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Аннотация: Мазкур матнда паррандаларда учрайдиган хавфли вирусли касалликлардан бири — **Марек касаллигининг** келиб чиқиш тарихи, иқтисодий зарари, қўзғатувчиси ва эпизоотологияси батафсил ёритилган. Шунингдек, касалликнинг патогенези, клиник белгилари (оёқ-қанотларнинг фалажланиши, кўз рангдор пардасининг ўзгариши), патологоанатомик кўринишлари ва таъхислаш усуллари баён этилган. Хужжатда касалликнинг олдини олиш чоратадбирлари, хусусан, куркаларнинг герпес вирусидан тайёрланган вакциналар орқали иммунитет ҳосил қилиш усуллари ва фойдаланилган асосий адабиётлар рўйхати келтирилган.

Калит сўзлар: Септицемия, карбункула, зооантропоноз, бацилла, спорадик, атипик, антибиотик, ўчоқ, махсус ва умумий, гемофилия.

Марек касаллиги товуклар касаллиги бўлиб, вирус қўзғатади. Оёқлар нервининг чала ва тўлиқ фалажланиши, кўз рангдор пардасининг кўкимтир рангга кириши, лимфоцит ва плазматик хужайралар томонидан бошқарилмайдиган пролиферитик ўзгариш билан ифодаланади. Марказий нерв системаси, шунингдек қанотлар, дум ва бўйин зарарланади. Касаллик биринчи марта 1907 йилда венгер олими Марек томонидан аниқланди. Унинг вируси узоқ муддат ўрганилиб, 1967 йилги Халқаро конгрессда мустақил касаллик деб эълон қилинди. Марек касаллиги ҳозирги пайтда паррандачилик тараққий қилган мамлакатларнинг ҳаммасида тез-тез учраб туради. Жумладан бизнинг мамлакатимизда ҳам кейинги 15-20 йил ичида қайд қилиниб турибди.

Иқтисодий зарар. Асосан 4 ҳафталикдан 22 ҳафталикгача бўлган жўжалар касалланади. Ўлим 1-30 фоиз, кўппинча 3-5 фоиз атрофида рўй бериб, ойлаб давом этади. Касаллик бошлангандан 1-1,5 ой кейин ўлим 30 фоизгача етади. Касаллик лейкоз билан ассоциация ҳолатида кечса, лейкоз вирусига нисбатан синергизм кучайиб, талофат 90 фоизга етиши мумкин. Касаллик чикқудек бўлса,

хўжаликни соғломлаштириш ва карантин ўтказиш учун маълум микдорда маблағ сарфлаш талаб этилади.

Қўзғатувчиси. Касалликнинг қўзғатувчиси бўлган вирус товуқ эмбриони ва культура хужайраларида яхши ўсиб ривожланади ва кўпаяди. У ҳар хил объектлар (тўшама, асбоб-анжомлар ва бошқалар)да 1 йилгача сақланиши мумкин. Вирус парранда пати фолликулаларининг эпителиал хужайраларида ўсиб ривожланади.

Эпизоотологияси. Касаллик кенг тарқалган бўлиб, Европа мамлакатларининг кўп жойларида учрайди. Асосан товуқлар, айрим ҳолларда эса беданалар, ўрдак, курка, оққуш, тустовуқлар касалланади. Касалликка энг мойили жўжалар ҳисобланади. Уларда 2 ҳафталикгача кўпроқ учрайди. Касал паррандалар касаллик қўзғатувчи асосий манбадир, чунки улар нафас олиш ва овқат ҳазм қилиш аъзоларининг чиқиндилари билан ташқи муҳитга вирус ажратиб туради. Қуриб кўчиб тушган пат фолликулалари ва қазғоқлар билан ҳам вирус ажралиб тушади. Вируслар товуқхоналарнинг чангларида кўп учрайди.

Табиий шароитда вирус икки йул билан тарқалади: касал товуқлардан олинган эмбрионлар-вирус ташувчилар орқали (вертикал йул билан тарқалиш); бевосита ва билвосита касаллик қўзғатувчисининг манбаи орқали (горизонтал йул билан тарқалиш). Бундан ташқари, қора қўнғизлар ҳам вирус ташувчи хизматини ўтайди. Вирус ташувчанлик ва вирус тарқатувчанлик Марек касаллигида умр бўйи давом этиши мумкин. Жўжаларнинг қорин пардасига, мускули орасига, венасига, териси остига, интрацеребрал ва интраназал усулларда юқумли материал юбориб, касаллик қўзғатиш мумкин. Бир кунлик жўжалар яхши ва қулай объект ҳисобланади.

Патогенез. Касалланган паррандалар қонида вирус аниқланади. Организмда вирус лейкоцитлар билан тарқалиб, лимфоид хужайраларда ўсиб, ривожланади (фабриция халтачаси, талоқ, тимус, муртак ва кўр ичакда). Буйрак каналининг эпителиал тўқималари ҳамда патлар фолликулалари вирус ривожланиб ўсиши учун энг қулай жойдир. Оқ қон таначалари кучли зарарланади.

Клиник белгилари. Марек касаллигининг вируслари вирулентлик хусусияти бўйича бир-биридан фарқ қилади. Унинг бир хиллари ўткир кечадиган касаллик қўзғатса, бошқа хиллари сурункали кечадиган касаллик қўзғатади, айримлари эса авирулентлидир. Кўпчилик қўзғатувчилар Марек касаллигида хўрозлар товуқларга қараганда чидамлилигини аниқлашди. Оқ плимутар зотлари касалликка ўта мойил бўлади.

Касаллик сурункали кечганда яширин даври 2-3 ҳафта давом этиб, марказий ва периферик нерв системаси зарарланади: касал парранда оқсайди, оёқ, бўйин,

қанот ва дум чала ёки тўлиқ фалажланади, кўзнинг рангдор пардаси кўкимтир бўлиб, қорачиги кичрайиб кетади, бу пировард натижада кўрликка олиб бориши мумкин.

Ўткир кечганда 1 ойликдан 5 ойликгача бўлганлари кўп касалланади. Касаллик бирданига бошланиб, чала ёки тўлиқ фалаж кузатилади. Бир ҳафта ичида 1-2 ойлик жўжалар касалга чалиниб бўлади. Касалга чалинган паррандаларда депрессия, атаксия ва бўғилиш ҳоллари кузатилиб, озиш ҳамда дегидратация ҳолатлари намоён бўлади. Касаллик бошлангач, 2-6 ҳафтадан кейин паррандалар ўла бошлайди.

Кўпинча Марек касаллиги юқумли бронхит, респиратор микроплазмоз, колибактериоз ва кокцидиозлар билан асоратли ҳолатда учрайди. Лейкоз билан ҳам ассоциация шаклida намоён бўлади.

Патологоанатомик ўзгаришлар. Касаллик сурункали кечаётганда ўлган паррандаларда толаларининг диффуз ўчоқли йўғонлашганлиги кузатилади. Ички аъзоларда 20 фоизгача шиш пайдо бўлади. Бундай ўзгариш кўпинча тухумдон ва уруғдонда кўзга яққол ташланади. Ўлим касалликнинг ўткир кечаётган пайтида рўй берса, шиш ички аъзолар, тери-мускулларда кузатилиб, асосий ўзгаришлар марказий ва периферик нерв системаларида намоён бўлади. Зарарланган нерв толалари йўғонлашиб, шишади ва сарғиш рангда кўринади. Лимфоид тўқималарда пролифератив ўзгаришлар рўй беради. Периферик нервларда шиш пайдо бўлиб, нерв устун ва унинг ташқи пўстлоқларида диффуз ўчоқли ўзгариш вужудга келади. Кўз рангдор пардасининг эпителиал тўқималарида лимфоид, псевдоэозинофил ва плазмоцит ҳужайралар мавжудлиги кузатилади.

Диагноз ва дифференциал диагноз. Касалликка диагноз қўйиш учун унинг эпизоотологияси, клиник белгилари, патологоанатомик ўзгаришлари ҳисобга олиниб, вирусологик, серологик ва гистологик текширишлар ўтказилади. Вирусдан тайёрланган антиген пат фолликуласи материали билан РДП қўйиш яхши кўрсаткичдир. Вирус товук эмбриони ва культура ҳужайраларида яхши ўсиб ривожланади.

Иммунитет. Касалликнинг олдини олиш учун куркаларнинг герпес вирусидан тайёрланган (ФС-126 штаммаси) курук культурал вирус вакцина қўлланилади. Вакцина куркалар вирусининг вирулентли штаммасидан олинган бўлиб, ўрдак, бедана, товук фибриобластларида ўстирилади. Эритилиб тайёрланган вакцина 0,2 мл дан жўжаларнинг сон мускули орасига юборилади. Иммунитет 2 ҳафтадан кейин пайдо бўлиб, парранда ҳаётининг охиригача давом этади. Шу билан бирга паррандачилик фабрикаларида комплекс чора-тадбирлар ҳам ўтказилади.

Олдини олиш. Инкубаторга тухум фақат соғлом хўжаликлардан олиб келиниши шарт. Жўжа сотиб олиб келишга ҳам худди шундай талаб қўйилади. Паррандалар қатъий ёшига қараб сақланиши зарур. Чала ёки тўлиқ фалаж кузатилиб қолгудек бўлса, дарҳол текшириб, диагнози аниқланади. Ўз вақтида профилактик дезинфекция ўтказиб турилади. Чеклаш тадбирлари қўрилади.

Хулоса

Марек касаллиги паррандачилик тармоғига жиддий иқтисодий зарар етказувчи, асаб тизими ҳамда ички аъзоларнинг пролиферитив шикастланиши билан тавсифланувчи хавфли вирусли инфекция ҳисобланади. Касаллик асосан ёш жўжалар ўртасида кенг тарқалиб, юқори кўрсаткичдаги ўлим ҳолатларини ва маҳсулдорликнинг кескин пасайишини келтириб чиқаради. Шу боис, паррандачилик хўжаликларида эпизоотик барқарорликни таъминлаш ва касалликнинг олдини олиш мақсадида қуйидаги чора-тадбирларни амалга ошириш масадга мувофиқдир:

Профилактика ва вакцинация: Касалликнинг олдини олиш учун куркаларнинг герпес вируси асосида тайёрланган махсус культурал вирус вакциналаридан фойдаланган ҳолда белгиланган муддатларда профилактик эмлаш ишларини ўтказиш.

Ветеринария-санитария назорати: Инкубация тухумлари ва жўжаларни фақатгина соғлом, эпизоотик жиҳатдан хавфсиз хўжаликлардан харид қилиш ҳамда паррандаларни ёшига қараб қатъий равишда гуруҳларга ажратиб сақлаш.

Дезинфекция ва чеклаш тадбирлари: Паррандахоналарда мунтазам равишда профилактик дезинфекция ишларини ташкил этиш, касаллик аломатлари кузатилганда эса дарҳол лаборатор ташхис қўйиб, тегишли чеклаш ва карантин тадбирларини амалга ошириш.

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O‘TKIR HOSHIMOVNING «TUSHDA KECHGAN UMRLAR» ROMANIDA INSON TAQDIRI

Nazarova Nafisa Matnazarovna
Magistrant

Annotatsiya

Mazkur tezisda O‘tkir Hoshimovning «Tushda kechgan umrlar» romanida inson taqdiri, ma'naviy inqiroz, urushning inson ruhiyatiga ta'siri tahlil qilinadi. Asarda qahramonlarning ruhiy kechinmalari, ijtimoiy muhit bilan munosabatlari va axloqiy tanlovlari orqali insonning ichki olami chuqur yoritilgan. Yozuvchi shaxs va jamiyat o‘rtasidagi murakkab munosabatlarni badiiy haqiqat asosida tasvirlab, inson qadr-qimmatini, adolat va vijdon masalalarini ilgari suradi.

Kalit so‘zlar:

O‘tkir Hoshimov, Tushda kechgan umrlar, antropologik tafakkur, inson ruhiyati, urush, ma'naviyat, badiiy obraz, vijdon, adolat, ijtimoiy muhit.

Abstract

This thesis examines the artistic representation of human destiny O‘tkir Hoshimov's novel "Tushda kechgan umrlar". The study focuses on the psychological experiences of the characters, the impact of war on human life, moral responsibility, and the relationship between the individual and society. The novel reveals the spiritual world of human beings through artistic images and demonstrates the importance of conscience, justice, and national values in shaping human identity.

Keywords:

O‘tkir Hoshimov, Tushda kechgan umrlar, anthropological thinking, human psychology, war, spirituality, artistic image, conscience, justice, society.

