying spirit that transcends cultural boundaries, and the emotional tapestry they weave, resonating deeply within the hearts of individuals worldwide. This narrative serves as a testament to the indomitable human spirit, capturing the essence of unity and triumph encapsulated in the compelling arena of sports events.*

Keywords: *Unity, Camaraderie, Solidarity Inspiration, Aspiration Resilience, Determination, Perseverance Passion, Exhilaration, Euphoria*

In a world of diverse endeavors and communal celebrations, sports events hold a special place in the heart of humanity. Whether it is the grandeur of the Olympics, the fervor of the World Cup, or the local pride of community tournaments, sports events resonate far beyond mere competitions. They embody the collective spirit of unity, aspiration, and triumph. In this article, we venture into the profound impact of sports events, delving into the keywords that encapsulate their unique significance and timeless resonance.

Sports events are prime examples of unity in action, bringing together people from all walks of life under the banner of a shared passion. These events foster an unbreakable spirit of camaraderie, affirming that, irrespective of nationalities, cultures, or beliefs, a collective love for sports can harmoniously bind communities and nations.

At the core of sports events lies an invaluable treasure trove of inspiration. Aspiring athletes and spectators alike find refuge in these events, where stories of relentless perseverance and remarkable achievement fortify the foundation of hope. Athletes ignite dreams and blaze trails, leaving indelible imprints on generations to

come.

Within every competition lies the narrative of resilience and perseverance. These words symbolize the unwavering resolve, undeterred determination, and unyielding spirit of athletes who surmount seemingly insurmountable odds. Their triumphs signify the triumph of the human spirit itself.

Sports events transcend barriers and celebrate the diverse tapestry of humanity. They embody the inclusivity of cultures, languages, and traditions, fostering an environment of acceptance and understanding. Such events radiate a universal embrace, welcoming people from all walks of life to share in the joy of competition and celebration. In the arena of sports events, every triumph unfolds to the tune of passion, exhilaration, and euphoria. Thrilling moments of triumph and heart-pounding competition ignite the spirits of participants and spectators, creating indelible memories that resonate deeply within the soul.

These events honor the age-old traditions and cultural heritage woven into the fabric of human civilization. They pay homage to the persistent legacy of athletic achievement, contributing to the rich tapestry of history and tradition that echoes through generations.

As we reflect on the enduring significance of sports events, it becomes evident that they serve as more than mere spectacles of physical prowess. They embody the collective aspirations, resilience, and celebrations of communities worldwide. By embracing the keywords of unity, inspiration, triumph, and inclusivity, sports events symbolize the story of human spirit in its most resplendent form a narrative of togetherness, purpose, and unyielding passion. In their celebration, we honor the essence of humanity's shared journey a journey filled with boundless unity and inspiration, replete with the triumph of the human spirit.

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STUDENT LIFESTYLE

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Abstract: *the student lifestyle encompasses a multitude of activities and responsibilities that contribute to personal growth and development. By effectively managing their academic, extracurricular, social, and well-being needs, students can create a well-rounded and fulfilling experience that will help shape their future success and well-being.*

Key words: *student lifestyle, college, university, practice, social life, extracurricular activities, taking exams, social interaction.*

Annotatsiya: *talaba turmush tarzi shaxsiy o'sish va rivojlanishga hissa qo'shadigan ko'plab faoliyat va majburiyatlarni o'z ichiga oladi. Talabalar o'zlarining akademik, darsdan tashqari, ijtimoiy va farovonlik ehtiyojlarini samarali boshqarish orqali ularning kelajakdagi muvaffaqiyati va farovonligini shakllantirishga yordam beradigan har tomonlama va qoniqarli tajriba yaratishlari mumkin.*

Kalit so'zlar: *talaba turmush tarzi, kollej, universitet, amaliyot, ijtimoiy hayot, darsdan tashqari tadbirlar, imtihon topshirish, ijtimoiy muloqot.*

Абстрактный: *студенческий образ жизни включает в себя множество видов деятельности и обязанностей, которые способствуют личностному росту и развитию. Эффективно управляя своими академическими, внеклассными, социальными потребностями и потребностями в благополучии, студенты могут создать всесторонний и полноценный опыт, который поможет сформировать их будущий успех и благополучие.*

Ключевые слова: *студенческий образ жизни, колледж, университет, практика, общественная жизнь, внеклассная деятельность, сдача экзаменов, социальное взаимодействие.*

Introduction. The student lifestyle is a one-of-a-kind and frequently demanding experience that includes a diverse range of activities, responsibilities,

and opportunities. This stage of life is distinguished by academic pursuits, personal development, and social connections, and it has the potential to greatly affect an individual's future. In this article, we will look at the numerous components of student life, such as academics, extracurricular activities, social life, and well-being, and we will look at how the student lifestyle affects personal growth.

For good reason, academics are a primary feature of the student lifestyle. Students devote considerable time to educational activities such as attending classes, studying, writing papers, and taking tests. Academic workloads can be challenging, especially at the college and university levels, where students are frequently forced to manage many classes at the same time, each with its own set of tasks and deadlines. This necessitates organisational skills, time management, and the capacity to efficiently prioritise work.

Furthermore, the academic portion of the student lifestyle frequently entails pursuing a certain field of study or professional route. As students attempt to learn knowledge and skills that will prepare them for future employment, this may be a time of exploration and self-discovery. It is also a time when students can create relationships with mentors and peers who have similar academic interests, which can serve as a crucial support network for their study and personal development.

Extracurricular activities, in addition to academics, play an important role in the student lifestyle. Sports, clubs, volunteer work, internships, and part-time jobs are just a few examples of these activities. Participation in these activities allows students to gain leadership skills, make social connections, and explore their interests outside of the classroom. Extracurricular activities provide many students with the opportunity to apply what they have learned in the classroom to real-world circumstances, developing a well-rounded and complete educational experience.

Participating in extracurricular activities also allows students to build practical skills that can be useful in both their personal and professional lives. Students interested in sports, for example, may acquire teamwork, discipline, and time management, whilst those involved in leadership roles within clubs or organisations may gain organisational and communication skills. These experiences can be just as

formative as academic courses, shaping an individual's character and aptitude in profound ways.

Another significant component of the student lifestyle is social life. College and university campuses are social interaction hotspots, allowing students to meet and connect with people from all walks of life. These social connections can be beneficial to personal development since they allow for the formation of friendships, the development of interpersonal skills, and the broadening of one's worldview.

Social connection also provides a sense of belonging and community, which can be beneficial to one's mental and emotional health. Many students make lifelong friendships during their school years, and these bonds can provide support during difficult times as well as a sense of camaraderie and belonging. Furthermore, the social side of the student lifestyle encourages the development of empathy, cooperation, and tolerance, all of which are desirable attributes in a well-rounded individual.

It is important to emphasise, however, that the social side of the student lifestyle can often bring difficulties, particularly in terms of reconciling social activities with scholastic and personal duties. For some kids, the pressure to create and maintain social ties while also achieving academically can be overwhelming, and it is critical to strike a good balance that promotes personal growth without sacrificing academic performance.

Well-being is an important aspect of the student lifestyle. It is critical for students to prioritise their physical, mental, and emotional well-being as they negotiate the pressures of academics, extracurricular activities, and social relationships. This includes activities like regular exercise, healthy diet, and getting enough sleep, all of which are necessary for sustaining physical health and energy levels and emotional well-being are equally vital, and many colleges and universities provide resources such as counselling services, mental health programmes, and support groups to assist students in overcoming obstacles. These services are critical in assisting students as they handle the stresses and transitions that come with being a student, and can serve as a key safety net during times of stress or struggle.

Balancing all of these components of the student lifestyle can be difficult, and it is not uncommon for students to feel stressed, anxious, or overwhelmed at various points throughout their academic journey. Students must develop coping techniques and seek help as needed to ensure that their well-being remains a top concern.

The student lifestyle has a huge impact on a person's future. Students' academic endeavours, extracurricular activities, social contacts, and well-being practices can all contribute to their personal and professional development during this time. Students' experiences and skills earned during their student lifestyle will continue to influence their lives once they graduate and enter the workforce or pursue further education.

Personal development, self-discovery, and the acquisition of necessary life skills are all inherent in the student lifestyle. The opportunities and challenges that come with this stage of life create a foundation for individuals to build on as they progress in their jobs and personal lives. The capacity to manage time, prioritise activities, create connections, and maintain well-being are all vital lessons that students take with them after they graduate from high school.

Conclusion. The student lifestyle is a multidimensional experience that includes academics, extracurricular activities, social contacts, and health and wellness practices. It is a period of substantial personal development, self-discovery, and the acquisition of necessary life skills. While the obligations and challenges of the student lifestyle are enormous, the possibilities and experiences it provides can profoundly and meaningfully affect an individual's future.

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SUPPORT AND DEVELOPMENT OF NATIONAL MASS MEDIA IN UZBEKISTAN

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Abstract : *This article provides a brief overview of the changes and problems in the media in the Republic of Uzbekistan.*

Keywords: *news, law, Reuters, France Press, press.*

In the Decree of the President of the Republic of Uzbekistan on February 2, 2019, "On additional measures for the further development of the information sector and mass communications", "State bodies, economic management bodies, state enterprises and organizations shall It is noted that the cooperation of the services with the public and mass media has not been sufficiently established, and the Information and Mass Communications Agency under the Presidential Administration of the Republic of Uzbekistan is responsible for ensuring the openness of their activities to state bodies and other organizations. employees were tasked with instilling a culture of open, public interaction with mass media, including by coordinating and methodologically ensuring the activities of their Information Services (public relations departments). Information services of each ministry, office, institution and organization are responsible for the full implementation of these tasks.

It has been emphasized many times that the press, which is considered the mirror of life, should be elevated to the level of the fourth power. We still have a lot of tasks ahead of us in this regard. Due to the fact that the mass media of our country have been working under ideological and administrative control for a long time, it is still difficult for them to get out of this situation and, first of all, to feel free psychologically. For this reason, it is rightly criticized that in the current situation, which is new for him, it seems that he is still waiting for instructions from above

about what to do or what not to do. Here, let's pay attention to some critical and analytical thoughts.

The news on the website www.kun.uz states the following: "The Prime Minister of the Republic of Uzbekistan, Abdulla Aripov, is conducting a media selection." The head of the government criticized that working with mass media in the ministry, government offices and other organizations is not up to the required level. "Today, the mass media react quickly to the current events happening in the country. Critical and analytical materials on various topics have increased dramatically in the press. This plays an important role in the formation of public opinion. It must be admitted that 2-3 years ago, many people could not have imagined such openness in the media. But there is no answer to the question of how the cooperation between the state bodies and mass media was established. To be honest, some leaders consider working with the press as a second or even fifth-rate job. Some organizations did not create sufficient conditions for the representatives of the Information Service. Until now, information services have not been established in about 20 state and economic management bodies, more than 150 district, city and regional hokimities. All the time, he is assigned other tasks, so he doesn't even have time to do his work..." Aripov's words are quoted by a Kun.uz correspondent" [2]. As another example of such critical and analytical opinions, more in-depth and analytical opinions are expressed in the message entitled "Saida Mirziyoyeva: "The system of information services must be fundamentally improved!" given on the website www.uza.uz. According to the report, a republican conference was held on the theme of "urgent issues of further improvement of national legislation in the field of mass media" at the "Hyatt Regency Tashkent" hotel. Saida Mirziyoyeva, deputy director of the agency, also participated in the conference with her report. According to the report, the conducted analyzes and studies show that the main problem in the field today is the absence of a conceptual document on the unified state information policy. This document is currently being prepared. Also, in her speech, Saida Mirziyoyeva specifically focused on the existing shortcomings in the activities of information services of state and economic organizations. There is a large amount of work in the

field, and it cannot meet modern requirements. Due to insufficient existing conditions, the activity of information services remains in an unsatisfactory state. More than ten republican level organizations, many district and city governments have not yet become information service organizations. The lack of information on the official pages of many state and economic organizations' websites and social networks was also criticized. - The total number of visitors to their websites is 400,000, the number of visitors to their official pages on the Facebook social network is 150,000, members of the Telegram network do not exceed 300,000, - said Saida Mirziyoyeva. - The number of Internet users in Uzbekistan is over 20 million. considering that it is more, you can draw your own conclusions from the above indicators. Saida Mirziyoyeva enumerated these and a number of other shortcomings and firmly emphasized that "the system of information services should be radically improved."

Important steps have been taken to improve the information services system in our country. Resolution No. 125 of the Cabinet of Ministers of the Republic of Uzbekistan, published on February 15, 2018, "On measures to further improve the activities of information services of the state and economic management bodies of the Republic of Uzbekistan" for the further development of the sector serves as a legal basis. As noted in the resolution, information and knowledge are becoming the most important national resources in today's rapidly developing world, and the systems that ensure their creation and distribution are becoming strategic factors of sustainable development. In these circumstances, it is necessary to achieve the strategic goal of building a democratic legal state and an open and fair civil society in Uzbekistan, as well as ensuring the protection of human rights and freedoms, and providing information and knowledge that will ensure the quality of public administration will move to a state model based on information, knowledge and innovation. determined by the possibilities of creation, reception and distribution.

In this regard, it is necessary to introduce an effective decision-making system based on openness and transparency in the field of state and economic management, to ensure the accountability, openness and responsibility of officials to society in

obtaining information. This is an important condition for the effective functioning of the state and economic management apparatus and the establishment of justice in society. In doing so, it is important to inform the society about the activities of state and economic management bodies, to ensure their accountability to the population, to implement the constitutional norm that "The people are the only source of state power", "The people should not serve the state agencies, but the state agencies should serve our people." is an important condition for the realization of the noble idea.

Mass media plays a special role in the deepening of democratic reforms and development of civil society in our country. Because it is the mass media that, in the conditions of globalization, are performing a special function of a bridge between the state and society by covering the most important events in our country, the updates being implemented, and the adopted normative legal documents. This law further strengthens these guarantees by ensuring the freedom of information use, the obligation of the officials of the state authorities and management bodies to provide the necessary information to the journalist within 7 days, as defined by the law. This eliminates some of the delays in obtaining information, and also ensures the speed, reliability and quality of the journalist's material.

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THE ART AND METHODOLOGY OF USING TEXT FOR TRANSLATION

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Abstract: *This article delves into the intricate process of translating text, exploring the methodological strategies and considerations that underpin this complex endeavor. It emphasizes the holistic approach required for effective translation, encompassing linguistic finesse, cultural sensitivity, and a deep understanding of the original text. The article also highlights the integration of methodological tools and technology, the collaborative nature of the translation process, and the ethical imperatives inherent in preserving the original intent and integrity of the text. Ultimately, it positions translation as a harmonious fusion of languages and cultures, affirming its pivotal role in bridging linguistic divides and nurturing a global tapestry of shared knowledge and understanding.*

Keywords: *Translation, Text Translation, Linguistic Analysis, Transcreation, Cultural Sensitivity, Methodological Tools, CAT Tools, Collaboration, Ethical Imperatives, Language Processing, Cultural Nuances*

In the intricate craft of translation, the artistry and precision of conveying the essence of a text from one language to another require a systematic methodology that goes beyond mere linguistic acumen. The effective translation of a text demands a holistic approach that encompasses linguistic finesse, cultural sensitivity, and an unwavering dedication to preserving the original message and style. Here, we delve into the methodological use of text in translation, exploring the multifaceted strategies and considerations that underpin this intricate process.

Understanding the Text: At the core of the translation process lies a deep understanding of the text to be translated. This initial phase involves comprehensively grasping the linguistic nuances, cultural allusions, and contextual layers embedded within the original text. Whether it's a literary masterpiece, a legal document, or a marketing brochure, the translator must meticulously analyze the structure, semantics, and artistic subtleties of the text to glean a profound understanding of its essence.

Linguistic Analysis and Transcreation: The next step involves a meticulous linguistic analysis to unravel the intricacies of the source text. Here, the translator discerns not only the literal meaning of the words but also the underlying connotations, idiomatic expressions, and rhetorical devices employed. This careful inspection sets the stage for the art of transcreation—a process that doesn't merely aim for a direct translation but endeavors to recreate the emotional impact and intent of the original text within the target language.

Cultural Context and Sensitivity: In the case of texts deeply rooted in the cultural fabric of a language, such as folklore, historical accounts, or regional idiomatic expressions, the translator must navigate the intricate tapestry of cultural sensitivities. This involves delving into the historical context, societal norms, and localized references to ensure that the translated text respects and upholds the cultural nuances without losing its relevance and impact.

Methodological Tools and Technology: The advent of technological advancements has ushered in a new era of methodological tools that augment the translation process. From sophisticated CAT (Computer-Assisted Translation) tools to AI-driven language processing, translators have access to an array of resources that streamline the meticulous task of linguistic conversion. While these tools can expedite the process, they are most effective when integrated into the overarching methodological framework, serving as aids rather than substitutes for the discerning human intellect that drives the art of translation.

Collaboration and Ethical Imperatives: Effective translation often necessitates collaboration with subject matter experts, cultural consultants, and, at times, the

original authors themselves. This collaborative approach fosters a synergistic exchange of insights that enrich the translation process and uphold ethical imperatives, ensuring that the original intent and integrity of the text remain inviolable throughout its transformation.

In conclusion, the methodological use of text in translation amalgamates linguistic erudition, cultural empathy, and technological finesse to weave a harmonious fusion of languages and cultures. This meticulous process is a testament to the artistry and intellectual rigor that underpin the translation profession, affirming its pivotal role in bridging linguistic divides and nurturing a global tapestry of shared knowledge and understanding.

In the delicate dance of words and meanings, the translator stands as a guardian of the sanctity of text, wielding the methodological prowess to sculpt a veritable masterpiece that resonates across linguistic boundaries, enriching and uniting diverse communities in the symphony of shared human experience.

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THE ART OF EVENT ORGANIZATION AND ELEGANT INVITATIONS

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Abstract: *The Fusion of Artistry and Precision in Event Management. The orchestration of technical processes and the creation of invitations lies at the heart of seamless event organization, blending technical finesse with artistic allure. This abstract traverses the landscape of these elements, delving into the fusion of precision and creativity required to ensure memorable experiences for attendees. From the meticulous choreography of technical processes to the eloquent design of invitations, this exploration seeks to underline the delicate interplay between artistry and precision, fostering a narrative of experiential excellence and immersive engagements*

Keywords: *Technical processes, logistical precision, event organization, invitation, Integration, creative precision*

In the world of event management, technical processes play a crucial role in ensuring seamless operations and memorable experiences for attendees. Coupled with the creation of captivating invitations, these technical aspects encompass a delicate dance between precision, creativity, and functionality. In this article, we'll unpack the nuances of organizing technical processes at events and crafting elegant invitations, drawing attention to the key elements and practices that elevate these components to a level of refined excellence.

The technical facets of event organization hinge on meticulous planning and execution. Beyond venue selection and setup, these processes encompass sound and lighting arrangements, AV systems, and IT infrastructure to ensure flawless connectivity and presentation, framing the backbone of event operations.

Invitations serve as the vanguard of the event experience, reflecting its essence and setting the tone for the gathering. From elegant design to nuanced language, an

invitation must encapsulate the event's spirit, generating anticipation, while offering a glimpse of the eloquence and aesthetic allure that awaits. Integrating technical processes and the creation of invitations necessitates a harmonious blend of creative precision and technical finesse. Whether it's conceiving digitally interactive invitations or ensuring seamless attendee registration, each element must intertwine flawlessly to provide an immersive and cohesive experiential journey.

The amalgamation of meticulous technical processes and artistic invitations culminates in a seamless, sophisticated, and delightful experience for attendees. When executed masterfully, these elements elevate the overall appeal and coherence of the event, leaving an indelible impression on participants.

The amalgamation of technical precision, creative finesse, and elegant invitations underscores the artistry inherent in event management. When technology seamlessly integrates with the art of invitation creation, it crafts a symphony of brilliance and allure, enhancing attendee experiences, and championing the success of every meticulously planned event.

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THE BASICS OF HOTEL ORGANIZATION

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Annotation: *This article shows about the foundations of hotel organization. It also illustrates difference between hotel industry and hotel management. Managers and Departments of hotels.*

Key Words: *Hotel, industry, hospitality, manager, department, service, strategy.*

If you have ever dreamed of working in the hotel management industry, you should know that this type of job comes with many exciting and even challenging opportunities. To manage a hotel successfully, you will need certain skills and managerial knowledge. In this article, get detailed information on how to get started in the hotel management business.

What is The Hotel Industry?

The hotel industry deals with all types of guest accommodation. In fact, the hotel industry not only relates to luxury hotels and resorts but also includes overnight accommodation in guesthouses, motels, inns, and hostels as short-term types of accommodation. The main purpose of hotels is to provide guest travelers with food, drinks, services, and shelter while they are away from home. You can find more information about the hotel industry in the article “Hotel Industry; Everything You Need to Know About Hotels!”.

What is Hotel Management All About?

Hotel management involves the management of anything that’s related to the hotel industry. Suppose you want to gain a foothold in this business. In that case, you will need to learn about all the techniques of managing a hotel business, including marketing, hotel administration, catering management, housekeeping, and accounts. The primary goal behind learning the ins and outs of hotel management is to run a hotel successfully while simultaneously managing other aspects of the business.

What is the Difference Between Hospitality and Hotel Management?

The main difference between hotel management and hospitality management is, as the name suggests, hotel management, covers all aspects of managing a hotel. In contrast, hospitality management is a broader term that deals with people management in sectors, such as nightclubs, casinos, restaurants, transportation, and hotels.

A Brief History of Hotel Management

From the early 17th century, business owners across America started building and establishing inns to serve the accommodation needs of travelers. Initially, these inns only offered basic services, but as time passed and demand for short-term accommodation grew, the hotel owners became prepared to provide guests with more facilities. Since then, the hotel industry expanded further as people have been willing to pay more for better quality services. This industry has always strived to fulfill the changing demands of society and has developed into an essential part of the economy. Today, travelers can find different types of accommodation based on their budget, from cheap bed and breakfasts to luxurious 5-star hotels.

Which Degree Do You Need For Hotel Management?

You will usually need a bachelor's degree with extensive work experience to qualify as a hotel manager. However, in some cases, a school diploma will suffice if the candidate has vast knowledge and work experience in the hotel industry. In addition to a degree or diploma, you can expect to take courses in economics, catering management, accounting, finance, marketing, hospitality, and/or computer studies. Some universities also offer advanced Master's degrees in hospitality management, often taken by hotel managers looking to progress to regional management positions.

What Kind of Jobs Can You Get With a Hotel Management Degree?

Hotel management can open up a vast number of other opportunities in the industry, including cruise ship hotel management, restaurant management, catering management, airline catering services, and guest house management. Some of the job positions that are related to your degree are:

Accommodation manager

Retail manager

Event organizer

Hotel manager

Catering manager

Restaurant manager

Pub manager

Customer service manager

HR manager

Travel agent

The Essentials on Hotel Operations

Hotel operations teach you how to become knowledgeable in all hotel management and operations aspects. You will learn about the key features of hotels, their responsibilities to customers, and how to provide good service to guests. The aim of this course is to train those who wish to work in the hotel industry with the knowledge and expertise to become competent hotel managers. The hotel operations and management departments require well-trained staff to ensure customer satisfaction.

No matter what size or standard hotel you wish to manage, you must have adequate understanding and skills to cater to guests' demands. The marketing part of hotels is another essential process that helps managers promote their businesses and prosper. These and much more are all covered by the hotel operation courses.

What Are the Different Hotel Departments?

There are several different hotel departments, which must all work together to achieve shared objectives and deliver a positive experience for guests. The main departments seen in successful hotels are:

Management & Finance Department

Hotel management is critical to the success of a guest accommodation business, and the management and finance department oversees the core day-to-day operations. This can include managing hotel services, overseeing events, devising strategies,

solving problems, and meeting with business partners. The finance aspect, meanwhile, involves managing all aspects of hotel finances, including tracking revenue and expenditure and planning financial strategies.

Food & Beverage Hotel Department

The food and beverage department also contributes to successful hotel management, because many properties make much of their revenue through selling food and drinks to guests. This department is responsible for purchasing the ingredients and stock needed by hotel restaurants and bars, preparing meals, and serving food and drinks.

Front Office Hotel Department

The front office hotel department is a department that serves as the face of the hotel, handling issues like reservations, guest services, and processing payments. The department most often comes in contact with customers, and the front office must also collaborate closely with hotel management and other departments.

Housekeeping Hotel Department

The housekeeping department within a hotel works to provide guests with a safe, comfortable, clean, and visually pleasing environment. Core duties include cleaning rooms, changing sheets, carrying out laundry duties, upholding quality standards, and reporting issues to maintenance teams or senior hotel management figures.

Maintenance Hotel Department

The maintenance department in a hotel is responsible for maintaining all hotel equipment, tools, and technology, including repairing broken pipes, heating systems, air conditioning units, and items within hotel rooms and common areas. Often, repair requests will be issued by hotel management, or by the housekeeping team.

Reservations & Marketing Hotel Department

The reservations and marketing department is in charge of all activities related to hotel reservations, including processing reservations, amending bookings, and updating room availability information. On top of this, marketing duties can include online and offline advertising, content marketing, search engine optimization, and

more.

Human Resource Hotel Department

Finally, the Human Resources department is in charge of many of the duties directly related to the workforce itself, including talent acquisition, training and the development of employees, ensuring hotel management is in keeping with labor laws and regulations, interviewing, and overseeing the provision of employee benefits.

Hotel Marketing Strategies

Hotel owners have always implemented different marketing techniques and strategies to make their businesses visible to the public and maximize revenue. Thanks to the wide network of new technology tools, hotels must learn how to adapt to the latest strategies to avoid falling behind competitors. The hotel industry knows how to keep up with the growing demands of customers by adapting its services to their preferences. This is the only way they can attract more clients. In the article 'Hotel marketing strategies', you can gain an insight into the essential strategies to deploy your online marketing.

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THE BBC WEBSITE AND ITS HISTORY AND PLACE IN WORLD SOCIAL CULTURE

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Abstract: *This article explores the history of the BBC website and how it is today the best and most up-to-date information base for people all over the world, learning the language and learning the unique English culture.*

Keywords: *public-sector broadcasting, different platforms, history of BBC website, programmes for mass audiences.*

The British Broadcasting Corporation (BBC) is a British public service broadcaster headquartered at Broadcasting House in London. Originally established in 1922 as the British Broadcasting Company, it evolved into its current state with its current name on New Year's Day 1927. The oldest and largest local and global broadcaster by stature and by number of employees, the BBC employs over 21,000 staff in total, of whom approximately 17,900 are in public-sector broadcasting.

BBC Studios (formerly BBC Worldwide) is the wholly owned commercial subsidiary of the BBC, responsible for the commercial exploitation of BBC programmes and other properties, including a number of television stations throughout the world. It was formed following the restructuring of its predecessor, BBC Enterprises, in 1995. Prior to this, the selling of BBC television programmes

was at first handled in 1958 with the establishment of a business manager post. This gradually expanded until the establishment of the Television Promotions (later renamed Television Enterprises) department in 1960 under a general manager.

The company owns and administers a number of commercial stations around the world operating in a number of territories and on a number of different platforms. The channel BBC Entertainment shows current and archive entertainment programming to viewers in Europe, Africa, Asia and the Middle East, with the BBC Studios channels BBC America (Joint venture with AMC Networks) and BBC Canada (Joint venture with Corus Entertainment) showing similar programming in the North America region and BBC UKTV in the Australasia region. The company also airs two channels aimed at children, an international CBeebies channel and BBC Kids, a joint venture with Knowledge Network Corporation, which airs programmes under the CBeebies and BBC K brands. The company also runs the channels BBC Knowledge, broadcasting factual and learning programmes, and BBC Lifestyle, broadcasting programmes based on themes of Food, Style and Wellbeing. In addition to this, BBC Studios runs an international version of the channel BBC HD, and provides HD simulcasts of the channels BBC Knowledge and BBC America.

BBC Studios also distributes the 24-hour international news channel BBC World News. The station is separate from BBC Studios to maintain the station's neutral point of view, but is distributed by BBC Studios. The channel itself is the oldest surviving entity of its kind, and has 50 foreign news bureaus and correspondents in nearly all countries in the world. As officially surveyed, it is available to more than 294 million households, significantly more than CNN's estimated 200 million. In addition to these international channels, BBC Studios also owns the UKTV network of seven channels. These channels contain BBC archive programming to be rebroadcast on their respective channels: Alibi, crime dramas; Dave (slogan: "The Home of Witty Banter"); Drama, drama, launched in 2013; Eden, nature; Gold, comedy; W, Entertainment; and Yesterday, history programming.

Until the development, popularisation, and domination of television, radio was the broadcast medium upon which people in the United Kingdom relied. It

"reached into every home in the land, and simultaneously united the nation, an important factor during the Second World War". The BBC introduced the world's first "high-definition" 405-line television service in 1936. It suspended its television service during the Second World War and until 1946, but remained the only television broadcaster in the UK until 1955, when Independent Television (ITV) began operating. This heralded the transformation of television into a popular and dominant medium. Nevertheless, "throughout the 1950s radio still remained the dominant source of broadcast comedy". Further, the BBC was the only legal radio broadcaster until 1968 (when URY obtained its first licence).

Despite the advent of commercial television and radio, with competition from ITV, Channel 4 and Sky, the BBC has remained one of the main elements in British popular culture through its obligation to produce TV and radio programmes for mass audiences. However, the arrival of BBC2 allowed the BBC also to make programmes for minority interests in drama, documentaries, current affairs, entertainment, and sport. Examples cited include the television series *Civilisation*, *Doctor Who*, *I, Claudius*, *Monty Python's Flying Circus*, *Pot Black*, and *Tonight*, but other examples can be given in each of these fields as shown by the BBC's entries in the British Film Institute's 2000 list of the 100 Greatest British Television Programmes, with the BBC's 1970s sitcom *Fawlty Towers* (featuring John Cleese as Basil Fawlty) topping the list. *Top of the Pops*, the world's longest-running weekly music show, first aired in January 1964, The Rolling Stones being the first performers on it. On air since 22 August 1964, *Match of the Day* is broadcast on Saturday nights during the Premier League season. Some BBC shows have had a direct impact on society. For example, *The Great British Bake Off* is credited with reinvigorating interest in baking throughout the UK, with stores reporting sharp rises in sales of baking ingredients and accessories. The export of BBC programmes through services like the BBC World Service and BBC World News, as well as through the channels operated by BBC Studios, means that audiences can consume BBC productions worldwide. Long-running BBC shows include: *Desert Island Discs*, broadcast on radio since 1942; *Panorama*, broadcast on BBC television since 1953 it is the world's

longest-running news television programme.

The term "BBC English" was used as an alternative name for Received Pronunciation, and the English Pronouncing Dictionary uses the term "BBC Pronunciation" to label its recommendations. However, the BBC itself now makes more use of regional accents in order to reflect the diversity of the UK, while continuing to expect clarity and fluency of its presenters. From its "starchy" beginnings, the BBC has also become more inclusive, and now attempts to accommodate the interests of all strata of society and all minorities, because they all pay the licence fee. For students, news articles in English can be a great way to learn about what is happening in the world, and at the same time studying the English language. You may hear or watch the same news in your own language and then see it in English- reinforcing the information that you already are conscious of.

Older domestic UK audiences often refer to the BBC as "the Beeb", a nickname originally coined by Peter Sellers on *The Goon Show* in the 1950s, when he referred to the "Beeb Beeb Ceeb". It was then borrowed, shortened and popularised by radio DJ Kenny Everett. David Bowie's recording sessions at the BBC were released as *Bowie at the Beeb*, while Queen's recording sessions with the BBC were released as *At the Beeb*. Another nickname, now less commonly used, is "Auntie", said to originate from the old-fashioned "Auntie knows best" attitude, or the idea of aunties and uncles who are present in the background of one's life (but possibly a reference to the "aunties" and "uncles" who presented children's programmes in the early days) in the days when John Reith, the BBC's first director general, was in charge. The term "Auntie" for the BBC is often credited to radio disc-jockey Jack Jackson. To celebrate the fiftieth anniversary of the BBC the song "Auntie" was released in 1972. The two nicknames have also been used together as "Auntie Beeb".

To sum up, The BBC website has a special place in its history and today it is a database of the best and latest information for people all over the world, as well as a useful site for learning the language and learning about the unique English culture.

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THE GLOBAL PHENOMENON: THE IMPORTANCE OF LEARNING ENGLISH

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Abstract: *This Article provides information about Importance of Learning English, History of English, Popularity of English and so on.*

Key words: *Education, Global exchange, Career opportunities, cultural impact...*

In our contemporary era, discussing importance of English has become a considerable debate. While Learning English in any country is progressive step, others argue that it may have negative consequences. In this article, history of English, popularity of English and others will be explored before presenting reasoned conclusion.

English, the global lingua franca, has become an indispensable tool in today's interconnected world. The language's prominence is undeniable, with millions of people across the globe striving to learn and master it. This article explores the importance of learning English, its historical rise to prominence, and the reasons behind its widespread adoption.

Historical Evolution:

The English was not so popular several centuries before because of its social community and convenience. There were a number of factors that contribute English for becoming global language in the past. In history, The English was uncommon among the people, only particular people used to use it. German, Spanish or Latin somewhat was popular instead.

The rise of English as a global language can be traced back to the British Empire's expansive colonial endeavors during the 17th to 20th centuries. As the empire grew, so did the influence of the English language, spreading to various corners of the world. The economic, political, and cultural dominance of English-speaking nations, particularly the United Kingdom and the United States, further

solidified its status as a global language.

The Popularity of English:

English incorporating into several fields of community year by year. Most technological terms, medicine terms, or some words related to Science were communicated in English

English's dominance can be attributed to several factors. Firstly, it serves as the primary language of international business and diplomacy. Multinational companies, global organizations, and diplomatic circles commonly use English as the language of communication, making it a valuable asset for professionals seeking career opportunities on the global stage.

Moreover, English is the predominant language of the internet, science, and technology. Most scientific research, academic publications, and online content are available in English. This has led to a surge in the demand for English proficiency, as individuals seek access to a vast pool of knowledge and resources available in the language.

Why Learn English?

1. Career Opportunities: In a competitive job market, proficiency in English opens doors to a plethora of career opportunities. Many employers require English language skills as a prerequisite, especially in industries with a global reach.

2. Education: English is the medium of instruction in numerous prestigious universities and academic institutions worldwide. Proficiency in English is often a prerequisite for admission to international programs, facilitating academic mobility.

3. Global Communication: English serves as a common ground for people from diverse linguistic backgrounds to communicate effectively. Whether in business, travel, or social interactions, English bridges the gap and facilitates meaningful communication.

4. Cultural Exchange: English is a key player in global cultural exchange. It is the language of literature, music, and cinema that transcends national boundaries, fostering a shared global culture.

Is English Easy to Learn?

The ease of learning English varies from person to person and depends on their native language. However, English is considered relatively accessible due to its straightforward grammar compared to some other languages. The abundance of learning resources, including online courses, language apps, and immersive language programs, makes it easier for individuals to acquire proficiency.

English period

Predicting the future lifespan of a language in the modernized world is a complex task, as it depends on various factors such as cultural, economic, and geopolitical changes. However, English is currently deeply entrenched in global communication, and there are several factors that suggest it will continue to play a significant role in the foreseeable future.

1. **Economic Influence:** English is the language of international business and commerce. As long as the United States and other English-speaking countries maintain their economic influence, English will likely remain a dominant language in global trade and finance.

2. **Technological Advancements:** English is the primary language of the internet, and as technology continues to advance, the role of English in digital communication, programming, and artificial intelligence is likely to persist.

3. **Academic and Scientific Dominance:** English is the primary language of academic research and scientific publications. As long as leading research institutions and journals use English, it will remain crucial for scholars and scientists to have proficiency in the language.

4. **Cultural Impact:** English is a major player in the global entertainment industry, including literature, music, and film. As long as English-language media continues to have a strong cultural impact, people around the world will have an incentive to learn and use English.

5. **International Relations:** English is the de facto language of international diplomacy. As long as global institutions and organizations use English as a working language, proficiency in English will be essential for effective international communication.

While these factors suggest a continued prominence of English, it's essential to acknowledge that languages are dynamic and can evolve or decline over time. The future trajectory of English will depend on various geopolitical and socio-economic shifts. Additionally, the rise of other languages, regional influences, and changes in global power dynamics could also impact the role of English in the long term.

Conclusion:

In today's interconnected world, the importance of learning English cannot be overstated. Its historical evolution, widespread adoption in various sectors, and its role as a global medium of communication make it a valuable skill for individuals aiming to thrive in the 21st-century landscape. As English continues to evolve and adapt to the changing needs of a global society, its significance in international communication and collaboration is likely to endure. While English is likely to maintain its importance in the modernized world for the foreseeable future, predicting an exact number of years is challenging. The ongoing changes in the global landscape will continue to shape the linguistic dynamics, and English's longevity will depend on how well it adapts to these shifts.

THE HISTORY OF MASS MEDIA IN OUR COUNTRY

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Abstract: *This article provides information about the history and current development of mass media in our country.*

Key words: *mass media, mass communication, information, journalists, press service, computer.*

Mass media - publications, radio and television broadcasts, newsreel programs, and other forms of mass information delivery. By mass media, the legal scholar understands "published, audio, audiovisual and other information and

materials intended for the general public". The purpose of the mass media is to determine the spiritual wealth of a particular society and to have an ideological, political, economic or organizational influence on people's behavior and outlook.

The origin of mass communication in the first half of the 20th century was the material basis for the creation of technical devices that allowed to quickly and extremely multiply a large amount of verbal, pictorial and musical information. Complexes of these devices served by highly professional specialists began to be called "mass information and propaganda tools" or "mass media". Mass media is a system consisting of a source of information and a receiver of information. The source of information is connected with its recipient through the press, radio and television, film, sound recording systems.

The effectiveness of mass media is determined not only by the goals and objectives of the impact on the reader, listener, and viewer, but also by the conformity of their content and form to the constant and daily needs of people. Ideological-political struggle has a serious impact on the content and form of relations between social groups, ideological, political and other types of propaganda. The Constitution of the Republic of Uzbekistan does not allow censorship. It is recognized that the legal form of searching, receiving, giving, producing and distributing information is not possible for secrets belonging to the state or specially protected by law.

Information rights and freedoms form the legal basis of information law, and their guarantee is the main goal of this new field of law. Already in the middle of the 20th century, the world community, taking into account the role of information in the life of an individual, society, and state, introduced legal mechanisms that guarantee the rights and freedoms of people and citizens. Today, the right to information has been formed as a separate field of law. Information rights and freedoms were recognized for the first time in the Universal Declaration of Human Rights adopted by the UN General Assembly on December 10, 1948. In particular, its article 11 states that every person accused of committing a crime has the right to be considered innocent until his guilt has been established in a legal manner by

means of an open trial, provided with all opportunities for defense. According to Article 12, it is not allowed to interfere arbitrarily with the family and private life of anyone, the privacy of the residence, the secrets of his correspondence, or his honor and dignity. Everyone has the right to legal protection from such interference and aggression. According to Article 19, every person has the right to freedom of belief and its free expression; this right includes the freedom to practice one's beliefs without hindrance and the freedom to seek, receive, and impart information and ideas.

Mass media plays a special role in the deepening of democratic reforms and development of civil society in our country. Because it is the mass media that, in the conditions of globalization, are performing a special function of a bridge between the state and society by widely covering the most important events in our country, the updates being implemented, and the adopted normative legal documents. This law further strengthens these guarantees by ensuring the freedom of information use, the obligation of the officials of the state authorities and management bodies to provide the necessary information to the journalist within 7 days, as defined by the law. This eliminates some cases of delay in obtaining information, as well as ensures speed, reliability and quality of the journalist's material.

"Realizing the noble dreams of our country, boldly raising the various obstacles that stand in the way, negative vices such as bureaucracy, indifference, greed, corruption, and against them. "I consider journalists who consider forming uncompromising public opinion to be their profession and the meaning of their lives to be real journalists," President Shavkat Mirziyoyev said. professional knowledge and skills, life experience, a sense of responsibility for one's word, at the same time high civic position, moral courage are also required. In order to achieve such a goal, we need to create wider opportunities for mass media from the point of view of legislation, material, technical, educational and methodological support. In fact, these efforts of journalists to ensure transparency in society and its modern management system, to improve public relations, will undoubtedly show their results in the management system of society. Since transparency is closely related to

freedom of the press, the rule of law is clearly visible in this regard in our country. That is, Article 5 of the Law of the Republic of Uzbekistan "On Mass Media" (new version) is entitled "Freedom of Mass Media", the second clause of which is as follows: "Anyone, if the law unless otherwise stipulated, he has the right to appear in the mass media, to publicly express his opinion and belief."

Today, the head of our state personally supports the mass media. On the occasion of the Day of Press and Mass Media Workers, which will be celebrated on June 27, 2020, the press service of the head of state issued a greeting. Nowadays, in Uzbekistan, the process of interpreting the social resonance of a problem or event that attracts the attention of many people after it is published in the press has become one of the most important tasks that require great professional skills from our journalists. Independent journalistic research is carried out by Uzbek journalists, and legal literacy among the population is developed in exchange for publicizing the details of existing problems in our society to the authorities.

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THE INFLUENCE OF MASS MEDIA IN THE RISE AND CHANGE OF CULTURE

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Abstract: *Mass media is one of the most significant agents of cultural change and it has now become an essential part of human society. Consequently, through its multifaceted channels occasioned by the technological revolution, it is now seen as influencing what people think and how to think about. Furthermore, it has redefined cultural ideologies and perceptions. Using McLuhan's and Cultural Imperialism's perspective to theoretically underpin it, this chapter thus traces how mass media has influenced cultural change in Africa by showing examples specific from Kenya. From this it is clear that mass media is rapidly changing the cultures of virtually all aspects of Kenyan society whenever it has come in contact with mass media. The chapter then concludes that Kenyan society is an example of African society experiencing the second phase of colonization through the mass media.*

Keywords: *mass media, culture change, technological revolution, African cultures.*

Today, the stakes are higher. Technology has greatly influenced the media activities. It has increased the speed and accessibility of information. The myriad mutations of social media play a controversial role in society. People were used to sharing their common interests in radio or TV characters and major news stories in the back yard, bar room, and coffee shop conversations, but the proliferation of specialized publications and personalized channels has fragmented the media audience. Many citizens have become critical of the lack of quality in so much contemporary culture and are concerned about the overwhelming amount of information now available.

Even the computer, once indicated as an educational salvation of children, has created confusion. Today, when kids announce that they are on the computer', parents may wonder whether they are writing a term paper, playing a video game, talking to cyber space strangers, shopping for sneakers or peeking at pornography.

(Campbell et al, 2007).

The mass media in Africa has played a key role in promoting social development, through public enlightenment and sensitization and its performance has gone beyond earlier expectations. Currently, communities in general and individuals in particular are bombarded constantly with messages from a multitude of sources which include the TV, billboards, newspapers, magazines, and social media to name but a few. These messages promote not only products, but moods, attitudes, and a sense of what is and/or is not important.

The argument here is that the culture of everyday life in Africa has become intertwined with the media to the extent that African culture has been diluted by westernization. Although the African has been freed from colonialism, Africans are not ready to embrace freedom to the extent of wholly appreciating their culture. When Africa was colonized, they were made to believe that their culture is primitive and backward. To appear civilized, Africans started adopting the western culture dropping most of the African values and norms. And through the media, the western cultural values are being passed on and emulated in Africa. This implies that the developed countries still influence the behaviour of the developing countries.

Cultural Imperialism Theory further argues that humans do not have free will to choose how they feel, act, think, and live and this is echoed by the Agenda Setting Theory. These two theories agree that people react to what they see or hear on media because there is nothing else to compare it to besides their own lives, which is usually portrayed as less than what it should be. In addition, the media will play a major part in changing the behaviour since the audience lacks the capacity to filter information they consume.

More often than not, when we listen or watch both Kenyan and international media, it is difficult to discern the differences in their agenda. In other words, there is an uncanny similarity in most items. For example, when not discussing politics, it is crime stories that take the centre stage. What this tells us is that the media has made everybody in the world to think in a certain way as stated Agenda Setting Theory (McCombs and Shaw 1972). Moreover, the media has tended to portray the

western culture as high culture while African Culture is seen as the low culture or popular culture. And this is not the case with Kenya alone but with all developing countries.

Furthermore, Cultural Imperialism Theory states that western nations dominate the media around the world which in return has a powerful effect on the cultures of developing countries like Kenya through the imposition of western viewpoints which in turn gradually erode native cultures (Schiller, 1973). These viewpoints are manifested in the movies that we watch, such as the Mexican soap operas, which have become common in Kenya hence influencing the dating patterns, dress code and values that influence relationships. The recent move by local TV channels to introduce singing competitions and reality shows can be related to ideas borrowed from the western media that runs reality shows which may not be in consonance with mainstream Kenyan culture but just because it is foreign, then it is considered superior. (For instance, the formats of these competitions bear an uncanny resemblance to “America’s Got Talent, Britain’s Got Talent, and Big Brother reality shows).