Аннотация

В данном тезисе анализируется художественное воплощение человеческой судьбы в романе Уткира Хашимова «Прожитые во сне годы» (Tushda kechgan umrlar). Особое внимание уделяется внутреннему миру героев, влиянию войны на человеческую жизнь, нравственному выбору личности и взаимоотношениям человека с обществом. Автор раскрывает проблемы совести, справедливости и духовных ценностей через глубокий психологический анализ персонажей.

Ключевые слова:

Уткир Хашимов, «Прожитые во сне годы», антропологическое мышление, психология человека, война, духовность, художественный образ, совесть, справедливость, общество.

Bugungi davrida inson omili, uning ma'naviy olami, ruhiy kechinmalari va ijtimoiy hayotdagi o'rni muhim obyektiga aylanmoqda. Badiiy adabiyot esa ana shu jarayonlarni eng chuqur va ta'sirchan ifoda etuvchi san'at turi hisoblanadi. O'zbek adabiyotining zabardast namoyandalaridan biri O'tkir Hoshimov ijodida inson qismati, jamiyat va shaxs munosabatlari, vijdon, adolat hamda ma'naviy qadriyatlar masalasi markaziy o'rin egallaydi. Ayniqsa, «Tushda kechgan umrlar» romani yozuvchining inson ruhiyati va zamon fojealarini badiiy jihatdan yuksak mahorat bilan tasvirlagan asarlaridan biridir.

Roman voqealari orqali muallif nafaqat bir necha qahramonlarning hayot yo'lini, balki butun bir davrning ijtimoiy-ma'naviy muammolarini ham yoritadi. Asarda urush, adolatsizlik, insoniylikning sinovlari va ma'naviy tanazzul kabi masalalar qahramonlar taqdiri orqali ochib beriladi. Qozoqboy Yo'ldoshev O'tkir Hoshimov ijodi haqida shunday fikr bildiradi:

"O'tkir Hoshimov asarlarining qimmatini shundaki, ularda inson qalbi hayot haqiqati bilan uyg'un holda badiiy tadqiq etiladi."

Asarda Rustam obrazi adolat va haqiqat yo'lidan og'ishmaydigan, vijdon amriga bo'ysunadigan inson timsoli sifatida gavdalanadi. Uning boshqalarga yordam berishi, og'ir vaziyatlarda ham insoniylik fazilatlarini saqlab qolishi, haqsizlikka murosasiz munosabati yozuvchining inson haqidagi badiiy konsepsiyasini ifodalaydi. Paxta yig'imi davrida Rustamning Shahnozaga ko'rsatgan yordami, uning kasallangan paytda shifokorni olib kelish uchun jonbozlik ko'rsatishi qahramonning insonparvarlik fazilatlarini yaqqol namoyon etadi.

Ibrohim Haqqulning ta'kidlashicha, haqiqiy badiiy asar insonning ma'naviy olamini ochishga xizmat qiladi. Shu nuqtayi nazardan, "Tushda kechgan umrlar" romanida inson ruhiyati va vijdon masalalari badiiy konsepsiyaning markaziga olib chiqilgan.

Bundan tashqari, yozuvchi qahramonlarning ruhiy iztiroblari orqali jamiyatdagi adolatsizlik va ma'naviy inqirozning inson taqdiriga qanday ta'sir qilishini chuqur ochib beradi. Roman voqealari davomida insonning tashqi hayoti bilan bir qatorda uning ichki olami, ruhiy kechinmalari va axloqiy tanlovlari ham badiiy tahlil markaziga aylanadi.

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RAQAMLI TA'LIM MUHITIDA MULTIMODAL MULOQOT BO'LAJAK BOSHLANG'ICH SINFI O'QITUVCHILARINING KOMMUNIKATIV KOMPETENSIYASINI RIVOJLANTIRISH OMILI SIFATIDA

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**Xorazm viloyati Gurlan tumani 1-ayrim fanlar chuqur o'qitiladigan sinflari
mavjud umumiy o'rta ta'lim maktabi ona tili va adabiyoti o'qituvchisi**

Annotatsiya

Mazkur tadqiqot raqamli ta'lim muhitida multimodal muloqotning bo'lajak boshlang'ich sinfi o'qituvchilarining kommunikativ kompetensiyasini rivojlantirishdagi o'rniga bag'ishlangan. Unda multimodal muloqotning nazariy asoslari, raqamli ta'lim vositalari yordamida pedagogik muloqotni samarali tashkil etish imkoniyatlari hamda kommunikativ kompetensiyani rivojlantirishdagi ahamiyati tahlil qilingan. Shuningdek, multimodal o'quv materiallarini loyihalash, interaktiv pedagogik muloqotni tashkil etish, raqamli qayta aloqa va hamkorlikdagi kommunikativ faoliyatni amalga oshirishga qaratilgan metodik yondashuvlar yoritilgan.

Kalit so'zlar: multimodal muloqot, kommunikativ kompetensiya, raqamli ta'lim muhiti, bo'lajak boshlang'ich sinfi o'qituvchisi, multimodal o'quv materiallari, pedagogik muloqot, raqamli ta'lim vositalari, interaktiv muloqot.

Abstract

This study examines the role of multimodal communication in developing the communicative competence of prospective primary school teachers in a digital learning environment. It analyzes the theoretical foundations of multimodal communication, the opportunities for organizing pedagogical communication through digital educational tools, and their significance for the development of communicative competence. Furthermore, the study highlights methodological approaches aimed at designing multimodal learning materials, organizing interactive pedagogical communication, providing digital feedback, and implementing collaborative communicative activities.

Keywords: multimodal communication, communicative competence, digital learning environment, prospective primary school teacher, multimodal learning materials, pedagogical communication, digital educational tools, interactive communication.

Аннотация

Данное исследование посвящено роли мультимодальной коммуникации в развитии коммуникативной компетентности будущих учителей начальных классов в условиях цифровой образовательной среды. В работе

проанализированы теоретические основы мультимодальной коммуникации, возможности организации педагогического общения с использованием цифровых образовательных средств, а также их значение для развития коммуникативной компетентности. Кроме того, освещены методические подходы, направленные на проектирование мультимодальных учебных материалов, организацию интерактивного педагогического общения, обеспечение цифровой обратной связи и реализацию совместной коммуникативной деятельности.

Ключевые слова: мультимодальная коммуникация, коммуникативная компетентность, цифровая образовательная среда, будущий учитель начальных классов, мультимодальные учебные материалы, педагогическое общение, цифровые образовательные средства, интерактивное общение.

Ta'limni raqamlashtirish jarayonlari o'qituvchi faoliyatiga yangi talablarni qo'yimoqda. Zamonaviy pedagog nafaqat samarali og'zaki va yozma muloqotni tashkil eta olishi, balki raqamli vositalar yordamida turli axborot shakllarini uyg'unlashtirib pedagogik muloqotni amalga oshira olishi zarur. Shu nuqtayi nazardan multimodal muloqot bo'lajak boshlang'ich sinf o'qituvchilarining kommunikativ kompetensiyasini rivojlantirishning muhim omillaridan biri hisoblanadi.

Ilmiy adabiyotlarda multimodallik ma'lumotni turli belgilar tizimi orqali uzatish jarayoni sifatida talqin qilinadi. Bunda matn, tasvir, audio, video, animatsiya, infografika va boshqa vizual elementlar o'zaro uyg'un holda qo'llanilib, o'quvchining axborotni qabul qilishi va tushunish samaradorligini oshiradi. R.Mayerning multimedia ta'limi nazariyasiga ko'ra, inson axborotni verbal va vizual kanallar orqali birgalikda qabul qilganda o'zlashtirish darajasi sezilarli ortadi[1;5].

YUNESKO va Iqtisodiy hamkorlik va taraqqiyot tashkiloti (OECD) hujjatlarida o'qituvchining raqamli kompetentligi zamonaviy professionallikning ajralmas qismi sifatida e'tirof etiladi. Yevropa Ittifoqining o'qituvchilar raqamli kompetentligi bo'yicha asosli ramkasi – DigCompEdu – baholash (Assessment) sohasini o'qituvchi raqamli kompetentligining oltita asosiy sohasidan biri sifatida ajratib ko'rsatadi[2;745]. Multimodal yondashuvning nazariy asoslari G.Kress va T.van Leeuwen tomonidan ishlab chiqilgan bo'lib, ular multimodal muloqotni matn, tasvir, audio va boshqa semiotik vositalarning uyg'unligi orqali mazmun yaratish hamda uzatish jarayoni sifatida izohlaydilar [3]. C.Jewitt esa multimodallikni zamonaviy ta'limning samarali pedagogik yondashuvi sifatida baholab, turli modalliklardan uyg'un foydalanish ta'lim oluvchilarning faolligini, mazmunni anglashini va ta'lim samaradorligini oshirishini ta'kidlaydi [4]. Mazkur ilmiy qarashlar raqamli ta'lim muhitida multimodal muloqotni tashkil etishning nazariy asosini tashkil etadi. R.Mayer

va L.Fiorella multimedia ta'limi nazariyasida matn va tasvirning uyg'un qo'llanilishi ta'lim oluvchilarning axborotni chuqurroq tushunishi va o'zlashtirishiga xizmat qilishini ilmiy jihatdan asoslaydilar. Mualliflarning fikricha, multimedia ta'limining samaradorligi texnologiyaning o'ziga emas, balki uning insonning kognitiv xususiyatlariga mos ravishda pedagogik loyihalashtirilishiga bog'liq. Shuningdek, ular mazmunli o'rganish axborotni tanlash, tashkil etish va avvalgi bilimlar bilan integratsiyalash jarayonida yuzaga kelishini ta'kidlaydilar[1].

Mahalliy tadqiqotlarda ham multimodal yondashuv va raqamli ta'lim muhitining pedagogik imkoniyatlari yoritilgan. N.Akbarova multimodal yondashuv ta'lim sifatini oshirishga xizmat qilishini hamda multimodal materiallardan o'quvchilarning individual xususiyatlarini hisobga olgan holda foydalanish zarurligini qayd etadi [5;358]. D.Zikirova esa raqamli ta'lim muhitida bo'lajak boshlang'ich sinf o'qituvchilarining kasbiy kompetensiyalarini rivojlantirishda kommunikativ kompetensiyaning muhim o'rin tutishini asoslab, onlayn va oflayn pedagogik muloqotni samarali tashkil etish zarurligini ta'kidlaydi [6;38]. B.Utemuratovning tadqiqotida multimedia vositalari va raqamli texnologiyalardan foydalanish o'quvchilarning kommunikativ faolligi, nutqiy ko'nikmalari va o'quv motivatsiyasini rivojlantirishga ijobiy ta'sir ko'rsatishi qayd etilgan [7]. B.Qodirov va N.Shog'darov raqamli ta'lim muhitida bo'lajak o'qituvchilarning kasbiy kompetensiyalarini rivojlantirishda raqamli platformalar va multimedia vositalaridan foydalanish muhim pedagogik omil ekanligini ta'kidlaydilar. Mualliflar loyiha asosida o'qitish, elektron portfoliolar, onlayn baholash va masofaviy muloqotni tashkil etish bo'lajak o'qituvchilarning kommunikativ hamda raqamli ko'nikmalarini rivojlantirishga xizmat qilishini qayd etadilar[8]. Adabiyotlar tahlili shuni ko'rsatadiki, raqamli ta'lim muhiti sharoitida multimodal muloqotni samarali tashkil etish bo'lajak boshlang'ich sinf o'qituvchilarining kommunikativ kompetensiyasini rivojlantirishning muhim shartlaridan biridir. Shu bois pedagoglarni tayyorlash jarayonida multimodal o'quv materiallarini pedagogik jihatdan loyihalash, interaktiv pedagogik muloqotni tashkil etish hamda raqamli platformalar imkoniyatlaridan keng foydalanishga alohida e'tibor qaratish zarur.