In addition, the theory points out that because of the economic muscle which enables them to do so, Western Civilization produces the majority of the media (film, news, comics, and so on). Consequently, the rest of the world purchases those productions because it is cheaper for them to do so rather than produce their own. Thus, developing countries are watching media filled with the Western world's ways of living, believing, and thinking. The developing world cultures then start to want and do the same things in their countries and thus erode their own culture.

Mushi (1966: 13) notes that, "one could hardly visualize the existence of a nation without culture or, if such a nation were to exist it would merely be a disunited group of people living together simply because there existed geographical boundaries and some political authority to control them from above." (Quoted in Fortner, 1993).

At the onset of colonization, European colonialists created many of the present African countries by imposing arbitrary geographical boundaries. After

independence, the consequence of these t was often severe difficulty in building potent political institutions, implementing sound economic development projects, and developing relevant national cultural policies, because tribal animosities, linguistic differences, and socio-cultural dynamics that interfered with these processes (Schiller, 1973).

As stated in Fortner 1993, one cultural manifesto adopted in Africa acknowledged that, "culture starts with the people as creators of themselves and transformers of their environment. Culture, in its widest and most complete sense, enables men (sic) to give shape to their lives" (quoted in Dumila, 1976, p. 2). The leaders of developing countries, however, had difficulty seeing how culture, in the sense outlined by this manifesto, could develop in nations swamped with Western cultural imports: films, television programs, music, newspapers, and magazines.

To confound this, the Western industrial powers, especially the United States have dominated the production and distribution channels for media materials; cultural materials that have become increasingly popular worldwide. For example, most people talk about *Hollywood* when it comes to features films and television programmes yet we have *Nollywood* from Nigeria. Furthermore, other than South Africa which tries to promote local music, the major source of music for the youth today in Kenya is MTV, the Music TV channel from the United States. As a result, the youth have sometimes adapted delinquent behaviour from such sites as they try to ape their favorite celebrities who most of the times come from different social settings. This has changed the norms and values of various developing countries like Kenya. It is also clear that 80 percent of the magazines on the streets of Nairobi are from the Western world and a similar percentage of the information in the internet is from developed countries. On the other hand, the flow of information from developing countries to the developed is minimal.

The effects of the above brings us to the conclusion that, through the mass media and communication technologies, Western and other developed countries' cultures have infiltrated the African cultural context to the extent that, for instance, most Kenyan have given up their traditional dressing codes to embrace foreign

modes of dressing. The advertisements on TV and the internet impose western values on the Kenyan audience. . For example, beauty products like *Nivea* are advertised by models who push for the western idea of beauty. The models are skinny, light skinned and tall as opposed to the African concept of a beautiful woman who is dark, of medium height, even short and plump in some cultures. The consequence of this is that today women in Kenya go to great lengths to starve themselves to be slim or bleach themselves with dangerous chemicals to have a lighter skin.

The flow of hegemonic information from the West has also had a significant impact on religious identity for Kenyans. Today, African traditional religions have been largely abandoned and a majority of Kenyans profess Christianity in a myriad of forms (denominations). This is not just because of the effects of earlier European missionaries who came to Africa and convinced natives to abandon their traditional religions claiming it was barbaric and devilish. Today's Christian adherents, particularly of the Pentecostal and evangelical persuasion can be attributed to media influence through various religious channels domiciled most in the West. For example, TBN, a gospel media channel in the US can broadcast all over the world via satellite and Kenya's Family Media is a product of TBN, indicating that religious channels can also wire their materials that advocate the western religious viewpoints to affiliated local religious channels. Moreover, anyone doing shopping in the capital city of Kenya can see the Kenyan religious market is filled with books, CDs, magazines and gospel music from the West.

Although mass media is acknowledged for its positive impact, it is also blamed for what is being seen as cultural imperialism. The major aspect of cultural imperialism is the information flow issue. As with international news flow, developing countries have often criticized Western industrialized states, particularly the United States, for their domination of media cultural products and the implications of that dominance for their own cultural values.

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THE INTRICACIES OF ANTONYM TRANSLATION

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Abstract: *This article delves into the complexities of antonym translation, exploring the challenges faced by translators in conveying opposite meanings from one language to another. Antonyms, being words with contrasting meanings, demand more than a direct conversion, requiring a nuanced understanding of linguistic nuances, cultural context, and emotional tones. The article discusses strategies employed by translators to navigate these challenges effectively, emphasizing the importance of cultural adaptation and contextual analysis.*

Keywords: *Antonym translation, cultural nuances, contextual variations,*

emotional tone, linguistic context, cross-cultural communication, language translation, cultural adaptation.

Translation is a complex task, requiring more than a mere word-for-word conversion. Among the challenges faced by translators, dealing with antonyms adds a layer of intricacy to the process. Antonym translation involves conveying opposite meanings from one language to another, demanding a nuanced understanding of linguistic nuances, cultural context, and shades of meaning. Antonyms are words with contrasting meanings, such as "hot" and "cold" or "happy" and "sad." Translating these pairs accurately is more than finding equivalents; it involves preserving the intended oppositeness while considering cultural connotations.

Challenges in Antonym Translation: Cultural Nuances: - Antonyms often carry cultural nuances, and finding equivalents that resonate with a target audience's cultural understanding is crucial. For instance, the antonym pair "bravery" and "cowardice" might be perceived differently across cultures. Contextual Variations: - The meaning of antonyms can vary based on context. Translators must consider the surrounding words and phrases to capture the intended sense accurately. For example, the antonym pair "forgive" and "blame" might have different translations based on the context. Emotional Tone: - Antonyms can carry emotional weight, and conveying the emotional tone effectively in translation is challenging. For instance, translating "love" and "hate" requires not just finding equivalents but also preserving the emotional intensity associated with these words.

Strategies for Antonym Translation: Contextual Analysis: - Translators must analyze the context in which antonyms are used to select appropriate equivalents. This involves considering the broader linguistic and cultural context of the source and target languages. Synonymous Expressions:

- Instead of relying on direct antonym pairs, translators might use synonymous expressions to convey the intended opposite meanings. This allows for more flexibility and captures the nuances inherent in certain languages.

Cultural Adaptation:

- Adapting antonym translations to suit the cultural norms and expectations

of the target audience is essential. This ensures that the translated content is not only linguistically accurate but also culturally relevant. Antonym translation is a delicate art that goes beyond a straightforward word swap. It involves navigating cultural intricacies, preserving emotional tones, and maintaining the intended contrasts. A skilled translator must not only be bilingual but also possess a deep understanding of the cultural and contextual dimensions that shape language. As global communication continues to evolve, the importance of effective antonym translation becomes increasingly evident in fostering accurate and meaningful cross-cultural exchanges.

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THE ROLE OF EVENT SPONSORS AND PARTNERS IN ORGANIZING EVENTS IN RESTAURANTS AND HOTELS

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Annotation: *Events and conferences are a huge part of the hospitality industry, and are continuing to grow. Whether it be focused on music, sport, learning or luxury, events around the world are generating billions of revenue and changing the way businesses, hospitality organizations and resorts operate.*

Key words: *rapidly expanding, events industry, events and exhibitions, popular festivals.*

The growth of the events has been fuelled by a number of factors, not least the

emergence of dedicated event listing, management and ticketing sites, such as Eventbrite. The sector has also experienced major disruption, with non-traditional venues such as co-working spaces, bars and live webinars increasingly offering flexible hosting options. Add to this the increasing shift in how people are choosing to experience their passions, learn and do business, and you begin to see why the events industry is rapidly expanding.

A booming industry

Meetings, conferences, events and exhibitions are a key driver of tourism destinations across the globe. In the USA, they generate almost one trillion dollars in direct, indirect and induced spending. In Europe, the event industry continues to grow steadily. In Asia, it is booming. As a result, tourist destinations around the world are realizing that events are a vital component in attracting holidaymakers. Without them, they are at risk of losing out. Events are valuable to more industries than just tourism, however. In music, the company Live Nation has become the market leader. With a revenue of over \$8.5 billion, Live Nation owns a range of leading businesses (including Ticketmaster), as well as some of the world's most popular festivals.

GL Events, WPP and Reed Exhibitions are other examples of the key players in this industry. They actively look to expand, and boast hundreds of offices and thousands of employees. No matter the industry, events are becoming a vital part of their appeal, meaning the desire for employees with the right skills and knowledge is essential. A company conference, a trade show, a product launch, a music festival, a sport event, a wedding, a fashion show – all of these are examples of business opportunities around which the industry is building its fortune.

Key players in the sport event sector, like the International Olympic Committee, UEFA and Formula One, are focusing more and more on customer service and VIP hospitality, increasing customer satisfaction, revenue and profitability. Conversely, resorts and destinations are creating new events or attracting ones they feel will bring in more revenue. Gone are those days when events meant funds. Organizing events is beyond that and that reflects from the kind of deals being struck and alliances been

formed. Organizers are looking beyond money and they look for other avenues to form partnerships.

Event organizers look for brands that connect with the company's ethos and values. Sponsors or brands that are in sync with their event or that can identify with their event. When both companies are in tandem they complement each other well which pays off in the longer run and leads to better partnerships.

Apart from providing financial assistance, they also need partners with whom they can form barter partnerships. Organizers further like to be associated with different travel partners, food and beverage partners etc. Moreover, engaging in barter is a quite common practice. Nowadays, many brands are more interested in providing freebies for events rather than funds. Thus, organizers Organizers also look for online coverage of their events through social media. Social media is an important element for marketing these days. Marketing through right channels and on the right platforms makes a huge difference. Most people in event business specifically look for digital marketing of their events.

Importance of Sponsoring events

Companies in general have few opportunities to build trust and establish rapport with their customers and potential clients. Getting involved with an event accelerates the whole process. Attending an event is important to but you could make your presence felt among the crowd by being a sponsor.

Date and venue play a huge rule in any events success. Sponsors should make sure that the event they consider is preferably being conducted in the peak season to attract maximum footfall. Any event that is located in the hub of the city or a place accessible easily helps with the overall reach. Any brand must understand the target audience before forming any alliance. For instance, a new mobile chat application that targets college goers should associate itself with a college event rather than an art gallery. Brands must target the audience that is in sync with their company.

Footfall is important for a few reasons. First, and most obvious, it is going to get you more value for money. Eyeball gives huge reach. The more eyes present, the more eyes on you. This would also enable one to plan their strategy accordingly.

Knowing how the event will be marketed can help you figure out how much press you are going to get out of it. It will also let you get a better idea of how well the organizers know what they are doing.

One must ask very fundamental questions before venturing to sponsor. What is there in it for you? It might sound selfish, but he, it is what it is. You are looking to put up a chunk of money and you need to know how your brand will benefit. Will you get direct contact with potential clients? Will you get advertisement through the event's social media accounts and thereby bolster your followers? How can my brand add to the event? Can you honestly add value to the event? Or are you just throwing your name up there and writing a check? Adding value would do more for you. Is it feasible? Answering such questions leads to more clarity.

Understand the scale of the event before making any commitment. Build associations with events that have great reputations and have been successful in the past. Connect with those events that resonate with your company's ethos. Gaining sponsorships for events does not have to be an imbalanced transaction where one party pleads for money and the other deems whether they're worthy enough to loosen up the purse strings.

It is time to stop thinking of sponsors as simply brands that choose to bankroll random events and start thinking of the sponsor-host interaction as a strategic partnership. A partnership in which the companies hosting events as well as the companies who happen to be injecting some cash flow into events both gain enjoyment, value, and a lasting relationship. If you've been unsure about how to approach sponsorship in a way that feels genuine, follow along with this article as we cover why event sponsorship is invaluable for everyone involved and dive into 10 unique event sponsor benefits you can offer to attract the kinds of businesses with whom you'd be proud to partner.

For an organization, good events are good culture and good business. This is a statement of truth. Sponsorships are the most effective and mutually beneficial way to provide events with a powerful return on investment and positive culture. At their best, sponsorships raise the brand value of both parties and reinforce their heritage

and visions for the future.

Good businesses, the kind that you want to partner with these days, are profitable for certain, but for many people, where culture matters most, they are also likable, creative, innovative, energetic, purpose-driven, responsible, and sustainable. The kinds of places you would want to work for. These days money alone is not enough. There is an iceberg effect created from all of these intangibles that can give all of that which sits above the water stability. Get it wrong, and it runs the risk of sinking the ship.

Far too often, event organizers are applying a spray-and-pray strategy, meaning trying to chase any opportunity to find sponsors for their in-person, virtual, or hybrid events. They neglect the importance of having in-depth knowledge about what their potential sponsors are looking for and what drives them to get involved in an event, or in the worst case what turns them off. Building a solid partnership between the organizer and the sponsor requires serious groundwork and a clear understanding of factors that matter to sponsors.

Event sponsorship is when an organization provides financial assistance to an event to achieve promotional advantages. Sponsorships can come in the form of a cash exchange for assets or a barter exchange involving products or services.

This guide will focus on the importance of building a solid partnership between the event organizer and sponsors. It starts with building relationships, showing value, giving them an unbelievable offer, and teaching them how to engage with attendees.

- Learn what matters to your sponsors
- How to adapt your sponsorship packages to their needs
- Event sponsorship best practices
- How to become a reliable partner that seeks to establish a win-win situation
- How to create virtual event sponsorship opportunities.

Reaching out to sponsors is not the same thing as reaching out to attendees. You need to provide tailor-made information for sponsors. Sponsorship packages with descriptions that are clearly copied and pasted from an event profile are a major turnoff for sponsors. The sponsor is not interested in attending your event; they want

to know how much visibility they will get at your event, and that is fundamentally different from what attendees are interested in. Organizers need to think of their event from a sponsor's perspective, which means looking at the audience and not as a member of it. All the elements of a sponsorship package need to be revised and oriented towards the sponsor, paying particular attention to the visibility and added value the sponsor can expect while getting involved in the event.

Description Hiccups

Continuing with sponsorship packages, many organizers make the mistake of only having one or two-sentence descriptions in their packages. With a lack of information, sponsors will struggle to think of event organizers as reliable and professional business partners (because sponsorship is B2B). Of course, the description texts should remain reasonably short and concise, but the organizer should not forget to clearly highlight why businesses should sponsor the event, instead of just providing basic event information. It is one of the most crucial points in the whole package.

No Demographics

Sponsors are business people and therefore are striving to generate a solid ROI or ROO through sponsorships. That means that they want to bring their brand, product, or service in front of the right audience. In this case, the right audience means the sponsor's exact target group. The most fundamental demographics that every event organizer should have ready for their event are gender, age, income situation, and education level. Additional information about marital or employment status, as well as regional demographics, might also be crucial depending on the type of event.

Seasoned event organizers will not have any problems when it comes to providing this information to sponsors, but newer professionals may not always think to be prepared. Always assume that the sponsor will ask for these demographics. An event organizer who is unable to answer these questions will not be a happy camper throughout the sponsor negotiation process.

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THE ROLE OF MASS MEDIA IN OUR COUNTRY

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Abstract: *This article provides information about the role of mass media in our country and their development.*

Key words: *mass media, development, information, journalism, global problem, social network, computer, internet.*

After gaining independence, Uzbekistan set many great goals, such as building a free and prosperous homeland, a free and prosperous life, establishing a fair civil society and a legal democratic state, and ensuring the well-being of the people's life.

In order to achieve the goals set by the reforms in all spheres of society's life, it has become an important issue to fundamentally change and develop the social consciousness and culture of the population, as well as the legal, political consciousness and culture.

Currently, we cannot imagine the development of society and the state without mass media. In our country, all the conditions for the independent mass media to operate are sufficiently created. Article 67 of the Constitution of the Republic of Uzbekistan stipulates the freedom of the mass media and the operation of the media in accordance with the law, as well as their responsibility for the correctness of information in the prescribed manner, censorship is not allowed. The recent

emergence of new electronic mass media is a sign that the information field is developing rapidly. Ensuring citizens' right to reliable information is the duty of the mass media, a fundamental principle of democratic government. In Uzbekistan, the mass media serve as a platform for the delivery of such information and play an important role in effective cooperation between the government and the public.

In our country, a solid legal framework has been created that regulates the activities of mass media and meets international norms. We can see this in the example of the laws of the Republic of Uzbekistan "On mass media" and "On protection of journalistic activities" adopted in 1997. In recent years, the mass media of Uzbekistan have been actively performing their tasks of public control over the activities of state authorities and management bodies. They are becoming a real "fourth power" in our country. Today, Uzbekistan is one of the leading countries in Central Asia, including in the regional information space. Consistent development of mass media in the country has a positive effect on the democratization of social and political life. It should be noted that today, along with traditional mass media such as newspapers, radio, and television, new forms of information exchange and delivery are emerging, which create great opportunities for the state and citizens. For example, the interaction of mass media with the government can be said to be a rapidly developing process. Through democratic dialogue, compromise and mutual understanding can be achieved. Just as there are two sides to a coin, mass media also has a negative side, that is, it is very important how accurate and reliable the information is. We all know that in developed countries, the main topic and target of mass media is politics, and people do not give in to emotions even if the government is severely criticized. Freedom of access to information cannot be absolute, especially if it affects concepts such as public safety, honor and dignity of people. No goal can be achieved without limitations. According to the European Convention for the Protection of Human Rights and Fundamental Freedoms adopted in 1953, for the purpose of national security, territorial integrity or public order, protection of health and morals, protection of a person's reputation or other rights, confidential or Freedom of speech may be restricted in order to prevent the

dissemination of information obtained by means of law and to ensure the impartiality and authority of justice.

The only way to prevent such dangers, which cause mutual enmity and conflict to derail peace and stability in society, is to educate our youth who are independent thinkers, who are able to differentiate between black and white, friend and foe, what a rich history we have and We should bring up people who live with the awareness of our heritage, who are educated in the spirit of national and universal human values, and we should never consider this issue as a secondary task. At the moment, these sources of information are important in expanding the worldview and increasing the knowledge of the young generation. While not denying the positive aspects of mass media and social networks, it should also be noted that it has the potential to be ineffective and have a negative impact on young people. This is a global problem that requires a lot of attention, given that the ideological immunity against destructive destructive ideas is not yet fully formed in young people, and they are too quick to believe what they hear or read. It should be noted that through subversive information disseminated on the Internet, it is sometimes possible to achieve goals that cannot be achieved by military action. Such informational attacks should not be forgotten to purposefully change the spiritual, moral, psychological worldview, political point of view and beliefs of young people. One of the main reasons for this is the increasing distribution of aggressive television, audio, video and multimedia products, information on the Internet and computer games in various ways. Today, in order to prevent such problems, as I.A. Karimov pointed out: "We must fight ideology against ideology, idea against idea, knowledge against ignorance. Because the spiritual and moral qualities in the hearts of our youth serve for noble goals. let him do it".

In conclusion, the role of mass media in our country is incomparable, because the emergence of electronic mass media in our society is a sign of the rapid development of the information sector.

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THE TRANSLATOR'S MASTERY: SKILLFULNESS IN LITERARY TRANSLATION

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Abstract: *This article delves into the multifaceted skillfulness and artistry of literary translation, emphasizing the translator's prowess in seamlessly transposing the intricate nuances of language, culture, and creativity across diverse literary works. It explores the indispensable traits of linguistic mastery, cultural empathy, and contextual insight that underpin the skillfulness of literary translators, highlighting the adept maneuvering of ambiguity and subtlety in preserving the rich tapestry of world literature.*

Keywords: *Literary Translation, Translator's Skillfulness, Linguistic Mastery, Cultural Empathy, Transcreation, Contextual Insight, Ambiguity and Subtlety,*

Artistry in Translation

The transcendent art of literary translation serves as the bridge that unites diverse cultures, languages, and narratives, allowing the wondrous tapestry of world literature to unfurl across linguistic divides. At the heart of this enigmatic craft lies the translator's skillfulness—a nuanced blend of linguistic virtuosity, cultural acumen, and literary finesse. This article delves into the multifaceted skillfulness of translators engaged in literary translation, emphasizing the diverse array of talents and traits that underpin their remarkable ability to traverse the labyrinthine realm of literature and language.

Linguistic Mastery and Stylistic Finesse: A literary translator's proficiency transcends mere bilingualism, encompassing an intuitive command of language nuance, idiomatic expressions, and the intricate cadence of literary prose. The seamless, yet faithful, transposition of the author's voice and stylistic nuances into the target language demands an unmatched linguistic finesse that captures the very essence of the original work.

Cultural Empathy and Sensitivity: In the art of literary translation, cultural empathy reigns as an indispensable hallmark of skillfulness. Translators navigate the multifaceted tapestry of cultural allusions, historical references, and societal nuances embedded within literary works, deftly transposing these elements to resonate with audiences outside the work's native cultural context, thereby preserving the integrity of the narrative and its cultural resonance.

Creative adaptation and Transcreation: The adeptness of a literary translator transcends literal word-for-word conversion; it extends into the realm of creative adaptation and transcreation—an artful process that strives to capture the emotional tenor and conceptual depth of the original text within the context of the target language, nurturing a fluid symbiosis of artistry and linguistic innovation.

Depth of Research and Contextual Insight: A skillful literary translator is an indefatigable seeker of context and meaning, delving into the historical, social, and philosophical underpinnings that inform the lexicon and imagery of the source text. Adept navigation of historical and cultural contexts empowers the translator to

weave an authentic, evocative rendering that breathes life into the translated work.

Navigating Ambiguity and Subtlety: Literary works often embody a tapestry of ambiguity and subtlety that infuse depth into their narrative. Skillful translators deftly navigate these complexities, wrestling with connotations, metaphors, and allegories to faithfully transmit the richness of the original work and preserve its enigmatic allure in the target language.

In conclusion, the skillfulness of the literary translator transcends linguistic dexterity; it embodies a profound symbiosis of language, culture, and creativity, flourishing as an elixir that transcends boundaries and fosters a harmonious interplay of diverse literary legacies. The translator's mastery, steeped in linguistic prowess, cultural empathy, and artistic acumen, stands as an indomitable testament to the transformative power of literary translation—a sacred communion that enshrines the unity of humanity's collective narrative.

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THE USE OF MEDIA IN THE ENGLISH LANGUAGE LEARNING

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Abstract: *The article discusses the role and benefits of using mass media tools while learning the English language. It gives the analysis of media techniques for educational purposes.*

Keywords: *mass media, the English language, learning, technique, education, second language.*

Throughout the historical development the English language gained the state of widely known and used, dominant language of the globe. As we overviewed and found out during our study here, many students, not only here in our country, but also in world range, try to learn English either to widen their knowledge or reach their professional goals. As our analysis showed, learning a new language may sometimes become a difficult challenge for most of the applicants [1-7]. For the very reason, scholars of the various fields (linguistics, pedagogy, didactics, psychology, sociology) tried to put forward their approaches, methods and techniques that can be applied while learning foreign language. The aim of the current article is to review the usage of mass media while learning English for non-native speakers.

The term media (plural of medium) is the means of communicating information or ideas. Media therefore can be used by teachers to communicate instructional information or ideas to students in the most effective way to enhance learning [4, p. 98]. Oxford Advanced Learner's Dictionary (2001) defines media as the main ways that large numbers of people receive information for entertainment such as television, radio and newspapers [6]. Media is a broad term that encompasses various means of transmitting information. These means can be visual or auditory, acting as channels for delivering sensory messages to learners. As a result, learning becomes more tangible as learners acquire skills and concepts from the information they see and hear, rendering their learning experience more realistic and concrete. Alternatively,

instructional media pertains specifically to the types of media used in teaching to facilitate learners' comprehension in alignment with the predetermined objectives.

In the realm of education, multimedia serves as a convergence of various media platforms, encompassing textual content, visual imagery, auditory elements, graphic representations, and captivating animations. This harmonious amalgamation bestows upon educators and learners an immensely potent instrument for imparting knowledge. This research explicates the term “multimedia” as encompassing cutting-edge technologies such as digital images, digital audio players (specifically Mp3 Players), video players (such as VCD and DVD players), and awe-inspiring animations.

As Thamarana (2016) states, ‘Advances in information and communication technologies, particularly the Internet and interactive multimedia technologies, are creating new networking opportunities for students. Technology-mediated mentoring is one way to bring to students’ subject matter experts that can give advice, feedback, and guidance. Multimedia in education has the potential to go beyond the boundaries of interaction and explorative learning. The actors in the education community could establish a “Virtual Education Space” [3, p. 16].

To cultivate at anything, you should rehearse it every day. And if English is your second language, social media is an enormous accommodation to do this! In the following lines we give five ways of using media that can improve your English skills:

- ✓ Engage with English-learning accounts: As well as social media accounts about learning English, it helps to follow and interact with other English-language accounts.

- ✓ Watch YouTube channels for pronunciation: YouTube has lots of channels that offer tips on speaking English. And you need to hear English spoken if you want to master pronunciation.

- ✓ Follow English learning accounts: Social media is full of accounts dedicated to learning English.

✓ Join a practice English group: Facebook has many practice English groups you can use to try out your English and ask questions.

✓ Change your language background: It's a good idea to start with one account, but you can switch more to English once you become more confident. Or you can start new English-only accounts just for learning. Either way, this will mean you get to use your English every time you log on to your favorite social media platforms.

In conclusion, we would like to state that mass media tools are one of the cornerstones of modern language learning and teaching process. It will be too difficult for some audio-visual language learners to acquire knowledge by misusing or not using modern mass media technologies. It can be recommended for applicant to browse information on the needed theme and find out the best ways to achieve their goals.

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THE IMPACT OF RECENT TECHNOLOGIES ON THE TOURISM INDUSTRY

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Annotation: *The impact of recent technologies in the tourism industry has been significant, with advancements in areas such as mobile applications, virtual reality, artificial intelligence, and big data analytics. These technologies have transformed various aspects of the industry, including customer experience, marketing, operations, and sustainability. This article enlightens the wide usage and development of cutting-edge version of technology in the field of tourism, its types and some benefits.*

Keywords: *VR, AR, integrate, artificial, revolution, advancement, AI, AI-powered, travel trends, virtual, beacons, fitness trackers.*

The tourism industry has been rapidly evolving, and recent technologies have played a significant role in reshaping the way people travel, explore new destinations, and experience different cultures. From virtual reality to artificial intelligence, various innovative technologies have been integrated into the tourism sector, enhancing the overall travel experience for both tourists and industry professionals.

One of the most notable advancements in recent years is the widespread adoption of virtual reality (VR) and augmented reality (AR) technology in the tourism industry. VR and AR have revolutionized the way people can explore destinations before even setting foot in them. Through immersive virtual tours,

travellers can now preview hotels, attractions, and local experiences, allowing them to make more informed decisions when planning their trips. Additionally, AR-enhanced apps provide travellers with interactive guides and overlay digital information on real-world surroundings, enhancing their on-site experience.

Moreover, the utilization of artificial intelligence (AI) and machine learning has greatly improved the personalization of travel experiences. Through AI-powered Chabot's and virtual assistants, tourists can receive real-time recommendations, personalized travel itineraries, and instant customer support, which contributes to a more streamlined and enjoyable travel experience. AI has also been instrumental in analysing large volumes of data to identify travel trends, optimize pricing strategies, and predict demand, enabling tourism professionals to make more data-driven decisions.

Furthermore, the introduction of wearable technologies and IoT (Internet of Things) devices has transformed the way tourists interact with their surroundings. Smart devices such as smartwatches, fitness trackers, and location-based beacons offer seamless navigation, personalized recommendations, and enhanced safety features, thus empowering travellers to make the most of their journeys while staying connected to the digital world.

In addition to these advancements, the integration of blockchain technology has also impacted the tourism industry, particularly in enhancing security, transparency, and efficiency in transactions and bookings. The decentralized nature of blockchain ensures the integrity of digital records and facilitates secure and transparent peer-to-peer transactions, thereby mitigating fraud and reducing dependency on intermediaries.

The advent of advanced analytics and big data technologies has enabled tourism professionals to gain valuable insights into consumer behaviour, preferences, and satisfaction levels. By leveraging data analytics, businesses can customize their offerings, improve marketing strategies, and optimize operational efficiency, resulting in enhanced customer satisfaction and loyalty.

As the tourism industry continues to embrace digital transformation, the

integration of these recent technologies has proven to be instrumental in enhancing the overall travel experience, improving operational efficiency, and driving innovation. By leveraging VR, AR, AI, IoT, blockchain, and data analytics, the tourism industry is well-positioned to cater to the evolving needs and preferences of modern travellers, ultimately shaping the future of travel in a technologically advanced landscape.

In conclusion, recent technologies have significantly transformed the tourism industry, ushering in a new era of personalized, immersive, and data-driven travel experiences. From virtual reality to artificial intelligence, these technologies have not only empowered tourists to explore the world in innovative ways but also enabled industry professionals to deliver exceptional services and drive sustainable growth.

Conclusion

In conclusion, the integration of recent technologies has greatly benefited the tourism industry by enhancing convenience for travellers, improving customer engagement, and optimizing business operations. As technology continues to evolve, the industry can expect further transformation and innovation in the years to come. Embracing these advancements will be crucial for businesses to stay competitive and meet the evolving needs of modern travellers.

Resources

<https://www.software.travel>

<https://www.researchgate.net>

7-YO'NALISH: KO'P TILLI SOHA TARJIMA LUG'ATLARI YARATISH MASALALARI

ИККИ ВА КЎП ТИЛЛИ ЛУҒАТЛАРГА ТАРТИБ БЕРИШДА ТАРЖИМА АМАСАЛАЛАРИ

АДЧТИ профессори, ф.ф.д. М.Э.Умарходжаев

I. Икки ёки кўп тилли луғатларни тузишда тиллардаги лексик, фразеологик бирликларни маъно ва мазмун мутаносиблигини ўрнатишда таржима амалиёти луғатнинг асосий тамойилларидан бири ҳисобланади.

Бу жараён қанчалик илмий амалий жиҳатдан тўғри амалга оширилса, луғатнинг сифат ва амалий кўрсаткичи шунчалик баланд бўлади. Лекин бунга эришиш осон бўлмайди ва у бир қанча лингвистик, экстра лингвистик факторлар билан боғлиқ. Масалан,

а) луғат тузувчининг шахсий салоҳияти, иккала тилни мукаммал билиш даражаси;

б) аввал чоп этилган луғатлар билан қай даражада танишлиги, уларни танқидий ўрганганлиги ва фойдаланганлиги;

в) луғатшуноснинг ўзи махсус тузилган картотекасига эга бўлишлиги, картотекага олинган лексик, фразеологик бирликларни қайси манбалардан олинганлиги, уларни илмий ва амалий аҳамияти, далилий (иллюстратив) мисолларни лисоний аҳамияти ва бошқалар.

II. Таржиманинг луғат тузишдаги хусусияти бошқа адабий, илмий адабиётдан таржима қилишдан фарқли бўлади. Бадиий адабиётни таржима қилишда асосан ҳар қандай матннинг мазмун моҳиятидан келиб чиқиб таржима қилинади. Таржимон сўз ва ибора танлашда анча эркин бўлади. Илмий адабиётларни таржима қилишда эса соҳа терминологияси тиллараро маъно унификациясига боғлиқ бўлади. Таржимон луғат тузиш жараёни

юқоридаги кўрсаткичлардан фарқли бўлади.

Луғатшунос энг аввало сўзнинг фразеологик, фраземанинг тилдаги кодификатсия қилинган асосий маъносидан келиб чиқиб тиллар ўртасидаги муқобилликни шакллантиради. Ушбу муқобилликка эришиш мақсадида тиллараро мавжуд бўлган таржима асарларни, луғатларни анализи, синтези орқали эришилади. Муқобил эквивалент таржима олинаётган тилдаги сўз ва фраземани асосий-доминант маъносига мос бўлиши керак.

Таржима луғати бир томондан, таржима амалиёти маҳсулотларидан кенг фойдаланса, иккинчи томондан, бадий, илмий таржималар учун бетакрор манба-қўлланма вазифасини бажаради.

АРХАИК ВА НЕОЛОГИК МЕТАФОРАЛАРНИ ЛУҒАТЛАРГА ОЛИШ МАСАЛАСИ

Ф.ф.ф.д.Эгамбердиев Ж.Ж.

Аннотация: Ушбу мақолада луғат тузиш муаммолари, кўчма маъноли сўзларнинг луғатларда берилиши, хусусан, архаик ва неологик метафораларнинг луғатларга киритилиши масаласи таҳлил қилинган ва мисоллар билан далилланган.

Калит сўзлар: луғат, сўз, ибора, тасвирий маъно, таҳлил, луғатшунос, метафора, архаизм, неологизм.

Abstract: In this article, the problems of compiling a dictionary, the provision of figurative words in dictionaries, in particular, the issue of including archaic and neological metaphors in dictionaries, are analyzed and proved with examples.

Key words: dictionary, word, phrase, expressive meaning, analysis, vocabulary, metaphor, archaism, neologism.

Аннотация: В данной статье проанализированы и аргументированы проблемы составления словаря, предоставление в словарях переходных

смысловых слов, в частности, включение архаических и неологических метафор в словари.

Ключевые слова: *словарь, слово, фраза, изобразительный смысл, анализ, слововеды, метафора, архаизм, неологизм.*

Изоҳли луғатларнинг асосий мақсад ва вазифаси тилдаги кўп ишлатиладиган, ҳозирги замон талабларидан келиб чиққан ҳолда истеъмолдаги сўз ва ибораларни кодификация қилишдир. Шу аснода, ҳар бир луғатнинг сўзлигини шакллантириш жараёнида бир қатор архаик, тарихий сўзлар қаторида архаик метафораларни ҳам луғат таркибига киритиш ёки киритмаслик масаласи луғатшунослар учун бир қатор қийинчиликлар туғдиради. Дарвоқе, бир тарафдан бундай метафорик сўзлар тил эгаларининг тарихий, миллий, маданий бойлиги ҳисобланса, ҳозирги тил нуқтаи назаридан улар анча эскирган, қўлланиш даражаси ўта паст.

Биз таҳлилга тортган луғатлардан ташқари бошқа турдаги луғатлар ҳам ўрганилганда бу борада, одатда, амалий мақсадни инобатга олган ҳолда, баъзи бир XVIII-XIX асрларда ёзилган ва ҳозирги кунда ҳам севиб ўқиладиган асарларда учрайдиган метафораларни луғатларга олиш амалиётига гувоҳ бўлдик. Чунки, бир тарафдан бундай тарихий адабиётларнинг мазмун-моҳиятини тушунишда ҳамда тарихий шахслар билан боғлиқ мифологик, диний тушунчаларни ойдинлаштиришда бундай йўл тутилиши катта аҳамиятга эгадир. Масалан, “Macmillan English dictionary” луғатида архаик маънога эга бўлган метафоралар қуйидагича берилган:

Goose (615-бет) – 1 a large white bird,

2 (informal, old-fashioned) a silly person

Peach (1044-бет) – 1 a fruit with a furry yellowish pink skin,

2 (informal, old-fashioned) someone or something that is extremely good, impressive or attractive

Pup (1144-бет) – 1 a very young dog,

2 (old-fashioned) a rude or unpleasant young man

Бундай метафорик сўзларнинг луғатларда берилиши, жойлаштирилиши борасида олимлар орасида икки хил фикр мавжуд. Бир қатор луғатшунослар бундай тушунчаларни луғатнинг охирида илова шаклида берилишини маъқулласалар, кўпчилиги бош сўз остида берилишини таклиф этадилар.

Бизнинг фикримизча, бу икки хил йўл ҳам амалий, ҳам илмий аҳамиятга эгадир. Лекин, луғатдан фойдаланиш қулайликларидан келиб чиққан ҳолда, сўзларнинг маънолари ўртасидаги боғлиқлик муносабатларини ойдинлаштириш мақсадида ҳамда сўз маъно эволюциясини кўрсатиш учун бош сўзлик остида метафорик маънолари ҳам изоҳлангани мақсадга мувофиқ деб ҳисоблаймиз.

Луғатшунослар учун қийинчилик туғдирувчи ҳолатлардан яна бири тилда янги пайдо бўлган ва бўлаётган метафорик сўзларни луғатларга олиш масаласидир. Маълумки, тил бетўхтов ривожланишда. Жамият тараққиётидаги шиддатли ўзгаришлар, айниқса, сўнгги ярим асрдаги фан-техника тараққиёти тилларнинг луғат бойлигининг ўзгаришига олиб келмоқда. Бу борада, дунёдаги кенг тарқалган тиллардан бири бўлган инглиз тилининг луғат бойлигида катта ўзгаришларни кузатамиз. Бундан бир икки аср аввал тиллардаги юз минглаб сўзлар ҳақида фикр юритилган бўлса, ҳозирги кунга келиб миллионлаб сўзлар ҳақида гапирилмоқда. Юзага келаётган янги сўзлар қаторида метафорик маънога эга бўлган сўзларни ҳам тез-тез учратамиз. Улар кўпроқ публицистикада, газета ва журналларда, иқтисодиёт, сиёсат ва социология соҳаларида қўлланилмоқда. Масалан, кейинги йилларда баъзи-бир луғатларда, ёзма адабиётларда бир қатор метафоралар дунёга келди³⁶.

³⁶ Аверьянова Н.А. Неологические метафоры в английском и русском языках // (http://www.rusnauka.com/30_NNM_2012/Philologia/7_118494.doc.htm); Овсянникова В.В. Антропоморфные метафоры в геологическом дискурсе (<https://cyberleninka.ru/article/n/antropomorfnye-metafor-y-geologicheskoy-diskurs>); Нурхамитов М.Р., Геркина Н.В. Загладина Е.Н. МЕТАФОРА В Современных англоязычных бизнес-текстах (<https://cyberleninka.ru/article/n/metafora-v-sovremennyh-angloyazychnyh-biznes-tekstah>)

Бир қатор янги метофоралар дунё миқёсидаги ижтимоий, сиёсий ўзгаришлар натижасида пайдо бўлмоқда. Тадқиқотчи Н.А.Аверьянова таъкидлашича, сўнгги пайтда инглиз тилида сиёсий ва ижтимоий ҳолатларни ифодаловчи “a banana problem”, “Cappuccino economy”, “Dirty money”, “Christmas creep” каби янги метафорик қўшма сўзлар пайдо бўлган³⁷.

Компьютер технологиясининг барча халқлар ҳаётига чуқур кириб келиши инглиз тилларида ҳам бир қатор янги метафорик сўз-терминларни юзага келишига олиб келди. Булар асосан ёшлар нутқида ва компьютер жаргонига хосдир: “Sticky site”, “Memory hog”³⁸.

Бу каби янги метофоралар экспрессив-эмоционал хусусиятларга эга бўлиб, уларнинг пайдо бўлиши бир қатор экстралингвистик омиллар билан боғлиқдир.

Лекин бундай метафорик сўзларнинг қўлланиш даражаси, уларнинг узул лўғат бойлиги ёки окказионал ҳолатлигини таърифлаш, аниқлаш осон эмас. Уларнинг узок умр кўриш хусусиятлари аниқланмаган. Шу билан бирга уларнинг баъзилари профессионал лексикада, баъзи диалектларда, жаргон лексика таркибида, вулгар сўзлар қаторида ўз даврининг оғзаки нутқи маҳсули сифатида пайдо бўлишади. Албатта, бу ўринда махсус неологик-янги сўзлар лўғатларининг чоп этилиши ўз даврининг ифодаловчи халоскори сифатида қаралиши мумкин. Аммо бу изоҳли лўғатларга янги метафорик сўзлар олинмаслиги керак, дегани эмас. Агар бирор-бир метафора бир нечта ёзма манбаларда қайд этилган бўлса, бундай сўзларни лўғатда хатлаштириш лозим. Албатта, бу ўринда ёзма манбаларнинг салоҳияти, кўпчилик томонидан эътироф этилганлик хусусиятлари инобатга олиниши даркор. Акс ҳолда нутқ жараёнида тасодифан қўлланган ёки прозада, айниқса, поэзияда кўплаб бир марталик ўхшатишлар лўғат таркибидан жой олиши мумкин. Бундай ҳолат

³⁷ Аверьянова Н.А. Неологические метафоры в английском и русском языках // (http://www.rusnauka.com/30_NNM_2012/Philologia/7_118494.doc.htm)

³⁸ Аверьянова Н.А. Неологические метафоры в английском и русском языках // (http://www.rusnauka.com/30_NNM_2012/Philologia/7_118494.doc.htm)

лексикография принципларига зид ҳисобланади.

Бизнингча, бундай ҳолатларни аниқлаш мақсадида, биринчидан, мавжуд луғатлар қиёсланиши керак (албатта, луғатларнинг бир-бирларидан фойдаланиш даражасини ўрганган ҳолда), иккинчидан, тортишувли, иккиланган ҳолатларда информантлар сўрови яъни, тил эгаларидан сўров ўтказиш мақсадга мувофиқдир. Луғатлар маълумоти ва сўров натижаларига, тўпланган иллюстратив (далилий) мисоллар сони ва сифатига қараб у ёки бу метафорик сўзни луғатга олиш тўғрисида бир хулосага келиш талаб этилади.

INGLIZCHA VA O'ZBEKCHA KORPUSLARDA VAQT TUSHUNCHASI VA ULARNING SEMANTIK TAHLILI

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Annotatsiya: *Ushbu maqolada korpus lingvistikasi va uning bugungi kundagi o'rni, ingliz va o'zbek millatlarining vaqt konseptiga nisbatan turli qarashlari haqida batafsil ma'lumot beriladi. Maqola vaqt so'zining inglizcha va o'zbekcha korpuslaridagi bir nechta ma'noviy birliklarini tahlil qiladi. Shuningdek, "vaqt" konseptining semantik jihatlarini yoritib o'tadi va bu bo'yicha turli namunalar keltiriladi. Nazariyalar misollar orqali yoritiladi.*

Annotation: *This article provides detailed information about corpus linguistics and its role in our lives the different views of English and Uzbek nations on the concept of time. The article analyzes several semantic units of the word time in the*

English and Uzbek corpora. It also highlights the semantic aspects of the concept of "time" and provides various examples. Theories are illustrated through examples

Аннотация: В данной статье представлена подробная информация о корпусной лингвистике и ее месте сегодня, о различных взглядах английских и узбекских народов на понятие времени. В статье анализируются некоторые семантические единицы слова *time* в английском и узбекском корпусах. Также освещаются смысловые аспекты понятия «время» и приводятся различные примеры. Теории иллюстрируются примерами.

Kalit so'zlar: korpus lingvistikasi, vaqt konsepti, lisoniy birliklar, lingvomadaniyat, etnolingvistik xususiyatlar, til imkoniyatlari

Lisoniy korpuslarni yaratish va va ularning tadbiqu bilan shug'ullanuvchi bugungi kundagi rivojlanib borayotgan tilshunoslik sohalaridan biri korpus lingvistikasi millionlab tilshunoslar e'tiborini tortayotgani va bu haqda turli qarashlarning mavjudligi bu lingvistikaning mustaqil sohasini rivojlanishdan to'xtatib qo'yayotgani yo'q. Bugungi kunda turli tillarda turli mamlakatlarda minglab tilshunoslar ko'magida yaratilayotgan korpuslar keng ko'lamli aniq prinsiplarga asoslanib, tilning barcha sohalariga oid manbalarni o'z ichiga olibgina qolmasdan, u foydalanuvchilarga soniyalar ichida lingvistik birliklarning qo'llanilishiga doir minglab misollarni bera olayotgani bilan e'tiborga molikdir. Buning natijasida minglab tilshunoslar bir necha millatlarning lingvomadaniyati, ularning lisoniy birliklarga nisbatan qarashlarini o'rganish va ularni tadqiq qilishda birmuncha qulayliklarga ega bo'layotgani sir emas. Inglizcha va o'zbekcha korpuslarda vaqt konseptini tadqiq qilar ekansiz, bu ikki geografik jihatdan bir biridan uzoq mamlakatlarda vaqt konseptining turlicha talqin qilinishi turlicha iqlim, turlicha madaniyat va turli etnolingvistik xususiyatlari natijasi ekanligiga guvoh bo'lasiz. Masalan, inglizlarda VAQT tushunchasi PUL domenida o'z ifodasini topadi. Ularning tushunchasida vaqtni bekor ketkazish "pulni behuda sarflash" bilan teng va aksincha, vaqtdan unumli foydalanish "pulni tejash" tushunchasi bilan bog'liq. Ko'rinadiki, ingliz madaniyatida ikkita alohida "vaqt",

“pul” domenlari kognitiv xaritalash orqali umumiy bir domenga birlashishi natijasida ingliz tilida o‘ziga xos metaforalar shakllangan degan fikr yotadi. Va shu bilan bir qatorda bu millatda vaqtga nisbatan “enemy” ya’ni “dushman” deya ta’rif beriladi va uning yoshlik, go’zallik kabi inson hayotidagi tengsiz ne’matlarning o’grisi deya ta’riflanishi bu millatning lingvomadaniyatini ochib beradi. Doimiy go’zallikka va yosh bo’lib qolishga intilish natijasida vaqt konseptiga nisbatan dushman ruhiyati kelib chiqqan.