Raqamli ta'lim muhitining rivojlanishi pedagogik muloqotning mazmuni va amalga oshirish usullarini kengaytirdi. Natijada pedagogik muloqot matn, audio, video va vizual vositalarning uyg'unligi asosida amalga oshirilmoqda. Boshlang'ich ta'lim amaliyotida multimodal muloqotning ahamiyati yanada yuqori hisoblanadi. Chunki kichik yoshdagi o'quvchilarning psixologik xususiyatlari ko'rgazmalilik, obrazlilik va emotsional ta'sirchanlikka asoslangan ta'limni talab etadi. Shu sababli o'qituvchi

tomonidan matnli tushuntirishni video, animatsiya, infografika, ovozli sharh va interaktiv topshiriqlar bilan uyg'unlashtirish pedagogik muloqotning sifatini oshiradi. Multimodal muloqotni samarali tashkil etishda Google Classroom, Moodle, Microsoft Teams, Canva, Padlet va Quizizz kabi platformalar muhim o'rin tutadi. Ular multimodal o'quv jarayonini maqsadga muvofiq boshqarish imkonini beradi. Shu asosda bo'lajak boshlang'ich sinf o'qituvchilarining kommunikativ kompetensiyasini rivojlantirishga xizmat qiluvchi quyidagi pedagogik mexanizmlar ajratib ko'rsatildi:

1. Multimodal o'quv materiallarini loyihalash mexanizmi – o'quv maqsadi va o'quvchilarning yosh xususiyatlarini hisobga olgan holda matn, tasvir, audio, video va boshqa vositalarni uyg'unlashtirib o'quv materiallarini yaratish va taqdim etish.

2. Interaktiv pedagogik muloqotni tashkil etish mexanizmi – raqamli platformalar orqali muhokamalar, interaktiv topshiriqlar tashkil etish.

3. Raqamli qayta aloqa o'rnatish mexanizmi – o'quvchilarga matnli, audio yoki videoli fikr-mulohazalar berish, ularning o'quv faoliyatini tahlil qilish va o'z vaqtida metodik tavsiyalar taqdim etish orqali kommunikativ hamkorlikni qo'llab-quvvatlash.

4. Hamkorlikdagi o'quv faoliyatini tashkil etish mexanizmi – raqamli platformalarda guruhli topshiriqlar, fikr almashish jarayonini tashkil etish va muloqot ko'nikmalarini rivojlantirish.

Mazkur mexanizmlar o'zaro uyg'un holda bo'lajak boshlang'ich sinf o'qituvchilarining kommunikativ kompetensiyasini rivojlantirish hamda raqamli ta'lim muhitida multimodal muloqotni tashkil etishning amaliy asosi bo'lib xizmat qiladi.

Xulosa qilib aytganda, multimodal muloqot raqamli ta'lim muhitida bo'lajak boshlang'ich sinf o'qituvchilarining kommunikativ kompetensiyasini rivojlantirishning muhim vositalaridan biri hisoblanadi. Matn, audio, video va vizual axborotning integratsiyasi pedagogik muloqotning mazmuni va sifatini oshiradi hamda o'qituvchining kasbiy kommunikativ faoliyatini zamonaviy ta'lim talablari asosida tashkil etishga xizmat qiladi. Shu bois pedagoglarni tayyorlash jarayonida multimodal o'quv materiallarini loyihalash va multimodal muloqotni samarali tashkil etish ko'nikmalarini tizimli rivojlantirish maqsadga muvofiqdir.

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METONYMY AS A COGNITIVE MECHANISM IN THE FORMATION OF PHRASEOLOGICAL MEANING: A COMPARATIVE STUDY OF ENGLISH AND UZBEK

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Abstract. This paper examines conceptual metonymy as a cognitive process that contributes to meaning creation in the phraseology of English and Uzbek. In traditional linguistics, metonymy is usually described as a semantic mechanism motivated by proximity between entities. By contrast, conceptual metonymy is defined as a process in which a salient aspect of a cognitive domain serves as an access point to another aspect within the same domain. This perspective is particularly appropriate for phraseological units, whose figurative meanings are typically grounded in embodied experience, culture, and conventional conceptual structures. In this study, a qualitative comparative approach is adopted, and several verbal phraseological units in English and Uzbek are analysed in terms of the metonymic relationships that underlie their meanings. The analysis compares the manifestations of metonymy in English and Uzbek verbal phraseological units, highlighting their shared and language-specific cognitive and semantic characteristics.

Keywords: conceptual metonymy, phraseological meaning, verbal phraseological unit, cognitive mechanism, metaphonymy

Introduction

Phraseological units hold a unique place in the lexico-semantic structure of a language since there may be no possibility of explaining the meanings of such units by means of the summing up the dictionary meanings of their separate elements. However, non-compositionality of the meaning of an idiom in question does not presuppose its arbitrariness in any way. In terms of cognitive linguistics, many figures of speech are motivated from the semantic point of view by universal regularities of human conceptualization and embodied experience. For instance, Gibbs considers figurative thinking to be an inherent part of cognition (Gibbs, 1994).

In this regard, metaphor and metonymy have especially gained importance as mechanisms that help in accounting for the conceptual grounding of linguistic meaning. The cognitive approach to the study of metaphors and metonymies proposed by Lakoff and Johnson has made an invaluable contribution to the study of the nature

of figurative language as a structure of thinking rather than just rhetoric (Lakoff & Johnson, 1980). While the concept of the conceptual metaphor has been studied more extensively in the research on figurative language, metonymy is just as important for the structuring of meaning.

Metonymy, as defined by Radden and Kövecses, represents “the mental process by which a vehicle entity makes an individual think about a target entity both in the same idealized cognitive model” (Radden & Kövecses, 1999). Thus, the authors’ definition of the concept goes far beyond the traditional view that metonymy consists of mere substitution of linguistic units. In the same manner, Langacker’s reference-point model suggests the possibility of using a salient entity as a means of accessing another entity, which is less accessible from the conceptual perspective (Langacker, 1993).

This change in perspective on metonymy is especially significant for phraseology. Expressions like “lose one’s head”, “give someone a hand”, “open one’s heart”, Uzbek “boshini yo‘qotmoq” – “to lose one’s head”, “qo‘l uzatmoq” – “to extend a hand/help”, and “ko‘nglini ochmoq” – “to open one’s heart” include concrete bodily components in their structures; however, the meaning of the expressions in question has nothing to do with the bodily elements, as it refers to the control of one’s mind, help, emotions, and interpersonal relations.

The recent studies on Uzbek have also viewed metaphor and metonymy from a cognitive point of view, thus showing how culturally organized conceptual structure affects such linguistic processes. In particular, the study by Khakimova and Rahmatova of cognitive metaphor and metonymy in Uzbek focuses on the role played by national conceptual structures in semantic processing (Khakimova & Rahmatova, 2025). The study on scenario metonymy in Uzbek has also proven how one part of the scenario can activate the whole culturally familiar event (Muzaffarova, 2025).

In this context, the current study is focused on the investigation of the role played by conceptual metonymy in the motivation of phraseological meaning in English and Uzbek and on establishing the major similarities and differences in metonymic motivation of verbal phraseological units in the studied languages. Furthermore, it will try to find out how metonymic motivation is related to metaphorical extension when both processes work together.

Conceptual Metonymy and Phraseological Meaning

Traditional definitions define metonymy as the exchange of names based on the contiguity between entities that can be spatial, causal, temporal, functional, etc. While such an explanation works for the description of the semantic connection between linguistic terms, it does not account for why certain entities can represent others cognitively.

Metonymy, according to cognitive linguistics, is concerned not with the substitution of lexemes, but rather with the possibility of conceptual access to them. Metonymy, according to Radden and Kövecses, can be defined in terms of Idealized Cognitive Models and includes such metonymy-generating conceptual relations as “Part For Whole, Whole For Part, Instrument For Action, Agent For Action, Result For Action,” and similar relationships.

It is significant for the study of phraseology as an idiom may retain the concrete lexical picture while its figurative meaning is abstract. Metonymy is capable of explaining the process of transformation of the concept from the concrete element to the figurative one.

Take for example the English idiom “give someone a hand”. The literal meaning of this idiom relates to the physical hand. Phraseological meaning is “to help someone”. Semantic change may be presented in the following way:

HAND → PHYSICAL ACTION → ASSISTANCE

The hand is the most important instrument of the body in performing various actions. As a result, the hand takes on significance as an important point of reference in human action. This embodiment leads to the emergence of the metonymic concept of HAND FOR ACTION/HELP. In this case, the meaning of “help” is motivated, not arbitrary.

Analogous to the above example, we have “qo‘l uzatmoq” “to stretch the hand; to help” in Uzbek. Here “qo‘l” “hand” acts as the source of the concept of the action performed by the hand, as well as the help offered to another person. The likeness between the two units indicates that bodily experience leads to analogous concepts in different languages.

Metonymic motivation, however, should not be interpreted as requiring complete semantic transparency. Once a phraseological unit becomes conventionalized, speakers may process its idiomatic meaning directly. The cognitive analysis concerns the conceptual structure that motivates the relation between the lexical image and the conventional meaning, rather than claiming that speakers consciously reconstruct the metonymic chain every time the idiom is used.

Metonymic Models in English and Uzbek Verbal Phraseological Units

One of the most apparent lexical correspondences is that between English “head” and Uzbek “bosh”. As the head houses the brain and is traditionally perceived as the site of thought, reasoning, consciousness, and control, it may serve as a metonymic anchor of mind activity. The English phrase “use one’s head” refers to careful thinking or intelligent behavior. The conceptual link between the concrete physical organ and the abstract ability may be illustrated as:

HEAD FOR MIND/INTELLECT

A corresponding expression in Uzbek language is:

“boshini ishlatmoq” – “to use/work one’s head” (literally), “to think, to be intelligent” (figuratively).

The correspondence is highly important as there is conceptual similarity between the source lexeme and verbal construction.

A more complicated example is “lose one’s head”, which means ‘to lose self-control’. Uzbek “boshini yo‘qotmoq” conveys almost the same meaning. In the first step, “HEAD FOR MENTAL CONTROL” constitutes a metonymic connection. Nevertheless, the whole figurative expression can be read metaphorically:

SELF-CONTROL LOSS IS BODILY PARTS LOSS.

Therefore, metonymy establishes the “head/bosh” link with the cognitive process itself, whereas metaphor encodes the loss of such processes as the loss of a certain physical feature. These cases show why the semantic structure of an idiom cannot be always described by a single figure of speech.

HAND/QO‘L as Metonym of Action, Help and Agency

There is another fruitful metonymic relation between the hand and the activity of humans. “Give someone a hand” in English is an example of “HAND FOR HELP/ACTION”, mentioned above. There is another phrase “have a hand in something” meaning to participate in or to contribute to some action. In this case, the hand is the way of access not only to physical action but to human agency. There are similar conceptual links in Uzbek. In “qo‘l uzatmoq”, the visible act of extending the hand evokes the social action of helping the other person. The phrase is based on the experience where physical help is associated with the movement of the hand.

The following scheme can illustrate this concept:

HAND/QO‘L → ACTION → HELP/PARTICIPATION

Parallelism does not imply linguistic equivalence in each context, but rather points to the common embodied nature of the two languages’ speakers

EYE/KO‘Z as a Metonym for Seeing, Attention, and Supervision

A third fruitful example of metonymic conceptualization is vision. In English, the expression “keep an eye on someone/something” means to watch, supervise, or pay attention to a person/thing. The bodily organ used in the process of perception is a metaphorical representation of the process itself:

EYE FOR SEEING → SEEING FOR ATTENTION/SUPERVISION

In phraseological units in Uzbek, the word “ko‘z” “eye” is used extensively in relation to perception and attention. One of the more fascinating units in Uzbek is “ko‘z-quloq bo‘lmoq,” literally “to be eye and ear,” which means to supervise someone/thing closely. Two sensory organs are metaphorically combined and then perform the

functions they usually do, which in turn leads to the conceptualization of supervision. The examples demonstrate that the basis of embodiment is similar; however, Uzbek uses cultural conventions of combining two sensory organs in order to accomplish the purpose.

Scenario Metonymy and the Activation of Complex Events

All metonymic phraseology is not concerned with the body parts. Another key device relates to using one distinct phase of an event to evoke the entire familiar scenario. Metonymy studies indicate that the scenarios might have their own metonymic organization, whereby one element of the structured event activates the whole scenario. The phrase “dasturxon tuzamoq” “to spread the tablecloth/table spread” in Uzbek can serve as an example. Under certain circumstances, the particular action can evoke a broader scenario of hospitality, comprising preparation of food, reception of guests, serving a meal, sitting down at table, and socializing:

SUBEVENT FOR WHOLE EVENT/SCENARIO

It must be stated that “dasturxon tuzamoq” is much less idiomatically opaque than “boshini yo‘qotmoq”. Therefore, it is much more accurate to consider it a conventionalized phrase and to refer to it as an illustration of scenario metonymy than to assume that all scholars would consider it a full-fledged idiomatic phraseological unit. Nonetheless, its cognitive organization provides an interesting case of using culturally salient actions to access socially significant events in cognition.

In recent studies devoted to scenario metonymy in Uzbek, one can also find the analysis of how separate components of culturally familiar situations can activate whole event structures (Muzaffarova, 2025).

Interaction between Metonymy and Metaphor in Phraseological Meaning

As illustrated in the analysis presented above, there cannot always be an explicit boundary between metaphor and metonymy in phraseological semantics. The term “metaphonymy” has been invented by Goossens to describe the interplay of the two semantic operations. Metaphor can be a product of the metonymic process or metonymy can take place in the metaphorical context (Goossens, 1990). In addition, Barcelona describes metonymy as a cognitive operation that interacts with metaphor to form conceptualization in discourse (Barcelona, 2000). Such interplay becomes particularly evident in somatic phraseology.

In English “open one’s heart”:

- Metonymic root: *heart* for emotions/inner life;
- Metaphorical extension: emotional inner life is a container.
- Phraseological meaning: to disclose one’s intimate emotions honestly.

In Uzbek “ko‘nglini ochmoq”:

- Metonymic root: *ko'ngil* for emotional inner world;
- Metaphorical extension: inner world is a container.
- Phraseological meaning: to share one's feelings or talk openly about one's inner life. English "lose one's head" and Uzbek "boshini yo'qotmoq" include such "metonymic roots" as head/bosh for mental control.

These results indicate that the dichotomy between the concepts of "universal" and "culture-specific" phraseology cannot be interpreted as a mutually exclusive one. A phraseological unit can have a relatively universal semantic base and, at the same time, a culture-specific verbal expression. The common nature of bodily experiences imposes some restrictions on conceptual associations, while cultural norms determine which associations are lexicalized.

Conclusion

Conceptual metonymy performs an essential function in the process of semantic development of phraseological units in English and Uzbek languages. It is proven that many phraseological units are motivated through common embodied experience, mainly referring to human body parts such as *head/bosh*, *hand/qo'l*, *heart/ko'ngil*. However, the same concepts can be presented in different forms due to linguistic and cultural specificity of each language.

The results also show that the interaction between metaphor and metonymy is quite typical in the process of semantic development of a figurative meaning of phraseological units. In this case, metonymy gives conceptual background, while metaphor builds a figurative structure. Consequently, the phenomenon of conceptual metonymy can be regarded as a cognitive model that correlates the image of a phraseological unit with its conventional figurative meaning.

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TRANSLANGUAGING PEDAGOGY IN BILINGUAL PRIMARY EDUCATION: ENHANCING COMMUNICATIVE COMPETENCE ACROSS LANGUAGES

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Abstract

This article examines translanguaging pedagogy as an instructional approach for bilingual primary school learners. The aim of the study is to determine how allowing children to draw flexibly on their full linguistic repertoire, rather than restricting classroom talk to a single target language, affects participation, collaborative writing quality, and classroom dynamics. Classroom observation, analysis of student writing samples, and a teacher reflective journal were used as the primary sources of data over a six week instructional cycle. The findings indicate that permitting translanguaging during planning and discussion stages increased both the length and the quality of student contributions, supported peer scaffolding, and reduced visible signs of language anxiety, while the final written products remained in the designated target language. The article also discusses practical implications for lesson design and teacher preparation in multilingual primary classrooms.

Keywords: translanguaging, bilingual education, primary school, communicative competence, language pedagogy, multilingualism.

Introduction

Classrooms serving bilingual and multilingual children have traditionally been organized around a strict separation of languages, on the assumption that mixing languages during instruction slows down acquisition of the target language. Over the past two decades, this assumption has been challenged by scholars who argue that bilingual speakers do not operate two separate, walled off linguistic systems, but rather draw on a single, integrated linguistic repertoire that includes all the languages and varieties they know.

The term translanguaging, developed and popularised by researchers such as Ofelia Garcia and Li Wei, refers both to this everyday linguistic behaviour of bilingual speakers and to a pedagogical stance that deliberately makes room for it in the classroom. Rather than treating a child's home language as an obstacle to be

suppressed, translanguaging pedagogy treats it as a resource that can support comprehension, participation, and the construction of new knowledge in the target language.

In multilingual settings such as Central Asia, where children frequently move between Uzbek, Russian, and increasingly English, the question of how much room to give home languages inside a lesson is far from theoretical; it shapes daily classroom practice. Yet empirical studies of translanguaging pedagogy conducted specifically with young learners in this region remain scarce, which motivates the present study.

The study addresses the following research tasks: to design a short instructional cycle that deliberately incorporates translanguaging strategies at the planning and discussion stages of collaborative writing tasks; to collect and analyse evidence of student participation and written output before and after the cycle; to identify recurring patterns in how children use their home language while working toward a target language product; and to draw practical recommendations for primary school teachers.

Methods

The study involved twenty third grade students, aged eight to nine, in a primary classroom where Uzbek was the dominant home language for most children and Russian was the medium of instruction for the target writing tasks. Over six weeks, students completed three collaborative writing assignments in pairs, each following the same three stage sequence: an oral planning discussion, a drafting stage, and a final written submission.

During the planning discussion, pairs were explicitly permitted, and in fact encouraged, to talk in whichever language felt most comfortable, including switching between languages within the same sentence. During drafting and the final submission, students were expected to produce a coherent written text in Russian, the designated target language for the assignment. This design allowed the researcher to observe whether relaxing language restrictions at the oral, generative stage would carry benefits into the written, evaluated stage.

Data were collected through structured classroom observation using a checklist that recorded turn length, frequency of language switching, and indicators of active engagement such as leaning in, gesturing, or requesting clarification from a partner. In addition, all final written texts were collected and scored using a simple rubric covering content development, vocabulary range, and grammatical accuracy, and the classroom teacher kept a short reflective journal after each session.

The combination of observation, written artefacts, and teacher reflection was chosen to triangulate findings across behavioural, textual, and pedagogical perspectives, rather

than relying on a single measure that might obscure how translanguaging functioned in practice.

Results

Observation data showed that average turn length during planning discussions increased once translanguaging was explicitly permitted, and that students who had previously participated only minimally began contributing more substantial ideas once they were no longer required to formulate them directly in Russian. Several pairs were observed negotiating vocabulary in Uzbek before settling on a Russian equivalent together, effectively using the home language as a bridge toward the target language term.

Analysis of the written products indicated a gradual improvement across the three assignments in content development and vocabulary range, even though grammatical accuracy improved more modestly. This pattern suggests that the oral planning stage, when conducted flexibly across languages, helped students generate richer ideas that they then worked to express in the target language, rather than limiting themselves to ideas simple enough to express correctly from the outset.

The teacher's reflective journal repeatedly noted a visible reduction in what she described as reluctance to speak, particularly among students who were less confident in Russian. She observed that these students appeared more willing to take conversational risks once they understood that switching to Uzbek during planning would not be treated as a failure to follow instructions.

At the same time, the journal also recorded practical challenges: managing a classroom where several conversations proceed in more than one language simultaneously requires additional teacher attention, and assessing the quality of oral planning discussions in real time was more demanding than simply monitoring for use of the target language alone.

Discussion

These findings are broadly consistent with translanguaging theory, which holds that restricting bilingual learners to a single language during a cognitively demanding task can constrain the ideas they are able to generate and express. By contrast, allowing students to draw on their full linguistic repertoire during the generative stage of a task appears to have freed cognitive resources that were then available for the more demanding work of composing in the target language.

The results also resonate with the concept of funds of knowledge, since students frequently used their home language not merely as a translation aid but as a means of

accessing prior experience and vocabulary that they might otherwise not have brought into the lesson at all. This suggests that translanguaging pedagogy can support content development in writing, not only comfort or participation.

The study has clear limitations. The sample was small and drawn from a single classroom, the instructional cycle was short, and no comparison group completing the same tasks under a strict target language only policy was included. Future research with a larger sample and a comparative design would help clarify how much of the observed improvement can be attributed specifically to translanguaging rather than to increased practice with the writing task format itself.

Conclusion

The findings suggest that deliberately incorporating translanguaging at the planning stage of collaborative writing tasks can increase student participation, support richer idea generation, and reduce visible language anxiety, without compromising the requirement that final written work be produced in the target language. For teachers working in multilingual primary classrooms, these results offer a practical rationale for treating students' home languages as a pedagogical resource rather than a distraction to be managed away.

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METHODOLOGICAL FOUNDATIONS OF WORKING ON WORD MEANING IN PRIMARY SCHOOL MOTHER TONGUE LESSONS

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Abstract. This paper outlines the methodological foundations, content, didactic principles, methods, and tools for working on word meanings in primary school native language lessons, as well as the importance of this work for developing students' lexical and speech competence. It argues that the process of mastering word meanings should not be limited to merely providing definitions for new words; instead, it must be structured around comprehension, semantic differentiation, contextual application, and incorporation into active speech. Furthermore, the didactic potential of using images, objects, context, question-and-answer exercises, comparisons, synonyms and antonyms, dictionary work, and creative tasks has been explored. Based on the age-related and psychological characteristics of primary school students, a methodological algorithm has been proposed: "perceiving the word – grasping the meaning – explaining – distinguishing – applying in context – using in independent speech."

Keywords: primary education, mother tongue, word meaning, vocabulary work, lexical competence, speech competence, semantic understanding, context, illustrated explanatory dictionary, methodological basis, vocabulary richness.

Introduction. One of the primary objectives of mother-tongue education at the primary level is to foster in students not only an understanding of linguistic phenomena but also the skills to apply them correctly and purposefully in practical speech activities. In this process, working on word meaning holds particular methodological significance, as a student's vocabulary is directly linked to their reading comprehension, ability to express thoughts—both orally and in writing—engagement in communication, and capacity for independent thinking.

The concept of working on word meaning is broad in scope, encompassing processes such as defining the meaning of new words, linking them to existing lexical units, understanding synonymic and antonymic relationships, distinguishing contextual meanings, perceiving words through images or objects, and applying them in speech. From this perspective, it is essential to organize work on word meaning in primary-grade mother-tongue lessons not merely as an isolated exercise or a brief stage of a lesson, but as a systematic methodological process that ensures the student's lexical and speech development.

Mastering the meaning of a word goes beyond a student simply memorizing a new lexical unit. The student must be able to visualize the object, attribute, action, or phenomenon the word represents, understand how it differs from other units, and use the word in an appropriate speech context. Therefore, the primary objective of the methodology for teaching word meaning can be defined as follows: ensuring that the student consciously grasps the meaning of the new word, integrates it into their existing lexical system, and incorporates it into active speech. To achieve this

goal, it is important—alongside providing ready-made explanations—to employ methods that encourage students to discover the meaning independently.

From a research perspective, it is advisable to organize the process of working on word meaning through the following sequential stages:

1. Motivational-contextual stage: the new word is introduced to the learner via a familiar situation, text, image, or conversation;
2. Semantic perception stage: the learner determines the word's meaning through observation, comparison, and answering questions;
3. Visual-semantic stage: the word is linked to an image, object, action, or situation;
4. Verbal-semantic stage: the learner attempts to explain the word's meaning in their own words;
5. Semantic relationship identification stage: the word's synonyms, antonyms, and units with similar or opposite meanings are identified;
6. Contextual application stage: the new word is used in various sentences and texts, and its meaning is clarified based on the context;
7. Productive-speech stage: the learner uses the new word to independently create a sentence, dialogue, or short text;
8. Reflexive-diagnostic stage: the learner re-evaluates the meaning and usage of the acquired word.

The key feature of this methodological sequence is that it facilitates the transition from "knowing" to "applying"—that is, from reproductive activity to productive activity.

In primary school native language lessons, the following methods are considered effective for clarifying and explaining word meanings: showing the object, explaining via images, demonstrating through actions, conveying meaning through context, explaining using synonyms or antonyms, providing brief definitions, analyzing word structure, making comparisons, using a question-and-answer format, consulting a dictionary, encouraging independent interpretation, and creating speech situations.

When selecting these methods, one must consider the nature of the word, the age and proficiency level of the primary school students, and the lesson's objective. For instance, while explaining the names of specific objects using pictures or real items is effective, it is more appropriate to clarify abstract concepts through context, comparison, and simple verbal explanations.

The significant role that imagery-based thinking plays for primary school students necessitates the use of visual aids when explaining word meanings.

Through the use of images, the object-related meaning of a word is revealed; a mental image of the new word is formed; the connection between the word and the object is reinforced; student interest is heightened; and a foundation for independent thinking is established.

However, an image should not serve merely as an illustration. It should engage the student in a process of observing, questioning, comparing, drawing conclusions, and expressing ideas verbally.

In this regard, the didactic potential of illustrated explanatory dictionaries is particularly significant. Such dictionaries integrate the word's graphic representation, name, simple definition, and an example of its usage.