Bir necha minglab til sohiblarining tilini qo’llay olish imkoniyatiga ega bo’lgan ingliz korpuslarida izlanishni davom ettirar ekansiz, bu ajib ruhiyatli millatning vaqtga nisbatan “great healer” ya’ni “shifo beruvchi, malham” deya e’tirof etilganiga guvoh bo’lasiz. Bu fikrlar esa inglizlarning etik-estetik qarashlari, urf-odatlar natijasi, ya’ni, vaqt tushunchasiga nisbatan ijobiy fikrlash ularning har qanday muammo yoki ko’ngilsizliklar vaqt o’tishi bilan bartaraf bo’lishiga ishonish xususiyatlarining lisoniy natijasidir. Shuningdek vaqt konseptiga nisbatan “a great leveller” ya’ni bebaho yoki ajoyib muvozanatni saqlovchi ne’mat sifatida qaraladiki, bu lisoniy birliklardan millatning ruhiyati, dunyoqarashi yaqqol ko’rinib turadi. Ya’ni vaqt har bir insonga teng berilishi, buyuk muvaffaqiyatlarga erishayotgan insonlarga ham va oddiy insonlarga ham bir kunda teng miqdorda 24 – soat berilishiga ishora qilinadi. Va bu ma’lum ma’nodagi pragmatik qarashlar vaqtни qadrlashga, unga “valuable commodity” deya ta’rif berilishiga olib keladi.

O‘zbek lingvomadaniyatida esa esa inson hayotining eng muhim elementlaridan biri hisoblanib, Vaqtning qadri va uning inson hayotidagi ahamiyatini ifodalovchi maqollar ko’p “ Vaqt -oliy hakam” , “ Vaqtning ketdi , naqtning ketdi’ kabi qarashlar mavjudki, bu o’z navbatida vaqtning bu millat uchun naqadar qadrli ekanligiga ishora qiladi. Vaqt suvga o’xshatiladi. Bu lisoniy birlikni semantik tahlil qilar ekansiz, uni ichmasangiz, u sizni yutib yuboradi, cho’ktiradi, hayotingizni buzadi kabi semantik tahlillarga erishish mumkin. Yana bir necha til sohiblarining vaqt konseptiga nisbatan birinchi o’qituvchi deya ta’rif beradi va bu o’zbek lingvomadaniyatidagi vaqtga nisbatan o’rgatuvchi, o’qituvchi sifatida e’tirof

etilishining isbotidir.

Boshqa manbalardagi ma'lumotlardan kelib chiqib, vaqtning lisoniy konseptuallashuvi tabiat hodisalari va diniy qarashlar ta'sirida shakllangan degan farazni ilgari surish mumkin. Bunga quyidagi misollar isbot bo'lishi mumkin:

qish chillasi;

saraton pallasi;

ramazon oyi;

asad ekingni yasat (avgust oyining ikkinchi yarmi);

jovzada javrab o'lgan hukimiz (aprel oyi, yog'ingarchilik mavsumi);

ayoz majuz olti kun qahri kelsa qattiq kun (fevral oyining oxiri, mart oyining boshi) (Xalq og'zaki ijodi, M.J. Po'ltan).

Vaqt tushunchasining tillarda farqlanishi bevosita g'arb va sharq xalqlarining tabiat hodisalarini tadqiq etish natijasida ushbu xalqlar ongida shakllangan hodisadir.

Xulosa o'rnida shuni aytish mumkinki, vaqt har ikki millat til sohiblari uchun ham qadrlil, bebaho ne'mat sifatida talqin etilishi va bu tushunchaning naqadar keng qamrovli ekanligi, garchi tilshunoslikda juda ko'p marta o'rganilganiga qaramay, ushbu konseptning hali ochilmagan qirralari juda ko'p ekanligi sir emas.

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О СЛОВАРЕ СОЧЕТАЕМОСТИ СЛОВ КАК О ВАЖНОМ ПОСОБИИ ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

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Аннотация: В статье рассматриваются проблемы построения словосочетаний в немецком, русском и узбекском языках. Он также рассказывает об анализе лексического материала с использованием компонентного анализа

Annotation: The article deals with the problems of the construction of word components in German, Russian and Uzbek languages. The article also talks about the lexical material analyzing using component analysis

Annotatsiya: Maqolada nemis, rus va o'zbek tillarida so'z yasash muammolari haqida gap boradi. Bundan tashqari unda leksik materialni solishtirma tahlil orqali tahlil qilish haqida fikr yuritiladi.

Ключевые слова: словосочетания, лексико-грамматического разряд, лексическая единица, лексикография, компонентный анализ.

Сочетание слов не существует в готовом виде, оно строится из слов и расчленяется на слова. Построение словосочетания происходит по определенным правилам грамматики языка.

Каждое из таких правил можно представить, по крайней мере, как указание на то, с каким классом слов сочетается конкретное слово, например: *sich freuen auf Akk-sich freuen über Akk*.

Построить словосочетание – значит соединить данное слово с одним из слов определенного лексико-грамматического разряда слов. Понять словосочетание – значит отнести по крайней мере одно из составляющих его слов, например к именам существительным в винительном падеже, но с различными по смыслу предлогами.

Овладеть речью на немецком языке – значит овладеть, осознанно, правилами реализации сочетаемостных свойств лексических единиц.

Именно такие правила и предлагаются в словаре сочетаемости слов, Э.Агриколы *Wörter und Wendungen* (1968), в словарях переводного типа (Немецко-чешский словарь 1976) и других. В нашей работе речь идет о лексикографическом оформлении как один из форм учебного словаря сочетаний немецкого языка как иностранного. Словарь сочетаемости слов является, таким образом, очень важным пособием при обучении речи на преподаваемом языке.

К сожалению, практика преподавания немецкого языка в узбекской аудитории свидетельствует о том, что словари сочетаемости слов используются на занятиях крайней редко, так как студентам трудно пользоваться этими словарями. Одна из причин такого положения состоит, вероятно, в информативной недостаточности уже используемых в лексикографии правил. Каждое правило должно содержать не только указание на лексический разряд, к которому принадлежат слова, однотипно сочетающиеся с заголовочной единицей такого учебного словаря, но и информацию о лексическом разряде, в который входит сама эта единица. В существующих же словарях описываемое, заголовочное слово дается изолированно от других заголовочных слов.

Так, слова *gehen, laufen* сочетаются в значительной мере одинаково, однако упомянутыми словарями сочетаемости... на это и делается указаний, но не систематично.

Таким образом, возможно предложить иной подход к лексикографированию сочетаемости слов. Одним из существенных элементов такого подхода является требование последовательного обобщения слов, сведения их в лексические разряды, причем не только в правой части словаря, но и, в особенности, в левой части, лексические единицы которой в настоящее время представлены исключительно не на должном объеме.

Существуют работы, в которых лексический материал анализируется с помощью метода компонентного анализа, непосредственно составляющих. К подобным работам относятся, исследования, глаголы речи, мышления, психической деятельности, эмоционального воздействия и т.п. Меньшего внимания удостоились описания таких лексико-семантических групп, как словосочетания родства, времени, местоположения и т. п.

Понятие «лексико-грамматический разряд слов», которое используется в этих описаниях, вполне может стать средством обобщения в области их сочетаемости. Это понятие основывается хотя и на внеязыковых факторах – денотативных, понятийных, логических, психологических и т. п. Для описания сочетаемости слов пригодны представления, собственно языковые – дистрибутивные, сочетаемостные, валентностные. Слова, входящие в словосочетание, могут относиться к разным частям речи, тогда как лексико-грамматические разряды слов не замкнуты в рамках отдельных, незначительных участков лексики одной и той же части речи. Кроме того, различного рода «семантические поля», «семантические группы» и т. д., устанавливаемые на основе сознательного сопоставления словарных значений. Об этом же свидетельствует и так называемый метод ассоциативного эксперимента в лингвистике (см. [Леонтьев, 1969]).

Объектом рассмотрения должна быть сама сочетаемость слов, причем

интерпретировать ее следует так, чтобы суждения о сочетаемости слов были релевантны и применительны к сочетаемости смыслов. Для этого не требуется описывать эти последние в их конкретном, содержательном виде. При описании сочетаемости слов достаточно различать или отождествлять соответствующие смыслы, отвлекаясь от того, в чем конкретно они различаются или отождествляются, короче говоря, поступать как это делается при интерпретации фонологического уровня языка.

Словарь сочетаемости слов, построенный на основе изложенной концепции, должен давать ответы на следующие вопросы: 1) как построить из заданных слов потенциально возможные в языке словосочетания, т. е. такие сочетания, которые выражают какие-то смыслы, но какие конкретно – несущественно; 2) как распознавать (обратная задача), являются ли заданные словосочетания потенциально возможными в языке, т. е. такими, которые выражают какие-то смыслы, но существенно – какие конкретно.

Иначе говоря, с точки зрения рассматриваемой концепции словарь сочетаемости слов – это руководство к построению и распознаванию сочетаний слов, но не актуальных, выражающих конкретные смыслы, а потенциальных, способных, готовых к выражению этих смыслов. В этом заключается принцип методологического характера. Имплицитно он присутствует и в современных словарях сочетаемости. В сочетаемостном же словаре предлагаемого типа он должен стать эксплицитным и основополагающим.

Второй методологический принцип обсуждаемого подхода состоит в том, что информация о способности слов сочетаться друг с другом может быть выражена в результате представления отражаемой в словаре лексической совокупности в виде набора парадигматических классов, сформированных на синтагматической основе: в один класс объединяются слова, сочетающиеся одинаковым образом. В виде парадигматических классов представляется не только правая часть словаря, но и левая, например:

A	+	Б
Sprechen		leise
Sprechen		über Akk.
Sprechen		mit Dat.
...		...

Парадигматические классы, разумеется, должны быть иерархически упорядочены и специальным образом индексированы, что позволит быстро и эффективно узнавать о соотношении лексикографических групп, и о принадлежности к ним конкретных словарных статей.

Построить словосочетание на основе предлагаемой системы лексикографирования словосочетаний – значит соединить вместе слова, относящиеся к парадигматическим классам, связанным определенным синтагматическим отношением. Например: sprechen + leise, sprechen + über Akk., sprechen + mit Dat. Проанализировать словосочетание – значит отнести его слова к синтагматически связанным разрядам. Правильные словосочетания образуются и из слов, относящихся к одному разряду. Так называемые сочинительные словосочетания, как известно, характеризуются тем, что каждое из их слов сочетается с одним и тем же третьим словом, а это третье также относится к разряду, связанному с данным соответствующим синтагматическим отношением. Формулируя парадигматические разряды (на синтагматической основе), таким образом, возможно формулировать правила образования различных словосочетаний.

Парадигматические классы не обязательно должны связаться друг с другом некоторым синтагматическим отношением, т. е. образуя сверхклассы, все слова которых, соединяясь друг с другом, создают правильные сочетания (так, любые два и более слов синтагматической категории А + Б образуют правильное сочетание. Парадигматические классы, образованные на синтагматической основе, могут связываться друг с другом и

парадигматическими отношениями, создавая при этом более крупные структуры словосочетаний, слова которых, соединяясь, могут создавать не всегда грамматически правильные сочетания.

Соотношение разрядов на синтагматической или парадигматической основе представляет собой структуры более высокого уровня.

Вполне понятно, что реализация изложенного проекта потребует дальнейших исследований, как самого феномена сочетаемости слов, так и возможностей его оптимального лексикографирования.

ZAMONAVIY TILSHUNOSLIKDA TERMINLAR TADQIQINING TENDENSIYALARI

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Annotatsiya: *Terminologiya maxsus bilim sohasi sifatida tadqiqotchilar e'tiborini tobora ko'proq o'ziga jalb qilyabdi. Ushbu hodisa, o'zining xalqaro ahamiyati va ijtimoiy-madaniy sohalarining turli yo'nalishlarida zamonaviy ilmiy bilimlarning tabiatida hamda o'zaro integratsiyasida til to'siqlarini bartaraf etish va natijada atamalarni birlashtirish istagi bilan izohlanadi.*

Kalit so'zlar: *terminlar, sohalararo terminlar, polisemiya, sinonimiya, qiyoslash.*

Аннотация: *Терминология как специальная область знания привлекает все большее внимание исследователей. Это объясняется международным характером современных научных знаний, вызванным процессами интеграции и, как следствие, стремлением к унификации терминов как пути преодоления языковых барьеров в разных сферах социально-культурной деятельности.*

Ключевые слова: *Термины, междисциплинарные термины, полисемия,*

Annotation: *Terminology as a special field of knowledge attracts all more attention from researchers. This is due to the international the nature of modern scientific knowledge, caused by the processes integration and, as a result, the desire for the unification of terms as a way overcoming language barriers in various areas of socio-cultural activities.*

Key words: *Terms, interdisciplinary terms, polysemy, synonymy, comparison.*

N.V. Podol'skaya, N.V. Vasilyev, V.P. Danilenko, V.M. Gryaznovoy, T.L. Kandelaki kabi tilshunoslikning zamonaviy tadqiqotchilar fikriga ko'ra, hozirgi zamon terminologiyasi - bu sun'iy shakllangan leksik qatlam bo'lib undagi har bir bo'lak foydalanish uchun, ma'lum bir cheklovga hamda mavjud bolishi va rivojlanishi uchun optimal sharoitga ega. Har bir atama, maxsus leksik birlik sifatida ,ma'lum bir bilim sohasiga aloqador bo'lib bizning tadqiqotimizda bu lingvistik terminlar bo'ladi. Atamashunoslik sohasidagi tadqiqotlar va nazariyasi haqida gap ketganda odatda biz A.A.Refortmaskiy, G.O.Vinokur, V.V. Vinogradov, V.P.Danilenko, V.M. Leychik, D.S. Lottelarni ilmiy ishlari va tadqiqot natijalari ko'z oldimizga keladi. Atamashunoslikning tilshunoslikda muammolarini jadallik bilan o'rganish XX-asrning 20-30-yillariga to'g'ri keladi. Termin so'zi va unga bo'lgan talablar hali ham munozarali bo'lib kelmoqda, chunki ko'p tilshunoslar o'zining tadqiqot ob'ektiga qarab terminga turli xil ta'riflar beradi. Termin- bu Golovin va Kobrin fikriga ko'ra har doim professional fikrlash va maxsus-professional aloqa vositasidir. V.M. Leychik tomonidan ham shunga xuddi shunday talqinini topsak bo'ladi: "Termin-bu ma'lum bir tilning ma'lum maqsadlar uchun leksik birligi; nazariyaning umumiy-konkret yoki mavhum-tushunchasini bildiruvchi ma'lum bir maxsus bilim yoki faoliyat sohasining tushunchasi hisoblanadi" (Leychik, 1989, 16-17). Termin uchun ta'riflarga kelsak, vaqt o'tishi bilan ular o'zgarib boryapti, lekin D.S.Lotte ilgari surgan mulohazalar umumiy qabul qilingan qoidalar sifatida qolyapti:

1) Termin- element sifatida, terminologik ma'no va atama yaratish jarayonida minimal birlikdir

2) Ta'biy shakllangan terminlarda ma'lum bir "kamchiliklari" bo'lishi

3) Terminlar tavsifida, bir ma'nolikning "mutlaq" va "nisbiy" darajalari farqlanishi

4) Avvalo, termin va atamalarning tasnifini to'g'ri tuzilishiga e'tibor qaratish lozim, chunki ularning umumiy tuzilishidan sohaviy terminologiyalar shakllanadi.

5) Xar termin ham, albatta biror sohada muayyan ma'noga ega bo'lib, biror predmetni yoki tushunchani ifodalashi hamda uning sohadagi omonimi yoki sinonimi bo'lmasligi;

6) Mavjud yoki yangi shakllangan terminlarni "xususiy" (semantik), yoki qaysi tarmoqqa oidligini mufassil tasnifiga ega bo'lishi lozim.

Hozirgi kunda atamashunoslikni ilmiy diskurs jihatdan o'rganish dolzarb muammoligicha qolyapti. Termin- bu til hodisasi sifatida, o'zining rivojlanish tarixida ko'plab olimlar tomonidan o'rganilgan va har bir olim esa o'zlarining talqinida ushbu til hodisasini o'rganib chiqib, ko'p sonli tadqiqot ishlarida har bir olim o'zining ma'lum bir fikrga ega bo'lib kelgan. Ko'p sonli ilmiy ishlarni bajarilganligiga qaramay hozir ham termin va atamalarga doir tilshunoslikdagi dolzarb muammolar hali ham o'z yechimini topgani yo'q, shuning uchun terminlarni tilshunoslik hodisasi sifatida tadqiq qilinishi davom etishi kerak.

Bizning tadqiqotimizning asosiy vazifasi terminlar tadqiqini lingvistik mohiyatini aniqlashdan iborat, shuning uchun tobora dolzarb ahamiyatga ega bo'lish jarayonidagi asosiy muammolarga e'tibor qaratish lozim. Zamonaviy tilshunoslikda atamani o'rganish jarayonida ikkita asosiy yondashuvlar qo'llaniladi: normativ (me'yoriy) va deskriptiv (tasvirlovchi). Normativ yondashuvda atama muayyan turdagi leksik birlik sifatida qaraladi va uning maxsus semantik va grammatik tuzilishga egaligi va adabiy til so'zlaridan ajratilgan holda qaraladi. Normativ (standart) yondashuv tarafdorlari (Lotte, Reformatskiy, Siforov, va Kandelaki,

Kiyak, Tatarinov) atama uchun standart talablarni ilgari surdilar: va shu jihatdan atama, mohiyatan bir ma'noli, aniq, tizimli, mazmun jihatidan ixcham va sinonimlari bo'lmasligi tushuniladi. Termin-til tizimida ularning fikriga ko'ra turg'un element hisoblanadi.

Terminlarni deskriptiv yondashuv yordamida o'rganish tarafdorlarning (Danilenko, Vinokur, Golovin, Kobrin, Krilov, Pekarskaya, Kobrin va Gerd) fikriga ko'ra, termin-bu maxsus so'z emas balki maxsus vazifaga ega bo'lgan so'z deb ta'riflanadi. Bundan ko'rinib turibdi-ki har qanday so'z ham termin bo'la oladi, terminlar esa o'z navbatida oddiy so'z sifatida ishlatilishi mumkin. Termin va so'zning o'rtasidagi farq, ularning leksik xususiyatida emas balki semantik vazifalari bilan farqlanadi. Termin-bu til birligi bo'lib, har qanday vaziyatda ham o'zining moslashuvchanligi bilan tilning qonunlariga buysunadi va ayrim hollarda ko'p ma'noli leksik birlikka aylanishi mumkin, muayyan holatlarda antonym va sinonimlarga ega bo'lishi mumkin. Zamonaviy tadqiqotlar, terminlarni o'rganishda deskriptiv yondashuvni to'g'riligini isbotlaydi, chunki terminlarda oddiy adabiy leksika kabi ko'p ma'nolilik, omonimiya, sinonimiya kabi hodisalar uchraydi va bu o'z navbatida uning bir ma'nolilik va aniqlik xususiyatlarinin ma'lum darajada pasaytiradi. Zamonaviy terminologik tadqiqotlar, ko'p hollarda xorijiy tillardan kirib kelgan va bizning tilda faol tarzda qo'llaniladigan terminlarni hamda ularni struktur-semantik funktsional xususiyatlaridan kelib chiqib o'rganish odat tusiga kirgan. (Kravchenko, 2000; Bagova, 1999) va ularni derivatlarini o'rganish esa Refotmatskiy (1968) tomonidan olib borilgan. Ko'plab tadqiqotlar shuni ko'rsatadiki, terminologiyani shakllanishi to'gridan-to'g'ri fanlar tarraqiyoti bilan bog'liq. Ilgari mavjud bo'lmagan, yangi paydo bo'lib hozirgi kunda esa yetarlicha rivojlangan sohalar tufayli yangi terminologiyani paydo bo'lishiga zamin yaratadi. Shu bois ilm-fanda terminlar yaratish muammolariga yangi yondashuv vujudga kelmoqda, bunda barcha terminologiya yaratilishi hamda atamalarning shakllanish usullari neologiya prizmasi orqali ko'rib chiqiladi va neologiyani har xil turlarini aniqlash ko'zda tutiladi. N.V. Podol'skaya, N.V. Vasil'yeva va A.V. Superanskoylarni fikriga ko'ra

ushbu yondashuv termin va atama uchun yangi biror hodisa yoki narsani belgilash uchun to'g'riligini ta'kidlashadi (Superanskaya, Podol'skaya, Vasil'yeva, 1989,197).

Agar ilgari, yangi terminlarni o'rganish jarayonida, termin paydo bo'lishida qaysi tildan kirib kelgani to'g'risida faqat bitta savol qo'yilardi, tilshunoslikda atama va terminlarni paydo bo'lishi, uning tildagi funktsional vazifalari, tilning tarixiy rivojlanishning asosiy tendentsiyalariga muvofiq til qonuniyatlariga to'g'ri kelish yoki kelmaslik masalasini ko'tarish yo'q edi. Hozir esa har bir terminning manbasi to'g'risidagi savol o'rta kundalang tashlanib, yangi terminlar shakllanish qonunlariga rioya etilishi, tilning struktur xususiyatlariga muvofiq o'rganish olib borilmoqda (Gerd, 1971, 14; Lotte, 1994, 77). Yangi termin va atamalarning paydo bo'lishiga yangi fan tarmog'i yoki biror ilmiy yutuqlarga erishish kabi ekstalingvistik omillar sabab bo'layotganini ko'rish mumkin (Buyanova, 2002, 4). Shunday holatlarda ekstralingvistik omillar ona tilimizga boshqa tildan o'zlashma termin sifatida dastlabki til-manbadagi tushuncha bilan birga kirib keladi (Tatarinov, 1994, 20). Misol uchun: autsayder (outsider)- "sportdagi nisbatan kuchsizroq jamoa"; tender (tender) - " xalqaro ochiq tijorat tanlov".

XXI asr boshida terminga nisbatan bo'lgan ilmiy qarash tubdan o'zgarmoqda, misol uchun: terminlar hozirgi kunga kelib ma'no jihatdan zamon o'zgarishlariga bo'ysunuvchan, ba'diy unsur dan va emotsional bezaklardan holi, termin bu-ilm vakillarining muloqot vositasi deb e'tirof etilmoqda.

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ЛИНГВОКРЕАТИВНОСТЬ В РАЗНЫХ ТИПАХ ДИСКУРСА

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Annotatsiya: *Ushbu maqola zamonaviy tilshunoslikdagi turli diskurslarda lingvistik ijodkorlikni aks ettirilishini keng bayon qiladi. Lingvistik ijodkorlik nima ekanligi haqida maqolada ma'lumot beriladi va diskurs turlari bilan tanishtiriladi.*

Kalit so'zlar: *lingvistik ijodkorlik, diskurs, matn*

Аннотация: *В данной статье широко рассматривается явление лингвокреативности в разных типах дискурса. В статье раскрывается сущность понятия лингвокреативности, а также даётся понятие о типах дискурса в современной лингвистике. Наряду с этим автор пытается объяснить как проявляется лингвокреативность в разных типах дискурса.*

Ключевые слова: *лингвокреативность, дискурс, текст*

Annotation: *This article describes the notion of linguistic creativity in different types of discourse. The author gives the definition of the linguistic creativity as well as explains the types of discourse in modern linguistics. Along with this author tries to explain how linguistic creativity is expressed in different types of discourse.*

Key words: *linguistic creativity, discourse, text*

Лингвокреативность в современной лингвистике рассматривается, как

явление универсальное, т.е. свойственное всем типам дискурса в разных языках и характеризующееся набором универсальных параметров и форм их проявления, которые в разных дискурсах распознаются как креативное (оригинальное) использование языка, позволяя различать случаи намеренного (прагматически ориентированного) нарушения языковой нормы, универсальные средства выразительности и случаи интерференции языковых, межкультурных и межкультурных элементов.

Дискурсивная лингвокреативность предполагает наличие определенной специфики «действия» универсальных параметров в каждом конкретном типе дискурса и особые формы проявления в нем креативного (оригинального) использования языка. [1.110]

По мнению Карасика В. И. дискурс является «основным способом человеческой жизни "в языке"», а также представляет собой континуум языкового и социокультурного опыта как отдельной языковой личности, так и социальной группы, части социума и лингвокультурной общности в целом. [2.477] Как отмечает Е.С. Кубрякова, «за каждым типом дискурса проступает свой "возможный мир", действия и объекты в котором оцениваются и осмысливаются по логике этого (воображаемого и, в общем, конструируемого человеком) мира». [3.35]

Ю. С. Степанов считает, что каждый тип дискурса — это «особое использование языка» для «выражения особой ментальности» (или «особой идеологии»), которое «влечет активизацию некоторых черт языка и, в конечном счете, особую грамматику и особые правила лексики». [4.38-39]

Для формирования объективных представлений о возможностях и границах креативного использования языка представлялось необходимым привлечение дискурсов, обладающих как схожими, так и контрастирующими типологическими характеристиками.

Проявление лингвокреативности во многом зависит от интенциональности дискурсов, проявляющейся в самых разных планах и, в

частности, в конструировании вымышленных миров, построению новой художественной реальности или, напротив, трансляции реальных событий, изложению фактов (*игровой кинодискурс, художественный дискурс, медийный, эпистолярный и научный дискурсы*). [1.100] Вкратце рассмотрим ЛК в каждом типе дискурса.

Важное значение для раскрытия природы лингвокреативности, способов ее манифестации в разных дискурсах имеет учет выполняемых ими основных функций а кроме того, и ключевые эстетические и / или прагматические задачи и установки, диапазон которых в исследуемых дискурсах весьма широк и разнообразен.

Учёные определяют многоуровневую систему параметров дискурса (Киоссе М.И., Ирисханова О.К.):

Уровень 1: Макродискурсивные параметры, которые эксплицируют влияние внешних факторов на реализацию креативного потенциала языковой системы в дискурсе определенного типа (например, экстралингвистические факторы, социокультурного, когнитивного и коммуникативно-прагматического характера, различных культурных, общественных, политических, экономических, международных и других событий).

Уровень 2: Микродискурсивные параметры, свидетельствующие о креативном использовании языковых средств и о создании разного рода лингвокреативных процессов (морфологических, синтаксических, лексических, фразеологических, (орфографических и др.) в исследуемых типах дискурса. На данном уровне изучаются разновидности лингвокреативных единиц, среди которых, например, языковая игра, окказиональные трансформации языковых единиц, намеренные девиации, стилистические приёмы всех уровней языка.

Уровень 3: Интердискурсивные параметры, которые раскрывают взаимовлияние анализируемых дискурсов, приводящее к повышению / понижению лингвокреативного потенциала друг друга. Киоссе анализирует как поэтический дискурс влияет на лингвокреативное моделирование кинодискурса или рекламного дискурса, как научная терминология становится средством художественного познания, в результате чего возникают уникальные креативные новации, влияющие на развитие языковой системы.

Как уже отмечалось именно ХД в силу своего творческого характера характеризуется разнообразными средствами и способами лингвокреативности.

Под **художественным дискурсом** понимается совокупность вербальных высказываний, сформированная в результате взаимодействия автора и читателя посредством ХД. Под ХД понимается текст обладающий эстетической ценностью и являющийся продуктом художественного творчества, с учетом эстетических, коммуникативных, прагматических, когнитивных и социокультурных факторов порождения и восприятия текста.

Художественный дискурс представлен в культуре несколькими формами и разновидностями, такими как проза, поэзия, драма. Отношения между элементами высказывания обусловлены нелинейной композиционной структурой художественного текста, представленной вертикальным членением и намеренным выбором и расположением автором слов, что влияет на смыслообразование текста и формирует неузальные синтаксические, семантические и прагматические отношения. [1.191]

Процессы, происходящие в художественном дискурсе и научном дискурсе, по-разному воздействуют на языковые изменения в целом. Дискурс науки основан на обязательной институционально-коллективной коммуникации в сообществе, тогда как художественный дискурс — на личностно-индивидуальной коммуникации автора и читателя (зрителя, слушателя). Соответственно, в науке закрепляются лишь апробированные

традициями языковые единицы (как правило, термины), и в таком виде они входят в языковой фонд. Художественный дискурс, в отличие от научного дискурса, свойственна большая языковая свобода: языковые новации не должны утверждаться коллективом и могут входить в общенациональный язык стихийно, а могут и вовсе в него не входить, оставаясь при этом фактами художественного языка.

Под **научным дискурсом** понимается совокупность вербальных высказываний, сформированная в результате взаимодействия членов научного сообщества посредством научного результата (текста), с учетом эвристических факторов порождения и восприятия этих высказываний в конкретных научных дисциплинарных областях.

Существенными характеристиками научного дискурса являются: институциональность, рациональность, достоверность полученных результатов, универсальность для всех культур, стремление к однозначности языковых знаков (терминов), особый характер научной коммуникации, специфический способ организации академического текста.

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STRUCTURAL-SEMANTIC ANALYSIS OF THE JOINT FORMS INCLUDED IN PHRASEOLOGICAL COMBINATIONS

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Annotation: *This article is devoted to the comparative study of formation, functioning and semantics of the so-called compound words in Modern English and Uzbek. The author paid special attention to the nature of compound nouns and verbs, the way they are joined as well as the way they denote definite notions. In his investigation the author relies on the opinion of the leading specialists of the English and Uzbek linguistics and applies them critically. The article may be of interest for learners of the English and Uzbek morphology and lexicology.*

Key words: *compound words, compound nouns, compound verbs, the root, joint words, etc*

Аннотация: *Ушбу мақолада муаллиф ҳозирги инглиз ва ўзбек тилларида қўшма сўзларнинг ҳосил қилиниши компонент ўзакларнинг бирикиши йўллари ва сўз туркуми тизимида тутган ўрни ҳақида ўз мулоҳазаларини баён қилишига ҳаракат қилган. Бунда муаллифнинг диққат марказида қўшма отлар асосий тадқиқот материали сифатида ўрганилган. Мақолани тайёрлаш жараёнида муаллиф инглиз ва ўзбек тилишуносларининг қарашларига танқидий ёндошган ва ўз мулоҳазаларини дадил баён қилган. Мақола инглиз ва ўзбек тили лексикологиясини ўрганувчилар учун фойдали бўлиши мумкин.*

Калит сўзлар: *қўшма сўз, сўз туркуми, сўз ўзаги, сўз негизи, жуфт сўзлар, қўшма от, қўшма феъл.*

As we know from English grammar, adverbs usually indicate the manner of performing an action understood from verbs and clarify the meaning of this action. For example: He drives the car carefully. Certain types of adverbs combine with adjectives to further clarify its meaning. A very interesting book. As we have seen above, idioms are also actively involved in the formation of compound words in the language. Some of the formed compound expressions retain their characteristics, while others discover additional meaning. After getting acquainted with the definition and classification of adverbs in the English language, we came to the conclusion that adverbs are traditionally included in the category of words that do not change their form and mainly perform the function of showing (deixis).

According to linguists, the deictic character of idioms has a relative character.

Adverbs, which are usually included in deictic signs, are divided into two categories in English grammars: determinative and case adverbs, according to the characteristics of relativity and combination with other words. There are not many cases and they cannot be classified by degrees. The main syntactic feature of these adverbs is that they can affect the whole sentence. In other words, they do not define

the movement, but indicate some elements that indicate the way the movement takes place.

On the basis of this semantic generality, it is possible to divide the expressions into different categories. For example: adverbs of time, adverbs of place, adverbs of reason, adverbs of purpose, adverbs of obstacle, adverbs that indicate how often an action is performed. In the word formation system of adverbs, two different methods are visible: word formation using suffixes and word formation using prefixes and suffixes.

Compound adverbs are formed much less often than other compound word groups. But this situation should not lead to the conclusion that it is not necessary to study the nature of ravishes. At least they are linguistic phenomena that exist in the language, and it is both a duty and a duty of every language learner to study their nature. Because the language consists of a known system, not learning one of the components that make up this system can lead to the destruction of this system and, consequently, to the incompleteness of our knowledge.

Compound adverbs in the English language are divided into compound words formed from the root (cross-legs) and compound adverbs formed from the combination of artificial bases (open-heartedly, old-fashionedly).

It can be seen that the compound adverbs of the second category are formed by adding the suffix -ly to the base of the compound adverbs formed from the pure stem. This method of forming compound verbs is also used in Russian. For example: мимоходом, самоходом, вполголоса, вполслуха, etc. In Turkic languages, it is a very active process, in which the formation of new idioms, as well as compound idioms formed by combining two traditional roots, is widely practiced. It is natural that compound words are less productive than other compound words in all languages. In the system of joint approaches that we have analyzed, joint approaches formed on the basis of the following models were studied:

compound adverbs (N + Adv);

compound adverbs (Adv + N);

compound words (N + N) formed by joining a noun with a noun;

Compound words (Num + Num) formed from the combination of a number and a number.

Joint approaches formed on the basis of the N + Adv model:

To blow sky-high.

Examples of compound expressions formed on the basis of the Adv + N model:
(in phrases):

To keep smb. underfoot - to hold someone in full dependence.

In idioms:

To kick smb. upstairs - remove from office with reputation.

Examples of joint approaches based on the N + N model:

To die dunghill- to die a coward, to remain a coward until the end of his life

Examples of joint approaches based on the Num-Num model:

To go fifty-fifty - to be an equal partner.

Quantitative distribution of the use of conjunctions in phraseological combinations is given in Table 1 below;

Combined expressions used in phraseological combinations

Models	ФБ		Total
	Phrases	Ideoms	
N+Adv	-	6	6
Adv + N	22	11	33
N + N	7	-	7
Num + Num	-	11	11

Total combined costs	29	28	57

As can be seen from the table, compound adverbs are not used as often as the previous type of compound words in phraseological combinations. Their content of idioms and idioms is almost the same. Compound words formed on the basis of the Adv + N model are found equally in phrases and idioms. The rest are used either in idioms or idioms. Compound expressions formed on the basis of internal syntax rules are not visible in this topic.

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WAYS OF PRESENTING THE MEANING OF NEW WORDS

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Annotatsiya: *Ushbu maqolada yangi soʻzlarning maʼnolarini tushuntirishning innovatsion usullari taqdim etilgan. Bunda namoyish etish, rasmlardan foydalanish, boshqotirma, topishmoqlar, soʻz oʻyinlari, qoʻshiqlarini qoʻllash yoʻllari tavsiya etilgan.*

Kalit soʻzlar: *rasmlar, boshqotirmalar, topishmoqlar, soʻz oʻyinlari, qoʻshiqlar*

Annotation: *This article presents innovative ways of explaining the meanings of new words. It is recommended to use demonstrations, pictures, riddles, puns, word games and songs.*

Key words: *pictures, puzzles, riddles, puns, games, songs*

Аннотация: *В данной статье представлены инновационные способы объяснения значений новых слов. Рекомендуется использовать демонстрации, картинки, загадки, словесные игры и песни.*

Ключевые слова: *картинки, ребусы, загадки, каламбуры, игры, песни*

In both their first language and their second language, children learn new words at a rapid pace which enables them to grasp the concepts of these words much earlier than they would have learned about grammar. They are curious about the meaning and function of this new language in a broader sense, so that they can play games, sing songs or tell stories. The teacher, therefore, should present the vocabulary as varied as possible. He can first introduce things children can see, feel, and play with, touch, and experience every day. Meaning can be made apparent without the use of the first language. Teachers can use toys, such as dolls to present parts of the body, or puppets to act out a dialogue. They can also use classroom objects such as the desks, the pictures, and posters. When appropriate, teachers can bring in real objects

such as apples, carrots, baskets, bags, hats, bottles, and cups. Pictures and picture cards are often supplied with young learners' course books together with a set of games and exercises for use. These can also be made at home or teachers can ask children help to make them.

Techniques of explaining the meaning of new words to children

By demonstration or pictures

1. Using an object. 2. Using a cut-out figure. 3. Using gesture. 4. Performing an action. 5. Using photographs. 6. Drawing diagrams on the board. 7. Pictures from books. 8. Analytical definition (to these moving images, from TV, video or computer should be added) by verbal explanation. 9. Putting the new word in a defining context (e.g. we use a pen to write). 10. Translating into another language.

Verbal explanations are useful when introducing abstract ideas such as 'person', 'place', etc.

All except (10) require the learner to do some mental work in constructing a meaning for the new foreign language word. The more learners have to think about a word and its meaning, the more likely they are to remember it. The immediate translation of a new word takes away from the child any need or motivation to think about the meaning of the foreign language word or to hold the new word in mind.
[1]

Pupils need to hear a new word in isolation as well as in a discourse context, so that they can notice the sounds at the beginning and end, the stress pattern of the word, and the syllables that make up the word. For example, when explaining the word 'banana':

A banana is a fruit.

Banana. Ba-na-na. It's a banana.

The vocabulary should be accurate, and the child should be given enough information to prevent confusion.

Vocabulary development involves not only learning new words, but is also a process of building up and strengthening word knowledge. In new contexts that help to reinforce their knowledge of words, children have to meet these words again and again.

An excellent way to develop new vocabulary is to encourage the use of memorization strategies. Children should also have the chance to use the new vocabulary in situations where they have control over the choice of language. Recycling vocabulary with board or card games, class surveys, and project work provides an opportunity to integrate the language skills. For example, children can create ‘mind maps’ on topics already covered such as ‘holidays’ or create poster displays with drawings and words. Memory games, such as ‘I went to the market and bought...’ can be an enjoyable way of revising food or animal vocabulary. The principle of the same type of memory practice can be extended to other vocabulary such as presents in ‘For my birthday I would like....’, wild animals: ‘In the zoo I saw...’, or household object, such as ‘In my cupboard there are....’

1. Word Puzzles. Crossword Puzzles are good because they work on the definition as well as the spelling. The puzzles should not be very long.

2. Riddles and puns. Riddles encourage critical thinking skills. For example, if the topic of the lesson is ‘Weather’, the teacher can use some riddles after introducing the key-words to help children memorize them.

I blow the clouds around and around, but you can't see me, I can't be found. (the wind)
Sometimes I am big and fluffy and white and when rain is coming I am dark as night. (the sky)

What is full of holes, and holds water? (a sponge)

What is full at night and empty at daytime? (a bed)

Which hand do you use to sit soup- the right hand or the left hand? (I use a spoon)

How many lions can you put in an empty cage? (one; after that, the cage is not

empty)

When is a piece of wood like a king? (when it is a ruler)

Who raises things without lifting them? (a farmer)

When is a sailor not a sailor? (when he is ashore)

What kind of dog has no tail? (a hot dog)

What is black and white and red(read) all over? (a newspaper)

3. Games. Games are highly-motivating and entertaining, and they can give shy students more opportunity to express their opinion and feelings. Through games children can learn English unconsciously and without stress like they learn their mother tongue. With the use of games, the teacher can create various contexts in which students have to use the language to communicate, exchange information and express their own opinions.

There are many kinds of games which can be used in teaching English. For example, Role-Playing Games. A role-playing game is a game in which two or more people interactively participate in the creation of a shared story. Most players act out roles of characters in the story, while one player is the referee or narrator of the story, playing the part of all the minor characters and providing a framework by which dramatic conflict is resolved. There are a lot of role-playing games such as “Fairy Tale”, “Amazing monkey adventures”. The teacher can invent one himself. They foster an environment where vocabulary is improved. They allow values, ethics, and morals to be taught in the context of a story. They promote reading and the study of myth and literature.

4. Songs. Learning vocabulary through music can help children to understand the power of language and how it can shape ideas, feelings, and actions. Children will be able to use rhyme and rhythm to increase their reading fluency and vocabulary. By listening to English songs, children can hear the native pronunciation of words. It improves their ability of hearing the language because the 4-beat division of most songs coincides well with the linguistic foundation of binary

alteration, or stressed and unstressed syllables. Music also has a freeing, relaxing influence and can help shy children to express themselves.

I like apples and oranges.

Apples and oranges are so sweet.

Apples and oranges are good to eat.

I like apples and oranges. I like apples and oranges.

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ANALYSIS OF NEUROLINGUISTIC PROBLEMS

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Abstract: *The article provides a detailed analysis of research in the field of neurolinguistics in the sphere of linguistics. It is noted that neurolinguistics is a very young field in linguistics. That`s why we have chosen this theme in order to observe and introduce new theories. The study also looks at the history of neurolinguistics in world linguistics, its theoretical and methodological aspects. The study also*

discusses aphasia and its types, one of the main objects of research in neurolinguistics, and other problems.

Keywords: *neurolinguistics, aphasia, psychology, medicine, phonetics, consciousness, dysgraphia and dyslexia.*

Аннотация: *В данной статье представлен подробный анализ исследований нейролингвистики в сфере лингвистики. Отмечается, что нейролингвистика- очень молодая область лингвистики. Именно поэтому мы выбрали эту тему, чтобы исследовать и предлагать новые теории. В исследовании также рассматривается история нейролингвистики в мировой лингвистике, её теоретические и методологические аспекты. В исследовании также обсуждаются афазия и её виды, один из основных объектов нейролингвистики, а также другие проблемы.*

Ключевые слова: *нейролингвистика, афазия, психология, медицина, фонетика, сознание, дисграфия и дислексия.*

Annotatsiya: *Ushbu maqolada tilshunoslik sohasida neyrolingvistika izlanishlarining batafsil tahlili taqdim etilgan. Ta`kidlanishicha, neyrolingvistika tilshunoslikning eng yosh sohasidir. Aynan shuning uchun ham izlanish va yangi nazariyalarni taqdim etish maqsadida ushbu mavzuni tanladi, shuningdek, ushbu maqolada neyrolingvistikaning dunyo tilshunosligidagi tarixi, uning nazariy va uslubiy jihatlarini ham ko`rib chiqilgan. Shuningdek, izlanishda afaziya, neyrolingvistikaning asosiy obyekti, va boshqa muammolari yoritilgan.*

Kalit so`zlar: *neyrolingvistika, afaziya, psixologiya, tibbiyot, fonetika, ong, disgrafiya va disleksiya.*

Neurolinguistics is the study of neural mechanisms in the human brain that control the comprehension, production, and acquisition of language. As an interdisciplinary field, neurolinguistics draws methods and theories from fields such as neuroscience, linguistics, cognitive science, communication disorders and neuropsychology. Researchers are drawn to the field from a variety of backgrounds,

bringing along a variety of experimental techniques as well as widely varying theoretical perspectives. Much work in neurolinguistics is informed by models in psycholinguistics and theoretical linguistics, and is focused on investigating how the brain can implement the processes that theoretical and psycholinguistics propose are necessary in producing and comprehending language. Neurolinguists study the physiological mechanisms by which the brain processes information related to language, and evaluate linguistic and psycholinguistic theories, using aphasiology, brain imaging, electrophysiology, and computer modeling [11].

One of the newest, least developed areas of modern world linguistics is neurolinguistics. The term neurolinguistics is derived from the ancient Greek

words *neuro* "nerve" and Latin word *lingua* "language". Neurolinguistics is a new field of science related to psychology and linguistics. This field of science

studies the brain mechanisms of speech activity, changes in the speech process under the influence of brain damage [1, p.369].

This field of linguistics also explores psycholinguistic problems. Neurolinguistics covers both psychology and medicine. In short, neurolinguistics includes and studies common issues in the fields of linguistics, psychology and medicine. In particular, the field of neurology of medicine is closely related to linguistics. One of the key terms in neurolinguistics is aphasia. The study of the problem of aphasia studies the psychological and linguistic aspects of defects in human speech as a result of certain injuries. Neurolinguistics is also a slightly more practical field.

Aphasia is primarily related to the study of the causes of speech pathologies. The terms dynamic aphasia and semantic aphasia are used in linguistics in connection with this field. Neurolinguistics is closely related to the fields of psycholinguistics and semiotics of linguistics.

Understanding the concept of neuropsychology in this field of linguistics is also important. Although the foundations of neurolinguistics were laid in the 19th century,

the development of this field of linguistics is connected with the 20th century [5, p.325].

Specifically, neurolinguistics as an independent field of science was fully formed in the late twentieth century. It is known that language is primarily related to thinking. There is a dialectical unity of language with consciousness formed in the cerebral hemispheres. Any brain injury leads to impaired consciousness.