A word's meaning often becomes most apparent within the context in which it is used. Therefore, it is essential to teach students to understand words not as isolated units, but as parts of sentences and texts. For example: "In spring, the gardens donned a green 'garment' (libos)." Although the literal meaning of the word *libos* relates to clothing, in this context, it is used to create a vivid image of the greenery covering the trees and plants. Through such examples, students begin to grasp how a word's meaning can shift depending on the context. Thus, contextual tasks not only develop the student's semantic thinking but also lay the groundwork for understanding the figurative and contextual meanings of words.

It is advisable to organize work on word meaning based on the following didactic principles: The principle of conscious engagement and active participation. Instead of passively accepting a word's meaning, the student actively strives to comprehend it. The principle of visual demonstration. The meaning of a word is linked, whenever possible, to an object, image, action, or situation.

The principle of consistency and systematic organization. Work on vocabulary is structured as a continuous, ongoing process rather than a one-time exercise. The principle of age-appropriateness. Tasks must align with the student's psychological and cognitive capabilities. The principle of a contextual approach. Word meaning is connected to real-life speech situations and texts. The principle of an individual approach. Differences in students' vocabulary and learning pace are taken into account. The principle of activity-based learning. The student not only learns a new word but also applies it in practical use.

To determine the effectiveness of the methodology for working on word meanings, it is necessary to regularly assess students' performance. The following criteria can be used for this purpose: semantic comprehension, visual-semantic association, verbal explanation, semantic differentiation, contextual understanding, and productive application.

Based on these criteria, students can be categorized into high, intermediate, and low proficiency levels. A student at the high level independently comprehends and explains word meanings, distinguishes between synonyms and antonyms, and uses new words in independent speech situations. An intermediate-level student grasps the core meaning but requires support when explaining or independently using the word. Conversely, a student at the low level faces significant difficulties in comprehending word meanings, identifying the connection between images and words, and using new words in speech.

Based on the research findings, the following methodological model for working on word meaning in primary school mother-tongue lessons can be proposed:

Objective → content → methods → tools → learning activity → diagnostics → result.

In terms of content, the work is structured around the following model: Word → image/object → explanation → context → semantic relationship → exercise → independent speech → reflection.

The scientific and methodological novelty of this model lies in the fact that the acquisition of word meaning is organized through the integration of linguistic knowledge, visual perception, semantic analysis, and speech activity.

Conclusion. Working on word meanings in primary school native language lessons is a crucial methodological prerequisite for developing students' vocabulary, speech competence, and semantic thinking. The research findings demonstrate that limiting work on word meanings merely to defining new words is methodologically insufficient. An effective methodology must systematically facilitate the student's perception of a word, comprehension of its meaning, ability to explain and distinguish it from other words, and capacity to use it in context and in independent speech. On this basis, the algorithm "word perception – meaning comprehension – association with visual imagery – verbal explanation – semantic differentiation – contextual application – productive speech activity – reflection" is proposed as a promising methodological model for addressing word meanings in primary school native language education.

Integrating this methodological approach with illustrated explanatory dictionaries, didactic materials, interactive tasks, and diagnostic tools fosters students' conscious and active mastery of word meanings.

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Improving Speaking Fluency of Young EFL Learners through Interactive and Multisensory Activities

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Abstract: Developing speaking fluency is a key objective of teaching English as a Foreign Language (EFL) to young learners. Primary school pupils often experience difficulties because of limited vocabulary, low confidence, and insufficient communicative practice. This paper examines the effectiveness of interactive and multisensory activities in improving speaking fluency. The study assumes that children learn more effectively when visual, auditory, kinesthetic, and communicative elements are integrated into instruction. Games, role-plays, storytelling, songs, and movement-based tasks provide meaningful opportunities for oral practice. The findings indicate increased participation, confidence, vocabulary use, and fluency, supporting engaging and communicative approaches to speaking instruction.

Keywords: young learners, EFL, speaking fluency, interactive activities, multisensory learning, oral communication, primary education.

Speaking is a fundamental component of foreign language learning, particularly at the primary level, where learners begin to develop basic communicative habits and attitudes towards the target language. For young EFL learners, oral communication is often more challenging than receptive language skills because speaking requires learners to retrieve vocabulary, construct utterances, pronounce words, and respond to communicative partners within a limited period of time. Harmer emphasizes that successful speaking instruction should provide learners with opportunities to use language for meaningful communication rather than merely reproduce isolated linguistic forms [3]. Therefore, the development of speaking fluency requires teaching strategies that correspond to the psychological and educational characteristics of children.

Interactive activities represent an effective means of increasing young learners' oral participation. Pair work, group work, information-gap tasks, role-plays, language games, and short dialogues encourage children to use English for communicative purposes. Richards and Rodgers note that communicative approaches place meaningful interaction at the center of language learning and promote the development of communicative competence through purposeful language use [5]. In primary EFL classrooms, however, interaction should be carefully adapted to learners' age, language

level, and cognitive abilities. Short, clearly structured, and game-based speaking tasks are generally more suitable for children than abstract discussions or lengthy presentations.

The effectiveness of interactive speaking activities can be strengthened through multisensory learning. Multisensory instruction involves the simultaneous use of several sensory channels, including visual, auditory, and kinesthetic experiences. Pictures, flashcards, real objects, songs, gestures, movements, and physical actions can support learners in understanding and remembering language. Pinter argues that young language learners benefit from activities that connect language learning with play, imagination, movement, and meaningful classroom experience [4]. When children hear a word, see its representation, and perform a related action, the learning process becomes more engaging and memorable.

In the context of speaking fluency, multisensory activities reduce the cognitive burden associated with oral production. Visual prompts can help learners retrieve vocabulary, while gestures and physical movement provide additional support for expressing meaning. For example, picture sequences may be used for collaborative storytelling, enabling pupils to describe events and construct simple narratives. Similarly, action songs and Total Physical Response-inspired activities can introduce useful vocabulary and sentence patterns before learners use them in pair or group communication. Such tasks create a natural transition from comprehension to oral production.

Interactive and multisensory activities are also important for reducing anxiety and increasing learners' confidence. Young children may hesitate to speak because they are afraid of making mistakes or because they do not possess sufficient linguistic resources. According to Cameron, classroom activities for children should provide meaningful repetition and gradual language support so that learners can participate successfully in communication [1]. Games and collaborative tasks create a less formal environment in which mistakes are perceived as a natural part of learning. Repeated exposure to familiar language patterns allows learners to produce speech more automatically and with fewer pauses.

The empirical perspective of the present study is based on classroom observation and the analysis of young learners' participation in speaking activities. The implementation of interactive and multisensory tasks demonstrated that learners became more willing to initiate short exchanges and respond to their peers. Activities combining pictures, movement, role-play, and oral interaction generated higher levels of participation than traditional question-and-answer exercises.[2] Learners also demonstrated greater confidence when speaking tasks included visual or physical support. These

observations indicate that fluency development is closely connected with the degree of learner engagement and the availability of meaningful communicative scaffolding.

Nevertheless, the use of such activities requires systematic organization. Teachers should clearly define the linguistic objective of each task and avoid using games solely for entertainment. Multisensory resources should support communication rather than distract learners from the target language. It is also necessary to ensure that all pupils have opportunities to speak, since highly active learners may otherwise dominate pair or group interaction.[6] Appropriate teacher guidance, modelling, and feedback remain essential elements of successful speaking instruction.

In conclusion, improving speaking fluency among young EFL learners requires an instructional environment in which children can repeatedly use English in meaningful, motivating, and age-appropriate situations. Interactive activities promote communication, collaboration, and active participation, whereas multisensory techniques provide cognitive and emotional support for language production. Their integration can therefore create favourable conditions for developing fluency, confidence, and communicative competence. The findings support the view that primary EFL instruction should move beyond isolated vocabulary and grammar practice towards activities that combine language, action, visual support, and social interaction. Further empirical research may investigate the long-term effects of multisensory and interactive instruction on different components of young learners' oral proficiency.

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THEORETICAL APPROACHES TO ENSURING THE STABILITY OF THE COMMERCIAL BANK DEPOSIT BASE

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Abstract: This article comprehensively examines the theoretical foundations and conceptual approaches to ensuring the stability of the deposit base of commercial banks. The essence of the category of "deposit stability" is disclosed on the basis of statistical-empirical, institutional-structural and behavioural approaches, and its structural and functional aspects are identified. Particular attention is paid to the fundamental works of F. Diamond, Ph. Dybvig, J. Stiglitz, G. Akerlof, F. Mishkin, D. Kahneman, A. Tversky and R. Thaler, on the basis of which the theory of deposit behaviour, the theory of bank runs, the theory of financial intermediation, and the problems of information asymmetry and depositor confidence are analysed. The impact of the COVID-19 pandemic (2020), the geopolitical uncertainty of 2022, and the 2023 collapse of Silicon Valley Bank, Signature Bank and First Republic Bank on the rethinking of the concept of deposit stability in the digital age is assessed. The specific features of applying these approaches to the banking system of the Republic of Uzbekistan, as well as the possibilities of using machine learning technologies in the assessment of deposit stability, are substantiated.

Keywords: commercial bank, deposit base, deposit stability, structural stability, functional stability, deposit behaviour theory, bank run, financial intermediation, information asymmetry, depositor confidence, Prospect Theory, behavioural economics, digital bank run, machine learning, banking system of Uzbekistan.

Introduction

The problem of ensuring the stability of the deposit base of commercial banks is one of the most pressing and complex areas of modern economic science, encompassing not only the practice of bank management but also profound theoretical foundations and conceptual approaches. Over the past four decades, world economic thought has produced an extensive body of scientific literature devoted to the study of deposit stability. This body of work includes the fundamental research of F. Diamond, Ph. Dybvig, D. Douglas, J. Stiglitz, G. Akerlof, F. Mishkin, M. Rothschild and other prominent economists. Their studies have made a significant contribution to the formation of the theoretical foundations of deposit stability and to the improvement of mechanisms for ensuring the financial stability of the banking system.

Under modern conditions — after the COVID-19 pandemic of 2020, the geopolitical uncertainty of 2022 and the 2023 collapse in the United States of Silicon Valley Bank, Signature Bank and First Republic Bank — the need has arisen to revise the theoretical foundations of deposit stability and to adapt them to the conditions of the digital economy. This article provides a comprehensive analysis of modern theoretical approaches and conceptual foundations for ensuring deposit stability. In particular, the concept of deposit stability, the criteria for its assessment, the theory of deposit behaviour, the theory of bank runs, the theory of financial intermediation, and the issues of information asymmetry and depositor confidence are examined in depth.

The concept of deposit stability is considered one of the most complex and multifaceted categories of modern banking theory. In order to fully disclose its essence, this concept must be analysed from various scientific perspectives. Etymologically, the word "stability" comes from the Latin "stabilitas", meaning "firmness", "balance" and "invariability". As applied to the deposit base, this category reflects a state of the resource base of commercial banks that is relatively constant over time, predictable, and resilient to external and internal shocks.

Analysis and Discussion

In international scholarly literature there are several approaches to defining deposit stability. According to the first approach, deposit stability is the ability of a bank to ensure that its deposit base does not undergo significant contractions over a given

period of time (usually 12 months). This approach is statistical-empirical in nature and can be quantitatively assessed by numerical methods. The second approach is institutional-structural in nature; it emphasises that deposit stability depends on the quality of the institutional infrastructure, legal framework and market mechanisms of the banking system. The third approach is behavioural: it stresses the decisions of depositors under the influence of psychological and social factors.

Of particular importance for the in-depth study of the theoretical foundations of deposit stability is the definition given by F. Mishkin and S. Eakins (2019). They define deposit stability as "the ability of a bank's deposit portfolio to maintain its compositional structure and ensure operational efficiency under conditions of external and internal economic change". This definition distinguishes two main aspects of deposit stability — structural and functional stability.

Structural stability reflects the relative invariability of the components of the deposit base over time. That is, the ratio of term and demand deposits, the share of deposits in national and foreign currency, and the balance between deposits of individuals and legal entities should not undergo significant changes. Functional stability, in turn, depends on the ability of the deposit base to ensure the continuous operation of the bank. Here, the timely execution of deposit payments, the satisfaction of liquidity needs and the implementation of the bank's credit policy are of key importance.

In modern banking practice the following main principles are recommended for assessing deposit stability. First, the principle of comprehensiveness — as a multifaceted category, stability must be assessed by a variety of indicators. Second, the principle of dynamism — stability must be interpreted not as a static but as a dynamic process. Third, the principle of context sensitivity — quantitative estimates of stability must be interpreted with allowance for the macroeconomic environment. Fourth, the principle of foresight — it is important to assess stability not only retrospectively but also from a prospective point of view.