Impairment of consciousness results in speech defects. It means that a perfect, universal system has been established in the human body. It is known that the human mind and the human body are controlled by the brain and spinal cord. It is located in special layers of the brain with a system of neurons that balance human speech. Neurolinguistics primarily studies the effects of local changes in the brain center on speech. Neurolinguistics scientifically proves that certain areas of the human brain directly carry out the realization of speech, control the mechanism of speech. The scientific-theoretical bases of neurolinguistics in world linguistics are formed by B. de Courtenay, L.V Sherba, A.A Potebnya, A.A Shakhmatova, LS Vygotsky, A.R Luria, A.A Leontyev, VA Bogoroditsky, R.O Jacobson, T.Q. That is, the common views of both linguists and psychologists led to the emergence of this field of linguistics. In particular, the emergence and development of cognitive psychology in science has given impetus to the development of neurolinguistics. Contributing to the development of psycholinguistics, A.R Luria expressed his subjective theoretical views on this field of linguistics in his works "Language and Consciousness" [8] and "The main problems of neurolinguistics" [6].

Linguists and psychologists, such as neurolinguistics and psycholinguistics, have limited views on the mechanism of language formation. Another difference between this field and psycholinguistics is that neurolinguistics is closely related to medicine. Usually, neurolinguistic research also comprehensively reflects the analysis of research in the field of psycholinguistics, structural linguistics, cognitive linguistics, paralinguistics. Neurolinguistics is based on the connection between speech and psychology, the brain and speech. At the heart of this linguistics is the

interpretation of the neurophysiological aspects of speech. There is a direct One of the main problems studied by neurolinguistics is aphasia. It is known that aphasia is a speech disorder. T.Q. Wiesel in his book "Variable forms of aphasia" identifies the following types of neuropsychological aphasia: motor aphasia, sensory aphasia, amnesic aphasia, semantic aphasia, dynamic aphasia. From the neurolinguistic point of view, he Identifies the following types of aphasia: phonologicalexpressive aphasia, phonology-impressive aphasia, lexical (amnesic) aphasia, morphological aphasia, syntactic aphasia [8, p.2-3].

Chobanzadeh also touched upon the issue of aphasia, one of the main problems of neurolinguistics. In the same work, he writes about aphasia under the heading "Emotional Center": "Once again, we can not do what we want". In this case, the center of action is paralyzed. This is called paralysis of the center of motion (motor aphasia). On a small scale, this happens every day. We have an idea of something, but we can't find a word to indicate it, we say it's on the tip of my tongue. But we are not able to find our members who will produce this word and mobilize them. The reason for this is that some of the sounds of this word take their rightful place in our minds [2, p.40].

It should be noted that the French scientist P. Brock, named by Bekir

Chobanzadeh, was a person with exceptional services in the development of neurolinguistics. As a result of his scientific research in the late 19th century, he discovered the source of speech disorders. Even the term Brock's aphasia is used in neurolinguistics. In modern times, speech therapy is known as a science that studies language defects in children. Speech therapy is also directly related to neurolinguistics. It means that in modern times, it is very difficult to eliminate language defects in children without a perfect knowledge of neurolinguistics. In 1861, P. Broka observed a strange phenomenon in two patients: they understood everything, but could not speak in a state in which the movements of the lips, tongue and larynx were completely preserved. During the dissection of the corpses of these patients after their death, P. Broka found an injury in one of their brain areas, namely

in the area of the third wrinkle of the left hemisphere. Thus, P. Brock assumes that the general motor center of speech, the articulated center of speech, is connected with this area of the brain. This hypothesis was later confirmed by a number of observations. The real scientific explanation of this strange fact became possible only 75-80 years after Brock's discovery. In this form of aphasia, as P. Broka calls it, he imagines that a special type of memory is impaired, which refers not to words, but to the action necessary for their articulation. For more than a century, this area of the brain has been called the speech center, or Brock's center [4, pp. 11-12].

G. Sadiyeva wrote this work on the basis of real experiments. Thus, the scientist observed patients with aphasia for a long time and observed the psychological and neurological processes occurring in them. In his research, the violation of the linguistic levels of speech of Azerbaijani patients as a result of various forms of aphasia was investigated and analyzed. Gulmira Sadiyeva notes that we group the seven forms of aphasia identified by AR Luria, as well as confirmed by our observations at the clinic and embodying all the existing variety of speech disorders in brain injuries as follows:

1. Violation of syntactic bases of speech:
 - 1) efferent aphasia
 - 2) dynamic aphasia
2. Violation of the paradigmatic bases of speech:
 - 3) sensory aphasia
 - 4) acoustic - amnesic aphasia
 - 5) semantic aphasia
 - 6) amnesic aphasia
3. Violation of syntagmatic and paradigmatic bases of speech
 - 7) afferent aphasia [6, p. 24].

G.Sadiyeva's work "Aphasia: neurolinguistic research" proves that new fields of linguistics are developing in Azerbaijan. Unlike traditional linguistics, in the era of globalization, the study of the multidisciplinary relationship of linguistics with defectology, medicine, psychology allows to obtain new information about the essence of language.

Some people are completely ignorant of neurolinguistics. In foreign countries, similarly known artists occasionally resort to neurologist-psychologist linguists for treatment. They recommend such people to use a simpler, more intimate, understandable and friendly dialogue. Neither the patient nor his patients are offended. People work together to fix their defects so that they don't go unnoticed. Bow on stage is a tribute to the people. Gesture and facial expressions are also body language. Speaking very lightly and simply, sincerely and sincerely, they use the "body language", smiling at all times, and encouraging the audience to watch them. Excessive speech affects the artist's career and ignores it.

A person may try to control his mind but cannot control the physiological and hereditary properties of brain activity. If there is a psychological defect or defect in the minds of people, it can be corrected or cured; In this case, much depends on the individual. As we have mentioned, neurolinguistics studies the mechanisms of speech activity, the interconnection of language, thinking and human consciousness, and the ways in which human speech is created. Perception, spirit, and soul are associated with neurolinguistics. "This is a combination of linguistics and neuroscience. In addition to pure science, this science is also necessary for the treatment of people. We learn what happens in the brain when we talk and listen." To understand what is related to speech, we first need to have an understanding of language and linguistics, and our knowledge is necessary for the diagnosis, rehabilitation, and restoration of various speech functions. The number of people suffering from dysgraphia and dyslexia is increasing in the world and can draw general conclusions about the structure of the language.

Unfortunately, some people do not prepare themselves and others for the

process of communication. When we analyze the characteristics of successful people, we see that they are not the only ones who are above the mind or spirit. In other words, people with high minds and hearts are always in a better position to live well. In any case, they pass the information on the scales of cognition and the heart, which are two steps in the scale [7].

The views expressed on the nature of mental retardation and corrective action are very close to LS Vygotsky's views on social education. The scientist identifies two types of deficits in assessing the development of the psyche of a mentally retarded child: primary symptoms of mental retardation and secondary symptoms arising on the basis of primary symptoms [9.5-3]

In mentally retarded children, the underdevelopment of higher forms of cognitive activity is characterized by superficiality of thinking, slow development of speech and qualitative specificity, deregulation of verbal control of behavior, incomplete emotional-volitional sphere.

L.S. Vygotsky emphasizes that the organic defect becomes a socially abnormal behavior of the child and that this behavior is manifested in its interaction with the environment and social means, gives a social character to the child's defect and for the first time in history puts the task of social compensation before the auxiliary school [10.21].

According to the research, we can conclude that, there are many problems related with neurolinguistics which must be solved. These problems are all considered as major issues , because they cover many other subjects like medicine, psychology, phonetics.

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ИНГЛИЗ ВА ЎЗБЕК ТИЛЛАРДА ОТЛАР НАЗАРИЯСИ ВА МАСАЛАСИ

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Аннотация: *Инглиз тилида кенг тарқалган тил ҳодисалардан бўлмиш қисқартма отларнинг таҳлили, уларнинг таркибий тузилиши ва шу билан боғлиқ бўлган семантикасини ўрганиши ва шу асосда уларни ўзбек тилидаги қисқартма отлар билан қиёслаш, ҳар иккала тил учун умумий бўлган хусусиятларни умумлаштириши ва шу аснода қиёсланаётган тилларнинг ҳар бирига хос бўлган ҳодисаларни очиқ беришдир.*

Калит сўзлар: *ўзак сўз, аффикс, хол, аниқловчи ва қўшма от, қисқартма от, ибора.*

Annotation: *Analyzing abbreviations, which are common linguistic phenomena in English, studying their structural structure and related semantics, and comparing them with Uzbek abbreviations, summarizing the features common to both languages, and thus identifying the phenomena specific to each of the compared languages. is to reveal.*

Key words: *root word, affix, score, determining and compound noun, abbreviation, phrase.*

Инглиз тадқиқотчилари замонавий инглиз тилида сўз туркумларини тўртадан ўн учтагача, хатто ўн олтитагача ажратадилар. Категорияларни ҳар хил босқичларидан келиб чиққан ҳолда олимлар муҳим сўз туркумларига сон, олмош, предлог, боғловчи, артикл, модал сўзлар, юкламаларни киритадилар. Аниқ сўз туркумларига қоида бўйича от, сифат, феъл ва равишни киритишади. Кўпгина Европа тилларининг илмий грамматик системасининг яратилиши грек ва лотин грамматикаси нуктаи назарининг бевосита таъсири остида келиб чиққан. Бу бир томондан ҳозирги замон олимлари қалимги олимлар таснифлаш тадқиқотчиларининг схемасидан фойдаланганликлари билан изоҳланса, иккинчи томондан эса грек ва лотин муаллифлари меҳнатлари қўлланилган терминологияни ўзлаштириб олинганлиги фойдаланган. Генри Свит классификациялаш жараёнида маънонинг, форманинг вазифаларини умумий тартибининг аҳамияти ҳақида маълум қилган биринчи инглиз олими бўлган. Лекин бошқа инглиз грамматикаси вакилларида О.Жесперсон, Т.Крейзин ва бошқалар ўзлари томонидан таклиф қилинган қарорларни тадбиқ этишди, балки формани афзал кўришди ва уни қолган меъзонларга асосланиб бўлишди.

А.Н.Савченконинг фикрича, сўз туркумининг маъноси грамматик маънони келтириб чиқаради. Лекин бу асосий меъзон эмас, балки бошқатдан келиб чиқувчи синтактик боғлиқликдир.

Демак, ҳар бир сўз туркумининг маъноси узлуксиз унинг боғлиқлигида

акс этади. Кўтарилган муаммолар шуни кўрсатадики аниқ ва муаммосиз бўлиб кўринган оддийгина сўз туркумлари ҳам умумий ҳам хусусий тилшунослик тарафидан қаралганда унинг ўзига хос муаммоси бор. Бу борадаги ўтказилган текширувларнинг аниқ мақсади бўлиб, жумладан янги фактлар эришилганларни баҳолабгина қолмайди, лекин у ёки бу муаммоларни ечимини топади деб ўйлаш учун.

Отлар шахслар, ҳайвонлар, жойлар, нарсалар, ходисалар ва турли – туман мавҳум тушунчаларни ифодаловчи сўзлар бўлиб, **Who? (ким?) What? (нима?)** сўроқларига жавоб бўлади.

Инглиз тилидаги отлар ҳам ўзбек тилидаги каби ўзи ифодалаган тушунчага кўра саналадиган ёки саналмайдиган отларга бўлинади. Баъзи кўп маъноли отлар бир маъносида саналадиган отлар сирасига кирса, бошқа маъноси билан саналмайдиган отлар қаторидан ўрин олиши мумкин. Саналадиган ва саналмайдиган отлар куйидаги хусусиятлари билан фарқланади:

Саналадиган отлар	Саналмайдиган отлар
Бирлик ва кўплик шакллариغا эга бўлади.	Фақат бир шаклга эга.
Бирлик ёки кўпликда келишига қараб, бирлик ёки кўплик шаклидаги феъл билан келади.	Бирлик шаклидаги феъллар билан келади.
Бирлик шаклида келганда олдида a, an ёки one каби аниқловчилар бўлиши мумкин.	Олдидан a, an ёки one сўзлари аниқловчи сифатида келмайди.
Кўплик шаклида келганда олдида many ёки few аниқловчилари бўлиши мумкин.	Олдидан аниқловчи сифатида much ишлатилиши мумкин.

Фақат кўплик шаклида келганда олдидан some аниқловчиси ишлатилиши мумкин.	Олдидан аниқловчи сифатида some келиши мумкин.
Фақат кўплик шаклида олдидан number of келиши мумкин.	Олдидан amount of қўлланилиши мумкин.

Муайян бир турдаги отлар одатда доим саналадиган бўлади. Уларни қуйидаги гуруҳларга ажратиш мумкин:

1. Одам, ҳайвон, ўсимлик, ҳашорат ва уларнинг қисмларини атовчи отлар:

People (одам)	Animals (ҳайвон)	Plants (ўсимлик)	Insects (ҳашорат)	Parts (қисм)
a boy (бир) бола	a cat (бир) мушук	a cactus (бир) кактус	an ant (бир) чумоли	an ankle (бир) тўпик
a girl (бир) қиз	a dog (бир) ит	a bush (бир) бута	a butterfly (бир) капалак	a bone (бир) суяк
a man (бир) киши	a horse (бир) от	a flower (бир) гул	a caterpillar (бир) курт	a head (бир) бош
a student (бир) талаба	a mouse (бир) сичқон	an oak (бир) эман	a fly (бир) пашша	a nose (бир) бурун
a teacher (бир) ўқитувчи	a tiger (бир) йўлбарс	a potato (бир) картошка	a mite (бир) бурга	an ear (бир) кулок

2. Турли шаклларга эга бўлган нарса ва объектларнинг номлари:

a ball (бир) тўп	a car (бир) машина	a mountain (бир) тоғ	a street (бир) кўча	a lamp (бир) лампа
a building (бир) бино	a door (бир) эшик	a river (бир) дарё	a church (бир) черков	an umbrella (бир) соябон

3. Ўлчов бирликлари (узунлик, майдон, оғирлик, ҳажм, ҳарорат, босм, тезлик ва бошқаларни ўлчашда ишлатидиган сўзлар) ва тасниф сўзлари (турларни аташ учун хизмат қиладиган сўзлар). Саналмайдиган отлар ўлчаниши ёки таснифланиши мумкин:

an inch бир дюм (2,54 см)	a piece бир бццлак	a cubic centimetr бир куб см.	a gramm бир грам
a foot бир фут (30,48 см.)	a square foot бир квадрат фут	a part бир қисм	a meter бир метр

4. Жамиятдаги таснифланишга оид отлар:

a family бир оила	a tribe бир қабила	a city бир шаҳар	a word бир сўз	a language бир тил
a clan бир тўда	a country бир мамлакат	a state бир давлат	a phrase бир ибора	

Ҳозирги замон ўзбек тилида ҳам сўзларни сўз туркумларига ажратишда кўпгина олимлар иш олиб бормоқдалар. Булар жумласига профессор А.Нурмонов, Э.Қличев, Ғ.Абдурахмонов, А.Азизова, А.Ғуломовларни киритишимиз мумкин. Ўзбек тилида ҳам бошқа тиллар сингари сўзлар

мустақил ва ёрдамчи сўз туркумларига ажратилади: боғловчи, кўмакчи, юклама ва ундов сўзлар ёрдамчи сўз туркумларига киритилади.

Сўнгги йилларда нашр қилинган адабиётларда модал ва тақлидий сўзлар ҳам сўз туркумларининг алоҳида типи сифатида ажратилаётир.

Кўринадики, сўз туркумларининг миқдори турли тилларда турли хил мавжуд сўз туркумлари ҳам сўз маънолари ва грамматик формалари билан ўзаро фарқ қилади.

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ZOONIM FRAZEOLOGIK BIRLIKLARI: HAYVONLAR TILINI BOSHQARISH

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**“Gid hamrohligi, madaniyatlararo muloqot va
tarjimashunoslik” kafedrasi o‘qituvchisi**

Annotatsiya: *Zoonim frazeologik birliklar yoki hayvonlar tasviridan ma’lum bir ma’noni ifodalovchi idioma va iboralar inson tilining maftunkor va hamma joyda uchraydigan jihati hisoblanadi. Ular bizning kundalik nutqimizga boylik va ta’sirchanlik qatlamini qo’shib, fikrlarimiz, his-tuyg’ularimiz va tajribalarimizni etkazish uchun hayvonlar olamining keng ramziy olamidan foydalanishga imkon beradi.*

Itlar, mushuklar va otlar o‘zlarining o‘ziga xos xususiyatlari va odamlarning uzoq tarixi bilan birga zoonim frazeologik birliklarining ko‘p manbalariga asos bo‘lib xizmat qilgan. Ushbu iboralar odamlar va hayvonlar o‘rtasidagi chuqur bog‘liqlikni aks ettiradi, biz bu mavjudotlarni asrlar davomida kuzatganimiz, ular bilan muloqot qilganimiz va talqin qilganimizni ko‘rsatadi.

Kalit so‘zlar: *Zoonim frazeologik birliklar, idiomalar, iboralar, hayvonlar tasviri, itlar, mushuklar, otlar, odam-hayvon aloqasi, ramziylik, aloqa*

Zoonim frazeologik birliklar yoki hayvonlar tasviridan ma’lum bir ma’noni ifodalovchi idioma va iboralar inson tilining maftunkor va hamma joyda uchraydigan jihati hisoblanadi. Ular bizning kundalik nutqimizga boylik va ta’sirchanlik qatlamini qo’shib, fikrlarimiz, his-tuyg’ularimiz va tajribalarimizni etkazish uchun hayvonlar olamining keng ramziy olamidan foydalanishga imkon beradi.

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Ushbu iboralar odamlar va hayvonlar o'rtasidagi chuqur bog'liqlikni aks ettiradi, biz bu mavjudotlarni asrlar davomida kuzatganimiz, ular bilan muloqot qilganimiz va talqin qilganimizni ko'rsatadi.

It bilan bog'liq bo'lgan iboralar: sodiqlik, jasorat va himoya

Itlar o'zlarining sodiqligi, jasorati va himoyasi bilan ushbu xususiyatlarni o'zida mujassam etgan ko'plab idiomalarni ilhomlantirdilar. Bu iboralar ko'pincha it-inson aloqasining ijobiy tomonlarini ta'kidlab, itlarni shunday sevimli hamroh qilgan fazilatlarni ta'kidlaydi.

1. **A friend to a man is a dog:** Bu idioma odamlar va itlar o'rtasidagi mustahkam do'stlikni qamrab oladi va itlar taklif qiladigan sodiqlik va do'stlikni ta'kidlaydi.

2. **Barking up the wrong tree:** Bu idioma noto'g'ri intilish yoki harakatni anglatadi, kimdir noto'g'ri harakat yo'nalishini yoki biror narsada adashishini anglatadi.

3. **Let sleeping dogs lie:** Ushbu ibora ehtiyotkorlik va vazminlikni tavsiya qiladi, muammoni qo'zg'atmaslik yoki yoqimsiz mavzularni ko'tarmaslik yaxshiroq ekanligini ko'rsatadi.

4. **Once a dog, always a dog:** Bu idioma kimningdir tabiati o'zgarmasligini bildiradi, bu o'ziga xos xususiyatlar yoki tendentsiyalarni o'zgartirishga urinishlarga qaramay saqlanib qolishini anglatadi.

5. **Top dog:** Bu idioma mas'ul shaxsga yoki guruhdagi eng kuchli shaxsga ishora qiladi va maxsus guruhdagi alfa itiga (alfa iti - itlar to'dasini boshqaradigan bir juft erkak va urg'ochi itlarga nisbatan qo'llaniladi) o'xshatiladi.

Mushuk iboralari: Mustaqillik, qiziquvchanlik va yashirinlik

Mushuklar o'zlarining mustaqil tabiati, qiziquvchan onglari va yashirin harakatlari bilan bu xususiyatlarni o'zida mujassam etgan turli xil idiomalarni ham

qo‘shgan. Bu iboralar ko‘pincha mushuklarni jozibali va sirli mavjudotlarga aylantiradigan noyob fazilatlarni ta’kidlaydi.

1. **A cat in a bag:** Bu idioma noma’lum yoki sirli narsani anglatadi, mushuklarning yashirin tabiati va o‘zlarini yashirish qobiliyatiga ishora qiladi.

2. **A cat's life:** Bu idioma yengil va farovon hayotga ishora qiladi, bu mushuklar bo‘sh vaqt va dam olish bilan to‘la beparvo hayot kechirishlarini anglatadi, ya’ni yengil-yelpi hayot.

3. **Let the cat out of the bag:** Bu idioma sirni oshkor qilishni anglatadi, bu yashirin ma’lumotlarning endi ochiq ekanligini anglatadi.

4. **When the cat is away, the mice will play:** Bu idioma, odamlar, iqtidorda bo‘lmagan odam vaziyatdan foydalanib qolishiga, mushuklar yo‘q bo‘lganda sichqonlar ega bo‘ladigan erkinlikka o‘xshashligini ko‘rsatadi.

5. **Curiosity killed the cat:** Bu idioma haddan tashqari qiziquvchanlikdan ogohlantiradi, bu zarar yoki muammoga olib kelishi mumkinligini anglatadi.

Ot iboralari: kuch, tezlik va erkinlik

Otlar o‘zining salobatli qaddi-qomati, qudratli qadamlari, bo‘ysundirilmagan yoki jilovlanmagan ruhiy xolati bilan ana shu xususiyatlarni o‘zida mujassam etgan iboralar uchun ilhom manbai bo‘lib kelgan. Bu iboralar ko‘pincha odamlarning bu ajoyib mavjudotlarga nisbatan qo‘rquv va hayratini aks ettiradi.

1. **A dark horse:** Bu idioma noma’lum yoki oldindan aytib bo‘lmaydigan kimgadir yoki biror narsaga ishora qiladi, bu qorong‘u otning ot poygalarida kiritishi mumkin bo‘lgan ajablantiradigan natijasiga ishora qiladi.

2. **Get on your high horse:** Bu idioma mag‘rur yoki kamsituvchi bo‘lishni anglatadi, bu kimningdir o‘zini yuqori tutishi yoki boshqalarga past nazar bilan qarashini anglatadi.

3. **Hold your horses:** Bu idiomaga sabrli bo'lish yoki qilayotgan ishingizni to'xtatish degan ma'noni anglatadi, bu esa vazminlik va xotirjamlik zarurligini anglatadi.

4. **Work like a horse:** Bu idiomaga otlarning tarixan turli vazifalarni bajarishda ko'rsatgan tinimsiz sa'y-harakatlariga parallel ravishda juda qattiq ishlashni anglatadi.

5. **Put the cart before the horse:** Bu idiomaga ishlarni noto'g'ri tartibda bajarishni anglatadi, bu mantiqiy ketma-ketlikka rioya qilish yoki vazifalarni samarali bajarish muhimligini anglatadi.

Madaniy kontekstning ahamiyati:

Zoonim frazeologik birliklar faqat lingvistik qiziquvchanlik emas; ular bizning madaniyatlarimizga chuqur singib ketgan va tarix davomida hayvonlar bilan qanday munosabatda bo'lganimizni va ularni idrok qilganimizni aks ettiradi. Ularning ma'nolari va ularning ostidagi ajralmas, yashirin ma'nolari turli madaniyatlarda farq qilishi mumkin va madaniyatlararo muloqotda ulardan foydalanishda ushbu nuanslarni yodda tutish kerak.

Xulosa: Hayvonlar lingvistik sheriklar sifatida:

Zoonim frazeologik birliklar odam va hayvonlar o'rtasidagi mustahkam bog'liqlikdan dalolat beradi. Ular hayvonlar olamining boy ramziy ma'nosiga asoslanib, fikrlarimiz, his-tuyg'ularimiz va tajribalarimizni etkazishning o'ziga xos va ifodali usulini taqdim etadi. Ana o'sha biz birga yashayotgan mahluqotlar haqida o'rganishimiz va ular bilan muloqot qilishda davom etishimiz shuni ko'rsatadiki, zoonim frazeologik birliklarning go'zallikda rivojlanib borishi, lingvistik dunyomizni yanada boyitilishiga olib keladi.

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TERMINOLOGIYA LEKSEMALARINING TUZILISHI TAHLILI

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Annotation: *In terms of terminology, the structural analysis of lexemes is divided into a general assembly. In the structure of lexemes, analysis of its meaning, order of structure, status and other qualities.*

Аннотация: *В терминологическом отношении структурный анализ лексем делится на общую сборку. В структуре лексемы анализ ее значения, порядка строения, статуса и других качеств.*

Kalit so'zlar: *Strukturaviy tahlil, leksemalar, terminologiya, morfologiya, sintaksis, sohaga xos, tushunchalar, so'z yasalishi, ko'p so'zli atamalar, axborot izlash, bilimlarni ifodalash.*

Leksema – tilning yagona, alohida ma'noni ifodalovchi birligi. Bu so'zning mavhum shakli bo'lib, uning barcha flektiv shakllari va turlarini o'z ichiga oladi. Masalan, “yurish” so'zi “yurdi”, “yurdi”, “yurdi” kabi turlanishlarni o'z ichiga olgan leksema. Boshqacha aytganda, leksemalar lug'atlarning bosh so'zlari hisoblanadi. Bu so'zning grammatik jihatdan eng asosiy shakli ekanligini anglatadi. Leksemalar, shuningdek, so'z o'zaklari deb ham ataladi, o'ziga xos ma'noga ega bo'lgan tilning

minimal birliklari (ko'pincha so'zlar).

Flaktsiya - zamon, kayfiyat, holat, jins, shaxs yoki sonning siljishini ifodalovchi so'z shaklining o'zgarishi. Bunday o'zgarish odatda o'zak so'zga affiks qo'shilishi bilan kuzatiladi. Ba'zan so'z imloni fleksiya bilan o'zgartiradi. Masalan, dig so'zining o'zagi bilan siz hozirgi zamon uchun -s va hozirgi progressiv shakl uchun -ging qo'shishingiz mumkin, lekin o'tgan zamon uchun siz dug imlosini o'zgartirishingiz kerak.

Leksemaning flektiv shakllari so'z shakllari deyiladi. Shunday qilib, asosiy lug'at yozuvida chivin so'zi ko'rsatilgan va shuningdek, chivin, uchuvchi va uchgan so'z shakllarini ko'rsatishi mumkin. Leksikaning asosiy birligi so'z shakllari emas, leksemalardir.

Leksika - ma'lum bir til yoki bilim sohasidagi so'zlarning jamlanmasidir.

Sizning miyangiz siz bilgan har bir so'zning leksikasini o'z ichiga oladi. Tibbiyot, huquqshunoslik va hatto tilshunoslik kabi turli kasb va ta'lim sohalari uchun leksikalar mavjud.

Leksemalar odatda, har doim bo'lmasa-da, bitta so'zdan iborat. Ko'p so'zli (yoki qo'shma) leksemalar bir nechta standart so'zlardan tuzilgan. Frazali fe'llar (masalan, yotib o'tir, o'tir), ochiq birikmalar (masalan, axlat qutisi yoki o'g'il skaut) yoki idiomalar (masalan, oyog'ini sindirib tashla, loviyani to'kib tashla) haqida o'ylab ko'ring — bular qo'shma leksemalardir.

Korpus tilshunosligida leksemalar lemmalar deyiladi. Korpus lingvistikasi - bu lingvistik naqshlarning tabiiy ravishda paydo bo'lgan tilning katta qismlaridan olinishi mumkinligi haqidagi tushuncha. Bu lingvistik ma'lumotlarni baholash. Korpus - bu til majmuasi va korpus lingvistikasi - bu til majmuasini o'rganadigan fan. Sudya vaqt o'tishi bilan sudyalarning fikrlari asosida ishlab chiqilgan qonunlar to'plamida ma'lum bir atama qanday qo'llanilishi va talqin qilinishini tushunishga harakat qilishi mumkin. Bunday holda, qonunlar to'plami korpus hisoblanadi.

Leksemalarning ikki turi mavjud: o'zgaruvchan va o'zgarmas.

O'zgaruvchan leksemalar ikki yoki undan ortiq shaklga ega bo'lishi mumkin bo'lgan so'z hajmidagi leksik birikmalardir. Bu leksemalar so'zga affiks qo'shilishi yoki boshqa biror o'zgarishlar qo'shilishi bilan kelishi mumkin (qazish/qazish misolini eslang).

Quyida turli sintaktik turkumlarga mansub so'zlarni fleksiyalash usullari keltirilgan:

Ismlar soni o'zgarishi mumkin (qush, qushlar)

Fe'llar zamon yoki son jihatidan o'zgarishi mumkin (shakl, shakl, shakl, shakl)

Sifatlar darajada o'zgarishi mumkin (katta, katta, eng katta)

Zarflar darajada o'zgarishi mumkin (yaxshi, yaxshiroq, eng yaxshi)

Olmoshlar holatda o'zgarishi mumkin (siz, sizning, sizning)

O'zgarimas leksemalarda esa ma'lum bir ma'noga mos keladigan bitta so'z bo'ladi. va shunga o'xshash so'zlarni o'ylab ko'ring; ular faqat bitta shaklga ega. Bu so'zlarning boshqa versiyalari yo'q. O'zgarimas leksemalar asosan bog'lovchi (va, garchi, lekin) va yuklamalar (orqali, tomonidan, yuqoriga kabi) bo'lib, ular asosan vazifani bajaradi. Aslini olganda, o'zgaruvchan va o'zgarimas leksemalarning farqi so'zning turli shakllarga ega bo'lishidadir. Kesim so'zi lug'at yozuvi bo'ladigan leksema bo'lib, lekin lug'atga qarab uning flektiv variantlari, masalan, kesim, kesim kabilar kiritilishi mumkin. Ushbu egilgan versiyalar kesish uchun yozuvga o'zgarishlar sifatida kiritilishi mumkin. Leksema, jumlada mazkur terminologiyada, biror bir tilning ma'nolari ma'lum bo'lgan universal kalima yoki so'zdir. Leksemalarning tuzilishi taxlili, ushbu so'zlarning ma'nolari va mazkur tildagi tartibi haqida tushunishni beradi.

Terminologiyada tuzilgan leksemalarning tuzilish taxlili umuman uning elementlariga bo'linadi. Leksemalarning tuzilishida uning ma'nosi, tuzilish tartibi, holati va boshqa sifatlari tahlil qilinadi. Masalan, "kompyuter" termini tuzilish taxlilida, uning ma'nosi "ma'lumotlarni avtomatik tarzda ishlash uchun ishlab chiqarilgan elektron usna" deb o'rinbosar, uning tuzilish tartibi "komponentlarini

bir-biriga bog'lab tuzilgan tizim" deb aytiladi. Shuningdek, uning holati "funktional tizim" deb aytiladi. Bu hamma ma'lumotlar, leksemalarning tuzilishida ko'rsatiladi. Shuningdek, leksemalarning tuzilishida foydalaniladigan boshqa amallarga misol qilish mumkin. Amalga oshirilgan tuzilish taxlillari o'zini insho olib boradi, shuning uchun ular muxtasar va to'g'ri bo'lishi kerak.

Ushbu domendagi ba'zi muhim leksemalarga quyidagilar kiradi:

Destination: Biror kishi yoki guruh sayohat qiladigan joy, ko'pincha muayyan diqqatga sazovor joylar, turar joylar va qulayliklar bilan bog'liq.

Hospitality: sayohatchilarga turar joy, oziq-ovqat va o'yin-kulgi kabi xizmatlar va resurslarni taqdim etish.

Itinerary: Sayohat yoki ekskursiya uchun tadbirlar va yo'nalishlarning batafsil rejasi yoki jadvali.

Ecotourism: Turizm atrof-muhitni saqlaydigan va mahalliy aholi farovonligini ta'minlovchi tabiiy hududlarga mas'uliyatli sayohatga qaratilgan.

Attractions: tashrif buyuruvchilarni ma'lum bir joyga jalb qiladigan diqqatga sazovor joylar yoki diqqatga sazovor joylar.

Accommodation: Sayohat paytida turar joy yoki turar joy, shu jumladan mehmonxonalar, dam olish maskanlari, mehmonxonalar va dam olish joylari.

Transportation: odamlarning bir joydan ikkinchi joyga ko'chishi, ko'pincha havo, quruqlik va dengiz sayohatlari kabi turli xil usullarni o'z ichiga oladi.

Tourism Marketing: potentsial tashrif buyuruvchilarga yo'nalishlar, diqqatga sazovor joylar va sayohat xizmatlarini targ'ib qilish uchun foydalaniladigan strategiyalar va tadbirlar.

Cultural Heritage: jamiyat tarixi va o'ziga xosligini aks ettiruvchi, ko'pincha sayyohlar uchun qiziqarli bo'lgan joylar, an'analar va artefaktlar.

Tour Guide: biror joy yoki diqqatga sazovor joylarga tashrif buyurish vaqtida sayyohlarga rahbarlik qiluvchi va ma'lumot beruvchi shaxs.

Morfologik tahlil:

Soʻz yasash jarayonlari: Bu leksemalarning affiksatsiya (prefikslar, qoʻshimchalar yoki qoʻshimchalar qoʻshish), birikma (mavjud soʻzlarni birlashtirish), qisqartirish, hosila olish (mavjud soʻzlardan yangi soʻzlarni yaratish) va konvertatsiya (grammatik maʼnosini oʻzgartirish) kabi turli mexanizmlar orqali qanday hosil boʻlishini oʻrganadi. soʻz turkumi). Masalan, tibbiyot terminologiyasida “biopsiya” soʻzi “bio-” (hayot) va “psy” (kesish) birikmasidan hosil boʻlsa, “kardiogen” soʻzi “kardio-” (yurak) va “genik” (ishlab chiqaruvchi) soʻzlaridan olingan.).

Morfema identifikatsiyasi: Bu leksema tarkibidagi eng kichik maʼnoli birliklarni aniqlashni oʻz ichiga oladi. Bu morfemalar oʻzak, oʻzak, affiks va boshqalar boʻlishi mumkin. Masalan, “ajralish” ikki morfemaga ega: “dis-” (inkor maʼnosini bildiruvchi prefiks) va “bogʻlanish” (ildiz).

Morfologik qoliplar: Muayyan sohada soʻz yasashda takrorlanuvchi naqshlarni tahlil qilish mahsuldor jarayonlarni ochib berishi va sohaning kontseptual tuzilishi haqida tushuncha berishi mumkin. Masalan, “-ologiya” qoʻshimchasi ilmiy sohalarda keng tarqalgan qolip boʻlib, muayyan oʻrganish sohasini (masalan, biologiya, ekologiya) bildiradi.

Sintaktik tahlil:

Atama yasash qoidalari: Bunda leksemalarning sintaktik tarzda birikishi va koʻp soʻzli terminlar yasashi oʻrganiladi. Bunda ot soʻz birikmalari, bosh qoʻshimcha soʻz birikmalari, sifat-dosh-ism birikmalari va boshqalar qatnashishi mumkin. Masalan, “mitoxondrial elektron tashish zanjiri” bir nechta elementlarni oʻziga xos sintaktik munosabatlar bilan birlashtirish natijasida hosil boʻlgan murakkab atamadir.

Terminga bogʻliqlik tuzilmalari: Koʻp soʻzli atama tarkibidagi soʻzlar oʻrtasidagi grammatik munosabatlarni tahlil qilish asosli konseptual tuzilmani va uning tarkibiy qismlari orasidagi aniq maʼno munosabatini aniqlash imkonini beradi.

Masalan, "qon-miya to'sig'i" da "qon-miya" predlogli iborasi "to'siq" otini o'zgartirib, ikki tushuncha o'rtasida o'ziga xos munosabatni o'rnatadi.

Strukturaviy tahlilning afzalliklari:

Terminologiyani yaxshiroq tushunish: atamalar qanday tuzilganligini tushunish orqali biz ular ifodalovchi tushunchalar va ular o'rtasidagi munosabatlar haqida chuqurroq ma'lumotga ega bo'lamiz.

Terminologiyani boshqarish va standartlashtirish: Strukturaviy tahlil muayyan sohalarida izchil va samarali atamalarni ishlab chiqish haqida ma'lumot berishi mumkin.

Atamalarni qidirish va ma'lumot olish: atamalar tuzilishini tushunish axborot qidirish tizimlarining aniqligini oshirishi va maxsus matnlardan bilim olishni osonlashtirishi mumkin.

Strukturaviy tahlilda qo'llaniladigan aniq usullar va tafsilot darajalari aniq soha va tadqiqot maqsadlariga bog'liq bo'ladi.

Morfologik va sintaktik tahlilni birlashtirib, terminologik lug'atning murakkabligi va boyligini har tomonlama tushunish mumkin.

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THE EVOLUTION OF LAND LOGISTICS TERMINOLOGY: A JOURNEY THROUGH TIME

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Annotation: *This article explores the historical development and evolution of terminology related to land logistics, highlighting its ancient origins and the richness of its vocabulary. It discusses the transformation of key terms, such as "caravan," and how their meanings adapted over time to encompass various contexts. The article underscores the significance of terminology as a reflection of the evolving world of trade and transportation.*

Key words: *Land logistics; Terminology evolution; Ancient trade; Caravan; Trade networks; Transportation systems; Terminological layer; Linguistic adaptation; Commerce history; Vocabulary diversity; Economic landscapes; Market dynamics; Linguistic evolution; Trade routes Caravansera; Sarban; Meaning structure; Linguistic adaptability*

In the world of logistics and trade, terminology plays a crucial role in shaping our understanding of the industry. Each layer of terminology associated with logistics carries its own history and significance. However, when we delve into the terminological layer related to land logistics, we uncover a rich and ancient tapestry of words and concepts that have evolved over centuries. This layer not only reflects the historical development of commerce and transportation but also demonstrates how the meanings of terms can adapt and expand in response to changing

circumstances.

The story of land logistics terminology begins with lexemes like "caravan," "caravanserai," "caravan head," "sarban," "tovar," "bazar," and "tenge." These terms date back centuries and have deep historical roots in trade and transportation. The word "caravan" itself conjures images of merchants and traders embarking on long journeys across deserts and along ancient trade routes, carrying goods from one market to another. As commerce expanded and societies evolved, so did the terminology associated with land logistics. Over time, these terms grew richer and more diverse, reflecting the complexities of trade networks and transportation systems. The terminological layer associated with land logistics serves as a historical record of human ingenuity and adaptability in the face of changing economic and social landscapes.

One intriguing aspect of land logistics terminology is how the activity of terms themselves affected their meaning structure. Take, for example, the term "caravan." Originally, it referred to a group of merchants traveling together for mutual protection and support. However, as trade and transportation methods diversified, so did the use of the word "caravan." In addition to describing groups of traders, "caravan" began to be used as a nickname, such as "Azim caravan," highlighting the importance of individual traders or groups in the industry. Furthermore, the term expanded to encompass various structures and contexts, from "caravan of cranes" to "caravan of white gold" (referring to salt) and even "caravan of cars" and "caravan of fruits." This evolution of meaning demonstrates the adaptability of terminology in response to changing realities.

The terminological layer related to land logistics is a treasure trove of history and linguistic evolution. It carries the echoes of ancient trade routes and bustling markets, reflecting the resilience and creativity of human societies in the pursuit of commerce. The transformation of terms like "caravan" from a simple description of a group of traders into a multifaceted concept is a testament to the dynamic nature of language and its ability to adapt to the ever-changing world of logistics. As we

continue to navigate the complexities of modern trade and transportation, it is worth looking back at the rich terminological heritage that has brought us to where we are today.

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ИНГЛИЗ ЛИНГВОМАДАНИЯТИДА ПРЕЦЕДЕНТ НОМ ТАҲЛИЛИ

Жалилов Бахтиёр Туланович

Андижон давлат чет тиллари институти

Кейинги йилларда Ю. Н. Караулов бошлаб берган “Прецедент”ликни лексик ва семантик жиҳатдан тадқиқ қилиш бир қанча илмий изланувчиларнинг тадқиқот объектига айланди. У бошлаб берган йўналиш бўйича “*Прецедент ном*” термини билан яна бир феномен прецедент феноменлар қаторидан жой олди. Ушбу термин рус тилшуноси Д. Б. Гудков томонидан қўлланилиб, Е. А. Нахимова, В.В. Красных, И. В. Захаренко, Д. Багаева, В. Г. Костомаров, Н. Д. Бурвикова, Н. Н. Воропаев, Н. В. Васильева каби тилшунослар томонидан унинг мазмуни кенгайтирилди ва тўлдирилди.

Д. Б. Гудков прецедент феноменлар доирасидаги илмий тадқиқотларида онгда маданият шаклининг мавжудлигини – *маданий майдон* деб атайдиган, у ёки бу лингвомаданий жамиятнинг деярли ҳар бир вакили эгаллаган, тасаввур ва

билимлар структуравий мажмуасини *когнитив база* деб номлайди, когнитив база – муайян феноменлар ҳақидаги тасаввурларнинг инвариантини минималлаштирилган, редукцияга учраган (соддалаштирилган) ҳолида шакллантиради, деган концепцияни илгари суради.³⁹ У прецедент номга куйидаги таърифни келтиради:

*Прецедент ном – 1) кенг жаоатчилик орасида машҳур матн билан боглиқ, прецедентлар қаторига кирувчи - атоқли от (масалан, Обломов, Тарас Бульба), ёки 2) тил эгалари орасида машҳур вазият билан боглиқ ва прецедент сифатида ифодаланувчи - атоқли от (масалан, Иван Сусанин, Колумб), муайян сифатлар жамламасининг эталонлигига ишора қилувчи - ном-белги.*⁴⁰ Яъни, прецедент исм бу атоқли отлар.

Ҳар бир прецедент ном замирида идрок қилишнинг инварианти туради. Унинг концепциясига кўра прецедент исмлар, бевосита денотатга ишора қилиб предметни номлайдиган *денотатив* вазифа бажарувчи ва объектнинг коннотатив хусусиятларни ифодалаш учун фойдаланиладиган *коннотатив* вазифа бажарувчи турларига бўлинади.

Масалан, *Ломоносов* Москва давлат университетига асос солди.

Бу бола келгусида янги *Ломоносов* бўлади.

Биринчи гапда фойдаланилган *Ломоносов* атоқли от денотатив маъно ифодаласа, иккинчисида коннотатив маъно ифодаляди.

В. В. Красных ўз тадқиқотларида Д. Б. Гудковнинг ғоясини давом эттириб, прецедент номга куйидаги таърифни беради:

Прецедент ном – машҳур матн (масалан, Печорин, Теркин) ёки прецедент вазият (масалан, Иван Сусанин, Стаханов) билан боглиқ - атоқли от. (масалан, Иван Сусанин, Колумб), муайян бир сифатлар жамламасининг эталонлигига ишора қилувчи - ном-белги.

³⁹ Гудков Д. Б. Прецедентное имя в когнитивной базе современного русского языка. Язык, сознание и коммуникация: Сб. Статей. М.: Филология. 1998, Вып. 4. 82 с.

⁴⁰ Гудков Д. Б. Теория и практика межкультурной коммуникации– М.: ИТДГК «Гнозис», 2003, 108 с.

Бу шундай мураккаб белгики, ундан мулоқотда фойдаланиш жараёнида мурожат ўз денотатига эмас, балки ушбу прецедент номнинг дифференциал белгилари жамламасига нисбатан амалга оширилади. Прецедент ном битта тушунчани ифодалаган ҳолда бир (масалан, Ломоносов, Кутузов) ёки ундан кўпроқ (масалан, Павлик Морозов, Баба Яга) элементлардан иборат бўлиши мумкин.⁴¹

Е. А. Нахимова: *“Матнда нафақат конкрет шахсни (вазият, шаҳар, ташкилот ва бошқалар) ифодаловчи балки ўзига хос маданий белги, муайян сифатларнинг, воқеаларнинг, тақдирларнинг белгиси сифатида қўлланивчи, машҳур – атоқли отлардир⁴², деб прецедент номга таъриф берган.*

“Прецедент ном бу - муайян тил ва маданият эгаларининг кенг оммаси орасида маълум даражада машҳур бўлган, ортида мураккаб образ\ тасаввур турувчи - турли маданий предметлар.”⁴³

Бизга маълумки, прецедент феноменлар *вербал* ҳамда *новербал* кўринишда бўлади. Прецедент ном вербал прецедент феноменлар қаторига киради. Шунингдек, унинг фикрига кўра, прецедент ном, муайян структурага эга, ядросини унинг *дифференциал белгилари*, перифериясини эса *атрибутлари* ташкил қилади.

Ҳозирги кунда прецедент номнинг *дифференциал белгиларини* аниқ ва тўлиқ ифодаловчи элементлар “тўплами”ни ажратиб кўрсатиш имконсиз, бироқ, прецедент номнинг денотатини ифодаловчи бир гуруҳ хусусиятларини ёки элементларини ажратиб кўрсатиш мумкин.⁴⁴

Прецедент номнинг дифференциал белгилари маълум бир предметни ўзи

⁴¹ Красных В. В. «Свой» среди «чужих»: миф или реальность? М.: «Гнозис», 2003. 172 с.

⁴² Нахимова Е. А. Прецедентные имена в массовой коммуникации Монография. Екатеринбург: 2007, 4 с

⁴³ Попадинец Р. В. Прецедентное имя в сознании носителя русского языка: опыт психолингвистического исследования. Монография. Курский государственный технический университет: 2010, 14 с.