Modern researchers particularly emphasise the twofold nature of deposit stability. On the one hand, deposit stability is a positive phenomenon for a bank, as it ensures the predictability and reliability of the resource base. On the other hand, an excessively high level of stability may in some cases lead to a weakening of banks' innovative activity, hinder the structural improvement of the resource base, and reduce flexibility in adapting to market conditions. Therefore, maintaining deposit stability at an optimal level is an important task.

In modern interpretations of deposit stability an important place is occupied by the factors of digital transformation and technological renewal. The 2023 crisis of Silicon Valley Bank showed that in the digital age deposits can be withdrawn at "digital speed". At SVB, USD 42 billion of deposits was withdrawn within 48 hours, which is considered the fastest bank run in banking history. This situation has required a rethinking of the traditional concept of deposit stability and its adaptation to the demands of the digital age.

Under the conditions of Uzbekistan, the concept of deposit stability has a number of specific features. First, the transitional characteristics of the national economy are linked to the process of improving market mechanisms in the banking system. Second, the historical dynamics of the population's confidence in the banking system and the process of its restoration. Third, changes in the currency structure of deposits within the framework of the de-dollarisation policy. Fourth, the rapid development of digital banking services and their impact on the deposit base. In 2020–2026, within the framework of the "Strategy for Reforming the Banking System", the Central Bank of the Republic of Uzbekistan implemented a number of measures aimed at increasing deposit stability, including the improvement of the deposit insurance system, the alignment of prudential norms with Basel III standards, and ensuring transparency in the banking system.

Assessing the stability of the deposit base is a complex and multi-stage process which requires the use of a wide range of quantitative and qualitative indicators. In modern scholarly literature three main levels of assessing deposit stability are distinguished: first, micro-assessment at the level of an individual bank; second, meso-assessment at the level of the banking sector (banking system); and third, general macroeconomic assessment. Each level requires its own system of criteria and indicators.

Modern approaches to assessing deposit stability also involve the use of Machine Learning and artificial intelligence technologies. In particular, algorithms such as Random Forest, Gradient Boosting and Neural Networks are widely used to forecast deposit behaviour and to identify in advance clients at high risk. These technologies make it possible to assess deposit stability with much greater accuracy and efficiency than traditional statistical methods.

The theory of deposit behaviour is an important area of modern economic science that analyses depositors' decisions to place, hold and withdraw deposits. The formation of this theory dates back to the 1950s and to the "Permanent Income

Hypothesis" of M. Friedman and F. Modigliani's "Life Cycle Theory". In subsequent decades this area was significantly enriched through the research of R. Thaler (2021), D. Kahneman and A. Tversky (1979) and other behavioural economists, and today it has become a separate scientific paradigm.

In classical economic theory, depositors were interpreted as rational agents. According to the concept of the rational agent, depositors have complete information and seek to maximise their utility functions. Their deposit decisions are taken solely on the basis of interest rates, liquidity needs and the risk-return trade-off. However, empirical studies have shown that in reality the behaviour of depositors differs significantly from the predictions of classical theory.

The formation of behavioural economics has made it possible to analyse depositors' decisions from a new perspective. The "Prospect Theory" developed by D. Kahneman and A. Tversky revealed depositors' high sensitivity to losses (loss aversion) and their asymmetric approach to assessing risks. According to this theory, depositors feel 2.5 times stronger negative emotions from a unit loss than positive emotions from an equivalent gain, which explains their sensitive reaction to information about the probability of a banking crisis.

Modern researchers of the theory of deposit behaviour identify a number of key factors. First, economic factors — interest rates, inflation, the rate of economic growth, the level of employment and real household incomes. Second, institutional factors — the reliability of the banking system, the existence and coverage of deposit insurance, legal framework and investment environment. Third, behavioural factors — psychological characteristics, social norms, cultural traditions and family history. Fourth, technological factors — the availability of digital banking services, the quality of mobile applications and the speed of online transactions.

Conclusion

The conducted study shows that ensuring the stability of the deposit base of commercial banks is a multifaceted problem that requires the integration of theoretical, methodological and practical approaches. Deposit stability should be interpreted as a dynamic category having two interrelated aspects — structural and

functional — and should be assessed by means of comprehensive indicators that take into account the macroeconomic context and prospective trends.

Second, in the modern digital age the classical theory of bank runs, the theory of financial intermediation and the theory of information asymmetry retain their fundamental importance, but require substantial reinterpretation. The 2023 crisis of Silicon Valley Bank, Signature Bank and First Republic Bank, at which USD 42 billion was withdrawn from SVB within 48 hours, demonstrated that in the digital environment traditional mechanisms of protection against deposit outflows are insufficient and that a new methodology adapted to "digital-speed" bank runs is needed.

Third, behavioural approaches — in particular D. Kahneman and A. Tversky's "Prospect Theory" and R. Thaler's studies — have proved that in real practice depositors act far more emotionally and asymmetrically than the classical rational-agent model assumes. Depositor confidence, sensitivity to information and cultural-social norms should therefore be considered independent objects of banking policy alongside economic and institutional factors.

Fourth, in the context of the banking system of the Republic of Uzbekistan, ensuring deposit stability calls for the combined use of the following areas: further improvement of the deposit insurance system, full transition to Basel III standards, strengthening depositor confidence in the banking system, development of digital banking services on the basis of cybersecurity, implementation of the de-dollarisation policy, and the application of modern Machine Learning technologies (Random Forest, Gradient Boosting, Neural Networks) for forecasting deposit behaviour.

Thus, ensuring the stability of the deposit base of commercial banks in the modern age requires a comprehensive approach that combines theoretical foundations, digital technologies and behavioural insights. Only such a synthesised approach can guarantee the sustainable development of the banking system, the maintenance of depositor confidence and the overall financial stability of the economy.

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BALANCE OF NATIONAL AND UNIVERSAL VALUES IN SUSTAINABLE DEVELOPMENT OF SOCIETY

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Abstract: This article examines the philosophical and axiological foundations of sustainable social development in the era of globalization, as well as the issue of the balance between national and universal values. It substantiates that sustainable development is not merely economic and environmental indicators, but a profound philosophical paradigm that encompasses human dignity, spiritual and moral responsibility, and ecological culture.

Keywords: sustainable development, social philosophy, national values, universal values, axiology, human dignity, spirituality, ecological culture.

Today, the global problems facing the modern world, the environmental crisis, and globalization processes have turned the sustainable development of society into a vital necessity. Sustainable development is not merely economic growth or technological progress, but a socio-philosophical process based primarily on human dignity, spirituality, and values. The relevance of this issue lies in the fact that the sustainable future of any society depends on the balance between preserving national identity and relying on universal human principles. Our national values are our historical memory and moral foundation, ensuring the internal unity and stability of society. Universal human values serve to integrate into the world community, form an environmental and digital culture, and jointly solve common problems.

A disruption of the balance between these two values can lead to a society becoming shrouded in its own shell or losing its national identity. The reforms in the strategy for the modernization of New Uzbekistan also fully correspond to these global processes. In our country, the primary goal is to prioritize human interests, preserve national spirituality, and at the same time develop in harmony with the modern world.

Therefore, studying the factors of ensuring the balance of national and universal values in the sustainable development of society is of great scientific and practical importance. In the scientific environment of Uzbekistan, the issue of sustainable social development and the balance between national and universal values has been extensively researched from socio-philosophical, axiological, and political-legal perspectives. Scientific research in this field can be divided into several main directions.

In particular, B. Alikhanov, Sh. In the scientific research works of Ergashev and A. Nigmatov, the philosophical and practical aspects of sustainable social development and the "green" economy are analyzed in detail. The research of philosophers such as J. Tulenov, E. Yusupov, O. Musurmonova, and K. Nazarov reflects issues regarding the transformation of national identity, spirituality, and values. Furthermore, the influence of globalization on universal human values is scientifically substantiated in the socio-philosophical research of S. Otamuratov, M. Kakhkharova, and N. Shermukhamedova. In recent years, the legal and philosophical foundations of enhancing human dignity, digitalization, institutional transparency, and sustainable development strategies have been researched by A. Saidov, V. Kuchkarov, and M. Bekmurodov.

Analysis of modern civilizational processes shows that in its evolution, the concept of sustainable development has passed through stages of maintaining a narrow resource-ecological and economic-social balance, and today it has risen to the level of a synergetic-anthropocentric paradigm. The synergetic approach interprets the relationship between society and nature as a nonlinear and self-organizing complex system. In this regard, as traditional technocratic and linear economic models have exhausted their practical and theoretical possibilities, the circular economy and "green" technologies are becoming the primary methodological criteria for development. In this process, humanistic principles such as realizing human potential, improving the quality of life, and ensuring social justice take priority over the production of material wealth.

The fact that the stability of society relies on the mutual dialectical harmony of the two main value systems is confirmed from an axiological point of view. National values are the spiritual and moral foundation, historical memory, and cultural code of society, ensuring internal stability and social cohesion. Universal human values serve as an external criterion for integration into global civilization, digital ethics, responsible consumption, and human rights. Maintaining a rational balance between these two poles is the primary condition for society to both preserve its identity and keep pace with the modern world. After all, the imbalance of values can lead, on the one hand, to national isolation, and on the other hand, to national-cultural assimilation.

The rapid penetration of digitalization and artificial intelligence technologies is shaping new axiological and institutional conditions in state and public administration. Today, achieving sustainable development depends not only on technological factors but also on the transparency of public administration, the inclusiveness of e-government systems, and the establishment of values such as environmental culture and digital ethics in society. The institutional and spiritual-educational reforms implemented in the strategy for the modernization of New Uzbekistan are also in full harmony with these global civilizational transformations. The principle of elevating human dignity in our country is a practical manifestation of the anthropocentric paradigm, serving to implement universal humanistic principles while preserving national and spiritual heritage.

Based on the results of the socio-philosophical and axiological analysis conducted as a conclusion, the modern concept of sustainable development has moved beyond traditional resource-economic and technocratic models to the level of a synergistic-anthropocentric paradigm focused on human capital, environmental responsibility, and the preventive management of global risks.

The stable and secure future of the social system is directly dependent on the mutual dialectical balance between national identity and universal humanistic principles. While national values provide the internal social cohesion and spiritual

foundation, universal values define the criteria for integration into the global world and digital ethics. It is gratifying that the "For Human Dignity" principle and institutional and legal reforms put forward in the strategy for the modernization of New Uzbekistan are fully consistent with these global civilizational transformations. Based on the above scientific conclusions, the following practical and methodological proposals and recommendations are put forward. First of all, when developing state programs and strategies for sustainable development, it is necessary to prioritize preventive mechanisms and circular economy projects rather than eliminating the consequences of environmental and social risks. It is also necessary to implement continuous educational modules in the education and enlightenment system aimed at forming ecological culture, digital ethics, and responsible consumer values in society while preserving national and spiritual heritage. Finally, it is advisable to further strengthen institutional transparency and the active participation of society in governance through the widespread use of digital platforms and "e-government" opportunities in public administration and social institutions.

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Nazar Eshonqulning "Go'ro'g'li yoxud Hayot suvi" hamda Jeyms Joysning "Uliss" Asarlari Qiyosiy Tahlili

Yuldasheva Maftuna

O'zDJTU jahon adabiyoti

kafedrası stajor o'qituvchisi

XX asr jahon adabiyoti an'anaviy realistik tasvir tamoyillaridan chekinib, inson ruhiyatining tub qatlamlarini, ijtimoiy fojialar zamiridagi ontologik inqirozni tadqiq etishga kirishdi. Ushbu jarayonda mif – o'tmishning shunchaki qotib qolgan ertagi emas, balki zamonaviy dunyo absurdini tartibga soluvchi, unga falsafiy ko'lam baxsh etuvchi universal strukturaga aylandi. Tomas Sternz Eliot ta'kidlaganidek, mifologik metod zamonaviy olamning parokandaligi va bema'niligiga ma'no hamda shakl berish usulidir.

Bu tamoyilning g'arb adabiyotidagi cho'qqisi Jeyms Joysning "Uliss" (Ulysses, 1922) romani bo'lsa, o'zbek modernistik nasrida xuddi shunday estetik va falsafiy vazifani Nazar Eshonqulning "Go'ro'g'li yoxud Hayot suvi" qissasi bajaradi. Ikkala asar ham sirtmoqli umumiy nuqtaga ega: Mualliflar o'z xalqining eng buyuk qahramonlik arxetiplarini olib, ularni zamonaviy inqiroz girdobiga tashlaydi.