⁴⁴ Захаренко И. В., Красных В. В., Гудков Д. Б., Багаева Д. В. Прецедентное имя и прецедентное высказывание как символы прецедентных феноменов. Язык, сознание, коммуникация. Вып. 1. М.: 1997, 89 с.

каби предметлардан фарқловчи, муайян бир турдаги мураккаб таърифлар системаси таркиб топади.

1. Ташқи қиёфа;
2. Феъл атвор (характер)
3. Прецедент вазият
4. Ижтимоий мавқе-мақом

1. Ташқи қиёфа таърифига кўра муайян бир образни бошқасига таққослар экан муаллиф ўша образнинг ташқи қиёфасини назарда тутди. Яъни, унинг *ташқи кўриниши, юзи, афти, қадди-қомати, ўзини тутиши* қиёсланади.

Масалан,

*NATO needs to be more like **Rambo** than **Madonna***⁴⁵. (*NATO Madonnadan ko'ra ko'proq Remboga o'xshash bo'lishi kerak*)

Ушбу мисолда **Rambo** ва **Madonna** атоқли отлари прецедент ном сифатида қўлланилади.

“**John James Rambo** is a fictional character in the [Rambo franchise](#). He first appeared in the 1972 novel [First Blood](#) by [David Morrell](#), but later became more famous as the [protagonist](#) of the film series, in which he was played by [Sylvester Stallone](#). The portrayal of the character earned Stallone widespread acclaim and recognition. The character was nominated for [American Film Institute's](#) list [100 Years...100 Heroes and Villains](#). The term "[Rambo](#)" is commonly used to describe a lone wolf who is reckless, disregards orders, uses violence to solve all problems, enters dangerous situations alone, and is exceptionally tough, callous, raw and aggressive”⁴⁶

Madonna Louise Ciccone is an American singer, songwriter, and actress. Known as the "[Queen of Pop](#)", Madonna has been widely recognized for her continual reinvention and versatility in music production, songwriting, and visual

⁴⁵ *The USA Today*, 28.12.2019.

⁴⁶ https://en.wikipedia.org/wiki/John_Rambo

presentation. She has pushed the boundaries of artistic expression in mainstream music while maintaining control over every aspect of her career.⁴⁷

Бунда “**Rambo**”нинг ташқи кўриниши: *катта гавдаси, баққуват мускуллари, йўгон овози* қиёсланса, **Madonna**нинг *нозик танаси, ширали овози* рпрецедент феномен сифатида қиёсланади.

Кейинги мисолда:

*Just a system for picking out grateful **Cinderellas** for a brief moment, before eventually dropping them back where they came from.*⁴⁸

Ушбу мисолда “*Синдрелла*” образи билан ташқи кўринишдаги ўхшашликлари, *нозик қомат, чиройли ораз, кийиниш маданияти* такқосланади.

2. Феъл-атвори (характер)га кўра одам, нарса ва ҳодисаларнинг бошқалардан ажаралиб турувчи сифатлари, белгилари, хусусиятлари қиёсланади.

Масалан,

I took up a book and begun something about General **Washington** and the wars.⁴⁹

Ушбу мисолда прецедент номнинг дифференциал белгилари маълум бир предметни ўзи каби предметлардан фарқловчи **Феъл-атвори (характер)га кўра** ажаралиб турувчи сифатлари, белгилари, хусусиятлари прецедент феномен сифатида қўлланилади. “General **Washington**” прецедент номи инглиз социумида *лидерлик, бошқарувчанлик, ватанпарвалик, донолик* каби сифатлари билан характерланади.

George Washington (February 22, 1732 – December 14, 1799) was an American military officer, statesman, and [Founding Father](#) who served as the first [president of the United States](#) from 1789 to 1797. Appointed by the [Second Continental Congress](#) as commander of the [Continental Army](#) in June 1775, Washington led [Patriot](#) forces to victory in the [American Revolutionary War](#) and

⁴⁷ <https://en.wikipedia.org/wiki/Madonna>

⁴⁸ *The Times*, 27.12.2019

⁴⁹ Mark twain *The adventure of Huckleberry Finn*. Harper and brothers. New York. USA. 1918. 27 p

then served as president of the [Constitutional Convention](#) in 1787, which drafted and ratified the [Constitution of the United States](#) and established the [American federal government](#). Washington has thus been called the "[Father of his Country](#)".⁵⁰

"Now, what call have you to say that?" said Mr. Glegg, rather warmly, for though a kind man, he was not as **meek** as **Moses**. "When did I rejoice or triumph over you?"⁵¹

Ушбу мисолда **Феъл-атвори (характер)га кўра** ажаралиб турувчи сифатлари, белгилари, хусусиятлари прецедент феномен сифатида кўлланилиб, мулойимлик, хуш феъллик, сомийлик каби хусусиятлар файта фаоллашади.

3. Прецедент номнинг белгиси сифатида **прецедент вазият ҳам** хизмат қилади. Унга кўра муайян прецедент вазият муайян индивид когнитив базасида прецедент ном орқали гавдаланади.

Масалан, инглиз лингвوماданияти вакиллари учун яхши таниш бўлган **Иуда (Judas), Брут (Brutus)** каби атоқли отлар билан боғлиқ вазият прецедент вазият сифатида *сотқинлик, хасислик, таъмагирлик, зиқналик* каби салбий хусусиятларини ифодалайди.

Madge had been right when she had said that it was real life. It was one thing needful. And I had rejected it. I felt like **Judas**.⁵²

Ушбу мисолда инглиз социуми учун яхши таниш бўлган "**Judas**" атоқли оти билан боғлиқ прецедент вазият прецедент ном сифатида фойдаланилган.

Judas Iscariot was, according to Christianity's four canonical [gospels](#), a [disciple](#) and one of the original [Twelve Apostles](#) of [Jesus Christ](#). Judas [betrays](#) Jesus to the [Sanhedrin](#) in the [Garden of Gethsemane](#) by [kissing him on the cheek](#) and addressing him as "[master](#)" to reveal his identity in the darkness to the crowd who had come to arrest him.⁵³

⁵⁰ https://en.wikipedia.org/wiki/George_Washington

⁵¹ Eliot George. The Mill on the Floss. Bartleby.com. 2000. 89 p

⁵² Murdoch Iris. Under the net. Penguin books. Oxford. 1977. 202 p

⁵³ https://en.wikipedia.org/wiki/Judas_Iscariot

“**Judas**” атоқли оти инглиз лингвомаданияти вакиллари онгида *сотқинлик* рамзи сифатида қайта гавдаланади. Ушбу мисолда унинг **фешл-атвори**даги *сотқинлик, хасислик, таъмагирлик, зиқналик* каби салбий хусусиятларидан қиёс сифатида фойдаланилган.

Прецедент вазиятнинг прецедент номнинг белгиси сифатида қўлланишига яна мисоли **Брут (Brutus)** атоқли отлар билан боғлиқ вазиятдир.

I heard the woman yell, 'Gaston! Get out here!' and then a man appeared and engulfed them both with bearlike arms. I had a sinking feeling as I watched them, like **Brutus** might've felt just before he stabbed Caesar.⁵⁴

Ушбу мисолда **Брут (Brutus)** атоқли отнинг прецедент номга айланишига Брутининг Цезарга нисбатан қилган сотқинлик вазияти прецедент бўлиб хизмат қилади.

Marcus Junius Brutus was a Roman politician, orator, and the most famous of [the assassins](#) of [Julius Caesar](#). After being adopted by [a relative](#), he used the name **Quintus Servilius Caepio Brutus**, which was retained as his legal name. He is often referred to simply as **Brutus**. Early in his political career, Brutus opposed [Pompey](#), who was responsible for Brutus' father's death. He also was close to Caesar. However, Caesar's attempts to evade accountability in the law courts put him at greater odds with his opponents in the Roman elite and the [senate](#). Brutus eventually came to oppose Caesar and sided with [Pompey](#) against Caesar's forces during the [ensuing civil war](#) (49–45 BC). Pompey was defeated at the [Battle of Pharsalus](#) in 48, after which Brutus surrendered to Caesar, who granted him amnesty.⁵⁵

4. Ижтимоий мавқе-мақом – шахс, нарса ва ҳодисаларнинг турли социумларда тутган нуфузи, мавқеи, интелекти, ўрни қиёсланади.

Масалан,

'Oh, shucks!' said the youth. 'You ain't the bravest man in the world, are you?' 'No, I ain't,' exclaimed the loud soldier indignantly, 'and I didn't say I was the bravest

⁵⁴ John Dunning The Bookman's Wake, 1995. 194 p

⁵⁵ https://en.wikipedia.org/wiki/Marcus_Junius_Brutus

man in the world neither. I said I was going to do my share of fighting—that's what I said and I am, too. Who are you anyhow? You talk as if you thought you was **Napoleon Bonaparte.**'

Ушбу мисолда прецедент номнинг дифференциал белгиси **мақом-мавқе** сифатида сифатида Бонопарт Наполеон (**Napoleon Bonaparte**) атоқли оти кўлланилган.

Napoleon Bonaparte (born *Napoleone Buonaparte*; 15 August 1769 – 5 May 1821), later known by his [regnal name](#) **Napoleon I**, was a French military commander and political leader who rose to prominence during the [French Revolution](#) and led [successful campaigns](#) during the [Revolutionary Wars](#). He was the leader of the [French Republic](#) as [First Consul](#) from 1799 to 1804, then of the [French Empire](#) as [Emperor of the French](#) from 1804 until 1814, and [briefly again in 1815](#). His political and cultural legacy endures as a celebrated and controversial leader.⁵⁶

Бунда Бонопарт Наполеон (**Napoleon Bonaparte**) атоқли оти прецедент ном сифатида қайта фаолашганда прецедент номнинг турли социумларда тутган **нуфузи, мавқеи** дифференциал белги сифатида қайта гавдаланади.

Прецедент номнинг **атрибутилари** деб, ифодаланаётган прецедент ном билан чамбарчас боғлиқ, тўлиқ ифодаланган, бироқ уни сигнификацияси учун етарли бўлмаган, муайян “элементлар”га айтилади.⁵⁷

Денотатга тегишли бўлган **кийим-кечак, нарса-буюм** (хасса, коса, кепка, галстук, шарф, смокинг) ёки **ташқи кўриниш** (*мўйлов, бакенбард, наст ёки баланд бўй, оқсоқлик*)нинг муайян деталлари прецедент номнинг атрибутлари сифатида хизмат қилиши мумкин. Бундай идентификациялашни – атрибутив номлаш деб ҳам аташ мумкин.

What flowers do you imagine came out of the **rod** of Moses's brother?"⁵⁸

Денотатга тегишли бўлган **нарс-буюм**, яъни Христиан дини вакиллари

⁵⁶ <https://en.wikipedia.org/wiki/Napoleon>

⁵⁷ Красных В. В. «Свой» среди «чужих»: миф или реальность? М.: «Гнозис», 2003, 202 с

⁵⁸ Lawrence D. H. Aaron's rod. Оригинал. Москва. 2018. 156 p

когнитив базасида “Moses” номи билан Мусо алайҳисаломнинг укаси “Aaraon” Ҳорун алайҳисаломга тегишли “ҳасса” (**rod**) прецедент номнинг атрибути сифатида қайта фаоллашмоқда.

He had, in the last days, during his symbolic assassination of his father, during his trance-like pursuit of the **golden grail**, rather lost sight of Emma.⁵⁹

Ушбу мисолда Инглиз лингвомаданияти вакиллари учун яхши таниш бўлган **Holly Grail** (Муқаддас коса (граал) прецедент атрибут сифатида қўлланилган. **Holly Grail** (Муқаддас коса (граал) атрибути билан Инглиз лингвомаданияти вакиллари когнитив базасида Исо пайғамбар таомланиш учун фойдаланган сўнги идиш сифатида фаоллашади.

- 'Hitler **moustache**' Capitol rioter sentenced to four years.⁶⁰

Ушбу мисолда “**moustache**” (**мўлов**) атрибути муайян социум вакиллари когнитив базасида прецедент вазифасини бажаради. Бунда “**moustache**” (**мўлов**) атрибути қайта фойдаланилганда негатив маъно ифодалаб, инглиз социум вакилларни онгида *газаб, нафрат* каби салбий маъноларни ифодалайди. Чунки, бу мисолдаги “**moustache**” (**мўлов**) атрибути қайта фаоллашганда, 20 асрдаги энг қирғинбарот уруш сабабчиларидан бири Адольф Гитлернинг ташқий қиёфасидаги асосий атрибутларидан бири ҳисобланган “**moustache**” (**мўлов**)и эсга олинади.

"They must be veritable **Lilliputians** then!" cried Ardan; "and we are all to be **Gullivers**! The old myth of the Giants realized! Perhaps the Titans that played such famous parts in the prehistoric period of our Earth, were adventurers like ourselves, casually arrived from some great planet!"⁶¹

Ушбу мисолдаги денотатга тегишли бўлган **ташқи кўринишни ифодаловчи** *наст бўй* “**Lilliputians**” ва *баланд бўй* “**Gullivers**”каби деталлари прецедент номнинг атрибутлари сифатида хизмат қилади.

“**Lilliputians**” ва “**Gullivers**” прецедент номлари машҳур инглиз ёзувчиси

⁵⁹ Murdoch Iris. An Unofficial Rose. Open Road Media. London. 2010. 84 p

⁶⁰ <https://www.bbc.com/news/world-us-canada-63003568>

⁶¹ Verne Jules. All Around the Moon. Philadelphia. USA. 2005. 150p

Жонатан Свифтнинг “Гуливернинг саёҳати” номли саргузашт романининг тўқима қахрамонларидир.

Бизнинг фикримизча, прецедент ном бу – *муайян социум вакиллари учун яхши таниш бўлган, нуфузга эга, қайта мурोजаат қилинганда ўша социум вакиллари онгида конкрет вазият билан боғлиқ, муайян сифатларни ўзида жамлаган - атоқли ёки турдош от.*

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MADANIYATLARARO MUAMMOLARNI O'RGANISHNING KOGNITIV JIHATI

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Annotatsiya: *Ushbu maqolada tilshunoslik va madaniyatlararo muammolarni o'rganish haqida fikr yuritilgan, madaniyatlararo muammolarni o'rganish kognitiv jihatdan tahlil qilingan.*

Kalit so'zlar: *tilshunoslik, madaniyatlararo muammo, kognitiv jihat, psixolingvistika, etnolingvistika, nutq akti nazariyasi, nutq tahlili, kognitiv grammatika, sun'iy intellekt nazariyasi*

Tilshunoslik bilan chorrahasida paydo bo'lgan bir qator yangi fanlar - (psixolingvistika, etnolingvistika, nutq akti nazariyasi, nutq tahlili, kognitiv grammatika, sun'iy intellekt nazariyasi va amaliyoti va boshqalar) paydo bo'lishi bilan tilshunoslik tez va tez harakatlana boshladi. faoliyat nazariyasi ruhida talqin qilish asosida tilni keng tushunish. Til fanida lingvistik bilimlarning integratsiyalashuviga intilish tobora yaqqol namoyon bo'la boshladi.

Madaniyatlararo muammolarni o'rganish faoliyat ekanligini va til tizimi

deb ataladigan narsa (F.de Saussure bo'yicha) bir tomondan, muloqot qilish dasturi ekanligini yaxshiroq tushuna boshladik “Har birimizning psixo-nevrologik mexanizmimizda qayd etilgan”, boshqa tomondan, matnlarni kuzatish, lingvistik tajribalar va boshqa (aniq deb ataladigan) fanlardan olingan modellashtirish usuli asosida ushbu dasturni ko'proq yoki kamroq aniq modellashtiradigan lingvistik tavsif.⁶²

Inson faoliyati, birinchidan, atrofdagi dunyoni bilish, uning nazariy rivojlanishi jarayonlaridan, ikkinchidan, ko'plab belgilar tizimlarining mavjudligi tufayli mumkin bo'lgan olingan bilimlarni (muloqot aktlarini) uzatish jarayonlaridan iborat. Bu tizimlarning eng muhimi tildir. Bu nafaqat ma'lumotni uzatish va qabul qilish vositasi, balki shaxs tomonidan tashqaridan olingan ma'lumotni kommunikativ shaklga qayta ishlaydi, ya'ni. *maxsus til ramkalarini yaratadi*. Til tufayli xotirada ko'plab bilimlarni tartibga solish va tizimlashtirish, har bir etnik-madaniy guruhga xos bo'lgan dunyoning lingvistik rasmini yaratish mumkin bo'ladi. *Tilning kommunikativ va kognitiv funktsiyalari ajralmasdir*. Shuning uchun kognitiv tilshunoslik (CL) *umumiy kognitiv mexanizm sifatida til markazda joylashgan yo'nalish sifatida belgilanadi*. Til ham kommunikativ, ham kognitiv tuzilma sifatida tan olinadi. Uning lingvistik shakllar va iboralar va semantikaning ma'nosini o'rganish bilan shug'ullanadigan qismi bilan chambarchas bog'liq. *Lingvistik iboralarning ma'nosining o'zi kognitiv hodisa bo'lib, bu hodisaga oid har qanday ma'lumotlar ong tuzilmalari va ularning ichki tuzilishini yoritib beradi*. "Bizning miyamiz va ongning mavjud tuzilmalarining eng muhimi lingvistik belgilarning ma'nosini shakllantirganlardir", ya'ni ong tuzilmalarini lingvistik belgilar yordamida ifodalaydi, deb ishoniladi⁶³.

⁶² Susov I.P. Tilshunoslik nazariyasi rivojlanishidagi integratsiya bosqichi va kognitiv tilshunoslik hissasining mohiyati // Kognitiv tilshunoslik. Hozirgi holat va rivojlanish istiqbollari. Tambov, 1988. 1-2-qism.

⁶³ Kubryakova E.S. Kognitivizm shakllanishining dastlabki bosqichlari; Tilshunoslik - Psixologiya - Kognitiv fan // Tilshunoslik muammolari. M., 1994. No 4.

Og'zaki nutqni tushunish va ishlab chiqarishning aqliy asoslarini *lingvistik bilimlar tuzilmalarining* qanday taqdim etilishi / ifodalanishi va axborotni qayta ishlashda ishtirok etishi nuqtai nazaridan o'rganish bilan shug'ullanadi.

Til ma'lumotlari kognitiv jarayonlar va mexanizmlarga eng *aniq* va *tabiiy* kirishni ta'minlaydi; ularning tashqi ko'rinishini ma'lum bir jarayon va insonning aqliy va kognitiv faoliyati bilan bog'liq bo'lgan muayyan mexanizmlarning ta'siri sifatida ko'rish mumkin:

"... nutq faoliyatida kuzatadigan lingvistik tasvirlar bilan harakatlarni ob'ektivlashtirish haqiqatan ham bir qator kognitiv operatsiyalarni tushunish uchun kalit bo'lib xizmat qilishi mumkin" ⁶⁴. Shunday qilib, *aqliy faoliyatni uning natijalarini og'zakilashtirish orqali ob'ektivlashtirish qobiliyati aqliy jarayonlarni o'rganish uchun til dalillarini bebaho qiladi.*

Kognitiv tilshunoslik hali o'ziga xos texnika va tadqiqot usullarini ishlab chiqmaganligi sababli, biz o'z tadqiqotimizda til strukturasi (xususan, lingvistik semantikani) keyingi talqinlar va namunaviy konstruksiyalar uchun asos sifatida o'rganishga tayanamiz. Bizningcha, lingvistik semantika va struktura darajasi bilan birga kognitiv daraja haqida gapirish noto'g'ri. Haqiqatan ham til tuzilmasida til birliklarining xususiyatlari bilan belgilanadigan, ularning ierarxiyasi tartibida joylashtirilgan darajalar mavjud. Darajalar an'anaviy ravishda bir qator umumiy semantik modellarda ajralib turadi. Lekin til kognitiv darajani shakllantirmaydi, chunki kognitiv til birliklarining tuzilishini belgilaydi.

Foydalanilgan adabiyotlar ro'yxati

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СОПОСТАВИТЕЛЬНО-ТИПОЛОГИЧЕСКИЙ АНАЛИЗ РЕЛИГИОЗНЫХ ПРОВЕРБЕМ В СОВРЕМЕННОМ РУССКОМ И АНГЛИЙСКОМ ЯЗЫКАХ

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Аннотация: В данной статье раскрывается вопрос о религиозных провербемах в современном русском и английском языках, где акцент делается на установление их структурно-семантических типов и выявление их изоморфных, так и алломорфных свойств в сопоставляемых языках.

Ключевые слова: провербема, религиозная провербема, сопоставительный анализ провербем, изоморфные и алломорфные свойства провербем.

Annotatsiya: Ushbu maqolada zamonaviy rus va ingliz tillarida diniy maqollar va matallar masalasi ko'rib chiqiladi, bunda asosiy e'tibor qiyoslanayotgan tillardagi ularning structural- semantic turlarini qiyoslashga va ularning izomorf hamda allomorf jihatlarini aniqlashga, shuningdek bundai xususiyatlarni taqozo

etuvchi omillarni ochib berishga qatratiladi.

Tayanch soʻzlar: *maqol va matallr, diniy maqol va matallar, maqol va matallar chogʻishtirma tahlili, ularning izomorf va allomorfik jihatlari.*

Abstract: *This article deals with the issue of religious provebemes in Russian and English, where the emphasis is made on establishing their structural-semantic types and revealing their isomorphic and allomorphic features and the factors preconditioning the latter.*

Keywords: *proverbeme, religious proverbeme, comparative analysis of proverbemes, isomorphic and allomorphic properties of proverbemes.*

Введение

Как известно, язык является уникальным системным, структурно-семантическим явлением, призванным адекватно обслуживать повседневное общение между людьми посредством различных типов единиц, начиная с таких цельных единиц как фонема и кончая текстами, включая и различные типы паремиологических средств, в частности - провербем(монотаксемной или политаксемной структуры), вплоть до паралингвистических единиц.

В современном языкознании проблемам изучения языковых и речевых – коммуникативно-прагматических свойств провербем посвящена огромная литература как в общелингвистическом, так и сопоставительном планах, не смотря на это, неповторимая многоаспектная природа провербем привлекает к себе неослабеющий интерес ученых-исследователей до настоящего времени.

Матералы и методы исследования

Проблемы конгитивно-концептуальных основ, их непосредственной связи с лингвокогнитивным(лингвопрагматичесим, лингвостилистическим и лингвокультуроологическим) аспектами провербем как в монолингвальном, так и в полилингвальном плане представляют научно-теоретический и практический интерес ученых –исследователей разных мастей, и с этой точки зрения некий

изоморфизм и алломорфизм провербем в разрезе типологически несходных языков представляет большой интерес в силу того, что именно на таких явлениях строится общелингвистическая теория языка. Основным назначением такой теории является разработка фундаментальных основ теории возникновения, существования и функционирования типов языковых единиц, опираясь на эмпирические материалы языков разных систем, что дает возможность установления общего(универсального) и частного (уникального) явлений в языках и выявления факторов, обуславливающих такие закономерности, в чем так остро нуждается общая теория языка.

Обсуждение

Паремиологические единицы, репрезентированные «провербами» являются особыми универсальными средствами языка, в которых накоплены бесценный жизненный опыт и мудрость народа, отражены все успехи и неудачи, достоинства и недостатки, радости и печали, счастье и несчастье, любовь и ненависть, дружба и вражда, разум и глупость, жизнь и смерть, трудолюбие и лентяйство, вплоть до откровений и т.п., которые постоянно прогрессируют и развиваются дальше и с удивительной утонченной точностью передаются из поколения в поколение, Они обладают большим аксиологическим – оценочным потенциалом, поскольку любая провербема есть та или иная оценка, непосредственно вытекающая из своеобразного жизненного (хорошего/горького) опыта социусов и репрезентированная строго стереотипной(клишированной) и фразеологизированной провербемой моноксемной или политаксемной структуры со своеобразной структурно-семантической, лингвокогнитивной (лингвопрагматической, лингвокультурологической и лингвостилистической) организацией. Провербема оформлены либо полноценной линейной предложенческой структурой(в случаях пословиц), либо эллиптированной структурой(в случаях поговорок) в силу необходимости их употребления в качестве паремиологических, еще точнее,

провербальных лингвопрагмем и лингвокультурем⁶⁵.

В науке о языке под паремологическими единицами принято понимать притчи, пословицы, антипословицы, поговорки, слоганы, девизы, афоризмы, пословичные выражения, загадки, скороговорки, приметы и другие изречения, основным назначением которых является краткое образное вербальное выражение традиционных ценностей и взглядов, основанных на жизненном опыте того или иного социума, группы, народа и т. п.⁶⁶.

Паремииологические единицы народов мира передают почти одни и те же типовые жизненные ситуации, имеют сходное логическое содержание, различаясь лишь образами (деталлями, реалиями), с помощью которых передается логическое(общечеловеческое) мировоззрение и содержание.⁶⁷

По справедливому утверждению Р.А. Хажоковой и Э.А. Хажоковой, средством контактирования людей является «общение, поэтому в паремиях разносторонне освещаются речевые взаимодействия, требования к построению и ведению коммуникативного процесса. Пословицы и поговорки не только аккумулируют универсальные для всего человечества знания и представления, но также отражают национально-специфическое мировосприятие конкретного этноса. Значение пословиц и поговорок напрямую связано с членением, категоризацией континуума окружающего мира, в них сформировано эмоционально-оценочное отношение к этому миру. Особенности коммуникации как одной из составляющих культуры народа находят прямое отражение в сокровищнице национальной паремииологии»⁶⁸.

⁶⁵ О провербемах . репрезентированных как пословицами. так и поговорками ,см. Юсупжанова Ф.К. Пословицы и поговорки, вербализующие концепт “голова “ в языках разной типологической принадлежности// Umumiy, fntropotsentrik, raqamli tilshunoslik, adabiyotshunoslik va til o'qitish metodikasining dolzard uavvolari. Xalqaro ilmiy-amaliy anjuman materiallari, Andizhan, 2022, 588-597

⁶⁶ Паремииология. <https://ru.wikipedia.org/wiki/%D0%9F%D0%B0%D1%80%D0%B5%D0%BC%D0%B8%D0%BE%D0%BB%D0%BE%D0%B3%D0%B8%D1%8F>.

⁶⁷ Там же.

⁶⁸ Хажокова Р.А., Хажокова Э.А. Сравнительно-сопоставительный анализ пословиц и поговорок, выражающих отношение к женщине в русской и французской лингвокультурах. // Научный альманах. – Тамбов, 2015. – № 11-5 (13). – С. 383.

Все это дает нам полное основание рассматривать паремиологические единицы - в качестве объекта исследования лингвистической аксиологии в разрезе единиц универсального паремиологического уровня языка, каковыми являются и провербемы⁶⁹.

В данной статье основной целью является изучение таких паремиологических единиц полной предложенческой структуры –провербем (репрезентированных как пословицами, так и поговорками религиозного контента в двух современных языках: русском и английском, причем исследованию подвергаются как их «монотаксемные, так и их политаксемные типы⁷⁰».

Следует отметить, что в современном русском и английском языках имеется немало антропоморфных и зооморфных и других многочисленных типов провербем⁷¹, в которых заключен антропоморфный культурный код как ключ к пониманию мировосприятия народом и образа его жизни. Такие пословицы содержат в себе маркеры – наименования религиозных явлений, строго соотнесенные с богом, сатаной, священников, верующих в бога людей с их жизнедеятельностью и их различными религиозными качествами, характеристиками, обычаями. ритуалами и т.п.

С структурно-синтаксической точки зрения провербемы есть крупные стереотипные, клишированные и фразеологизированные синтаксические конструкции, выражающие универсальные истины предложения, которые построены по типу экзистенциальных высказываний типа предредрисаний, наставлений, советов, подсказок, поучений, инструкций, нравоучений, морали, проповеди, нотации, уроков и т.п. и содержат в прямом или

⁶⁹ Юсупжанова Ф.К. Пословицы и поговорки, вербализующие концепт “голова “ в языках разной типологической принадлежности// Umumiy, antropotsentrik, raqamli tilshunoslik, adabiyotshunoslik va til o'qitish metodikasining dolzard uavvolari. Xalqaro ilmiy-amaliy anjuman materiallari, 588-597

⁷⁰ Назарова Д.Ш. Турли тизимли тилларда полиитаксема оркали ифодаланган мақол ва маталлар концептуал ва структурал-семантик жиҳатлари қиёсий-тпологияк тадқиқи// Умумий ва антропоцентриқ тилшунослик ҳамда лингвоадабиётшуносликнинг долзарб муаммолари. Халқаро илмий-амалий анжуман материаллари. Андижон. 2022 ,Б. 235-245

⁷¹ Там же Б. 235-245

подразумеваемом выражении кванторы всеобщности (все, каждый, никто, всегда, никогда и др.)⁷². Как и всем паремиологическим единицам, поговоркам также присуща, с одной стороны, клишированность, стереотипность, с другой, фразеологичность и воспроизводимость и частичная или полная переносность их семантики и смысла.

В когнитивно-семантическом аспекте паремиологические единицы, в частности поговорки – «это назидания, в которых требуется соблюдать определенные нормы общества или же дается информация о типичных причинно-следственных связях в поведении людей с вытекающими из них положительными или негативными последствиями. Такие паремиологические единицы могут иметь образную или необразную форму и выражают коллективную мудрость народа или же индивидуально-авторские высказывания о важных или ярких характеристиках поведения людей»⁷³. Например, в таких паремиологических единицах, как поговорки, в плане семантики передается многовековой опыт народа, отражаются особенности уклада его жизни, культуры, мировоззрения и т.п. Поговорки содержат бытовые, социальные, религиозные, культурные, эстетические и другие взгляды народа, в которых запечатлелись особенности традиций, обычаев, нравов, поведенческие концепции и моральные установки⁷⁴, отношение и реакция людей – социумов к природным вызовам, явлениям и т.п.

В прагматическом аспекте паремиологические единицы, включая и поговорки, выступают как языковые единицы, т.е. как лингвопрагмемы, обладающие прагматическими свойствами выражать «ситуативно-личностный смысл, который актуализируется в конкретной ситуации общения»⁷⁵. Например, любая поговорка в прагматических целях

⁷² Бурмистрова Л.В. Структурные, семантические и прагматические характеристики комических пословиц: Автореф. дисс. ...канд. филол. наук. – Астрахань, 2017. – С. 59-60.

⁷³ Там же. – С. 60.

⁷⁴ Хажокова Р.А., Хажокова Э.А. Сравнительно-сопоставительный анализ пословиц и поговорок, выражающих отношение к женщине в русской и французской лингвокультурах. // Научный альманах. – Тамбов, 2015. – № 11-5 (13). – С. 382.

⁷⁵ Там же. – С. 60.

используются коммуникантами для обоснования ими своих точек зрения и вербализации своей коммуникативно-прагматической интенции, а также для выражения прогнозов, сомнения, упрека, оправдания или извинения, утешения, издевки, злорадства, пожеланий, обещаний, разрешения, приказа и запрета, устоявшегося взгляда человека на природу и общество⁷⁶.

Следует отметить, что «весьма актуальными являются научные изыскания, направленные на изучение пословиц с точки зрения речевых действий, особенностей использования паремий в коммуникации в вариативных типах дискурса и их связи с коммуникативными стратегиями говорящего»⁷⁷.

Далее мы рассмотрим особенности репрезентации антропоморфного культурного кода как ключа⁷⁸ к коммуникативно-прагматической семантике антропоцентрических – религиозных провербем - пословиц и поговорок русского и английского языков, когнитивную основу которых составляет универсальная диадная концептуальная оппозиция « богопокорность, богопослушание/ богохульство, богопоношение», и связанных с ней и вокруг неё других семантик –контентов(сатана, грех, благословение, молитва, проклинание, правда, . ложь, ангель, пророк, etc.), вербализуемых следующими двумя основными, наиболее частотными и типологически релевантными структурно-семантическими типами исследуемых провербем:

1)монотаксемым типом (выраженным простым предложением), например:

в английском языке:

Cleanliness is next to godliness.

⁷⁶ Там же. – С. 36.

⁷⁷ Шаймарданова М.Р. Прагмалингвистический анализ гендерно-маркированных паремий (на материале английского и русского языков): Автореф. дисс. ...канд. филол. наук.– Казань,2015. – С.10-11.

⁷⁸ Маджидова Р.У.Аксиологическое исследование антропоцентрических пословиц (на материале узбекского и русского языков) .Докторская диссертация (Dsc) по филологическим наукам, Фергана – 2020.с.128 -138

The road to hell is paved with good intentions

God hears all living beings.

God reaches us good things by our own hands.

в русском языке:

Без бога ни до порога

Всяк своему богу молится.

Глас народа - глас божий.

Как бог на душу положит.

в узбекском:

Саводсиз мулланинг салласи катта.

Тўғри гап эшон-у қозига ёқмас.

Саллага боқма, каллага боқ.

Мулла билганини ўқир.

2) полиитаксемным типом (сложным предложением) :

а) бессоюзным(асиндетическим) типом;

в английском языке:

1) Like priest, like people

2) The nearer the Church, the farther from God

3) A tree, a religion, a school, and parents are judged by the fruits they produce.

в русском языке:

1) Бог не выдаст, свинья не съест.

2) С богом начинай, руками кончай.

3) Каков поп, таков и приход.

4) Бог дал, бог и взял (устар.).

В узбекском:

1) Мулланинг салласи оқ,
Юраги — қора.

2) Мулла фолбинни кўролмас,
Эшон — иккаласини ҳам.

3) Мулла билганин ўқир,
Қарға кўрганин чўқир.

4) Саллага боқма, каллага боқ.

б) сложносочиненным типом:

в английском: .

Man proposes but God disposes.

God gives every bird its food, but he does not throw it into the nest.

God never sends a mouth but he feeds it.

God never sends a mouth (mouths) but he sends meat.

в русском языке:

На бога надейся, а сам не плошай!

Бог-то Бог, да и сам не будь плох!

Страшен сон, да милостив бог.

Было бы что поесть, а то бог пропитает..

В узбекском:

Бандасидан ҳаракат,оллоҳдан эса баракат.

Оллоҳни ҳам айт, тавбани ҳам.

б) сложноподчиненными:

в английском:

God helps them that help themselves.

He that serves God for money will serve the devil for better wages.
Lord (God, Heaven) helps those (them) who help themselves.
When the devil cannot come, he will send.

в русском:

Когда бог дает, то и дурак берет

Где черт не пахал, там и сеять не станет.

Было бы что поесть, а то бог пропитает.

Черт во что ни нарядится, все чертом останется.

в узбекском:

Домла-имом оч қолса, бозор кезар,
Сўфи оч қолса — мозор.

Олинг-олинг» деганда,
Ҳароми йўқ эшоннинг.

«Беринг-беринг» деганда,
Ороми йўқ эшоннинг.

Мулланинг қорни очса, номози тугар.

В религиозных поговорках русского и английского языков с антропоморфным культурным кодом исследуемой категории часто указывается на различные религиозные явления, связанные с богословием вообще, и богопокорностью, богаслужением, богопочтением, , в частности, вплоть до негативных явлений типа богохульства, и т.д., вытекающих из указанных религиозных явлений и процессов.

О том, насколько важное значение придается всевышнему богу как центральному контенту «бог» среди других (пророк, ангель, священник, полонник, сатана и т.п.) можно судить по следующим поговоркам:

в английском:

God helps them that help themselves

Like priest, like people

Before we understand science, it is natural to believe that God created the universe.

в русском:

Было бы что поесть, а то бог пропитает

Когда бог дает, то и дурак берет

Каков поп, таков и приход.

в узбекском:

Подшонинг холи танг бўлса,

Гадони ахтарар.

Гадонинг холи танг бўлса,

Худони ахтарар.

Бандасидан ҳаракат,оллоҳдан эса баракат.

Оллоҳни ҳам айт, тавбани ҳам.

Практически во всех провербемах с компонентом “бог/god” восславится всевышний всемогучий бог, что и делает такие провербемы доминирующими над остальными типами религиозных провербем с компонентами типа «сатана. верующий, поп, богослужитель, церковь рай, ад, грешник, ангелы. пророк и т.п.

Как видно, в антропоцентрических религиозных провербемах английского и русского языков образ «бога» ассоциируется непосредственно с его всевышностью, всемогущественностью, безгрешностью, добротой, справедливостью, единоличностью и т.п., Наряду с такими вышеуказанными религиозными провербами, существуют и функционируют и такие которые

связаны с такими контентами как поп, священник, молитель и т.п., например: *Like priest, like people; Каков поп, таков и приход* и т.п.

Как видно из вышеизложенного, поговорки сопоставляемых языков репрезентированы как моноксемными, так и политаксемными их типами и подтипами, при этом они обнаруживают определенные изоморфные и алломорфные свойства, что наглядно демонстрируется преимущественно в их структурно-семантической организации как одного из типов поговорочных вербализаторов концептуальной семантики “богопокорность, богопослушание/ богохульство, богопоношение» в русском и английском языках.

Когда речь идет о сопоставительной типологии структурно-семантических типов поговорок в разнотаксистических языках вообще, и поговорках, вербализующих универсальную семантику “богопокорность, богопослушание/ богохульство, богопоношение»” в частности, следует строго исходить из определения – дефиниции поговорок как синтаксем, репрезентированных их такими разновидностями как “моноксема и политаксема (с такими её подтипами(коллотаксема, паратаксема, гипотаксема, гипертаксема, супертаксема, архитаксема и ультратаксема”⁷⁹).

Результаты исследования

Исходя из анализа вышеприведенных поговорок как моноксемной, так и политаксемной структуры сопоставляемых языков, можно сделать определенный вывод об изоморфных и алломорфных свойствах, обнаруживаемых в их структурно-семантических типах и подтипах. Так, сопоставляемых языках поговорки с религиозным контентом, вербализирующие универсальную концепт “богопокорность, богопослушание/ богохульство, богопоношение»” обнаруживают следующие

⁷⁹ Хошимов Г.М. Типология сложного предложения в разнотаксистических языках, автореф диссер. докт. .филол. наук, Ташкент, 2002, с.58

изоморфные свойства:

1. В языках есть специальная система монологических провербем, объективирующих универсальную концептуальную семантику ”богопокорность, богопослушание/ богохульство, богопоношение»”.

2. В языках есть специальная система полилогических провербем, объективирующих универсальную концептуальную семантику ”богопокорность, богопослушание/ богохульство, богопоношение»”.

3. Среди изученных монологических провербем есть и такие их типы как провербемы полноценной предложенной структуры(это пословицы), обнаруживаются и такие их типы, которые репрезентированы неполноценной – эллиптированной предложенной структурой(это поговорки), более того провербемы первой - монологической группы в сопоставляемых языках представляют абсолютное большинство, что тоже относится к изоморфным свойствам провербем сопоставляемых языков.

4. В языках частотность употребления монологических провербем реализующих универсальный концепт” ”богопокорность, богопослушание/ богохульство, богопоношение»”уступает использованию полилогических провербем.

5. В языках провербемы монологического и полилогического типов могут быть структурно как полными(это случаи пословиц) и так и неполными, т.е.эллиптированными(это случаи поговорок), что объясняется коммуникативной обязательности и факультативности употребления отдельных компонентов провербем для репрезентации адресанту коммуникативной желаемой интенции адресата.

6. В языках провербемы полилогической структуры репрезентируются следующими их подтипами: 1) коллогической -

асиндетическим /бессоюзным/ типом политаксемы⁸⁰; 2) паратаксемой – синдетическим/союзным/ типом политаксемы; 3) гипотаксемой – синдетическим типом политаксемы.

7. В языках провербемы исследуемых типов, вербализованные коллотаксемами и паратаксемами, демонстрируют бикомпонентные типы провербем, которые характеризуются формально-структурным и семантическим изоморфизмом, при этом их поверхностно-формальная(типовая) и глубинная структура обычно совпадают.

8. В паратаксемах координаторы(координативные союзы) демонстрируют изоморфизм, занимая всегда препозицию по отношению ко второму компоненту паратаксемных провербем, что “является абсолютной универсалией, общей для паратаксем всех языков мира”⁸¹.

9. В сопоставляемых языках в провербемах гипотаксемных типов субординаторы как формальные показатели аналитической синтаксической связи главного компонента с придаточным занимают преимущественно препозицию по отношению к нематричному(придаточному) компоненту.

10. В языках как монотаксемные и политаксемные провербемы, объективирующие универсальную концептуальную семантику ”богопокорность, богопослушание/ богохульство, богопоношение», для того и создаются и употребляются они носителями языка, чтобы реализовать и довести свою коммуникативную интенцию до адресанта для адекватного восприятия им передаваемого когнитивного контента, в целях обеспечения конечного перлокутивного акта, чтобы последний состоялся так адекватно как хотелось бы адресату. Все это показывает, что провербемы исследуемого типа, будучи непосредственно связанными с различными конкретными типами повседневных актов речи, вполне могут быть рассмотрены как информативно

⁸⁰ О монотаксемах и политаксемах подробнее см.: Хашимов Г.М. Типология сложных предложений разносистемных языков. Ташкент, Фан, 1991, 107 с.

⁸¹ Хашимов Г.М. Типология сложного предложения в разносистемных языках. Диссер. на соиск. уч. степ. докт. филол. наук, Ташкент, 2022 . с. 256.

насыщенные проverbs , и при этом на наш взгляд, любой тип проverbs может быть истолкован как крупный синтаксический тип лингвопрагмемы.

11. В английском и русском языках гипотаксемные типы проverbs(выраженных сложноподчиненными предложениями) характеризуются наличием субординативной связи между главным и придаточным компонентами, осуществляемой только аналитическим типом связи между их компонентами, т.е. такая связь реализуется посредством субординаторов, репрезентируемых их союзными, союзно-словными, проминальными и адвербиальными типами без креолизации с синтетическими элементами(что представляется типичным для языков с базовым порядком SVO в предложении).

12. В языках все типы проverbs, выражающих универсальную концептуальную семантику ”богопокорность, богопослушание/богохульство, богопоношение», имеют полное основание быть рассмотренными как крупные синтаксические конструкции, посредством которых объективируются определенные лингвокультурологические семантики, что дает основание рассматривать любую из проverbs, в том числе и исследуемых их типов в качестве крупных лингвокультурем, притом проverbsиальных.

К алломорфным свойствам исследуемых проverbs в языках можно отнести следующие:

1. Все типы и подтипы проverbs, объективирующих универсальную семантику”богопокорность, богопослушание/богохульство, богопоношение», строятся строго по законам их действующих национальных моделей в английском, и русском языках.

2. Что касается проverbs гипотаксемной структуры в узбекском языке, то в отличие от английского и русского языков, в узбекских проverbsах гипертаксемного типа субординативная связь между

компонентами провербем реализуется двумя способами: 1) только субординаторами, заимствованными из других языков (типа ким, кимки, нима, нимаки, чунки и т.п.), а также исконно тюркскими типа ” сабаби, шунинг учун, шу сабабли, шунга кўра, гўё, гўёки, бамисоли, шарт билан ” и т.п.); 2) субординаторами в сочетании с синтетическими средствами связи, тесно соотносимыми с первыми (типа “токи...(ма)син деб, токи....-масин учун, агар...-са хам, қанчалик – масин, зора.....са, шояд...са и т.п., что типично для таких языков как узбекский с агглютинативным строем, а это типично для всех тюркских языков с базовым порядком SOV в предложении.

3. В узбекском языке в провербемах политаксемных типов субординаторы и связанные с ними синтетические средства аффиксально-морфематического порядка, занимают строго пре-постпозицию по отношению к придаточному компоненту, а сами придаточные компоненты занимают либо препозицию, либо постпозицию по отношению к матричному компоненту провербемы, что характерно для языков агглютинирующего типа с базовым порядком SOV в предложении.

4. В првербемах, где компоненты политаксемных провербем связаны с матричным компонентом при помощи только синтетических средств, последние занимают постпозицию по отношению к придаточному компоненту, а сами придаточные компоненты могут свободно занимать одну из возможных трех позиций (препозицию, интерпозицию постпозицию)по отношению к матричному компоненту(что типично для языков как узбекский с базовым порядком слов SOV в предложении.

Суммируя вышеизложенное, можно сказать, что сравниваемые языки(русский – язык с преимущественно флективным строем, а английский - язык с преимущественно аналитическим строем), богаты провербемами с когнитивным контентом «”богопокорность, богопослушание/богохульство, богопоношение””.

ЗАКЛЮЧЕНИЕ

Как видно из вышеизложенного, в сопоставляемых языках у провербем монотаксемной и политаксемной структуры, обнаруживаются как изоморфные, так алломорфные свойства, при этом их изоморфность объясняется общими закономерностями развития строя языков как орудия общения, а их алломорфность - идиоматизмом строя сравниваемых языков, что характерно для поверхностной структуры исследуемых провербем, при совпадении их глубинных структур.