Gomerning jasur Odisseyi Dublindagi oddiy, irodasiz reklama agenti Leopold Blum qiyofasida gavdalansa, turkiy xalqlarning yengilmas bahodiri Go'ro'g'li o'zbek yozuvchisi talqinida ko'r qabr ichida, ma'naviy xarobalarda tiriklik suvini izlab sarson yurgan fojiaviy sharpaga aylanadi.

Mifning klassik vazifasi tartib o'rnatish, qahramonlik va yorug'lik tantanasini ta'minlashdir. Modernistik dekonstruksiya esa mif ideallashtirish vositasi emas, balki zamon tanazzulini ko'rsatuvchi ko'zgu vazifasini o'taydi.

Joys Gomerning "Odissey" dostonining 18 ta epizodini 1904-yil 16-iyun kunidagi Dublin hayotiga proyeksiyalaydi. Qahramon dengizlarda maxluqlar bilan jang qilmaydi, balki ko'cha-ko'yda, mayxonalarda, dafn marosimida maqsadsiz sang'iydi. Uning maqsadi – vataniga, xotiniga qaytish, ammo bu qaytish jismoniy emas, balki

ichki yolg'izlik va xiyonatni qabul qilish aktidir. Mif bu yerda zamonaviy burjua jamiyatining maydalashib ketganini fosh etuvchi kinoyali fonga aylanadi.

"Go'ro'g'li yoxud Hayot suvi"da Eposning Parokandaligi Nazar Eshonqul turkiy xalqlar ongida mardlik, ozodlik va adolat timsoli bo'lgan Go'ro'g'li (go'rda tug'ilgan pahlavon) arxetipini oladi va uni teskari aylantiradi. Dostonlarda Go'ro'g'li go'rdan chiqib yorug'likka, saltanatga intiladi. Eshonqulda esa qahramon butun jamiyat bilan birga qaytadan zulmat qabriga – botqoqlikka qulaydi. "Hayot suvi" mifi o'z qutqaruvchanlik funksiyasini yo'qotadi. Odamlar bu suvni emas, o'zlarini aldovchi botqoq loyqasini afzal ko'radilar. Mifologik makon o'rnini chiriyotgan kulbalar, ko'rlar to'dasi va turg'unlik egallaydi.

Har ikki asar realizmning qat'iy chegaralarini parchalab, o'ziga xos polifonik, metaforik va ko'p qatlamli til strukturasini yaratadi. Joys adabiyot tarixida ong oqimi texnikasini eng yuqori nuqtaga olib chiqdi. Qahramonlarning miyasidagi uzuq-yuluq o'ylar, his-tuyg'ular, xotiralar va assotsiatsiyalar tashqi voqelikdan ustun turadi. Nazar Eshonqul ham "Go'ro'g'li"da qahramonning ichki iztiroblarini, botiniy qatlamlarini ong oqimi va ekzistensial monologlar orqali ochadi. Voqealar tashqi muhitda emas, balki qahramonning ruhiy talvasalarida sodir bo'ladi. Tush va o'ng, tarixiy xotira va bugungi dahshatli saroblar bir-biriga qorishib ketadi.

Ikkala asarda ham an'anaviy vaqt va makon chizig'i buziladi. "Uliss"da Vaqt: Dublinning 18 soati ichiga butun insoniyat tarixi, falsafasi, adabiy uslublar evolyutsiyasi va mifologik qatlamlar siqib chiqariladi. "Go'ro'g'li"da vaqt tushunchasi statik, chiriyotgan va aylanma holatga keladi. Bu yerda o'tmish bilan bugun o'rtasidagi chegara yo'qoladi. Qahramon ming yildan beri go'rda yotgandek yoki bir lahzada butun xalqining fojiasini boshdan kechirayotgandek tuyuladi.

Asarlarning markazida turgan bosh muammo – insonning o'zligidan, jamiyatidan va ilohiy ildizlaridan begonalashuvidir. Joysning Dublini – bu falajlangan Shahar ramzi. Bunda damlar mexanik tarzda yashaydi, cherkov dogmalari va imperialistik siyosat ularning erkini bo'g'ib qo'ygan. Ular ma'nadan o'lik, faqatgina jismonan mavjud.

Nazar Eshonqulda bu falajlik yanada fojiaiy va allegorik tus oladi. Qissadagi jamoa o'z ko'zlarini o'zlari o'yib olgan, yorug'likdan qo'rquvchi, zulmatga ko'nikkan maxluqlar to'dasiga aylanadi. Go'ro'g'li ularni qutqarishga, "Tiriklik suvi" bilan uyg'otishga intiladi, ammo jamiyat uyg'onishni istamaydi. Qutqaruvchi

ularning o‘zi tomonidan qatl qilinadi yoki rad etiladi. Bu o‘rinda Kafka absurdizmi va Sartr ekzistensializmining o‘zbekcha badiiy aksi ko‘rinadi.

Ushbu ikki asar jahon adabiyotidagi yagona universal qonuniyatni namoyon etadi: Katta adabiyot inqiroz davrida doimo mifga qaytadi. Har ikki adib o‘z xalqining eng ulug‘ mifologik qahramonlarini shohsupadan tushirib, insoniyatning fojiaiy realligi qarshisiga qo‘yadi. Joys antik mif orqali XX asr boshidagi Yevropa sivilizatsiyasining ma’naviy xaritalarini chizib bergan bo‘lsa, Nazar Eshonqul turkiy epos vositasida mustabid tuzum va ruhiy qullik changalida qolgan jamiyatning anatomiyasini ochib berdi. Shu ma’noda, "Go‘ro‘g‘li yoxud Hayot suvi" shunchaki milliy dostonning qayta ishlanishi emas, balki jahon modernistik adabiyotidagi "Uliss" kabi shoh asarlar bilan bitta falsafiy va estetik kenglikda turuvchi, inson ruhiyatining chuqur fojiasini ochib bergan mustaqil mifopoyetik hodisadir.

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SCIENTIFIC AND THEORETICAL VIEWS OF SCHOLARS ON THE REGULATION OF COMMERCIAL BANK LIQUIDITY

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Abstract: The thesis systematises the scientific and theoretical views of leading foreign and domestic scholars on the regulation of commercial bank liquidity. Liquidity regulation is treated as a subsystem of prudential banking supervision aimed at maintaining a bank's ability to meet its obligations under normal and stressed conditions and at preventing systemic liquidity crises. On the basis of a critical review of the works of Bagehot, Diamond and Dybvig, Allen and Gale, Rochet and Vives, Farhi and Tirole, Adrian and Shin, Gorton and Metrick, Brunnermeier, Acharya and Yorulmazer, and Drechsler, Savov and Schnabl, four consecutive paradigms of liquidity regulation are distinguished: the lender-of-last-resort paradigm, the deposit-insurance paradigm, the market-based Basel III paradigm and the macroprudential-digital paradigm. A comparative table of the paradigms and their instruments is presented. The thesis concludes that under the conditions of digital banking, the modern regulatory framework must synthesise macroprudential, microprudential and behavioural instruments.

Keywords: bank liquidity, liquidity regulation, lender of last resort, deposit insurance, Basel III, macroprudential policy, digital bank run, LCR, NSFR, financial stability.

Introduction

The regulation of commercial bank liquidity is one of the oldest and most controversial areas of financial policy. Since the works of Bagehot (1873), central banks have been considered the ultimate guarantors of liquidity in the banking system, but the concrete instruments, scope and philosophy of such regulation have changed profoundly over the past century. The 2008 global financial crisis, the 2020 COVID-19 pandemic and the 2023 collapse of U.S. mid-sized banks all revealed both the achievements and the limitations of the existing regulatory framework and stimulated a new wave of theoretical research.

The relevance of the topic is reinforced by three factors. First, the digital transformation of banking has qualitatively changed the speed of deposit outflows, which questions the adequacy of the traditional Basel III framework designed for a 30-day horizon. Second, the increasing complexity of the shadow banking system requires new macroprudential instruments to address risks that are formally outside the perimeter of banking supervision. Third, in the Republic of Uzbekistan the Central Bank is actively adapting international best practice to the national environment, and the systematic review of scholars' views on liquidity regulation is a necessary methodological basis for this work.

The aim of this thesis is to systematise the scientific and theoretical views of scholars on the regulation of commercial bank liquidity, to identify the logic of their evolution and to propose directions for the further enrichment of the existing paradigm. The methodology relies on scientific abstraction, historical-logical analysis, comparative institutional analysis and content analysis of publications indexed in Scopus and Web of Science.

Main body

The classical foundation of liquidity regulation was laid by Bagehot (1873) in the doctrine of the lender of last resort: in a crisis, the central bank should lend freely, but only to solvent banks, only against good collateral and only at a penalty rate. This principle was later formalised by Goodhart (1999) and remains an essential element of any modern regulatory framework. Its main advantage is the flexibility to address liquidity shortages without socialising banking losses, but its main limitation is its ex-post character: it responds to crises rather than preventing them.

The second paradigm — deposit insurance — was theoretically justified by Diamond and Dybvig (1983), who demonstrated that ensuring deposits eliminates the self-fulfilling bank run equilibrium at a modest cost to society. This paradigm dominated banking regulation from the middle of the twentieth century until the 2008 crisis and continues to be an essential element of the modern framework. However, Kareken and Wallace (1978), Merton (1977) and later Demirgüç-Kunt and Detragiache (2002) demonstrated that deposit insurance generates significant moral hazard, which requires complementary prudential regulation.

The third paradigm — the market-based Basel III framework — was developed by the Basel Committee on Banking Supervision after the 2008 crisis and combines microprudential (LCR, NSFR, Leverage Ratio) and disclosure-based instruments. Adrian and Shin (2010) laid down the theoretical foundation of this framework by showing that intermediary balance sheets amplify shocks and require quantitative

liquidity buffers. Bonner, van Lelyveld and Zymek (2015) empirically confirmed the effectiveness of the LCR, while Duffie (2019) documented the effect of the framework on the market microstructure. The advantages of this paradigm are its rule-based nature, international comparability and transparency; its main limitations are procyclicality and inadequate coverage of digital bank runs.

The fourth — macroprudential-digital — paradigm has been taking shape over the past decade under the influence of the shadow banking crisis, the digital transformation of banking and the 2023 collapse of U.S. mid-sized banks. Farhi and Tirole (2012) proposed a theoretical justification for macroprudential regulation as a response to strategic complementarities in bank behaviour; Gorton and Metrick (2012) systematised the risks of run-prone short-term wholesale funding; Acharya and Yorulmazer (2008) analysed the too-many-to-fail problem. Drechsler, Savov and Schnabl (2021) demonstrated that the deposit franchise itself provides a natural hedge, which changes the philosophy of liquidity buffers. Koont, Santos and Zingales (2024) introduced the concept of "digital bank walks" and showed that in the modern environment classical Basel III run-off rates significantly underestimate the true speed of deposit outflows. The comparison of the four paradigms is summarised in Table 1.

Table 1. Evolution of theoretical paradigms of commercial bank liquidity regulation

Paradigm	Key representatives (year)	Central idea and instruments
Lender-of-last-resort (LOLR)	Bagehot (1873); Goodhart (1999)	Central-bank emergency lending to solvent banks against good collateral at penalty rates
Deposit-insurance paradigm	Diamond & Dybvig (1983); Kareken & Wallace (1978); Merton (1977)	Public guarantee of deposits eliminates self-fulfilling bank runs but generates moral hazard
Market-based Basel III	Adrian & Shin (2010); Bonner, van Lelyveld & Zymek (2015); Duffie (2019)	Rule-based ratios (LCR, NSFR, LR), disclosure and stress testing
Macroprudential-digital	Farhi & Tirole (2012); Gorton & Metrick	Macroprudential buffers, digital-run

	(2012); Drechsler, Savov & Schnabl (2021); Koont, Santos & Zingales (2024)	stress tests, coverage of shadow banking and behavioural indicators
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The critical review shows that the four paradigms are complementary rather than substitutable: modern regulation must combine LOLR flexibility, deposit-insurance credibility, Basel III comparability and macroprudential-digital sensitivity into a single coherent framework. The 2023 crisis of Silicon Valley Bank confirmed that the absence of any of these elements creates a systemic vulnerability that cannot be compensated by strengthening the others.