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A COMPARATIVE LINGUISTIC AND CULTURAL STUDY OF MODAL WORDS IN ENGLISH AND UZBEK LANGUAGES

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Abstract: *This academic article delves into a comprehensive comparative analysis of modal words in English and Uzbek languages, aiming to explore linguistic structures, cultural implications, and pragmatic nuances associated with modal expressions in both languages. The study employs a multidisciplinary approach, incorporating linguistic, cultural, and sociolinguistic perspectives to provide a holistic understanding of how modal words function in these two distinct language systems. By examining similarities and differences, the research sheds light on the intricacies of linguistic modalities and their cultural embeddedness.*

Keywords: *Modal words, English language, Uzbek language, Linguistic comparison, Cultural linguistics, Pragmatics, Cross-cultural communication*

Annotatsiya: *Ushbu akademik maqola ingliz va o'zbek tillaridagi modal so'zlarning har tomonlama qiyosiy tahliliga bag'ishlangan bo'lib, har ikki tildagi modal iboralar bilan bog'liq lingvistik tuzilmalar, madaniy ta'sirlar va pragmatik nuanslarni o'rganishga qaratilgan. Tadqiqot ushbu ikki xil til tizimida modal so'zlarning qanday ishlashini yaxlit tushunishni ta'minlash uchun lingvistik, madaniy va sotsiolingvistik nuqtai nazarlarni o'z ichiga olgan multidisipliner yondashuvni qo'llaydi. Tadqiqot o'xshashlik va farqlarni o'rganib, lingvistik modalliklarning nozik tomonlarini va ularning madaniy singdirilishini yoritib beradi.*

Kalit so'zlar: *Modal so'zlar, ingliz tili, o'zbek tili, lingvistik taqqoslash, madaniy tilshunoslik, pragmatika, madaniyatlararo muloqot*

Аннотация: *Эта научная статья посвящена всестороннему сравнительному анализу модальных слов в английском и узбекском языках с*

целью изучения лингвистических структур, культурных последствий и прагматических нюансов, связанных с модальными выражениями в обоих языках. В исследовании используется междисциплинарный подход, включающий лингвистические, культурные и социолингвистические аспекты, чтобы обеспечить целостное понимание того, как модальные слова функционируют в этих двух различных языковых системах. Изучая сходства и различия, исследование проливает свет на тонкости языковых модальностей и их культурную принадлежность.

Ключевые слова: Модальные слова, английский язык, узбекский язык, лингвистическое сравнение, лингвокультурология, прагматика, межкультурная коммуникация.

Introduction

Modal words, an integral component of linguistic expression, play a pivotal role in conveying a speaker's attitude, certainty, necessity, or possibility. This study embarks on a comparative journey between English and Uzbek modalities, unraveling linguistic structures, semantic nuances, and cultural underpinnings that shape the use of modal words in these languages.

1.Linguistic Structure of Modal Words

Firstly, we delve into the linguistic structures of modal words in English and Uzbek. While English often relies on auxiliary verbs such as "can," "should," and "must," Uzbek utilizes a distinct set of modal expressions like "kerak," "bo'lsa," and "bo'ladi." Examining the grammatical structures of these modal words sets the foundation for understanding their cultural implications.

2.Cultural Significance of Modal Words

The cultural significance of modal words is profound. We explore how these expressions convey societal norms and expectations. For instance, the English "should" reflects a sense of moral obligation, while the Uzbek "kerak" draws from cultural expectations deeply rooted in communal responsibility. By analyzing the

cultural dimensions of modal words, we uncover the values inherent in each language.

3. Pragmatic Functions and Cultural Nuances

Our study extends to the pragmatic functions of modal expressions. In English, the use of modality often involves hedging or mitigating statements, reflecting a cultural preference for indirectness in certain contexts. In contrast, Uzbek modal words may exhibit a more direct and assertive pragmatics, mirroring cultural norms that value straightforward communication. Exploring these nuances contributes to a deeper understanding of cross-cultural communication challenges and strategies.

4. Historical and Socio-Cultural Influences

Historical and socio-cultural factors play a pivotal role in shaping modal words. The article investigates how historical events and cultural practices influence the evolution of modal expressions in both languages. English modal words, influenced by centuries of linguistic evolution, may carry traces of archaic expressions, while Uzbek modal words may reflect the influence of Silk Road trade routes and cultural exchanges.

5. Implications for Language Education and Intercultural Communication

As we draw conclusions from our comparative study, we discuss the implications for language education and intercultural communication. Recognizing the cultural dimensions of modal words is crucial for language learners and educators alike. Integrating this awareness into language programs fosters a more nuanced understanding of linguistic diversity and prepares individuals for effective cross-cultural communication.

Conclusion

This study unravels the intricate tapestry of modal words in English and Uzbek languages, showcasing the interplay between linguistic structures and cultural contexts. The findings contribute to a deeper understanding of cross-cultural communication, highlighting the role of modalities in shaping discourse and

reflecting societal values.

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TV GUIDE

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Annotatsiya: *TV Guide is an American digital media company that provides television program listings information as well as entertainment and television-related news.*

Key words: *publication, editions, regional, magazine, television.*

The prototype of what would become TV Guide Magazine was developed by Lee Wagner (1910–1993), who was the circulation director of MacFadden Publications in New York City in the 1930s – and later, by the time of the predecessor publication's creation, for Cowles Media Company – distributing magazines focusing on movie celebrities.

In 1948, Wagner printed New York City area listings magazine *The TeleVision Guide*, which was first released on local newsstands on June 14 of that year. Silent film star Gloria Swanson, who then starred of the short-lived variety series *The Gloria Swanson Hour*, appeared on the cover of the first issue. Wagner later began publishing regional editions of *The TeleVision Guide* for New England and the Baltimore–Washington area. Five years later, he sold the editions to Walter Annenberg, who folded it into his publishing and broadcasting company Triangle Publications, but remained as a consultant for the magazine until 1963.

The national TV Guide's first issue was released on April 3, 1953, accumulating a total circulation of 1,560,000 copies that were sold in the ten U.S. cities where it was distributed. The inaugural cover featured a photograph of Lucille Ball's newborn son Desi Arnaz Jr., with a downscaled inset photo of Ball placed in the top corner under the issue's headline: "Lucy's \$50,000,000 baby". The magazine was published in digest size, which remained its printed format for 52 years. From its first issue until the July 2–8, 1954, issue, listings within each edition of TV Guide began on Friday and ended on Thursday; the July 9–16, 1954, issue began on a Friday and ended on the following Friday. Then, beginning with the July 17–23, 1954, issue, the listings in each week's issue changed to start on Saturday and end on Friday, which remained the listings format for all local editions until April 2004.[citation needed] The formation of TV Guide as a national publication resulted from Triangle Publications' purchase of numerous regional television listing publications such as *TV Forecast* (which was circulated in the Chicago area and, upon its first publication on May 9, 1948, was the first continuously published television listings magazine), *TV Digest* (which was distributed in Philadelphia and Pittsburgh, and was originally distributed under the title, the *Local Televiser*, when it was first released on November 7, 1948), and the New York-based *Television Guide* (which had its title abbreviated to *TV Guide* on March 18, 1950). Each of the cities that had their own local TV listings magazine folded into TV Guide were among the initial cities where the magazine conducted its national launch.

The launch as a national magazine with local listings in April 1953 became an

almost instant success. However, the circulation decreased over subsequent weeks, even as the magazine's distribution expanded to five additional cities (Pittsburgh, Rochester, Detroit, Cleveland and San Francisco) throughout the summer of 1953. By mid-August of that year, sales of the magazine had dropped 200,000 copies below that of the first issue. TV Guide's fortunes began to turn around with the September 4–10, 1953, issue – the magazine's first "Fall Preview" issue – when circulation hit 1,746,327 copies; circulation levels increased steadily over time, to the point where TV Guide eventually became the most read and circulated magazine in the United States by the 1960s. The initial cost of each issue was 15¢ per copy (equivalent to \$1.64 in 2022. The price per issue has gradually risen over the years, selling for \$4.99 per copy as of 2023). In addition to subscriptions, TV Guide was sold at the checkout counters of grocery stores nationwide. Until the 1980s, the feature pieces included in each issue were promoted in a television commercial. Under Triangle, TV Guide continued to grow not only in circulation, but also in recognition as the authority on television programming with articles – the majority of which typically appear in the color section – from both staff and contributing writers.

Over the decades, the shape of the TV Guide logo has changed to reflect the modernization of the television screen, eventually adopting a widescreen appearance in September 2003, and then to its current flatscreen appearance in September 2016 (different versions of the logo – the only cosmetic difference being the utilization of different typefaces – are currently used respectively for the magazine and the separately owned, CBS-managed digital properties). At first, the logo had various colored backgrounds (usually black, white, blue or green) until the familiar red background became the standard in the 1960s with occasional customizations being utilized for special editions.

The magazine was first based in a small office in downtown Philadelphia, before moving to more spacious national headquarters in Radnor, Pennsylvania, in the late 1950s. The new facility had a large lighted TV Guide logo at the building's entrance. It housed management, editors, production personnel and subscription

processors as well as a vast computer system holding data on every television show and movie available for listing in the popular weekly publication. Printing of the national color section of TV Guide – which incorporates television-related stories, and select feature columns such as program reviews – took place at Triangle's Gravure Division plant – which was known for performing some of the highest quality printing in the industry, with almost always perfect registration – located adjacent to the company's landmark Inquirer Building on North Broad Street in Philadelphia. The color section was then sent to regional printers to be wrapped around the local listing sections.

Originally, the majority of programs listed in the log each issue featured brief synopses, except for local and national newscasts, and programs airing on certain stations in various timeslots. As other broadcast television stations and cable channels were added, due to set space requirements for the local listings section, detailed synopses were gradually restricted to series and specials – usually those airing in evening "prime time" timeslots – as well as movies airing on broadcast television, while shorter synopses were used for programs seen on broadcast stations outside of the edition's home market and select cable channels; and only the title along with basic supplementary information (such as genre and/or program length) for most other broadcast and cable programs. In addition, black-and-white ads for programs scheduled to air on broadcast stations – and later, cable channels – during prime time (with local airtimes, and for broadcast stations, information for network-affiliated stations featured in the edition which were scheduled to air the advertised show) were included within the listings. Ads for major network programs were generally produced by the networks themselves (and often, the networks would run a full-page or even a double-truck ad for an entire night of programming, or for a major movie or special, or for the season premiere of a Saturday morning cartoon lineup); ads for locally produced programs, including local newscasts, were produced by individual stations (network affiliates as well as independent stations). Such locally provided ads almost always used the distinctive logos used by particular stations (for example, the "Circle 7" logo used for many years primarily by stations

either owned by, or affiliated with, ABC). (Black-and-white ads for general products, services and special offers, similar to those seen in other national magazines, were also placed in the listings section.

The advent of cable television would become hard on TV Guide. Cable channels began to be listed in the magazine in 1980 or 1981, depending on the edition; the channels listed also differed with the corresponding edition. Regional and national superstations available on cable systems in the designated market of many editions were the only cable channels listed initially as well as, in certain markets, over-the-air subscription services transmitted over local independent stations (such as ONTV); local subscription television services were often listed as "STV Programming" or "Subscription Television" for the channel carrying the service, with the service listed separately or, in some editions, not at all. Cable-originated channels – such as HBO, CNN (both of which the magazine originally promoted mainly in full-page advertisements), the CBN Cable Network (now Freeform), the Alpha Repertory Television Service (ARTS, later succeeded by A&E through its 1984 merger with The Entertainment Channel) and Nickelodeon – were added gradually between the winter of late 1981 and the first half of 1982, depending on the edition.

To save page space, TV Guide incorporated a grid (a rowed display of listings for programs scheduled to air during the evening hours each night, primarily organized by channel) into the listings between 1979 and 1981, which was slotted at a random page within each day's afternoon listings. The grid originated as a single-page feature that provided a summary of programs airing during prime time (from 7:00 to 10:00 p.m. or 8:00 to 11:00 p.m. depending on the start of prime time within a given time zone) on the stations mentioned in the corresponding edition; by 1983, it was expanded to a two-page section – which began to take up roughly three-quarters of the two adjoining pages on which it was placed – that included programs airing during the early access and late fringe periods (from 5:00 to 11:00 p.m. or 6:00 p.m. to 12:00 a.m. local time), with the beginning and end of the magazine-defined prime time daypart (between 7:30 and 11:00 p.m. or between 6:30 and 10:00

p.m. local time on Monday through Saturdays, and between 7:00 and 11:00 p.m. or between 6:00 and 10:00 p.m. local time on Sundays) delineated by a thicker border. Channels listed in the grid were organized by broadcast stations, basic cable channels, and premium channels.

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LEXICOLOGICAL PROBLEMS OF TRANSLATION

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Abstract: *This article serves to illuminate the dynamic and multifaceted nature of lexical problems in translation, offering a comprehensive exploration of the challenges and solutions intrinsic to the conveyance of lexical elements across linguistic frontiers. As translators continue to navigate the complexities of lexical transfer, this exploration serves as a testament to the enduring quest for cross-linguistic understanding and the continuous evolution of translational endeavors.*

Key words: *Lexicological, cross-cultural communication, untranslatable words, semantic equivalence, multiple meanings, translation techniques lexical translation.*

Translating from one language to another involves delicately navigating the intricate web of words, expressions, and cultural nuances. The process of lexical translation is a multi-faceted endeavor that presents numerous challenges, requiring translators to grapple with cultural disparities, idiomatic complexities, multiple meanings, and the elusive quality of untranslatable concepts. In this article, we venture into the realm of lexicological problems in translation, uncovering the intricacies embedded in the transfer of lexical elements between languages and exploring strategies for effectively addressing these challenges.

Cultural and Conceptual Boundaries

Lexicological translation is often hindered by the vast divergence of cultural and conceptual boundaries across languages. Certain words or expressions carry deeply ingrained cultural connotations, rendering direct equivalence an arduous task. Translators are faced with the challenge of effectively conveying the cultural nuances embedded in these lexical elements, requiring a deep understanding of the

socio-cultural contexts in both the source and target languages.

Idiomatic Expressions and Phrasal Verbs

The realm of idiomatic expressions and phrasal verbs introduces a layer of complexity to lexical translation. These linguistic constructs often defy direct, word-for-word translation, as their meanings are intricately woven into the fabric of language, reflecting the idiosyncrasies and nuances of the source culture. Translators are tasked with the intricate endeavor of deciphering the essence of such expressions and crafting equivalent, contextually appropriate renditions in the target language.

Multiple Meanings and Ambiguity

Words and phrases harboring multiple meanings or ambiguous interpretations pose significant challenges in lexical translation. Translators are tasked with disentangling the various connotations associated with these lexical elements, grappling with the nuanced amalgamation of contextual cues, cultural subtexts, and semantic layers embedded in each word or phrase.

Untranslatable Words and Concepts

A particularly daunting challenge in lexical translation arises from encountering words or concepts in one language that lack a direct equivalent in another. These untranslatable elements embody cultural, historical, or emotional intricacies that resist easy transfer between languages. In such instances, translators navigate the delicate task of capturing the essence of these untranslatable terms through nuanced adaptations or comprehensive explanations, aiming to transplant the core significance of the lexical elements across linguistic boundaries.

Semantic Equivalence and Loss

The pursuit of semantic equivalence in translation is a fundamental goal, as translators endeavor to faithfully convey the deep-rooted meanings of words and expressions in the target language. However, the translational process often grapples with the potential for semantic loss or compromise, where the richness and depth of meaning inherent in the source language may prove challenging to fully transplant.

into the target language. Translators are thus tasked with reconciling the quest for semantic fidelity with the necessity of pragmatic and contextually appropriate renditions in the target language.

Translation Techniques and Solutions

Addressing lexicological challenges in translation calls for a repertoire of innovative techniques and solutions. This may involve the adaptive utilization of cultural adaptation, the astute deployment of contextual and pragmatic cues, and the evolving role of technological aids in navigating lexicological intricacies. Translators are increasingly exploring the realm of transcreation and creative translation to conquer the barriers posed by lexical confounds, envisioning new paradigms to ensure that the essence and emotional impact of the original text are vibrantly transplanted across linguistic frontiers.

The Role of Technology in Lexical Translation

The landscape of translation is substantially influenced by the evolving role of technological tools and aids. Bilingual dictionaries, computer-assisted translation software, and machine translation have all contributed to the translational process. However, it is essential to recognize the limitations of machine translation in addressing the nuanced challenges of lexicological translation, underscoring the indispensable role of human expertise and linguistic acumen in the endeavor to foster accurate and contextually appropriate lexical transfer.

Conclusion

The intricate world of lexicological problems in translation embraces a rich tapestry of cultural, semantic, and linguistic complexities, prompting translators to engage in a profound exploration of lexical conundrums and solutions. By delving into the challenges of cultural and conceptual boundaries, navigating idiomatic expressions and multiple meanings, and addressing the complexities of untranslatable concepts, translators forge a path towards innovative solutions and adaptive strategies to conquer the intricate terrain of lexicological translation.

In unravelling the enigmatic realm of lexical translation, translators play a pivotal role in bridging cultural divides, fostering cross-linguistic understanding, and enriching the tapestry of global communication. As the landscape of communication continues to evolve, the relentless pursuit of innovative strategies and collaborative insight stands at the forefront of conquering the lexicological conundrums embedded in the process of translation.

By capturing and conveying the complexities and solutions inherent in lexical translation, this article aspires to foster a deeper understanding of the intricate and dynamic terrain of lexicological translation, propelling the journey of translational excellence and cross-cultural communication.

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PHRASEOLOGY IN ENGLISH AND THE USAGE OF TRANSPORT PHRASES

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Annotation: *Phraseology is an integral and organic part of both the language system and culture. It is also called a phraseological turnover, a speech turnover - this is a stable combination of words characteristic only of a given language, the meaning of which is not determined by the meaning of the words included in it, taken separately. That is, words that are part of phraseological units more or less lose their own lexical meaning. Thus, the phraseological unit is used as a whole, ready-made phrase. The combination of the meanings of the words included in it is the lexical meaning of the entire phraseological unit. The following article is devoted to phraseology related to transportation in the English language.*

Key words: *phrase, idiom, word combination, speech, synonym, colloquial phraseology.*

Phraseological units include phrases of the following types: idioms, collocations, proverbs, sayings, grammatical phraseological units, and phraseological schemes. The world of English phraseology is large and diverse. Every aspect of his research certainly deserves the attention it deserves. In linguistics, phraseology is the study of set or fixed expressions, such as idioms, phrasal verbs, and other types of multi-word lexical units, in which the component parts of the expression take on a meaning more specific than, or otherwise not predictable from, the sum of their meanings when used independently.

Unlike common vocabulary, which represents a very significant part of the

English language and vocabulary, common phraseology, in terms of the number of units, occupies a modest place in the entire mass of English phraseological units. Functionally fixed phraseological units are stylistically heterogeneous: their paradigms differ in the degree of expressiveness, expressiveness of emotional properties. The largest stylistic layer of phraseology is colloquial phraseology, which is used mainly in oral communication, and in writing - in fiction. The phraseological units belonging to it are often given in explanatory dictionaries without stylistic marks; however, they still stand out against the background of common phraseological units with a bright colloquial color, a slightly reduced, familiar tone in sound.

Colloquial phraseological units, as a rule, are figurative, which gives them a special expression, liveliness, brightness. Colloquial phraseology, generally close to colloquial, is distinguished by a greater decline. Rough colloquial phraseology sounds even sharper. It includes abusive stable combinations that represent a gross violation of the language norm.

There are several types of phraseological units which can be used in any sphere of life. For example, phrases associated with family, whether, animals etc. They are used according to their meanings and places in a sentence. Phraseological units related to transportation are considered to be colloquial phrases as they are mostly used in daily life.

Phraseologies related to transportation.

To hit the road -

To hit the road can mean to begin a journey.

They wanted to spend more time with the new friends but it was time to hit the road.

Drive someone up the wall -

To drive someone up the wall can mean to annoy or irritate them.

My neighbors are always having parties late into the night and I can't sleep. They drive me up the wall.

To be in the same boat

To be in the same boat means to be in the same situation as others. In this case, we're usually talking about an unpleasant situation.

A: I've got so many deadlines coming up before my holiday.

B: Don't worry. We're in the same boat. I've got major project deadlines to meet.

To rock the boat

To rock the boat can mean to do or say something that will makes others upset.

I rather not rock the boat when negotiations with our clients are still going on.

To throw someone under the bus

To throw someone under the bus can mean to expose someone to an unpleasant situation often for one's gain.

She threw her business partner under the bus when the deal fell through. It was brutal!

Off the beaten track

Off the beaten track refers to places where few people go.

The guided tours are really interesting because they cover areas that are off the beaten track.

In conclusion, the use of transports-related expressions in English reflects not only linguistic intricacies but also cultural perceptions of transports. Through a comparative analysis, it becomes evident that while some phrases have direct counterparts, many exhibit unique nuances influenced by the cultural and linguistic landscapes of each language. The similarities in certain expressions highlight shared temporal concepts, such as the fleeting nature of transports. However, differences arise in the cultural and linguistic nuances of these phrases, shaping how each

language uniquely captures and conveys temporal ideas. The use of familiar transport-related phrases fosters shared understanding among speakers, facilitating communication and cultural resonance.

Transport-related phraseology enhances language by adding expressiveness and vividness to communication, making the discourse more engaging and memorable.

Ultimately, the utilization of transports-related expressions serves as a dynamic bridge between language and culture, offering a rich tapestry of linguistic nuances that contribute to the multifaceted ways in which individuals across different linguistic communities perceive and express the dimension of transports.

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MODERN TECHNOLOGIES IN TEACHING VOCABULARY

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Abstract: *In this article, you can learn about the meaning of the words, word formation, how to teach new words, how we can deliver vocabulary from young learners to adults.*

Keywords: *New words, language, modern technologies, teaching vocabulary, content words, lexic skills, vocabulary assimilation.*

Аннотация: *В этой статье вы можете узнать о значении слов, формировании орды, о том, как учить новым словам, как мы можем донести словарный запас от маленьких учеников до взрослых.*

Ключевые слова: *Новые слова язык современные технологии словарный запас содержательные слова лексические навыки ассимиляция словарного запаса.*

Teaching Vocabulary is the base of language learning. To know a language means to master its structure and words. Thus, vocabulary in one of the aspects of the language to be taught in schools. Vocabulary is the total of words and word combinations to be taught and to be learnt.⁸²

The problem is what words and idioms pupils should retain. It is impossible to assimilate language skills speaking, reading, writing, listening without the knowledge of Vocabulary. Speech is impossible without vocabulary items.⁸³

Learning the words of a foreign language is not an easy business. Every word has its form, meaning and usage and each of these aspects of the word may have its form meaning and usage and each of these aspects of the word may have its

⁸² Jalolov J.J., Makhkamova G.T., Ashurov Sh.S. "English Language Teaching methodology" – T.:2015

⁸³ Jalolov J.J. "Chet tili o'qitish metodikasi." – T.: 2012

difficulties indeed, some words are difficult form daughter, busy, bury, woman, women and easy in usage; other words are easy in form enter, get, happen and difficult in usage consequently, words may have classified according to the difficulties pupils find in assimilation.⁸⁴

Effective vocabulary learning techniques. When teachers use word learning techniques and teaching strategies like dictionary use, morphemic analysis, cognate awareness and contextual analysis, students catch on quickly and can recall new words, synonyms and antonyms.⁸⁵

Your vocabulary is the total number of words you know in a particular language. While the idea that bigger and better your vocabulary in a foreign language is, the better you will be in your foreign language seems obvious, it is worth asking what research evidence we have to demonstrate that this is in fact the case.⁸⁶

There are several modern technologies that can be used to enhance vocabulary teaching. Some of these include:

Firstly, we can count some features. First one is online dictionaries and thesauruses. In this situation you can see following one. These tools can help students easily look up the definitions, synonyms, and antonyms of words. They also often provide example sentences and pronunciations.

Second features of vocabulary building apps. There are numerous apps available that offer interactive games and exercises to help students learn and practice vocabulary. These apps usually include features like flashcards, quizzes, and word matching games.

Audio and video resources introduce some kind of online platforms and educational websites offer a wide range of audio and video resources that can be used to teach vocabulary. These resources often include interactive quizzes,

⁸⁴ Harmer Jeremy. "The practice of English Language Teaching." Cambridge, 2007.

⁸⁵ Khoshimov O', Yaqubov I. "Ingliz tili o'qitish metodikasi" – T.: 2003

⁸⁶ Makhkamova G.T. "Innovative pedagogical technologies in the English language teaching." Tashkent, 2017

exercises, and real-life usage examples.

Online word banks and word clouds organize of teachers can use online word banks to create vocabulary lists for their students. Word clouds can also be created to visually represent the most frequently used words in a text or topic.

In our modern society, play a huge role of vocabulary is that virtual reality and augmented reality. These technologies can create immersive and engaging experiences for students. They can be used to create virtual environments where students can practice using vocabulary words in a text or topic.

Online collaborative platforms are like Google Docs, Padlet, and Flipgird allow students to collaborate on vocabulary – based projects. They can discuss new words, and engage in vocabulary – related activities together.

Modern technologies have revolutionized the way we teach vocabulary. With the advent of digital tools and platforms, educators now have access to a wide range of resources that can enhance vocabulary instruction. One of the most popular technologies used in teaching vocabulary is interactive whiteboards. These boards allow teachers to project vocabulary words, definitions, and related images, making it easier for students to visualize and understand the meaning of words. Online dictionaries and vocabulary – building websites are also great tools for students to independently explore new words and concepts. Additionally, mobile apps and language-learning platforms provide opportunities for students to practice vocabulary through interactive exercises and games. These technologies not only make learning vocabulary more engaging, but also offer personalized learning experiences, allowing students to progress at their own pace. Overall, modern interactive, accessible, and effective. Despite that we learnt some vocabulary which is related to teaching about from young learners to adults. During the learn by hurt new words through easy way. For instance, like playing games or using flashcards. Other step belong to adults or teenagers. They already had been graduate of school. For they, using flashcards, some of playing games is not suitable about that learning new words. To our understanding, all of teacher used old methods to this day. But,

after the our president's decision, and cause of the introduction of other foreign countries experinces that beginning new technical technology is expanded some methods. In the school, teachers begin new technology to teach our future generations.

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TOURISM

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Annotation: *Tourism- French: our — walk, trip tourism — travel; one of the types of active recreation. Tourism is defined as the departure of an individual from the place of permanent residence for a period of at least 1 year without engaging in paid activities in the destination for health, educational, professional or other purposes. Tourism is travel for pleasure, and the commercial activity of providing and supporting such travel. The World Tourism Organization defines tourism more generally, in terms which go "beyond the common perception of tourism as being limited to holiday activity only", as people "travelling to and staying in places outside their usual environment for not more than one consecutive year for leisure and not less than 24 hours, business and other purposes".*

Key words: *tourism, trip, permanent, environment, organization.*

Abstarkt: *Turizm fransuzcha: our — sayr, sayyohlik — sayohat qilish; faol dam olish turlaridan biri. Turizm deganda jismoniy shaxsning doimiy istiqomat joyidan sog'lomlashtirish, ma'rifiy, kasbiyamaliy yoki boshqa maqsadlarda borilgan joyda mamlakatda haq to'lanadigan faoliyat bilan shug'ullanmagan holda uzog'i bilan 1 yil muddatga jo'nab ketishi sayohat qilishi)tushuniladi. Hozirgi davrda Turizm dunyoning juda ko'p mamlakatlarida ommaviy tus olgan. Odatda, Turizm turizm tashkilotlari orqali turizm marshrutlari bo'yicha uyushtiriladi. Turizmning juda ko'p turlari va shakllari mavjud ichki, xalqaro, havaskorlik turizmi, uyushgan turizm, yaqin joyga sayohat, uzoqqa sayohat, bilim saviyasini kengaytirish maqsadidagi turizm, toqqa chiqish, suv turizmi, avtoturizm, piyoda yuriladigan turizm, sport turizmi va boshqalar.*

Kalit so'zlar: *turizm , atrof muhit, sayr sayohat, xalqaro.*

Tourism numbers declined as a result of a strong economic slowdown the late-

2000s recession between the second half of 2008 and the end of 2009, and in consequence of the outbreak of the 2009 influenza virus, but slowly recovered until the COVID-19 pandemic put an abrupt end to the growth. The United Nations World Tourism Organization estimated that global international tourist arrivals might decrease by 58% to 78% in 2020, leading to a potential loss of US\$0.9–1.2 trillion in international tourism receipts.

Globally, international tourism receipts the travel item in the balance of payments grew to US\$1.03 trillion (€740 billion) in 2005, corresponding to an increase in real terms of 3.8% from 2010. International tourist arrivals surpassed the milestone of 1 billion tourists globally for the first time in 2012. Emerging source markets such as China, Russia, and Brazil had significantly increased their spending over the previous decade. In 1936, the League of Nations defined a foreign tourist as "someone traveling abroad for at least twenty-four hours". Its successor, the United Nations, amended this definition in 1945, by including a maximum stay of six months. In 1994, the United Nations identified three forms of tourism in its Recommendations on Tourism statistics :

Domestic tourism, involving residents of the given country traveling only within this country
Inbound tourism, involving non-residents traveling in the given country

Outbound tourism, involving residents traveling in another country

Other groupings derived from the above grouping:

National tourism, a combination of domestic and outbound tourism

Regional tourism, a combination of domestic and inbound tourism

International tourism, a combination of inbound and outbound tourism
The terms tourism and travel are sometimes used interchangeably. In this context, travel has a similar definition to tourism but implies a more purposeful journey. The terms tourism and tourist are sometimes used pejoratively, to imply a shallow interest in the cultures or locations visited. By contrast, traveller is often used as a sign of distinction. The sociology of tourism has studied the cultural values underpinning these distinctions and their implications for class relations.

There are many varieties of tourism. Of those types, there are multiple forms of outdoor-oriented tourism. Outdoor tourism is generally categorized into nature, eco, and adventure tourism . These categories share many similarities but also have specific unique characteristics. Nature tourism generally encompasses tourism activities that would take place outside. Nature tourism appeals to a large audience of tourists and many may not know they are participating in this form of tourism. This type of tourism has a low barrier to entry and is accessible to a large population. Ecotourism focuses on education, maintaining a social responsibility for the community and the environment, as well as centering economic growth around the local economy. Weaver describes ecotourism as sustainable nature-based tourism.

Ecotourism is more specific than nature tourism and works toward accomplishing a specific goal through the outdoors. Finally, we have adventure tourism. Adventure tourism is the most extreme of the categories and includes participation in activities and sports that require a level of skill or experience, risk, and physical exertion.

Adventure tourism often appeals less to the general public than nature and ecotourism and tends to draw in individuals who partake in such activities with limited marketing.

International tourism is tourism that crosses national borders. Globalisation has made tourism a popular global leisure activity. The World Tourism Organization defines tourists as people "traveling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business and other purposes".

The World Health Organization estimates that up to 500,000 people are in flight at any one time. International tourism has significant impacts on the environment, exacerbated in part by the problems created by air travel but also by other issues, including wealthy tourists bringing lifestyles that stress local infrastructure, water and trash systems among others. Modern tourism can be traced to what was known as the Grand Tour, which was a traditional trip around Europe especially Germany and Italy, undertaken by mainly upper-class European young

men of means, mainly from Western and Northern European countries.

In 1624, the young Prince of Poland, Ladislaus Sigismund Vasa, the eldest son of Sigismund III, embarked on a journey across Europe, as was in custom among Polish nobility. He travelled through territories of today's Germany, Belgium, the Netherlands, where he admired the siege of Breda by Spanish forces, France, Switzerland to Italy, Austria, and the Czech Republic. It was an educational journey and one of the outcomes was introduction of Italian opera in the Polish–Lithuanian Commonwealth.

Three hundred years ago, wealthy young Englishmen began taking a post-Oxbridge trek through France and Italy in search of art, culture and the roots of Western civilization. With nearly unlimited funds, aristocratic connections and months to roam, they commissioned paintings, perfected their language skills and mingled with the upper crust of the Continent.

Leisure travel was associated with the Industrial Revolution in the United Kingdom – the first European country to promote leisure time to the increasing industrial population. Initially, this applied to the owners of the machinery of production, the economic oligarchy, factory owners and traders. These comprised the new middle class. Cox & Kings was the first official travel company to be formed in 1758. In 1855, he planned his first excursion abroad, when he took a group from Leicester to Calais to coincide with the Paris Exhibition. The following year he started his "grand circular tours" of Europe. During the 1860s he took parties to Switzerland, Italy, Egypt, and the United States.

Cook established "inclusive independent travel", whereby the traveller went independently but his agency charged for travel, food, and accommodation for a fixed period over any chosen route. Such was his success that the Scottish railway companies withdrew their support between 1862 and 1863 to try the excursion business for themselves. The World Tourism Organization forecasts that international tourism will continue growing at the average annual rate of 4%. With the advent of e-commerce, tourism products have become prominent traded items on the internet. Tourism products and services have been made available through

intermediaries, although tourism providers hotels, airlines, including small-scale operators, can sell their services directly. This has put pressure on intermediaries from both on-line and traditional shops.

It has been suggested there is a strong correlation between tourism expenditure per capita and the degree to which countries play in the global context. Not only as a result of the important economic contribution of the tourism industry, but also as an indicator of the degree of confidence with which global citizens leverage the resources of the globe for the benefit of their local economies.

This is why any projections of growth in tourism may serve as an indication of the relative influence that each country will exercise in the future. Tourism security is a subdiscipline of tourist studies that explores the factors that affect the ontological security of tourists. Risks are evaluated by their impact and nature. Tourism security includes methodologies, theories and techniques oriented to protect the organic image of tourist destinations. Three academic waves are significant in tourism security: risk perception theory, disaster management, and post-disaster consumption.

Tourism offers a wide range of benefits, including economic benefits for countries attracting many visitors, due to the money they spend not only on their actual stay, but also on local businesses. It also provides many jobs for people working in the transport and hospitality industry, among others.

Moreover, tourism can potentially improve relationships between nation-states or businesses, create opportunities for entertainment and recreation, and improve the value of a currency. It can also open up cultural exchange opportunities, while for tourists, it can lead to improved happiness, well-being, and education. Tourism is distinguished from exploration in that tourists follow a “beaten path,” benefit from established systems of provision, and, as befits pleasure-seekers, are generally insulated from difficulty, danger, and embarrassment. Tourism, however, overlaps with other activities, interests, and processes, including, for example, pilgrimage. This gives rise to shared categories, such as “business tourism,” “sports tourism,” and “medical tourism” international travel undertaken for the purpose of receiving

medical care.

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CHET TILLARINI O'QITISHDA TARJIMA LUG'ATLARINING AHAMIYATI

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Andijon davlat chet tillari instituti,

Ingliz tili va adabiyoti fakulteti I-23-5 guruh talabasi

Annotatsiya. *Hozirgi kunga kelib, chet tillarini o'rganish yanada ommalashib bormoqda. Chet tillarini o'qishda, albatta, tarjima lug'atlarining o'rni katta. Natijada tarjima lug'atlariga bo'lgan talab ortib bormoqda. Shuning uchun tarjima lug'atlari nihoyatda mukammal bo'lishiga jiddiy e'tibor berilmoqda. Maqolada zamonaviy lug'atlarning chet tillarini o'rganishdagi o'rni haqida bayon qilinadi.*

Abstract: *To date, the study of foreign languages have become more popular. In the study of foreign languages, of course, the role of translation dictionaries is great. As a result, the demand for translation dictionaries is increasing, therefore serious attention is paid to the fact that translation dictionaries are incredibly perfect. The article describes the role of modern dictionaries in the study of foreign languages.*

Аннотация: *На сегодняшний день изучение иностранных языков стало более популярным. При изучении иностранных языков, конечно, велика роль переводных словарей. Растет спрос на отечественные переводные словари. Вот почему особое внимание уделяется тому факту, что переводные словари,*

наконец, важны. Цель роль современной лексики в изучении иностранных языков. В изучении иностранных языков, безусловно, велика роль переводных словарей. В результате растет спрос на переводные словари. Вот почему так много внимания уделяется тому факту, что переводные словари невероятно совершенны. В статье описывается роль современных словарей в изучении иностранных языков.

Kalit so'zlar: poliglossiya, kompetensiya, algoritm, semantika, metodika.

O'zbekistonda ingliz tili hamda boshqa chet tillarini o'rganish oldingiga nisbatan ancha ortgan. Til o'rganish barcha inson uchun muhim bo'lgan sohalardan biridir. O'zbekistonda til o'rganishga bo'lgan talab ortgani sayin, chet tillarini mukammal egallagan mutaxassislarga talab ortmoqda. Til o'rganishda, avvalo, tarjima lug'atlar kerak bo'ladi. Yurtimizda tarjimachilik ishi kundan kunga rivojlanib bormoqda. Aynan tarjima tufayli bizning lug'at boyligimiz ortadi, dunyoqarashimiz kengayadi va eng muhimi shuki, tilimizda yangi grammatik vositalarni keltirib chiqaradi.

Har bir tilni o'rganish asosi ona tilidir. Tarjima ham ona tili bilan chambarchas bog'liq. Masalan, ingliz tilidagi "pen" so'zini olaylik, bu so'zni ongimizda ruchka ekanligini va u yozish uchun kerakligini anglaymiz. Demak, o'z ona tilimizda mavjud bo'lgan so'zlar boshqa tilni o'rganayotgan jarayonimizda bizga bevosita ko'maklashadi.

Tarjima sohasi shunday murakkab jarayonki, tarjimondan nafaqat xorijiy tilni puxta bilishni balki bu til tarixini, madaniyatini bilish ham talab etiladi. Tildan madaniyat sifatida foydalanish mumkin, ammo madaniyatni tilga oid birliklarda semantika shaklida ko'rsata olish uchun bir qancha sohalarda yuqori bilimga ega bo'lish katta ahamiyatga ega.

Qaysi kasb egasi bo'lishimizdan qat'i nazar, har birimizda lug'atlarga bo'lgan ehtiyoj katta. Hozirda lug'atlarning turlari xilma-xil. Ayniqsa, ko'p tilni(poliglossiya) o'rganishni istaganlar uchun ham lug'atlar mavjud. Bularning bari

yuksak insoniy bilimlarni o'z ichiga olgan bo'lib, hozirgi kunda hech qanday lug'atlarsiz til o'rganish aslo mumkin emas. Lug'atlar alifbo tartibida joylashganligini ham alohida e'tiborga olishimiz kerak. Bundan tashqari, lug'at vaqt va kuchni tejaydi. U sababli biz oldingi avlodlar to'plagan bilimlarni hech qiynalmay o'rganamiz. Lug'atlar bizning doimiy yo'ldoshimiz va u bilimimizni kengaytirishva til madaniyatimizni yuksaltirishga xizmat qiladi. Aynan lug'atlar inson ma'naviy taraqqiyotini yuksakka ko'taradi. Lug'atlarning hozirgi zamonaviy dunyoda hayotimizning barcha jabhasida muhim roli borligini hech kim inkor etmaydi.

Chet tilini o'rganish jarayonida eng muhim narsa to'g'ri metod tanlashdir. Birgina tarjima lug'atlari bilan tilni mukammal o'rganib bo'lmaydi. Shu tilga oid grammatika va so'zlashuv uslubini o'rgansakgina bu tilni puxta bilgan hisoblanamiz. Shuning uchun ta'lim usullari va metodika haqida oldinroq boxabar bo'lishimiz zarur. Til o'rganishda ko'proq qoidalarga asoslaniladi. Ammo algoritm va qoidani bir-biri bilan chalkashtirib bo'lmaydi. Algoritm deb til o'rganish jarayoning ketma-ket bajarilishiga aytiladi.

Til o'rganishning yana bir asosi metodika hisoblanadi. "Metodika" atamasi o'tgan asrning 60-yillaridan boshlab tor ma'noda qo'llanila boshladi. Chet tillarini o'qitish metodikasi aynan shu sohada mutaxassislar tayyorlashda yetakchi hisoblanadi. Metodika fanining o'z maqsad va vazifasi mavjud. Chet tilini o'qitish metodikasi til o'rganayotgan yoshlarda kerakli kompetensiyalarni hosil qilishni o'z oldiga maqsad qilib qo'ygan. Metodika o'qituvchining qanday dars o'tishini o'rgatadi. Darsni samarali tashkil etish, o'qitish uslublari va zamonaviy texnologiyalardan mahorat bilan foydalanish pedagogning o'ziga bog'liq. Albatta, mashq eng yaxshi metodika. U nafaqat xorijiy tilini o'rganishda balki boshqa sohalarda ham birdek foydali.

Fransuz lug'atshunosi Alan Rey "zamonaviy sivilizatsiya lug'at sivilizatsiyasi" deb to'g'ri ta'kidlagan. Lug'atlar kitoblarning kitobidir. Haqiqatan ham, lug'atlar barcha kitoblarni o'z ichiga oladi. Bizdan talab etilayotgan narsa esa bu kitoblarni boshqalaridan farqlay bilish va uni qadrlashdir.

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TOURISM AND HOSPITALITY

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Annotation: *Tourism management is the process of overseeing and coordinating the operations of businesses and organizations that are involved in the tourism industry. The goal of tourism management is to ensure that all aspects of the tourism experience run smoothly and efficiently, while also providing a high level of customer satisfaction. Hospitality is a broad field that can lead to a variety of different career paths. The skills that you learn while studying hospitality will give you the ability to deal with customers and clients, as well as plan and organize events. In addition, you will also learn about the different aspects of running a business, from accounting and marketing to human resources and operations. In this article I will give some information about tourism and hospitality industry with its benefits, importance.*

Key words: *tourism, hospitality, traveler, business, value, service, environment*

Tourism and hospitality are two intertwined industries that play a vital role in the global economy. Tourism is the business of creating and providing experiences for people who travel for leisure, business, or other reasons. Hospitality is the business of providing services to travelers, such as accommodation, food, and transportation.

Tourism Industry

The tourism industry is one of the largest and fastest-growing industries in the world. In 2019, it generated over \$9 trillion in revenue and supported over 330 million jobs worldwide. Tourism is a major source of economic growth for many countries, especially developing ones.

Types of Tourism

There are many different types of tourism, including:

- * Leisure tourism: This is the most common type of tourism, and it involves people traveling for pleasure, such as to visit beaches, mountains, or historical sites.
- * Business tourism: This type of tourism involves people traveling for business purposes, such as attending conferences or meetings.
- * Cultural tourism: This type of tourism involves people traveling to experience different cultures, such as visiting museums, art galleries, or historical sites.
- * Ecotourism: This type of tourism involves people traveling to experience and enjoy the natural environment, such as going hiking, camping, or wildlife watching

The Hospitality Industry

The hospitality industry is a broad term that encompasses a variety of businesses that provide services to travelers.

Hospitality Businesses

- * Hotels: Hotels provide accommodation for travelers, as well as other services such as food and beverage, meeting space, and fitness centers.
- * Restaurants: Restaurants provide food and beverage for travelers.
- * Transportation: Transportation businesses provide transportation for travelers, such as airlines, cruise lines, and taxis.
- * Tourist attractions: Tourist attractions are places that travelers visit for leisure or educational purposes, such as museums, theme parks, and historical sites.

In the context of the crisis, which in its scale, apparently, promises to be much larger than the crisis of 2014, it is advisable, in our opinion, to additionally use the following measures to support domestic tourism in our country. The main problems identified by travel agents and tour operators in 2020.

1. Tour operators force agents and tourists to reschedule travel dates, change destinations, and do not refund money for tours.
2. Tour operators do not meet the deadlines for responding to requests for cancellation of reservations and claims of travel agents, often in the complete absence of feedback.
3. Tourists threaten the courts, intending to return not only the cost of the tour, but also to compensate for moral damage.
4. Complaints about the explanations of the executive authorities, which assure tourists that they should be returned in full all funds when canceling tours to any country-regardless of whether it is included in the list of not recommended for visiting, or air traffic is stopped in it.
5. The mechanism of reimbursement and postponement of visits, proper registration of documents.
6. Is it legal to freeze funds for deferred visits? What to do if the tour operator will not be able to fulfill its obligations under the contracts in the future.
7. Business support applications are tax breaks, benefits, and flexibilities. Feelings of panic due to the fact that there is nothing to pay the salary, there is no money for rent.
8. Many questions about forecasts how long can the current situation last? Some see the only way out for themselves to close down.
9. Russian airlines and railways withhold service fees when returning tickets.
10. Lack of operational communication with the authorities and other organizations that could give clear instructions and provide legal support.

Benefits of Tourism and Hospitality

- * Economic growth: Tourism and hospitality generate billions of dollars in revenue each year and create millions of jobs.
- * Infrastructure development: Tourism can help to develop infrastructure, such as roads, airports, and hotels.
- * Cultural exchange: Tourism can promote cultural exchange and understanding.

* Environmental protection: Sustainable tourism can help to protect the environment.

* Personal enjoyment: Tourism can provide people with personal enjoyment and relaxation.

Importance of Tourism and Hospitality

Tourism and hospitality offers significant growth and job opportunities worldwide. The industry's increasing demand for personnel contributes to economic and employment growth, particularly in developing countries. Hospitality is an important element for businesses, regardless of their sector. Maintaining value in hospitality and customer service can provide an organization with more opportunity to attract new clients, maintain loyal customers, stand apart from the competition, and grow in revenue.

Why study hospitality and tourism management?

Hospitality and tourism management is a rewarding field to study for many reasons:

- It offers the opportunity to learn about different cultures: As a hospitality and tourism management student, you will have the opportunity to learn about different cultures and how to best serve guests from all over the world.

- It is perfect for people who love to travel: If you are someone who loves to travel, then this field is perfect for you. You will get to see many different places and meet new people.

- It will teach you how to succeed in a fast-paced and ever-changing industry: This means that there are always new challenges to keep things interesting.

- It is a great choice for people who are looking for a stable career: The hospitality industry is growing all over the world, so there will be plenty of job opportunities available.

- It will teach you invaluable communication and customer service skills: These are skills that you will use in every job, no matter what industry you end up working in. They are also incredibly useful in everyday life, so you will develop as an individual as well as a professional.

- It can lead to a successful career in a variety of settings: You could find yourself working in a hotel, resort, cruise ship, or even an airline. Whether you want to work in a five-star hotel or help run a small bed and breakfast, studying a hospitality degree is a great way to prepare for rewarding careers in hospitality and tourism.

Conclusion

The tourism and hospitality industry is a complex and dynamic ecosystem, encompassing a diverse range of businesses and organizations. From bustling hotels and charming restaurants to exciting travel agencies and captivating events, this industry plays a crucial role in shaping our global economy and enriching lives worldwide. Effective tourism management is vital for ensuring the smooth operation and success of this intricate network. It demands a keen understanding of customer needs, strategic planning, efficient resource allocation, and a commitment to providing exceptional service. In essence, tourism managers act as the conductors of this grand orchestra, ensuring harmony and a positive experience for all stakeholders involved. As the world becomes increasingly interconnected and travel aspirations flourish, the tourism and hospitality industry stands poised for continued growth and evolution. Technological advancements, shifting travel trends, and heightened environmental concerns will undoubtedly shape the future of this dynamic sector. Those who choose to embark on a career in this industry must possess adaptability, innovation, and a passion for service excellence. By embracing lifelong learning and staying attuned to emerging trends, individuals can contribute to shaping the future of tourism and hospitality, ensuring its continued success and positive impact on the world. The tourism and hospitality industry offers a unique blend of economic significance, diverse career opportunities, and the potential to create lasting positive impacts on individuals and communities alike. As this dynamic sector continues to evolve, those who possess the necessary skills, passion, and dedication will find themselves playing a vital role in shaping the future of travel and hospitality for generations to come.

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PROMOTING THE TEACHING OF THE UZBEK LANGUAGE IN FOREIGN COUNTRIES: OPPORTUNITIES FOR COOPERATION

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Annotation: *This article provides teaching methodologies for Uzbek as a foreign language. It also includes information on methods used for teaching Uzbek to foreigners.*

Keywords: *teaching methods, Wikipedia, cultural exchange, Uzbek language and literature, diplomatic and economic cooperation.*

The process of globalization has been ongoing since its inception, and many languages are adapting and retaining elements to suit its needs. The Uzbek language is no exception. Therefore, we are looking at various methods to develop the Uzbek language. First, why is it necessary to teach Uzbek in foreign countries? First of all, it is important to teach the Uzbek language to the Uzbek diaspora living abroad, in order to develop, improve, and preserve their language. This is also beneficial for Uzbek families, fostering good relationships with friends in foreign countries and other individuals interested in Uzbek language and literature. "Teaching Uzbek in foreign countries helps to promote cultural exchange and enhance understanding. It is an essential part of language and culture to provide a deep understanding of the

history, literature, and values of Uzbekistan"[1]. The second reason is to expand diplomatic and economic cooperation through the teaching of the Uzbek language in foreign countries. In some areas, it is also beneficial for Uzbek delegations and Uzbek families in international organizations. This helps to prepare specialists who will be able to teach, speak, and provide training in Uzbek in international organizations. The third reason is in the field of tourism and business. Teaching Uzbek in foreign countries helps Uzbek businessmen and entrepreneurs, who are coming from Uzbekistan and foreign countries, to learn Uzbek culture, travel to historical and modern places, and enhance cooperation.

How can we promote the teaching of the Uzbek language in foreign countries?

Presenting Uzbek culture and literature to foreign publications contributes to the development of the Uzbek language. Presenting Uzbek literature, legends, poetry, and classical works to foreign literary organizations is the best and most effective way to show Uzbek language to a wider audience. By translating books and publishing literature in other widely spoken languages, it is possible to develop global teaching of the Uzbek language. "Presenting the Uzbek language at international events, that is, changing the position of the Uzbek language in world arenas by speaking in Uzbek at international festivals, exhibitions, conferences, and concerts by Uzbek literary, musical, and national ambassadors"[2]. Such events also offer the opportunity to showcase Uzbek folklore, national dances, and arts. Presenting Uzbek language and literature through foreign media organizations or blogs is also crucial for introducing Uzbek language to foreign people. In addition, creating consultations, video tutorials, and online resources, as well as translating numerous articles into Uzbek, plays a major role in making Uzbek a global language among the world's languages. If there is adequate Uzbek language material in Wikipedia, it will benefit not only foreign language learners but also Uzbek students.

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BADIIY IDIOLEKTLARNI TARJIMA QILISH JARAYONIDAGI QIYINCHILIKLAR

Tursunova Oyista Xolmuhammad qizi

Ingliz tili va amaliyoti kafedrasi 437-guruh talabasi

Annotatsiya: Idiolekt nutq birligi bo'lib tadqiqotchilar uchun badiiy asardagi obrazlarni lingvistik shaxs sifatida ko'rishga imkon beradi. Idiolektning bir nechta vazifasi bo'lib ular: taqqoslash, psixologik, ajratib ko'rsatish va xarakterlovchi. Idiolektning ushbu vazifalarini inobatga olgan holda ushbu tezisda ularni muqobil tarjima usullari ham yoritib o'tilgan.

Kalit so'zlar: idiolekt, lingvistik shaxs, tarjima tamoyili, vertikal va gorizontal farqlanish.

Dunyo xalqlari bilan ma'naviy muloqotni ta'minlovchi muhim vosita bu tarjima hisoblanadi. Zamonlar o'tishi bilan tarjimaga bo'lgan talablar yangilana borsada, ammo uning ijodiy xarakteri, qayta yaratish san'ati ekanligi o'zgarmasdan qoladi. Tarjimaning ko'lami va taraqqiyoti har bir xalqning ma'rifiy darajasiga va manaviy saviyasiga bog'liq va, o'z navbatida, u millatning ijtimoiy tafakkuriga samarali ta'sir etadi.

Bundan tashqari, Malkolm Marsh shunday deydi: “Tarjima – bu tushunish va ifodalashni o'z ichiga oluvchi ikki qismli mashg'ulotdir. Tushunish ma'nolarni turli darajada idrok etish va shuningdek matn mazmun sohasi bilan tanish bo'lish uchun asliyat tili bo'yicha chuqur bilimni talab etadi. Ifoda etish asliyat tilida tushunilgan voqeani tarjima tilida iloji boricha aniq va ishonchli usulda hamda bir vaqtning o'zida asliyat tilidagi uslubni saqlab qolgan holatda qayta yaratish qobiliyatidir”. Naydaning fikriga ko'ra tarjima jarayoni “Birinchii, xabarni ma'no jihatidan, ikkinchi, uslubi jihatdan qayta ishlashdir”.

Tarjimashunoslik nazariyasida badiiy asarlarni tarjima qilish eng qiyini hisoblanadi. Boshqa tarafdin qaraydigan bo'lsak, aynan badiiy tarjima madaniyatlar va millatlar orasida do'stona munosabatlar yaratish imkonini beradi. Bu yo'lda esa tarjimon bir qancha qiyinchiliklarga duch keladi, sababi, madaniyatlarga xos bo'lgan so'zlarni tarjima qilishda tushunmovchiliklarga yo'l qo'yish mumkin. Bu muammoni hal qilish uchun, tarjimashunoslikdagi nazariyotchi va amaliyotchilar bu holatga chog'ishtirma tilshunoslik nuqtai nazaridan qarab chuqur amaliyotlar olib borishmoqda. Bundan tashqari turli yo'nalish, jumladan, madaniyatshunoslik, psixolingvistika va muloqot nazariyasi kabi yo'nalishlarda qo'llaniladigan metodologiyalarni ham amaliyotga tadbiq qilmoqdalar. Shu maromda vazifa jihatidan badiiy matnlarni tarjima qilish dolzarb ahamiyat kasb etishni boshladi. Badiiy matnlarni tilshunoslik nuqtai nazardan tadqiq qilish jarayonida "lingvistik shaxs" "badiiy qahramonning idiouslubi", "badiiy qahramonning idiolekti" kabi yangidan yangi tushunchalar tarjimashunoslik nazariyasida paydo bo'ldi.

Lingvistik shaxsiyat tushunchasi tilshunoslikda yaqindan beri muhokamalarga sabab bo'lmoqda, ayniqsa sotsiolingvistika, psixolingvistika va lingvomadaniyatshunoslik yo'nalishidagi tilshunoslar bu tushunchadan ko'p foydalanmoqdalar. Ko'pchilik lingvistik shaxsiyat tushunchasini idiolekt tushunchasi bilan bir xil deb hisoblaydilar. Bagdanovanning fikricha esa lingvistik shaxsiyat umumiyroq va abstrakt tushunchani beradi, idiolekt esa aksincha u aniq shaxs yoki badiiy shaxsga taaluqli bo'ladi deb izoh bergan edi. Shu sababli ham badiiy asar qahramonini tahlil qilayotgan paytda lingvistik shaxsiyatni umumiy qolip sifatida olib uning idiolektlariga e'tibor berib, muhokama qiladilar.

Shu o'rinda ideolekt tushunchasi ta'rifi bilan tanishsak. **Idiolekt** (qadimgi yunoncha: *ἰδιόλεκτος*, ἴδιος „o'ziniki, shaxsiy, zo'r“ va λέγω" men gapiraman" dan) — bir kishi tomonidan ishlatiladigan tilning bir variantidir. U o'ziga xos tanlangan so'z va grammatik qoliplarda, shuningdek, o'sha shaxsga xos bo'lgan so'zlar, iboralar, idiomalar yoki talaffuzlarda ifodalanadi.

Har bir insonning o'ziga xos idiolekti bor. Nutqda hech kim ishlatmaydigan ba'zi maxsus so'zlarning qo'llanilishidan ko'ra, so'z va jumalarning kombinatsiyasi o'ziga xos hisoblanadi. Idiolekt osongina ekolektga, ya'ni - bir oilaga xos bo'lgan tilning dialekt variantiga aylanishi mumkin.

Tilshunoslikda badiiy asar qahramonlarining idiolektlarini tarjima qilish zamonaviy tadqiqotchilar hamda tarjimonlarni qiziqtirib kelmoqda. Ammo tarjima qilishning turlari ko'pligi va badiiy asarlar soning kundan kunga oshib borayorganligi sababli idiolekt nimaligi haqida aniq bir ta'rif yo'q. Shu sababli ham hozirda tadqiqotchilar idiolektning tuzilishi, vazifasi tipologik variantlari va uning badiiy matnlarda aks etishi borasida kelishmovchiliklarga duch kelishmoqda.

Vorozbitovanning fikricha "lingvistik shaxs" badiiy qahramonni tahlil qilishda va uni chuqurroq tushunishda muhim rol o'ynaydi, shu sababli ham u tarjima sohasida o'ta muhim. Shu asosda, muallif shu badiiy qahramon orqali ifodalamoqchi bo'lgan o'ylari, maqsadlarini bilan bir qatorda o'sha badiiy qahramonni lingvistik shaxs sifatida tahlil qilish imkonini taqdim etadi. Demak, lingvistik shaxsiyat konsepti badiiy obrazlarning idiolektlarini aniq tarzda tahlil qilish imkonini beradi. Bogdanovanning fikricha idiolektlar badiiy obrazning ijtimoiy holati, yoshi, savodxonlik darajasi, millati, jinsi va jamoaviy yoki kasbiy birlashmasini anglatadi. Va u idiolektga "ma'lum bir individual shaxslar tomonidan foydalaniladigan va ma'lum bir tilda suhbatlashadigan til egalariga tegishli bo'lgan nutq birligi, lingvistik tizim" deb ta'rif bergan. Shunga ko'ra quyida idiolektga to'liqroq ta'rif berilgan:

"U yashash joyi, yoshi, mutaxassisligi, ijtimoiy mavqei va shaxsning umumiy madaniyat darajasi bilan tavsiflangan individual nutq. Idiolekt shaxsning lingvistik o'ziga xos xususiyati sifatida nafaqat individual xususiyatni ta'kidlaydi, balki umummilliy hodisa sifatida tilning rang-barang tomonlarini va uning bitmas-tuganmas imkoniyatlarini ochib beradi."

Tilshunoslikda idiolekt o'zida 6 komponentni jamlagan bir butun sistema sifatida qaraladi. Sistemalar esa: fonetik, fonologik, morfologik, sintaktik, leksik-semantik va gap semantikasi hisoblanadi. Borunov va Malygin esa badiiy obrazlar

nutqining *xarakterlash*, *ajratib ko'rsatish*, *taqqoslash* va *psixologik* vazifalari bor ekanligini isbotlashgan. Uning *xarakterlash* vazifasi orqali badiiy personajlarning o'ziga xosliklari, ijtimoiy holati, jinsi, yoshi va tug'ilgan joyini bilib olish mumkin. *Ajratib ko'rsatish* vazifasi turli asarlardagi badiiy obrazlarning idiolektini solishtirish va to'liq tasavvur hosil qilish imkonini beradi. *Taqqoslash* vazifasi orqali esa badiiy asarning ayni bir epizodida turli hil obrazlarning idiolektlarini taqqoslashni nazarda tutadi. *Psixologik* vazifasi obrazlarning psixologik va emotsional holatlarini ochib beradi. Idiolektlarning bu vazifasi Shcherbak tomonidan ham ta'riflab o'tilgan: "Idiolektlar badiiy asar qahramonlarining ichki dunyosini ochib beradi va ularning psixologiyasini chuqurroq tushunish imkonini beradi." Idiolektni nazariy jihatlarini bilib olgandan so'ng ularni tarjima qilish masalasi yuzaga keladi. Bu borada Korobleva badiiy obrazlar idiolektini tarjima qilishning **3 ta turini** sanab o'tgan:

1. Badiiy obrazlarning idiolektlarini maksimum darajada saqlab qolish;
2. Badiiy obrazlarning idiolektlarini qisman saqlab qolish;
3. Badiiy obrazlar idiolektlarini butunlay e'tiborsiz qoldirish.

Dastlabki tarjima usulida tarjimon idiolektlarni butunlay saqlab qolishga harakat qiladi. Bu borada u vazifadoshlarni qidiradi, fonetik bir xillikka erishishga harakat qiladi va hatto so'z qurilishi borasida ham o'xshashlikni izlaydi. Ikkinchi usul tarjimonlar tomonidan ko'proq foydalaniladi. Uchinchi usul esa foydalanish jihatidan mashxur emas va deyarli foydalanilmaydi.

Lingvistik xilma-xillik hamma tillarning umumiy xilma-xilligidir. Jamiyatning turlicha ijtimoiy guruhlardan tashkil topganligi va uning turli hududlarda yashovchi odamlardan iboratligini hisobga olgan holda tilning vertikal va gorizontal farqlanishlariga bo'linganini ko'rishimiz mumkin. **Vertikal** farqlanish bu turli ijtimoiy guruhlariga taaluqli til foydalanuvchilarda kuzatilsa, **gorizontal** farqlanish bu tilning turli shevalarga bo'linganida bilinadi. Vinogradov esa bu turlarga taaluqli so'zlarni **sotsiolekt** va **dialekt** deb atashni ommalashtirgan.

1998- yilga kelib Honey zamonaviy britaniya ingliz tilida 5 turdagi talaffuz formalari borligini yozgan edi: **hayperlekt**- ijtimoiy hurmatga sazovor bo'lgan qabul

qilingan talaffuz (received pronunciation), **arkolekt**- standart turdagi talaffuz, **basilekt**- oliy ma'lumotga ega bo'lmagan katta yoshlardagi odamlar tomonidan ishlatiladigan va keng tarqalgan talaffuz turi, **mezolekt**- eng keng tarqalgan talaffuz, **paralekt**- qabul qilingan talaffuz (RP)ga yaqin ammo bir nechta standart bo'lmagan talaffuz me'yorlarini ham o'z ichiga oladi. Hulusa sifatida: ushbu tezis idiolektlarni tarjima qilish muammolariga bag'ishlangan va idiolekt ta'rifi va uning boshqa turlari haqida ham ma'lumot berilgan. Shu ma'lumotlar orqali idiolektlarga mos bo'lgan tarjima strategiyalarini qabul qilish orqali tarjimaq qilinayotgan matnni to'liqligicha o'quvchiga yetkazish mumkin. Bundan tashqari, idiolekt va lingvistik shaxs terminlari o'rtasidagi farqlar ham yoritilgan.

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AFFIXES IN ENGLISH LANGUAGE AND THEIR USAGE

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Annotation: In this article, we will give you some information about linguistic affixes and discuss the meaning of prefixes and suffixes in the English language. Moreover, we will learn how we can correctly use them in a text. A prefix is a group of letters placed before the root of a word. A suffix is a group of letters placed after the core of a word.

Key words: suffix, prefix, noun, adjective, opposite, negative.

In linguistics, an affix is a morpheme that is attached to a word stem to form a new word or word form. Affixes may be derivational, like English -ness and pre-, or inflectional, like English plural -s and past tense -ed. They are bound morphemes by definition; prefixes and suffixes may be separable affixes. In the English language, we often place prefixes and suffixes at the beginning and ending, respectively of a word in order to modify it. The original word has meaning in itself but by adding a new prefix or suffix to it, we change the word at the result its meaning also changed. Prefixes and suffixes can help us to understand a word and they allot us essential information about the word. They are word that change the meaning by adding two three or four alphabets at the beginning or at the end of the word.

Prefix is a group of letters placed before the main word. They usually come at the beginning of the word. They usually consist of two or three alphabet long. For example, in that word “unhappy”- “un”-is a prefix and its means “not happy”.

Here you can see a short list of prefixes:

Prefix	Meaning	Examples
Dis	Not, opposite away	Disappear, disagree

il	Not	Illegal, illogical
pre	Before	Prefix, prehistory
mis	Bad, wrong	Mislead, misplace
un	Against, not, opposite	Undo, unusual
im	Not, without	Impossible, improper
re	Again, back	React, reappear
a	Without	Amoral, anemic
in	Not, without	Inaction, invisible
de	From, down, away	Decode, decrease

A suffix is a group of letters that is placed after the main word. Suffixes include two or four alphabets long. Suffixes come at the end of the core word. For example : the word “Flavorless” consist of the core word “flavor” and the suffix “less” which means “without” consequence the word “flavorless” means having no flavor.

A short list of suffixes:

Suffix	Meaning	Examples
Ible	Forming an adjective	Reversible, terrible
ily	Forming an adjective	Happily, lazily
less	Without, not affected by	Tireless, fearless
ness	Denoting a state or condition	Kindness, sadness, happiness
ful	Full of	Beautiful, grateful
ing	Denoting an action	Acting, showing
al	Relating to	Annual , comical
y	Full of, denoting a condition	Glory, victory, messy
tion	State of being	Completion, relation
ity	Quality of	Humility, enormity

We should be careful how to use them because some people make a mistake by confusion like the word is «illegal» but with the mistake, people may use it as “dislegal” or “inlegal”, which is incorrect. So that because, during use it we should be careful to use it correctly.

Likewise, some prefixes give **opposite meaning** to adjectives:

Un	Equal	Unequal
Im	Proper	Improper
Dis	Appear	Disappear
Ir	Regular	Irregular
Il	Logical	Illogical
In	Visible	Invisible

Other ones make a word **negative**:

Anti	Social	Antisocial
Non	Fiction	Nonfiction

Furthermore, suffixes and prefixes change a word to noun from adjective vice versa to adjective from noun. Suffixes can tell us what type of word it is for instance: “ment” -management, ”ness” – sadness and etc. Here you can see common suffixes which makes a noun:

Suffixes	Meaning	Examples
Ment	Condition	Management, astonishment
Ism	Condition	Communism
Ness	Denoting a state	Kindness, dirtiness
Ship	Condition	Friendship, leadership
Er	Person	Worker, teacher
Tion	Condition	Relation action
Ion	State of being condition	Completion, commission
Dom	Denoting a	Freedom, kingdom

	state	
Hood	Condition	Childhood, neighborhood

Common suffixes make an adjective :

Suffixes	Meaning	Examples
Able	Having the quality of	Comfortable, changeable
Al	Relating to	Comical ,annual
Est	Superlative	Strongest ,tiniest
Ant	Full of	Pleasant
Ile	Tendency	Contractile
Less	Not affected by	Friendless ,careless
Ible	Forming an adjective	Terrible ,reversible
Ful	Full of	Careful ,helpful
Ious	Having an adjective	Dangerous ,nervous
Ive	Tendency	Creative , sensitive
Ily	Forming an adjective	Lazily ,early

To sum up we can say the English language contains an enormous and growing number of words. Improving your vocabulary by learning new words can seem overwhelming but if you know the common and most prefixes and suffixes of English you will understand many more words.

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ELEKTRON LUG’AT TUZISH TAMOYILLARI

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Annotatsiya: *Ushbu maqolada elektron lug’at nima ekanligi, uni tuzish hamda elektron lug’at tuzish tamoyillari haqida fikr yuritiladi. Shuningdek, lug’atshunos olimlar ishlari, nazariy qarashlari dalillanadi.*

Kalit so’z va iboralar: *Elektron lug’at, lug’at tuzish, shakl, komputer, dastur.*

So’nggi yillarda lug’atlarning chet tilini o’rganishdagi ahamiyati kun sayin ortib bormoqda. Hozirgi fan va texnikaning jadal rivojlanishi axborot texnologiyalari va internetning ommalashuviga olib kelmoqda. Turli xil onlayn tarjima vositalarining paydo bo’lishi tarjimonlar va til o’rganuvchilar uchun katta foyda keltirdi. An’anaviy qog’oz lug’atlarini qidiri shyo’li yagona, ammo elektron lug’atlarning raqamli muhitda qidirish funksiyalari doimiy ravishda aql, diversifikatsiya, shaxsiylashtirish va ierarxiya tomon rivojlanmoqda. Elektron lug’at ilovasining rivojlanishi foydalanuvchilarga nima berishi mumkin;

1. Ovozli tarjima funksiyasi;
2. Fotosuratlarini tarjima qilish funksiyasi;
3. Tilni tarjima qilish funksiyasi;
4. Ko’p darajali tahlil;
5. Lug’at va nutq amaliyoti.

Elektron lug’atlar an’anaviy lug’atlarga qaraganda, bir qator afzalliklarga ega bo’ladi. Zamonaviy elektron lug’atlar nafaqat o’zining so’zboyli bo’yicha, balki bu so’zlarni tezda qidirish bilan ham ajralib turadi. Elektron lug’at asosan 3 tilda;

o'zbek, rus va ingliz tiliga asoslanadi. Ushbu lug'atlar yordamida 6 ta yo'nalish bo'yicha so'zlarni tarjimalarini aniqlash mumkin. Tarjima yo'nalishlari o'zbek-ingliz; o'zbek-rus; ingliz-o'zbek; ingliz-rus; rus-o'zbek; rus-ingliz va boshqalar. Elektron lug'atning bazasida 145000 tadan ortiq so'z va atamalar tashkil topgan bo'lish ehtimoli bor.

Elektron lug'at-ma'lumotlari raqamli shaklda mavjud bo'lgan va turli xil ommaviy axborot vositalari orqali kirish mumkin bo'lgan lug'atdir. Elektron lug'atlarning bir nechta shakllarini topish mumkin. Jumladan, planshet yoki ish stoli komputerlarida o'rnatilgan dasturlar, mobil ilovalar, veb-ilovalar va h.k. Elektron lug'at so'zlar kutubxonasi va ularning ma'nolari, imlolari va etimologiyasini o'z ichiga olgan elektro nma'lumot manbayidir.

Zamonaviy axborot texnologiyalarining rivojlanishi ta'lim jarayonini masofadan turib tashkil etish, boshqarish, nazorat qilish imkoniyatlarini oshiradi. Natijada masofaviy ta'lim kompyuterli ta'limning eng yetakchi maqomini ola boshladi. Masalan, Shavkat Butayevning inglizcha-o'zbekcha lug'atida 80.000 so'z va ibora jamlangan. O'zbek tilining leksemalarini izohlashga bag'ishlangan lug'at esa umumiy izohli lug'at hisoblanadi. 60 ming so'zni o'z ichiga olgan ikki jildli "O'zbek tilining izohli lug'ati" (1981) o'zbek leksikografiyasi tarixida o'zbek tilining barcha leksemalarini izohlashga qaratilgan ilk izohli lug'atdir⁸⁷.

Ba'zan elektron lug'atlar oddiy lug'atlarga o'xshash vazifani bajaradi; ulardan so'zlar va ularning ma'nolari haqida ma'lum bir ma'lumotni topish imkoni paydo bo'ladi. Elektron lug'atni turli xil qurilmalar xotiralarida va internetning ko'plab joylarida saqlab olish hamda foydalanish mumkin.

Amaliy tilshunoslikda elektron lug'atga bo'lgan ehtiyoj dinamikasi o'sib bormoqda. Ular orqali ma'lum konsepsiyalarni shakllantirishga talab kuchayadi. Bu ayniqsa chet tillarni o'rganish jarayonida etalon tilida mavjud bo'lgan so'z shakllarining to'g'ri qo'llanishiga xizmat qiladi.

A.Nurmonov: Eramizdan o'nming yil oldin vedalardagi tushunarsiz bo'lib

⁸⁷Nurmonov A. Lingvistikata'limotlartarixi. – Toshkent, 2012. – B.5.

qolgan so'zlarni izohlovchi dastlabki lug'atlar dunyoga keldi⁸⁸, - deb yozadi o'z asarida.

Demak, elektron lug'atlarning foydali tomonlari shundaki, zamonaviy axborot texnologiyalarining rivojlanishi ta'lim jarayonini masofadan turib tashkil etish, boshqarish, nazorat qilish imkoniyatlarini oshiradi. Natijada masofali ta'lim kompyuterli ta'limning eng yetakchi maqomini ola boshlaydi.

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MAKTAB LUG'ATIDAN FOYDALANISH USULLARI

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Annotatsiya: *Maqolada maktab lug'atidan foydalanish usullari hamda lug'atdan foydalanish jarayonida bolaning so'z boyligini oshirish kabilar faktik misollar bilan boyitilgan.*

Kalit so'z va iboralar: *lug'at, maktab, tilshunoslik, innovatsion, o'zbek tili.*

Lug'at - muayyan tilida uning hududi yoki ijtimoiy lahjasida mavjud bo'lgan, u yoki bu yozuvchi asarlarida uchraydigan so'zlar yig'indisi bo'lib, bugungi kunda dunyoda qariyb 50 million aholi o'zbek tilida muloqot qiladi. Shu bois, o'zbek tilining ijtimoiy hayot va xalqaro miqyosdagi obro'-e'tiborini tubdan oshirish, yoshlarimizni vatanparvarlik, milliy an'ana va qadriyatlarga sadoqat, ulug' ajdodlarimizning boy merosiga vorislik ruhida tarbiyalash mamlakatimizda davlat tilini to'laqonli joriy etishga ta'minlashga qaratilgan. Bu yo'nalishdagi ishlarni yuqori bosqichga ko'tarishda innovatsion rivojlanish vazirligi oldiga ham katta vazifalar qo'yilgan. Vazirlik tomonidan ilmiy faoliyatga oid davlat dasturlari loyihalarini shakllantirish va monitoring qilishning yangi va samarali tizimi ishlab

⁸⁸Butayev Sh. Ingliz-o'zbekch lug'at 80.000 so'z va ibora – Toshkent, 2013- B.878.

chiqilib, amaliyotga joriy etildi.

Ansoriddin Ibrohimovning “Urducha-o’zbekcha mushtarak so’zlar lug’ati”da O’zbekistonning chet mamlakatlar xususan, Hindiston va Pokiston bilan aloqalari kengayib bormoqda. Bu esa xalqlarning bir-birining tilini o’rganishga qiziqishini orttirmoqda. Bu lug’at odatdagi ikki til lug’ati emas, o’xshash so’zlar lug’ati. Biroq hozircha urducha-o’zbekcha lug’atning yaratilmaganligi nazarda tutilsa, ushbu lug’at ma’lum darajada ikki tilli lug’at vazifasini ham o’tashi mumkin. Lug’at urdu tilini o’rganayotgan maktab, litsey, kollej o’quvchilari va o’rganayotganlarga tegishli lug’atdir.

Ma’lumki, o’rta maktab ona tili ta’limining konseptual asoslarida uning zaruriy vositasi ikkita ekanligi ta’kidlanadi; darslik va lug’at. O’quvchilarning ijodiy tafakkurini va nutqini o’stirishning zaruriy omillaridan biri lug’atlar ustida ishlashdir. Lug’atlar o’quvchilarning ijodiy tafakkuri, mustaqil fikrlash darajasi, ijodiy fikr mahsulini og’zaki va yozma shakllarda ravon bayon etishga olib keladigan behad qimmatli va boy so’z zahirasini vujudga keltiradi. Bugungi kunda rivojlangan mamlakatlarda ta’limning har bir bo’g’ini uchun (bog’chadan tortib universitetgacha) yuzlab lug’atlarning maxsus turlari yaratilgani, hatto rus maktablari uchun 30 ga yaqin o’quv lug’atlari mavjud bo’lgani, o’zbek maktablari uchun bitta “Imlo lug’ati” bor holos. O’quvchilar uchun zarur lug’atlar yaratilmas ekan, ijodiy tafakkurni rivojlantirish mumkin emas, misol uchun maktab o’quvchisi o’sha so’zning antonimi, sinonimi, so’z tarkibi lug’ati, talaffuzini, harflarning cho’ziq va qisqa o’qilish jarayonlarini lug’at orqali ko’rishi mumkin.

Toponomik o’quv lug’atlarini tuzish o’zbek leksikografiyasida B.O’rinboyev boshlab bergan. Olimning shogirdi O.Xoliqov bilan hamjihatlikda tuzgan “Maktab tonomik lug’ati” (Samarqand, 2004. -92b) da umumiy o’rta ta’lim maktablarining V-XI sinflari ona tili va adabiyot darsliklarida uchraydigan joy nomlari alifbo tartibida keltirilgan va ma’nosi izohlangan.

Hozirgi kunda “O’zbek tilining izohli lug’ati” yangi tahrirda (F.F.N.Abduvahobov Madvaliyev) chop etildi. Bu lug’atni oldingi lug’atlardan farqi yangidan izohlash, uni kelib chiqishi aniq qilib ko’rsatilgan. Bundan ko’rinib

turibdiki, o'sib borayotgan yosh avlodlarimiz, aynan maktab o'quvchilarimiz "O'zbek tilining izohli lug'ati"dan foydalanib bilimlarini o'stirishi mumkin. Bu albatta yosh avlod uchun zo'r imkoniyat va bu imkoniyatdan har bir maktab o'quvchisi foydalanishi kerak.

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MATERIALS FOR TEACHING CULTURE: LITERATURE, NEWSPAPER, TV, PICTURES

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Abstract: *This chapter reviews the essence of materials in the way of teaching culture to EFL students. Teaching culture is an essential part of language education as it provides students with a deeper understanding of target language and its associated traditions, customs, taboos and values. Various materials can be used to teach culture effectively, including literature, newspaper, TV, internet and pictures, As these materials make easier everything to learn. Teacher should also to be more carefull when it is time to use these materials during their lessons, and to give them as an advice as well. The teaching material should be appropriate to the relious, values of students in order to avoid some confusions students face.*

Abstrakt: *Ushbu maqola yangi til o'rganuvchilari uchun madaniyatni o'rganish yuzasidan o'quv materiallarini mohiyatini ko'rib chiqadi. Madaniyatni o'rgatish juda muhim, ayniqsa til o'rganuvchilari uchun. Chunki u o'quvchilarga til o'ganish bilan bir qatorda u bilan bog'liq an'analar, urf-odatlar, va qadriyatlar*

haqida chuqurroq tushuncha beradi. Madaniyatni samarali o'rgatish maqsadida turli xil materiallar, jumladan adabiyot, gazeta, televizor, va rasmlardan foydalanish mumkin. O'qituvchi ham o'z darslarida ushbu materiallardan foydalanish lozim. Faqatgina ular kerakli manba tanlayotganlarida juda ham e'tiborli bo'lishlari zarur. Chunki ular tanlagan va maslahat bergan manbalar talabalarning tushunchalarini katta ta'sir o'tkazadi. Bu tushunchalarni yaxshi yoki yomon tomonga o'zgarishi tanlangan manbaga bog'liq. Shu sababli ham o'qituvchilar o'quv materialini tanlayotganida o'quvchilarning qadriyat, urf-odat va an'analariga alohida e'tibor berishlari lozim.

Keywords: culture, literature, newspaper, TV, internet, pictures, teaching, materials, EFL, short stories.

In this information and technology century, people around the world communicate with others more than ever before. The demand of acquiring proficiency in a foreign or second language beside one's native language seems to be increasing rapidly. Most people are in the process of learning new languages due to their personal and professional needs. While language teaching has made significant improvements recently in the needs of learners, there is a room for further development. It is essential to enhance efforts at meeting the diverse requirements of language learners along with grammar, syntax, vocabulary, and culture as well. Culture should be must-to teach part of teaching. After learning a language, students travel to abroad for personal needs or move to study, work and other professional problems. During their travel, They may use body language in wrong way or be confused their traditions and do inappropriate things, this is disrespectful to local people, and leads to cultural conflicts. EFL students can go through easier these kind of situations, especially culture shock, if they have been taught a culture as well. At this point, teaching materials: literature, newspaper, TV, internet and pictures have a vital role, because they are used to teach learners effectively. For instance, teacher can use literary works from a target language in their lesson or give an advice to students. Because, EFL students gain valuable insight related to that culture's history, social manners, and values by reading . Novels, poems give an opportunity to learn

by analyzing and discussing characters' behaviours. Over the years, literature teaching is mainly used, teachers choose texts and activities from novels, poems related to the target culture to engage with students effectively. (p. 11) Short stories has become common into the teaching of EFL. They allow to teach many things at once to all levels of language skills, if they are selected appropriately. (p. 3)

Newspapers are the most comprehensive teaching materials in classrooms rather than other practical resources for bringing news among students. (p. 4) an authentic teaching material. Because newspapers are easy to understand with its context and attract students to the lesson because of various content everyone are interested in. Articles of newspaper from the target country help students stay informed about the current events and gain insights about culture. For this reason, teacher should select articles carefully that cover social issues, politics, citizens' lifestyle, or cultural events. Students can read and discuss the articles, compare them with news from their own country, or even write summaries.

Television is known for its strong visual component, as human understand everything easily by watching. Just a short video is worth a thousand words. Television delivers information through various means, including images, motion, sounds and sometimes little text. By watching TV broadcasts, and talk shows from target country, EFL students can observe hints of language, accent, nuances of target culture, lifestyles and other ones. (p. 5) They do some activities given by teacher based on what they see, characters, settings and cultural sides in there. Students can also make a loads of improvements by rewatching movies that has been watched with teacher, by doing so they improve their pronunciation and can recognize accents without confusions.

Pictures, including photographs, paintings, and illustrations are also authentic tangible materials and used to discuss widely. They enhance students' perspective in a variety of ways. These materials draw an students' attention who are not keen to written ways of learning. They can connect students with their own culture, as well as with other ones. Teaching with photographs makes a good atmosphere between learners and their topics. Because, pictures represent various aspects of the

target culture for example, traditional festivals, daily life, historical events and like this. Learners can feel the basics of the culture by just watching carefully, they can also describe what they see, make predictions about culture with the help of colors, shapes and share their own opinions.

When using these materials, it is important to provide appropriate explanations and context to ensure students understand clearly the cultural significance and relevance. Teachers should take only these teaching materials from reliable resources, and analyze them in detail before giving students in order to avoid some uncertainty students have. There are a diverse ways of using the teaching material during the lessons, so instructors should use them widely in their classes to make a friendly and sensitive atmosphere for their learners.

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ИНГЛИЗ ВА ЎЗБЕК ХАЛҚ ИЖОДИДА МУБОЛАҒАНИНГ ИШЛАТИЛИШИ

Исмоилова Гулҳаё

АДЧТИ талабаси

Аннотация. Ушбу мақлодада ўзбек ва инглиз халқ оғзаки ижодига мансуб асарларда ишлатилган муболаганинг бир бирига нисбатан ўхшаш ва фарқли жиҳатлари акс этган.

Калит сўзлар: халқ оғзаки ижоди, бўрттириш, образ, тасаввур, муболага, тасвир, сеҳр.

Annotation. This article reflects the similar and distinctive features of hyperbole used in the works of Uzbek and English folk oral art.

Key words: folk oral creativity, exaggeration, imagination, thinking, image, magic.

Аннотация. Данная статья отражает сходные и отличительные черты гиперболы, используемой в произведениях узбекского и английского народного устного искусства.

Ключевые слова: народное устное творчество, преувеличение, воображение, мышление, образ, магия.

Маълумки, турли халқ оғзаки ижодидаги ноёб асарлар ўз-ўзидан пайдо бўлган эмас. Уларда халқларнинг урф-одатлари ва анъаналари муҳим ўрин тутди. Ҳозирги илмий тадқиқотлар шуни кўрсатмоқдаки, бизнинг миллий менталитетимиз хусусиятлари эртақларимизда ва бошқа халқ оғзаки ижодида намоён бўлади. Биламизки, эртақ – халқ оғзаки ижодининг энг қадимий намуналаридан бири ҳисобланади ва бу жанр оғиздан-оғизга ўтиш усули орқали халқлар ўртасида авлоддан-авлодга ўтиб келган. Эртақ халқ оғзаки поэтик ижодининг асосий жанрларидан бири бўлиб, тўқима ва уйдирмага асосланган сеҳрли саргузашт ва маиший характердаги эпик бадий асардир, яъни у асосан наср шаклида яратилади. Ўзбекистонда эртақ айтувчилар эртақчи, маталчи деб аталган. Кўп эртақларга эътибор берадиган бўлсак,

уларда ижобий қаҳрамон ёмонлик ва зулм устидан курашиб ғалаба қозонади. Шу каторда муболаға воситасида яратилган ижобий образлар ўқувчини мафтун этиб, унинг меҳр-муҳаббатини қозонса, салбийлари китобхон қалбида чексиз ғазабу-нафрат ҳисларини уйғотади.

Адабиёт назариясида муболағанинг кўп хиллари мавжуд. Асосийлари таблиғ, иғрок, ғулу. Таблиғда бўрттирилган белги, хусусиятларнинг ҳақиқатга анчайин яқинлиги сезилиб туради. Мисол учун:

Анингдек тешадин сакраб ушоқ, ки нозир бир йигочдин қочуриб бош.

(Алишер Навоий, Фарход ва Ширин)

Иғрокда бўрттирилган белги-хусусиятлар ҳатти-ҳаракатларини ўқувчи ҳаёлан тасаввур эта олса ҳам, уларнинг ҳаётийлигига ишонгиси келмайди.

Бола бориб-бориб шундай келбатли, келишган, бақувват йигит бўлиб етишибдики, бир қўлида ҳўкизни кўтарармиш, кўринган дарахтни илдиз-пилдизи билан суғуриб олиб, бир жойдан иккинчи жойга кўчира олар эмиш. Унинг олдида тушудиган, у билан олишиб ё беллашиб унга тенг келадиган на одам топилибди, на ҳайвон зоти. (Қайроққош бола эртагидан).

Бу эртак ўзбек халқ оғзаки ижодидан бўлиб, эртакни кўриб чиқсак, бу ерда бир бир қўлида ҳўкизни кўтарармиш дейилган муболаға қўлланган, одамзод борки, қанчалик кучли бўлмасин, бир қўлида ҳўкизни кўтара олмайди. Ва шу каби кўринган дарахтни илдиз-пилдизи билан суғуриб олиб, бир жойдан иккинчи жойга кўчира олар эмиш жумласи ҳам ҳақиқатга тўғри келмайди. Бу ерда йигининг бақувватлиги шундай муболаға билан тасвирланган.

Princess Fiona fights and successfully defeats Robin Hood and all his Merry men without any help and without any weapons. (Инглиз халқ эртаги)

Snow White turned and ran into the woods as fast as he could. It was getting dark. Tall tree branches seemed to reach down to the ground to grab her.

(The Snow White and the Seven Dwarfs)

Юқоридаги инглиз тилидаги эртаклардан олинган парчаларда ҳам бўрттиришни, муболағани кўриш мумкин. Ҳеч қачон дарахтнинг шохлари одамни ушлаш учун эгилмайди ва ҳаракат қилмайди. Лекин муболаға

вазиятнинг янада қўрқинчли бўлишига хизмат қилган.

The Queen marched up to her mirror. "Mirror, mirror on the wall," she demanded. "Who is the fairest of them all?" "Snow White is the fairest of them all!" said the Magic Mirror. (The Snow White and the Seven Dwarfs)

Бу мисолда ҳам ойна гапириши айтилган, лекин биз биламизки жонсиз нарсалар гапирмайди.

Шундай қилиб, хулоса қилиш мумкинки, эртақларда муболаға асосий ролни бажаради ва асарни янада қизиқарли қилишга хизмат қилади.

THE USE OF ARTIFICIAL INTELLIGENCE IN MEDIA AND SOCIETY

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Annotation: This article provides information about the impact of mass media and artificial intelligence on people's lives in society and their use. Artificial intelligence is a special field of computer science, which deals with the creation of computer systems with the capabilities usually associated with the human mind: language understanding, teaching, discussion, problem solving, translation, and similar capabilities. artificial intelligence (AI) allows computers to learn from their experiences, adapt to given parameters, and perform tasks previously only possible for humans.

Keywords: *artificial intelligence, exegetical-critical component, public discourse, recent investigation.*

Аннотация: *В статье представлены сведения о влиянии средств массовой информации и искусственного интеллекта на жизнь людей в обществе и обществе. их использование. Искусственный интеллект — это особая область информатики, которая занимается созданием*

компьютерных систем с возможностями, обычно связанными с человеческим разумом: понимание языка, обучение, обсуждение, решение проблем, перевод и тому подобные возможности. искусственный интеллект (ИИ) позволяет компьютерам учиться на собственном опыте, адаптироваться к заданным параметрам и выполнять задачи, которые ранее были доступны только людям.

Ключевые слова: *искусственный интеллект, экзегетико-критический компонент, общественный дискурс, новейшее исследование.*

Forms of artificial intelligence - including automated content curation and algorithms that act upon audience analytics - are increasingly determining what information and other media material are being delivered to individual media audience members. The operation and impact of these forms of artificial intelligence are understood in varying degrees by media professionals, editors and other content producers but, literature suggests, are much less understood by - or conscious to - the general public.

This thesis inquiry investigates how algorithms operate generally to affect the dissemination of news information to audiences. This research aims to find what the implications of AI used in these ways are for traditional roles played by media news in public life – such as informing the public in the public’s interests and enabling informed public discourse. This research asks also to what extent the use and effect of AI algorithms are transparent to audiences and how this level of understanding by audiences (or lack of understanding) affects the informing role of media. The thesis produced is comprised of this written exegesis in conjunction with a digitally produced documentary *Changed by Technology*, which explores the same questions in a format designed for general media (non-scholarly) audiences.

Most of the data and content for both the exegetical-critical component and the creative work-documentary were gathered via qualitative interviews with eight individuals: each interviewee had particular knowledge around different parts of this research question due to endeavors in their professional roles working with the public. These include different kinds of publishers, journalism content editors,

technical researchers and media ethics scholars. Each interview had to serve several functions: as research data for this exegesis, as information for the documentary as it was being produced and as raw audio-visual content for the final digital documentary product. In this way the exegetical and creative research produced new knowledge about the intersection between video-journalism interview methods and the qualitative interview inquiry methods used for academic scholarly research. This was not the focus of my research question; however, because documentary making was my central inquiry method and framed my interview approaches, this intersection of methods and purpose was explored.

The overarching research exegesis discussion at the end of my inquiry identifies ethical and public discourse problems created by a lack of transparency around AI's operation in news information dissemination – and suggests where further research (and public education) on the topic is needed.

Artificial intelligence is a special field of computer science, which deals with the creation of computer systems with the capabilities usually associated with the human mind: language understanding, teaching, discussion, problem solving, translation, and similar capabilities. artificial intelligence (AI) allows computers to learn from their experiences, adapt to given parameters, and perform tasks previously only possible for humans. In many AI implementations—from computer chess players to unmanned vehicles—deep learning and natural language processing capabilities are essential. Thanks to these technologies, computers can be "taught" to perform certain tasks by processing large amounts of data and identifying patterns in them.

Today, the use of social media platforms, although originally intended for social exchange, has become a popular choice for people searching for news content. For example, in the United States, the percentage of people using social media as a source of news has increased to forty six percent almost doubling since 2013, Newman (2016). While, one-third of young people aged 18-24, acknowledged that they sought information on social media during the general elections in the United Kingdom, and this was influential in how they voted, Wallis. J, (2015),

demonstrating that new media is reshaping patterns of news consumption and public discourse.[3]

The popular social media site, Facebook, has shaken up the media Industry to the point where news organizations are forced to change and adapt by using new technologies, so that they can compete with their biggest competitor.

The fact is, algorithms can generate information faster than humans and for less cost to media organizations, than if they were to employ people to achieve the same outcomes. Algorithms allow them to access specific data, such as, key areas of interest, ages, demographics, gender and many other key indicators that inform media companies who their targeted audiences are.[4] However, while the benefits to news organizations take priority over the risks, what do the public gain from these changes? In a survey conducted by Reuters Institute for the study of Journalism, it states that, “young people are more comfortable with algorithms than with editors”, Newman (2016).[5] At a time when trust is sought highly there is a risk of being manipulated by the influence of algorithms that have biases.

For example, a recent investigation uncovered a massive data breach by a global organization that literally harvested information from millions of Facebook users’ accessing their profiles, without their knowledge or consent. The organization named, Cambridge Analytica, designed software for the specific purpose of predicting and influencing voters’ decisions during the 2016 presidential election campaign of the United States, Munro (2018).

In circumstances where the public is unknowingly influenced by algorithms, democracy ceases to function, as does journalism, Iorio, (2011). If the information that these powerful robotic systems retrieve is heavily weighted by a populist slant, then this can shape the type of news content that audiences are exposed to, and if journalists are unable to publish specific news stories that offer alternative information to the pool of common interests, how will the public receive a balanced perspective of current affairs? Spence (2011), stated, “information respects facts, opinions often do not”, although how can people contribute to public debate, if they do not have all the information to base their opinions on?

In addition to this, millions of Internet users are vulnerable to exploitation of their personal data. This issue is reiterated further when discovering that there are currently more rights given to the media organizations collecting the information, than to an individual member of the public, Pearce (2018). It can be argued that if news organizations do not inform the public that they are collecting their data, and for what purpose, this is a violation of moral responsibility. Although perhaps when the focus is on commercial gain, the potential impacts on society can be hidden 'behind the veil of ignorance', Rawls, (2014), and ethical decision-making can be minimal at best.

To sum up, modern society, the ever-increasing flow of information, the diversity of information technologies, and the complexity of computer-solvable problems have put a number of tasks before the user of these technologies. There is a question of choosing the necessary options and transferring the decision-making work from the person to the EHM. One of the ways to solve this task is the creation and use of expert systems. The expert analyzes the situation on his own basis and determines the relatively useful information, abandons the hopeless ways and creates the most optimal ways to make a decision. In the expert system, a knowledge base representing a certain subject area is used. An expert system is a set of methods and means of organizing the collection and application of knowledge in certain subject areas. The expert system, relying on the high-quality experience of experts, achieves higher efficiency due to the large number of alternatives when choosing a decision. Assesses new factors and analyzes their impact during strategy formulation. Expert systems are based on the use of artificial intelligence.

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THE ROLE, IMPORTANCE AND METHODS OF USING MASS MEDIA IN THE DEVELOPMENT OF THE COUNTRY

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Annotation: *In this article, the role of mass media in the development of countries and examples from these countries are covered. Now-a-days media has become so powerful that it is in a position to make or break governments.*

Keywords: *mass media, Key theories, democratic country, perverse effects.*

Аннотация: *В данной статье рассматривается роль СМИ в развитии стран и примеры из этих стран. Сегоднешние средства массовой информации стали настолько могущественными, что могут формировать или разрушать правительства.*

Ключевые слова: *средства массовой информации, ключевые теории, демократическая страна, порочные эффекты.*

The mass media are seen today as playing a key role in enhancing globalization, facilitating culture exchange and multiple flows of information and image between countries through international news broadcasts, television programming, new technologies, film and music. If before the 1990's mainstream media systems in most countries of the world were relatively national in scope, since then most communication media have become increasingly global, extending their reach

beyond the nation-state to conquer audiences worldwide. International flows of information have been largely assisted by the development of global capitalism, new technologies and the increasing commercialisation of global television, which has occurred as a consequence of the deregulation policies adopted by various countries in Europe and the US in order to permit the proliferation of cable and satellite channels.

Key theories in international communications grew out of international relation studies. The “modernization” or development” theory in the area of communication research emerged in the Cold War context and were largely preoccupied with the ways in which the media could help transform traditional societies to include them into the capitalism orbit. Among the key theorists in this tradition was Wilbur Schramm with his sponsored UNESCO work, Mass Media and national development – the role of information in the developing countries. The idea was that international communication media could be used as a tool to transfer the political-economic model of the West to the growing independent societies of the South. Schramm’s views was that the mass media could be used by elites to raise the ambitions of the populations in developing countries, who would cease to be narrow-minded and conformist and would be active in their own self-development.

The dependency theories the 1960’s and 1970’s were perceived as an alternative approach grounded in neo-Marxism, and which adopted a theoretical framework that saw capitalism and inequality as a key perspective in understanding the impact of power relations on global communications. According to the argument, transnational corporations based in the North engaged in a web of interdependency with the economies of the South, setting the terms of global trade, dominating markets, production and labour. Dependency theorists and Latin American scholars argued that these economic relations worked within an exploitative dependency model that promoted American capitalist mentality in developing countries (Mattelart, 1979). Development was thus shaped in a way that benefitted largely the developed nations, maintaining the peripheral countries in a continuous position of dependence. Latin American scholars stressed that it was Western media companies

that were reaping the rewards of the modernization programmes, and that they were actually reaching out to the South in order to conquer new markets for their products.

In any democratic country the media plays a vital role in creating, moulding and reflecting public opinion. Over the years the media became so powerful that it soon acquired the status of "Fourth Estate" as it was aptly described by the British politician Edmund Burke. It also became so indispensable for the democratic functioning that Thomas Jefferson who was also the third US. president (1801-1809) said, "were it left to me to decide whether we should have a government. without newspapers or newspapers without a government, I should not hesitate for a moment to prefer the latter". For the same reason our first Prime Minister, Jawaharlal Nehru declared "I would rather have a completely free press with all the danger involved in the wrong use of that freedom, than a suppressed or regulated press".[1]

In fact, the media touches almost every aspect of our public life. Media plays a very important and crucial role in enlightening and educating the people. The media can aid public involvement through advocating issue and transferring knowledge, skills and technologies to the people. Awareness about various rural development programmes, propagation of family planning could be spread by using the media. It made farmers aware of the new and improved methods of agriculture and protection of the crops. Media plays very emphatic role in awakening people against many evils prevailed in the society like child marriage, killing of female unborn child, the evil practice of child labour etc. Through educational programmes, it can cover many students in a single platform. The University Grants Commission telecasts educational programmes benefiting the school and college students all over India. Media can ignite scientific temper among the students for development of science. The Government can use the media more effectively to make it an instrument of social change.. Media has exposed a number of corrupt practices, hidden deals, thus putting a check on the cancer in the form of corruption in the society.[4]

The various news channels keep the vigilant citizens updated. They organize debates and group discussions about the current political issues in order to enlighten

the people about the democratic process. Media serves as a bridge between the government and the people. The government's policies and actions are conveyed to the people, and the latter's views are forcefully expressed to make the authorities aware of the public feelings. It makes the policy makers aware of the wrongs that may otherwise escape attention. During the election period, the media can play a very important role by publishing the biographical data of the candidates, which makes the general public aware about the candidates, to whom they are planning to vote. An impartial and fearless media is the basic requirement for the success of democracy.

Now-a-days media has become so powerful that it is in a position to make or break governments. It is usually conceded that John F. Kennedy might never have been the American President, were it not for his brilliant performance on television. The same is true about Barak Obama who led his Democratic Party to victory because of the dynamic confidence he projected over the internet. Heavy media emphasis on news about excess of Emergency brought about a change in the government in India. Even a powerful President like Richard Nixon was forced to leave the White House due to the exposure by media in the notorious Watergate scandal.

The media has a distinctive role to play in bringing communal harmony which in turn will preserve the secular fabric of a democratic country. It also serves to highlight those issues which violate human rights. Media has led to the promotion of business through advertisements. The telecasting of latest updates about techniques of economy management are providing fruitful to trade and commerce.

In the present era of IT Revolution, globalization and liberalization, the advent of internet and e-mail, has shrunk the globe to such an extent that the world can now be called a 'global village'. Media is helping global culture to be evolved.[6] Through T.V. we journey across the globe in instants, see the people, their way of living, their fashion and tastes with our own eyes. Thus emerging on the horizon the concept of the global village. Two serious issues confront the media.

First, the media is ushering in a cultural revolution, which is threatening the social and cultural integrity of the nation. The vulgarity displayed in the advertisements, the serials and the music videos should be checked because they

reach the audience directly in home. The perverse depiction of women as glamorous props and objects of titillation and portrayal of rape as an exciting and adventurous act is considered in no small way to be responsible for the increasing atrocities against women. The present day goondaism, falling in love affairs by college and school boys and girls, opting revealing dress by the girls are some of the perverse effects of the present day movies. These are something which the media has to guard against.

Second, there is an increasing tendency in a section of media to project trivial things in life, fashions of the rich and the over privileged, and to aggressively advertise a consumerist lifestyle beyond the reach of the majority.[8] This happen to the exclusion of the attention paid to the problems of the masses, there sufferings and aspirations. Are-look at the role of the fourth-estate is the need of the hour. The media should work towards stories that generate confidence about creative potential of the grassroots. The media should be a partner in national development.

One may conclude that despite these aberrations, the media does play a role in nation building. The owners and managers of the media must realize their responsibility towards society and aim to provide information that is clean, transparent and reliable. There are many things that are wrong with the society, and the media should engage itself in the betterment of society and the nation as a whole. By addressing itself to the needs of the people, it can strengthen the very root of democracy.

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АНАЛИЗ ХАРАКТЕРОВ ПЕРСОНАЖЕЙ ПРОИЗВЕДЕНИИ А.П. ЧЕХОВА “ВИШНЁВЫЙ САД”

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Аннотация: В этой статье даны информации о положительных и отрицательных сторонах героев и анализ характеров персонажей произведения “Вишнёвый сад”.

Abstract: This article provides information about the positive and negative sides and an analysis of the characters of the piece “Cherry Orchard”.

Ключевые слова: произведения “Вишневый сад”; Л.А. Раневская; Аня; Варя; Л.А. Гаев; Е.А. Лопухин; П.С. Трофимов; Б.Б. Симеонов; Ш. Ивановна; С.П. Епиходов; Дуняша; Фирс; Яша

Keywords: the piece “Cherry Orchard”; L.A. Ranevskaya; Anya; Varya; L.A. Gayev; Ye.A. Lopaxin; P.S. Trofimov; B.B. Simyonov; Sh. Ivanovna; S.P. Yepixodov; Dunyasha; Firs; Yasha

Введение. Вишнёвый сад в имении Раневских стал как будто членом семьи для помещицы Любови Андреевны был местом прогулок и отдыха. Но имение продадут за долги после разорения семьи. К новому владельцу нужна только земля, которую занимают ненужные деревья. Раневская ничего не делает, чтобы спасти сад, который связан с самыми лучшими воспоминаниями ее жизни.

Актуальность.

Актуальность комедии в том, что проблемы, затронутые в произведении, носят вневременной характер. Жанровое определение, данное самим драматургом, лишь подтверждает это положение: в пьесе все, как и в жизни, где грустное часто соседствует со смешным.

Цели и задачи.

Цель данной статьи анализировать и раскрыть сущность характеров главных персонажей произведения.

Задача поэтапно исследовать роли и позиции героев данного произведения.

Научная новизна. В свою очередь, новизна моего исследования было предпринято раскрыть характеры положительных и отрицательных героев пьесы. Систематически исследована характеристика персонажей.

Основная часть. Пьеса состоит из 4-х действий, которые происходят в имении Л.А. Раневской.

Действие 1. Первое действие «Вишневого сада» разворачивается в «комнате, которая до сих пор называется детской». Ранний майский рассвет. Еще холодно, но вишневый сад уже расцвел, наполнив ароматом все вокруг. Лопахин, проспавший выезд к железнодорожной станции, и Дуняша ждут прибытия Раневской, которая последние 5 лет провела за границей с дочерью Аней, гувернанткой и лакеем Яшей. Лопахин вспоминает Любовь Андреевну как человека легкого и простого. Тут же он повествует о своей судьбе, рассказав, что отец простым мужиком был, а он уж «в белой жилетке, желтых башмаках». Не стесняясь, упоминает, что, несмотря на богатство, образования

не получил. Но при этом упрекает Дуняшу в том, что она одевается как барышня и ведет себя неподобающе горничной. Дуняша рассказывает Лопихину, что ранее Епиходов сделал ей предложение. Дуняша радостно пытается рассказать Ане, что происходило в их отсутствие, но Аня не проявляет интереса к болтовне горничной. Из разговоров в первом действии становится ясно, что сейчас Раневская находится в крайне бедственном положении. Она уже вынуждена была продать заграничную недвижимость, и в августе предстоит продажа ее имения с вишневым садом за долги. Аня и Варя обсуждают это и понимают, насколько в плачевном положении они находятся, в то время как Любовь Андреевна, не привыкшая экономить, лишь вздыхает и слушает воспоминания Фирса о том, как раньше продавали вишню и что из нее готовили. Лопихин предлагает вырубить вишневый сад, а территорию разбить на участки и сдавать под дачи горожанам.

Действие 2

Второе действие «Вишневого сада» разворачивается на природе, возле старой церквушки, откуда открывается вид на вишневый сад и город, виднеющийся на горизонте. После приезда Раневской прошло уже немало времени, до аукциона по продаже сада остаются считанные дни. За это время сердце Дуняши покорено Яшей, который не спешит афишировать отношения и даже их стесняется. Епиходов, Шарлотта Ивановна, Дуняша и Яша прогуливаются. Шарлотта рассказывает о своем одиночестве, что нет человека, с которым она могла бы поговорить по душам. Епиходов чувствует, что Дуняша отдает предпочтение Яше и очень расстроен этим. Лопихин просит Любовь Андреевну дать ответ об аренде земель поместья, но она как будто не слышит его, рассуждая об отсутствии денег, и ругая себя за их неразумную трату. При этом чуть позже, после этих рассуждений отдает золотой рубль случайному прохожему.

Действие 3

Третье действие «Вишневого сада» происходит в гостиной вечером. В

доме играет оркестр, танцуют пары вокруг. Все действующие лица здесь, кроме Лопехина и Гаева. 22 августа – день на который был назначен аукцион по продаже имения. Раневская гаает, состоялись ли торги и каков их результат. Хватило ли денег, присланных теткой на выкуп имения, хотя понимает, что 15 тысяч – сумма недостаточная, которой даже на погашение процентов по долгам не хватит. Раневская, предвкушая свой скорый отъезд во Францию и встречу с возлюбленным, пытается уладить жизни своих дочерей. Варя она пророчит Лопехина, а Аню не прочь бы выдать за Петю, но опасается его непонятного положения «вечного студента». В этот момент зарождается спор о том, что ради любви можно и голову потерять. Любовь Андреевна упрекает Петю в том, что, по его словам, он «выше любви», а Петя напоминает ей, что она стремится к недостойному человеку, уже однажды ее обобравшему и бросившему. Хотя еще нет точных известий о продаже дома и сада, но чувствуется, что все присутствующие решили, чем они будут заниматься, если сад будет продан. Входит Лопехин, едва скрывая свою радость. Он приехал вместе с Гаевым, который должен был привезти известия с аукциона. Леонид Андреевич плачет. Новость о продаже сообщает Ермолай Алексеевич: новый владелец он! И уже после этого Лопехин дает волю своим чувствам. Он восхищен тем, что самое прекрасное имение, в котором его дед и отец были рабами, теперь принадлежит ему и он может позволить себе делать в нем все, что хочет он, хозяин не только имения, но и жизни: «За все могу заплатить!».

Действие 4

Действие четвёртое начинается в детской, комната пуста, только в углу стоит багаж и вещи, приготовленные для вывоза. . Любовь Андреевна и Гаев грустны, Аня и Петя в предвкушении начала нового этапа жизни, Яша рад, что покидает надоевшую ему родину и мать, Лопехину не терпится поскорее закрыть дом и приступить к проекту, который он задумал. Сейчас все вместе едут в Харьков, а там пути героев разойдутся. Раневская с Яшей уезжает в Париж, Аня – учиться, Петя – в Москву, Гаев согласился служить в банке, Варя

нашла место экономки в соседнем местечке. Не пристроена лишь Шарлотта Ивановна, но Лопахин обещает помочь ей обустроиться. Он же взял к себе Епиходова, для помощи в решении вопросов с имением. Из бывших обитателей этого дома не суетится только заболевший Фирс, которого должны были с утра отвезти в больницу, но из-за суматохи не могут разобраться, отвезли его туда или нет. Подъехали экипажи и началась погрузка вещей. Все выходят, только брат с сестрой остались попрощаться с домом, в котором прошло детство и молодость. Они рыдают, обнявшись, прощаясь с прошлым, мечтами и воспоминаниями, друг с другом, осознавая, что их жизнь изменилась бесповоротно. Дом закрывают. И тут появляется Фирс, которого просто забыли в этой суматохе. Он видит, что дом закрыт, а его забыли, но у него нет злости на хозяев. Он просто ложится на диван и вскоре умирает.

Результаты.

Раневская — уезжает в Париж к своему любовнику, увозит деньги, присланные тётей.

Гаев — устраивается на работу в банк.

Лопахин — став владельцем имения, в котором его предки были крепостными, стремится поскорее вырубить старый вишнёвый сад и отдать землю под дачи.

Петя Трофимов — уезжает в Москву, чтобы в очередной раз попробовать завершить курс и получить высшее образование.

Аня — уезжает с Трофимовым; планирует поступить в гимназию и устроиться на работу.

Фирс — остаётся всеми забытый, в полном одиночестве в заколоченном доме.

Заключение. В пьесе «Вишнёвый сад» автор рассуждает об эпохе угасающего дворянства и дальнейшей судьбе России, которую символизирует сам вишнёвый сад. Через образы персонажей Чехов показал прошлое, настоящее и неопределённое будущее страны. В произведении также

поднимается тема конфликта поколений, неспособность человека приспособиться к новому времени.

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THE CORPUS ANALYSIS OF RELIGIOUS TERMS BOTH IN ENGLISH AND UZBEK LANGUAGES

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Introduction

There is no doubt that today's Islamic world is getting bigger and bigger (currently it's more than 2 billion of people, 24,1 % of world's population is Muslim)⁸⁹ Hence the demand for comprehending religious contents is enhancing at a large scale too. People are becoming so easier to nourish their knowledge in terms of religion. So, this article intends to bring a benefit for those who still feel a strong gap while understanding religious textbooks and materials, and exemplifies some certain patterns that are felt less common in a source language stock.

Method

⁸⁹ World population review.com

In this article comparative linguistic translation method is used

Main part

To commence, people today prefer to have virtual lectures and audio books rather than published ones since they have less spare time for expanding their knowledge and thus this process involves a hardship and can be called specifically an arduous task in getting to know what has been said.

And it's natural to come across to unknown words such as "wudu", "salat", "fajr" and so on. More often than not, listeners and readers can not cope with catching the meaning and getting a full understanding of those religious contents. Therefore, this article focuses on analyzing such specific terms that are supposed to be borrowed from a target language-Arabic in the following paragraphs:

A closer attention should be drawn into "Wudu" word which means ritual wash before prayer in Islam, and in Uzbek "Tahorat" that's purification with water. So, a person before performing a praying, worship or ibadat, takes wudu. In this process specific parts of the body are washed once or 3 times adherence to the rule. Then a person becomes pure enough to conduct a prayer or to recite the Qur'an (Holy book if Muslims).

"Linguistically speaking, wudu' is used derived from a root that connotes "good looking, cleanliness and brightness", while in Islamic contexts it means "the use of water in respect of four organs, the face, arms, head and feet, in a particular way defined by Islam with the intention of worship."⁹⁰

2. Next, "Salah or Salat" which means in Uzbek language "namaz" that's one of 5 pillars of Islamic faith and is done 5 times a day. The word itself is borrowed from Arabic "Solat" which is translated into English and is often employed in oral communications, speeches.

3. Five distinct prayers (salat) starting from the early morning before the

⁹⁰ Al-Bahuti, Kashshaf al-Qina(, vo.1, p.91.

sunrise—called “Fajr” then afternoon time prayer Zohr, Asr, Maghrib and Isha.

Equivalents in Uzbek languages:

Fajr-bomdod namaz

Zohr-peshin namaz

Asr-asr namaz

Maghrib-shom namaz

Isha-xufton namaz

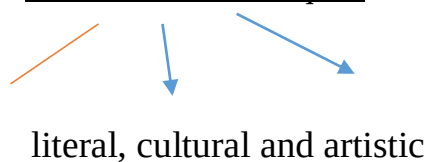
Salat is an Arabic word but is a part of many English dictionaries. E.g.:

- “The ritual prayer of Muslims performed 5 times daily in a set form, one of Five Pillars of Islam”⁹¹ (Oxford)

A ritual prayer of Muslims made 5 times daily in a standing position alternating with inclinations and prostrations as the worshiper faces toward Makkah⁹² (Mariam-Webster)

- An obligatory series of prayers performed facing towards the Kaaba in Makkah⁹³ (Collins)

And talking about translation methods and techniques, it’s clearly claimed by Marcia Ricci Ranheiro that Translation techniques:



The latter cultural technique focuses on matching contexts while artistic technique focuses on matching reactions according to Google scholar⁹⁴

Conclusion

⁹¹Oxford dictionary

⁹² Mariam-Webster dictionary

⁹³ Collins dictionary

⁹⁴ Scholar.google.com

So, these techniques help us to understand the meaning, terms and contexts better and give more productive translating effects to the readers. Combining the skills and methods in translating 2 different language groups especially: English (Indo-European group) and Uzbek (Turkish language group), we will achieve a further accurate understanding of religious terminology.

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THE DIFFICULTIES IN THE TRANSLATION OF RELIGIOUS TEXTS (ISLAMIC) FROM UZBEK LANGUAGE TO ENGLISH LANGUAGE

Karimov Rustambek Kozimjon o'g'li

Abstract: *People have always attempted to navigate a wide range of environments throughout history. Their never-ending quest for knowledge allowed them to interact closely with people from diverse cultures and gave them the ability*

to share their ideas with those from similar or like them. Translation is one of the best ways to guarantee this cross-cultural contact. The primary focus of this research is the obstacles and problems that Arab translators encounter when working with religious materials.

Keywords: *Linguistic Challenges, Contextual Understanding, Translating Proper Names, Ambiguity and Multiple Meanings, Religious Terminology, Spiritual and Emotional Depth, Modernizing Language.*

1- Theoretical Perspectives on Translation and Linguistic Challenges.

Most people agree that translation can help close the gap between different languages and cultures. Furthermore, it is a communicative process that translates a text's meaning from a source language to a target language. Translation is generally understood to be neither an imitation nor a creative art, but rather falls in the middle. It is also a discipline that places an excessive amount of emphasis on structure and significance. As a result, when translating a given text, the translator should consider both the meaning and the structure. When it comes to difficulties in translating texts linguistically appropriate, several problems can be appeared because of Uzbek and English differ significantly in terms of grammar, syntax, and vocabulary. Translating religious texts requires capturing the precise meaning, context, and tone in the target language, while accounting for linguistic differences. It may be challenging to find equivalent words or phrases in English to convey the richness and depth of religious concepts expressed in Uzbek. "Religious texts are very difficult to translate and I was really exposed to many difficulties while rendering sentences from English into Arabic. Still, equivalence was one of the problems that I encountered. It was really difficult for me to find the appropriate words and expressions in order to convey the meaning that would be accepted by the target audience. Equivalence at the grammatical level was also one of the challenges and problems that I faced" said **Rachid Agliz.**

2-Contextual Understanding. To tackle the contextual challenges, translators should conduct thorough research on the historical, cultural, and religious

background of the Islamic texts in question. They should study the social and historical contexts in which the texts were written and consider any relevant events or beliefs that may impact the interpretation and translation. Consulting scholarly works, historical references, and cultural experts can provide valuable insights for accurately conveying the intended meanings. Expanding on the idea of contextual understanding in translating Islamic religious texts from Uzbek to English, it is crucial for translators to have a comprehensive understanding of the historical and cultural background of the original text. Islamic texts, such as the Quran and Hadiths, were revealed or compiled in specific historical periods and within particular cultural contexts. These texts often reference events, places, customs, and beliefs that were prevalent during the time they were revealed. For example, the Quran mentions stories from the time of ancient prophets and includes references to pre-Islamic Arabian society. Translators must be aware of these historical and cultural nuances to accurately convey the intended meaning in English translations. Failing to grasp the historical and cultural background can result in misunderstandings and misinterpretations. Translators without a solid understanding of the context might inadvertently distort or misrepresent the original message. To overcome this challenge, translators need to conduct comprehensive research. They should consult academic works, historical references, and commentaries by Islamic scholars to gain insight into the time and place in which the text was revealed. This research helps them understand the social, political, and religious dynamics of that era, providing the necessary background to interpret and translate the text accurately. Additionally, translators should familiarize themselves with the broader Islamic tradition and the teachings of scholars and jurists, as these interpretations often inform the understanding of the text. By studying the works of renowned Islamic commentators, translators can gain further insights into the specific cultural and historical references within the text and incorporate these into their translations.

It is also important for translators to collaborate with experts in Islamic studies, history, and culture to ensure they have a comprehensive and accurate understanding

of the context. These experts can provide valuable guidance and clarification on specific references or terminology that may be unfamiliar to non-Uzbek, English-speaking readers. By thoroughly understanding the cultural and historical backgrounds of the original text, translators can effectively convey the intended meanings without losing the significance and richness of the Islamic religious texts. This contextual understanding allows for a faithful translation that resonates with English-speaking readers and maintains the essence and impact of the original text.

3- Translating Proper Names. Translating proper names requires a delicate balance between transliteration and adaptation. Transliterating involves rendering the names into English letters to match the pronunciation while maintaining their original form. Adaptation involves finding an equivalent name in English that conveys the same religious or historical significance. Translators could include footnotes or glossaries to explain the original names and their meanings, ensuring that readers understand their cultural and religious importance. Translating proper names is rather thought-provoking as there are some controversial opinions concerning this matter. Some stick to the idea that proper names should not be translated, and in fact, this is one of the methods translators mostly use. However, the statement is disputable when facing different types of text. Generally, names play a significant part in all written pieces whether it is a scientific or a

literary written work. Regardless, their translation becomes more challenging when names obtain a deeper meaning than the literal one. The complexity of this issue is generated by the hidden meaning of names, lack of equivalents in the target language and absence of an explicit method for translation. Moreover, names are deeply connected to the culture and historical events that can be obscure for the foreign reader. Thus, the translation of proper names is necessary and it requires a good grasp of history, traditions and language norms of both source language and target language. In order to analyze this problem it is essential to understand what the term proper name“ stands for and what functions it has.

4-Religious Terminology. When translating specific religious terminology,

such as Arabic terms derived from the Quran or Hadiths, translators must consider their original connotations, nuances, and associations. To overcome this obstacle, they can consult authoritative translations, commentaries, and studies by Islamic scholars to ensure accurate rendering into English. They should also consider providing explanations or footnotes to help readers grasp the profound religious meanings attached to these terms. Religious terminology, especially those derived from the Quran or Hadiths, often carry rich connotations and nuances that may not easily translate into English. Translators must pay careful attention to preserving the original meaning and associations attached to these terms. Consulting authoritative translations, commentaries, and studies by Islamic scholars is indeed crucial in navigating through the complexities of religious terminology. Such resources can provide valuable insights into the intended meanings, historical usage, and contextual connotations of these terms. By referring to these sources, translators can ensure that they capture the essence and depth of each term in their translations. In cases where direct translation falls short in conveying the profound religious meanings of certain terms, translators may consider providing explanations or footnotes. This allows readers to grasp the significance and spiritual dimensions associated with the use of these terms. These explanations can provide readers with a greater understanding of the religious context and help them appreciate the deeper layers of meaning embedded within the text. However, it is important to strike a balance when employing explanations or footnotes. Too many footnotes or excessive explanations may disrupt the flow of the translation and dilute the impact of the original text. Translators should use their judgment to determine the appropriate amount of explanation needed for readers to comprehend the religious significance without overwhelming them. Here is an example, When translating specific religious terminology from Uzbek to English, translators face similar challenges of capturing the original connotations, nuances, and associations of the terms. Let's look at an example of translating the term "Allah" from Uzbek to English.

In the Quran, "Allah" is the Arabic term for God, and it carries deep religious

significance for Muslims. Translators must consider how to accurately render this term in English while preserving its profound meaning. They can consult authoritative translations, commentaries, and studies by Islamic scholars to better understand the connotations and associations of "Allah" in the Uzbek context. Uzbek translators may choose to translate "Allah" directly to "God" in English to maintain consistency with established translations. However, they may also consider providing an explanation or footnote to help English readers comprehend the reverence and uniqueness attached to this term. For instance, in an Uzbek-to-English translation of a religious text, a translator could include a footnote after the first reference to "Allah," explaining that it is the Arabic term for God in the Islamic faith. This footnote could also provide additional information on the Islamic understanding of God's attributes and the special significance of using the term "Allah" in religious contexts. By adding such explanations or footnotes, translators not only help English readers grasp the profound religious meanings attached to terms like "Allah," but also provide a deeper understanding of the religious beliefs and practices in the Uzbek-speaking Muslim community. It's important to note that each translation task is unique, so translators must carefully consider the specific religious terminology they encounter in the Uzbek language. They should consult authoritative sources, such as translations, commentaries, and studies by Islamic scholars, to ensure their rendering is accurate, respectful, and reflects the deep religious meanings of the original text.

5-Spiritual and Emotional Depth. To accurately convey the spiritual and emotional depth of religious texts, translators must strive to capture the essence of the original language. This requires sensitivity, creativity, and a deep understanding of the subject matter. Translators need to convey the intended impact on the readers by using appropriate language, metaphors, and imagery to evoke the same emotional responses as the original text. Collaboration with poets, literary experts, and religious scholars can be beneficial in maintaining the spiritual depth in the translated text. Translating religious texts with spiritual and emotional depth is a

complex task that requires more than simply transferring words from one language to another. It involves capturing the essence and impact of the original language to evoke the same spiritual and emotional responses in the target language. To achieve this, translators must approach the text with sensitivity, creativity, and a deep understanding of the subject matter. Translators should carefully consider the intended impact on the readers and strive to recreate that impact in the target language. This requires not only choosing the right words but also utilizing appropriate language, metaphors, and imagery that resonate with the spiritual and emotional aspects conveyed in the original text. Collaboration with poets, literary experts, and religious scholars can be immensely helpful in maintaining the spiritual depth in the translated text. Poets can offer insights into the rhythmic and poetic elements of the original language, enabling the translator to find equivalents that carry the same emotional weight. Literary experts can guide the translator in capturing the nuances and subtext of the original text, ensuring a faithful representation of the spiritual and emotional depth. Moreover, consulting religious scholars familiar with both the source and target languages can provide valuable insights and clarifications. They can help translators understand the inherent spiritual and emotional connotations of certain terms or phrases and guide them in finding suitable equivalents that carry the same depth in the target language. Translators must also be mindful of the cultural context in which the translated text will be received. Different cultures may have varying interpretations of spirituality and emotions. Therefore, it is essential to adapt the translation to resonate with the cultural understanding of spirituality and emotions while maintaining the intended spiritual depth of the original text.

In summary, accurately conveying the spiritual and emotional depth of religious texts through translation requires sensitivity, creativity, and a deep understanding of the subject matter. Collaboration with experts in poetry, literature, and religious studies can be immensely beneficial to maintain the intended impact and evoke the same spiritual and emotional responses in the translated text. When it comes to the

dynamics Until fairly recently, spirituality and religion have been inextricably intertwined, and even treated as synonymous (Sheldrake, 2007). Etymologically, spirituality derives from the Latin *spiritualis*, in turn an adaptation of the Greek *pneumatikós* (πνευματικῶς), an adjective which signifies being with or of the ‘spirit of God.’ A spiritual person therefore denoted one in whom this spirit ‘dwelt,’ or was receptive to it, and was a label that tended to be reserved for particularly devout people, e.g., monastics (Dempsey, 2007). The term religion was then deployed to describe the institutions that crystallized around spiritual exemplars. The term is thought to have entered English in the 12th Century, via French, as an adaptation of the Latin *religio* – which connoted obligation and reverence – which in turn possibly derived from *religare*, meaning ‘to bind’ (Saler, 1987). In earlier patterns of usage, religion tended to refer specifically to monastic communities, and the ideas/practices that emerged within these (Burton, 1994). Then, in later centuries, it came to denote the institutional instantiation of the faith more generally.

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TARJIMADA AXBOROT TEXNOLOGIYALARI: MEXANIK

TARJIMA

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Annotatsiya: *Fan va texnologiyalarning jadal rivoji til, adabiyot va tarjimashunoslik sohalariga ham bevosita o`z ta`sirini ko`rsatmoqda. Tarjimashunoslikda ham mashina tarjimasi tushunchasi bilan bir qatorda bu yangi yo`nalish bilan bog`liq yutuqlar va muammolar yuzaga keldi. Ushbu maqolada elektron lug`at, tarjimaning avtomatlashtirilgan ilovalarining xususiyatlari o`zbek va ingliz tillari doirasida tahlil qilinishi ko`zda tutilgan.*

Аннотация: *Стремительное развитие науки и техники оказывает непосредственное влияние на область языковедения, литературоведения, и переводоведения. В переводоведении наряду с концепцией машинного перевода, были достижения и проблемы связанные с этим новым направлением. В данной статье рассматриваются польза и вред электронных словарей и приложений для автоматизированного перевода на примере узбекского и*

Annotation: *The rapid development of science and technology has a direct impact on the field of linguistics, literary criticism and translation studies. In translation studies along with the concept of machine translation, there were achievements and problems associated with this new direction. This situation creates certain problems, as well as facilitates the work of the person associated with the translation. The article discusses the benefits and other sides of electronic dictionaries and applications for automated translation on the example of Uzbek and English languages.*

Kalit soʻzlar: *Mexanik tarjima, sunʼiy idrok, wiki-texnologiya, CAT qurilmalar, elektron lugʻat, tarjimadagi muammolar, leksik birliklar tarjimasi.*

Zamonaviy hayotimizni osonlashtirgan robotexnikalar, koʻp funktsiyali qurilmalar va gadjetlar insoniyat faoliyatining ajralmas qismiga aylanib ulgurdi. Informatsion texnologiyalarning turli sohalarda, jumladan, tarjimada ham qoʻllanilish miqyosi tobora oshib borayotgani ham sir emas. Natijada yangi axborot texnologiyalari hamda kompyuter texnologiyalarining taraqqiyoti turli xil elektron dastur va ilovalar yaratish, ularni takomillashtirilishiga zamin yaratdi. Bu dasturlar va ilovalarning maqsadi nafaqat professional tarjimonga, balki oddiy foydalanuvchi hamda har qanday til oʻrganuvchiga amaliy yordam berishdan iborat. Kitob koʻrinishidagi lugʻatlar oʻrnini imkoniyatlari keng boʻlgan elektron lugʻatlarga boʻshatib bermoqda.

Maʼlumki, tarjimaning ijtimoiy ahamiyati insonlarning tillar va madaniyatlararo aloqa-aralashuvini amalga oshirishda nihoyatda muhim. Yaʼni tarjima-bu chet tilida kommunikativ ekvivalent matn yaratish orqali asl nusxadagi matn mazmunini boshqa tilga oʻgiradigan lingvistik vosita turi.

Mashina(kompyuter)tarjimasi ushbu sohasida alohida oʻrinni egallaydigan, ham tarjimashunoslik, ham kompyuter lingvistikasi bilan bogʻliq ilmiy va ayni paytda texnologik fan. "Mashina tarjimasi" oʻrnida baʼzan "avtomatlashtirilgan

tarjima”atamasi qo`llanadi,lekin bu ikkala tushuncha bir xil mazmunga ega. Mashina tarjimasi (MT)manba mazmunini maqsadli tillarga tarjima qila oladigan to`liq avtomatlashtirilgan dasturiy ta`minotni ham anglatadi.Matn va nutqni boshqa tilda ko`rsatish uchun inson aralashuvisiz ishlaydigan MT dan foydalanish mumkin.MT vositalari ko`pincha an`anaviy tarzda tarjima qilib bo`lmaydigan millionlab so`zlar va jummalarni o`z ichiga olgan katta hajmdagi ma`lumotlarni tarjima qilishga avtomatik ravishda sun`iy ong algoritmlaridan foydalanadigan forma sanaladi.”IT sohasiga oid o`zbekcha tarjimalarning rivojiga eng katta qadamlardan birini, shubhasiz,internet giganti Google o`zining asosiy mahsulotlaridan biri - Google Veb-qidiruv(Google Web Search) xizmatini ko`ngilli soha mutaxassislari yordamida o`zbekchalashtirishni bundan 7-8 yil avval boshlagan.Ayni vaqtda o`zbek tilida to`liq yoki qisman ishga tushirilgan mahsulotlari sirasiga uning Google Veb-qidiruv,Google Xaritalar va Google Tarjimon kabi xizmatlari kiradi.Masalan, Google Qidiruv xizmatidan o`zbek tilida foydalanish uchun brayzerning manzil qatoriga [google.com/hl= uz](https://google.com/hl=uz) deb kiritsangiz kifoya.Keyingi safar Google Qidiruv interfeysi avtomatik tarzda o`zbek tilida ko`rinadi”,-deydi dasturiy tarjimon Mamatxalilov Farrux o`z maqolasida.Bundan tashqari, dunyoning eng aniq va tezkor elektron tarjimonlari qatoriga DeepL Translate,ChatGPT-4, Bing Microsoft Translator,Reverso Translation,TextUnited,Memsources,Smartling va Yandex Translate singari yana bir qator sun`iy tarjima vositalari bugungi kunda ommalashgan.

Ko`rib turganingizdek, xalqaro va tobora ko`p tilli bo`lib borayotgan internetning keng qo`llanilishi natijasida mashina tarjimasi dasturlari yana kompyuter sanoatini rivojlantirishning ustuvor yo`nalishlaridan biriga aylanib,yangi sifat darajasiga ko`tarildi. Larri Childs mashina tarjimasi dasturlarini tasniflash taklifini kiritdi,bu tasnif hamon dolzarbligini yo`qotmagan.Unga ko`ra barcha “elektron tarjimonlar”3 guruhga bo`linadi:

1.FAM(Fully-Automated Machine Translation)-to`liq avtomatlashtirilgan mashinaviy tarjima.Bunday tizimlar hali ham ishlab chiqilmoqda.Negaki

“jonli”matnlarni avtomatik tushunish,sintezlash va tarjima qilish muammolari hali hal etilmagan va yaqin kelajakda sodir bo`lishi dargumon.FAMT dasturlaridan biri allaqachon og`zaki nutqni tarjima qilish imkoniga ega ekaniga qaramay,ularning imkoniyatlari hanuz cheklangan.

2.HAMT(Human-Assisted Machine Translation)-inson omili ishtirokida tarjimasi amalga oshiriladigan,matnlari avtomatlashtirilgan ilova.Bundan tashqari,TM va MT dasturlaridan “o`sib chiqqan” va boshqa tamoyillarga statistik,frazeologik,kompleks yechimlarga asoslangan dasturlar kiradi.HAMT universal bo`magan kam sonli dasturlar toifasiga mansub.

3.MAHT(Machine-Assisted Human Translation)-inson tomonidan amalga oshiriladigan tarjimaga kompyuter vositasida yordam beriladigan tarjima.MAHT ilovalari toifasiga bugungi kunda ham dasturiy ta`minot shaklidagi,ham onlayn ishlaydigan “elektron tarjimonlar va kompyuter lug`atlarining katta qismini o`z ichiga oladi.

Ularning ijobiy afzalliklari sirasiga quyidagilarni kiritish mumkin:

- Tarjima ishining yuqori tezligi(ko`p sahifali hujjatni tarjima qilish soniyalarni oladi);
- Matnning umumiy ma`nosini tez anglay olish;
- Mutaxassisliklar bo`yicha lug`atlar mavjudligi,bir vaqtning o`zida bir necha tarjima variantlarini ko`ra olish imkoniyati;
- O`z foydalanuvchi lug`atini yaratish imkoniyati;
- Turli tillardan tarjima qilish imkoniyati;
- Kompaktlik,kompyuterda deyarli cheksiz miqdordagi ma`lumotlarning mavjudligi;

Ijobiy jihatlar bilan bir qatorda kamchiliklari ham mavjud:

- Lug`at-tarjimonlar ko`p o`rinlarda grammatik,uslub va leksik qoidalarga amal qilmaydi,so`z o`yinlarini,badiiy uslublarni hisobga olmaydi;

- Ko`pincha matn tarjimonlari polisemantik(ko`p ma`noli) so`zning konteksga mos kelmaydigan ma`nolaridan birini tanlaydi;

- Lug`atda mavjud bo`lmagan so`zni tarjima qilmay o`z holicha qoldiradi;

- Elektron tarjimonlar ko`pincha u yoki bu leksik muvofiqliklarning farqini tushuntirmasdan,so`zni boshqa tilga tarjima qilishning bir nechta variantlarini taqdim etadi.Bu esa kontekstda u yoki bu muvofiqliklarni tanlashni qiyinlashtiradi.Shu jihatlar yozma tarjimaning badiiy va she`riy turlarida,ayniqsa,mexanik tarjima omilini oqlamaydi.Masalan,ingliz tilidagi “a stout person”o`zbek tiliga “to`ladan kelgan odam”, yoki “semiz odam”deb tarjima qilinadi. “A medical man”birikmasini o`zbekchaga o`girishda so`zma so`z tarjima to`g`ri kelmaydi.Bu yerda ikki so`z qo`shilib bir ma`noni ifodalaydi va u “shifokor” deb o`giriladi.”There was a miss Lich” gapini ham shu qatori Google Translate ga berganimizda shunchaki “Mis Lich bor edi” tarzida tarjima qiladi.”A”artiklining badiiy ahamiyatini e`tibordan chetda qoldiradi.Vaholanki, professional tarjimon uning mavhumlik ma`nosidan kelib chiqib, “Qandaydir Mis Lich ismli ayol bo`lardi” tarzida tarjima qilishi mumkin.Yana shunday misollarni olaylik:

- Actions speak louder than words (harakatlar so`zlardan balandroq gapiradi) – Gap bilguncha ish bil;

- Head cook and bottle washer(ham bosh oshpaz,ham idish-tovoq yuvuvchi)- Bir yigitga 70 hunar oz;

- All the glitters is not gold(hamma yaltiragan narsa tilla emas)-Usti yaltiroq,ichi qaltiroq.

Shunday qilib,tarjima sifati manba tilidagi matnning mavzusi va uslubiga bog`liq. Badiiy adabiyot matnlarining mashina tarjimasi deyarli hardoim qoniqarsiz chiqadi.Mashina tarjimasidan foydalanganda eng yaxshi natijalarga texnik(turli xil tavsif va ko`rsatmalar)va rasmiy uslubda yozilgan matnlar uchun erishish mumkin.

Aytish joizki,tezlik va tannarx borasidagi afzalliklari bilan mashina tarjimasi tarjima sanoatida inqilob qilsa ham,u an`anaviy tarjimonlarning o`rnini bosishi

haqiqatdan yiroq va AI(Artificial intelligence-sun'iy ong) til yoki madaniyatning barcha unsurlarini qamrab ololmaydi. Idiomalar, maqollar va hazillarni tarjima qilishda faqat insonlarga tushunarli bo'lgan kulturani inobatga olmaydi. Shu bois bu kasb keyingi o'n yillikda texnologik imkoniyatlar ta'sirida yo'q bo'lib ketish xavfi ostidagi emas, qariyb 20% o'sishga erishishi AQSH Mehnat byurosi tomonidan pragmos qilindi.

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