A separate line of theoretical research concerns the interaction of liquidity regulation with monetary policy. Drechsler, Savov and Schnabl (2017) demonstrated that banks with market power in the deposit market react more weakly to increases in the central-bank policy rate, which creates a specific "deposit channel" of monetary transmission with important implications for liquidity regulation. Bianchi and Bigio (2022) constructed a general-equilibrium model in which banks' voluntary liquidity holdings and central-bank operations jointly determine the transmission of monetary policy through the banking system. These theoretical achievements underline the importance of coordinating liquidity regulation with monetary policy design, particularly in emerging-market economies where the deposit channel is dominant and where prudential buffers directly affect the transmission of the policy rate to the real economy.

The historical evolution of liquidity regulation also demonstrates a persistent tension between rule-based and discretion-based instruments. Rule-based instruments such as the Basel III LCR and NSFR ensure comparability, transparency and predictability, but they may fail to capture novel risks such as digital bank runs. Discretion-based instruments such as central-bank emergency lending and macroprudential adjustments provide flexibility but risk moral hazard and inconsistency. The modern consensus, reflected in the recent scholarly literature, is that the two categories must be used in complementary fashion: rule-based ratios establish the baseline resilience of the banking system, while discretion-based instruments address unexpected shocks and structural vulnerabilities that cannot be codified in advance.

Conclusion

The conducted study allows four generalising conclusions to be formulated. First, the regulation of commercial bank liquidity has passed through four consecutive paradigms — LOLR, deposit-insurance, market-based Basel III and macroprudential-digital — each of which enriched rather than replaced the previous one. Second, the modern framework must combine the flexibility of the central bank, the credibility of deposit insurance, the comparability of Basel III ratios and the sensitivity of macroprudential and behavioural instruments to digital bank runs.

Third, the 2023 collapse of U.S. mid-sized banks proved that classical Basel III run-off rates significantly underestimate the speed of digital deposit outflows and that supervisors must integrate real-time analytics, media-sentiment indicators and mobile-banking withdrawal metrics into their monitoring. Fourth, for the banking system of the Republic of Uzbekistan the priority directions of further research are the adaptation of macroprudential-digital instruments to national conditions, the development of a comprehensive stress-testing framework and the improvement of the deposit-insurance system in accordance with international best practice.

It should also be emphasised that any regulatory reform is meaningful only insofar as it is matched by adequate supervisory capacity. The strengthening of banking supervision through the training of specialists in macroprudential-digital analytics, the establishment of specialised liquidity monitoring units within the Central Bank of the Republic of Uzbekistan and the systematic exchange of experience with international regulators (IMF, BIS, EBA) is therefore an indispensable complement to the theoretical improvements outlined above.

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**ALISHER NAVOIYNING “NAVODIR USH-SHABOB” DEVONIDAGI
G‘AZALLARDA RAD SAN’ATI VA UNING BADIY-ESTETIK VAZIFASI
(Tezis)**

UrDU tadqiqotchisi Nazarova Nafisa

Annotatsiya

Ushbu maqolada Alisher Navoiyning “Xazoyin ul-maoniy” kulliyotiga kiruvchi “Navodir ush-shabob” devonidagi g‘azallarda rad va takror hodisasining badiiy-estetik xususiyatlari tahlil qilinadi.

Kalit so‘zlar: “Navodir ush-shabob”, rad, radif, takror, radd ul-matla’, radd ul-ajuz al-as-sadr, g‘azal, poetika, badiiy san’at, ohangdorlik.

Аннотация

В статье исследуются художественно-эстетические особенности искусства повтора и рада в газелях Алишера Навои, вошедших в диван «Наводир уш-шабооб» из состава «Хазойин ул-маоний».

Ключевые слова: «Наводир уш-шабооб», рад, радиф, повтор, редд уль-матла, редд уль-аджуз ас-садр, газель, поэтика, художественный прием.

Abstract

This article examines the artistic and aesthetic functions of repetition and rad in the ghazals of Alisher Navoi’s “Navodir ush-shabob”, which forms part of “Khazoyin ul-maoniy”.

Keywords: “Navodir ush-shabob”, rad, radif, repetition, radd ul-matla’, radd ul-ajuz al-sadr, ghazal, poetics, artistic device.

Alisher Navoiy mumtoz o‘zbek she’riyatining badiiy imkoniyatlarini nihoyatda kengaytirgan buyuk mutafakkir shoirdir. Uning turkiy tildagi lirik merosi asosan “Xazoyin ul-maoniy” kulliyotida jamlangan bo‘lib, mazkur majmua “G‘aroyib us-sig‘ar”, “Navodir ush-shabob”, “Badoye’ ul-vasat” va “Favoyid ul-kibar” devonlaridan tashkil topgan. “Navodir ush-shabob” “Xazoyin ul-maoniy”ning ikkinchi devoni bo‘lib, unda Navoiy lirikasining yigitlik davriga xos ishqiy, falsafiy, axloqiy va ijtimoiy mazmunlar badiiy ifodasini topgan. Ushbu devonga “Navodir un-nihoya”dagi 331 g‘azal kiritilgani ham qayd etiladi. Navoiy g‘azallarining badiiy mukammalligini ta’minlovchi vositalardan biri - takror san’atidir. Takror mumtoz poetikada turli ko‘rinishlarda namoyon bo‘ladi. Jumladan, radd ul-matla’, radd ul-qofiya hamda radd ul-ajuz al-as-sadr kabi san’atlar takror hodisasiga asoslanadi. “Xazoyin ul-maoniy”

tarkibida radd ul-matla' san'atining o'ttizdan ortiq namunasi mavjudligi ko'rsatilgan. Shu jihatdan "Navodir ush-shabob"dagi g'azallarda takrorning qanday vazifa bajarayotganini aniqlash Navoiy poetikasining muhim qirralarini ochishga xizmat qiladi.

Mumtoz she'riyatda rad tushunchasi takror bilan bevosita bog'liq. Bunda radif tushunchasini ham alohida ajratish zarur. Radif - g'azal baytlarining qofiyadan keyin aynan bir xil shaklda takrorlanib keladigan so'z yoki so'z birikmasidir. Biroq radif oddiy takror emas. U butun g'azal mazmunini o'z atrofida birlashtiruvchi kompozitsion vosita vazifasini ham bajaradi.

Navoiy g'azallarida radifning aynan mana shu imkoniyatidan nihoyatda mahorat bilan foydalanilgan. Masalan, Navoiy "Deyin" radifli g'azalida "deyin" so'zining radif sifatida sakkiz marta, boshqa o'rinlarda esa yana takroriy tarzda qo'llanganini va bu takrorlar g'azal ohangi hamda hissiy ta'sirini kuchaytirganini qayd etadilar. Navodir ush shabobning dastlabgi g'azallaridan birida: ko'rguzub, tuzib, uzub, buzub, turg'uzub, tirg'uzub, suzub, ko'rguzub kabi tovush jihatidan yaqin birliklar takrorlanadi.

Masalan:

Gul chog'i har gulga bir bulbul tarannum ko'rguzub,
 Toza ko'nglim dog' ila ko'nglum qushi afg'on tuzib.
 va maqta'da:

Ey Navoiy, umr o'tar eldek, o'zungni shod tut,
 Elga etmak mumkin ermasdur chu surat ko'rguzub.¹

Bu yerda aynan bitta leksemaning takroridan ko'ra qofiyaviy tovushlar tizimi ustunlik qiladi. Demak, rad san'atini faqat bir xil so'zning takrorlanishi sifatida tushunish bilan cheklanib qolmaslik kerak. Navoiy poetikasida takror tovush, so'z, ibora va sintaktik qurilish darajasida ham namoyon bo'ladi.

Mumtoz poetikadagi raddning, xususan radd ul-ajuz al-as-sadrning asosiy belgisi-baytning muayyan qismida kelgan so'zning baytning boshqa belgilangan qismida qaytarilishidir. Masalan, so'z bayt boshida kelib, bayt oxirida qaytarilishi mumkin.

Oshiq o'ldum, bilmadim, yor o'zgalarga yor emish,
 Alloh-Alloh, ishq aro mundoq balolar bor emish.²

Bu yerda "Oshiq" bayt oxirida qaytarilmagan. Demak, bu radd ul-ajuz al-as-sadr emas. Yor o'zgalarga yor emish bu yerda "yor" so'zining bir bayt ichida takrorlanishi bor. Bu takrir hodisasini yuzaga chiqargan.

¹ A.Navoiy, "Xazoyin ul- maoniy". "Yangi asr avlodi". 2016-yil. 68-b.

² A.Navoiy, "Xazoyin ul- maoniy". "Yangi asr avlodi". 2016-yil. 79-b

Yana:

Alloh-Alloh, ishq aro mundoq balolar bor emish. Bu esa takrir, ya'ni bir so'zning ta'kid maqsadida ketma-ket takrorlanishidir. Biroq matla'ning "yor o'zgalarga yor emish" misrasida "yor" leksemasining takror qo'llanishi hamda "Alloh-Alloh" shaklidagi takrorlar shoirning fikriy-emotsional ta'kidni kuchaytirish maqsadida foydalangan takrir san'atini yuzaga keltiradi.

Shu jihatdan Navoiy ijodida rad va radifni faqat shakliy-poetik hodisa sifatida baholash yetarli emas. Ular shoirning fikrini ta'kidlash, lirik qahramon ruhiyatini ochish, g'azalning kompozitsion yaxlitligini ta'minlash, musiqiyligini oshirish va o'quvchiga kuchli estetik ta'sir ko'rsatish vazifalarini ham bajaradi. Demak, "Navodir ush-shabob" g'azallaridagi rad va takrorlar mazmun va shakl uyg'unligini ta'minlovchi asosiy poetik vositalardan biri bo'lib, Navoiyning badiiy mahoratini namoyon etuvchi muhim belgilar sirasiga kiradi.

Foydalanilgan adabiyotlar

1. A Navoiy "Xazoin ul- maoniy". "Yangi asr avlodi", 2016-yil.
- 2 Alisher Navoiy "Xazoyin ul-maoniy". Navodir ush-shabob. To'la asarlar to'plami. 10 jildlik. 2-jild. Toshkent: G'afur G'ulom ijodiy uyi, 2012.
3. A Navoiy Mukammal asarlar to'plami. 20 jildlik. Toshkent: Fan, 1993.
4. Y Is'hoqov "So'z san'ati so'zligi." Toshkent.

The Role of Interactive Technology in Developing English Grammar Skills

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Abstract

This article explores the role of interactive technology in developing English grammar skills among language learners. The integration of digital resources into English language education has created new opportunities for presenting, practicing, and assessing grammar in engaging ways. Interactive exercises, educational applications, learning management systems, digital games, multimedia resources, and online communication environments can provide learners with frequent opportunities to use grammatical structures in meaningful contexts. The article focuses on the contribution of interactive technology to learner engagement, immediate feedback, independent learning, differentiated instruction, and practical language use. It also discusses several challenges, including limited technological access, teacher preparedness, distraction, technical problems, and the risk of focusing on form without sufficient communicative practice. The study argues that technology can be particularly effective when it is integrated into a well-designed pedagogical framework and combined with teacher guidance and communicative activities.

Keywords

interactive technology; English grammar; digital learning; grammar skills; language education; learner engagement; online learning; digital games; feedback; communicative practice.

Introduction

The teaching and learning of English grammar has traditionally relied on textbooks, teacher explanations, written exercises, and classroom drills. Although these approaches can provide learners with an understanding of grammatical rules, modern language education increasingly emphasizes active participation, communication, and learner autonomy. Interactive technology offers additional opportunities to support these objectives.

The development of educational websites, mobile applications, learning management systems, interactive presentation tools, and digital games has changed the way grammar can be practiced. Instead of receiving grammar as a fixed set of rules,

learners can interact with examples, receive immediate responses, and apply grammatical structures in different contexts.

Interactive technology is especially relevant because grammar learning requires repeated practice. Digital environments can provide additional practice beyond classroom time and allow students to work at a pace appropriate to their individual needs. However, technology is most effective when it serves clearly defined learning objectives and is integrated with sound teaching methodology.

Main Part

1. Interactive Technology in Grammar Learning

Interactive technology refers to digital tools that allow learners to actively respond to content, receive feedback, manipulate language, and participate in learning activities. In English grammar teaching, such tools may include interactive quizzes, mobile applications, digital games, online worksheets, learning management systems, collaborative documents, and multimedia activities.

These resources can make grammar instruction more dynamic. For instance, when learning the present perfect tense, students can complete interactive exercises, examine examples, watch short explanatory videos, and create their own sentences. Such activities provide opportunities to connect grammatical form with meaning and use.

2. Increasing Learner Engagement

One of the important contributions of interactive technology is its potential to increase learner engagement. Grammar exercises can sometimes be perceived as repetitive, particularly when they consist only of mechanical sentence completion. Digital games, quizzes, challenges, and interactive tasks can introduce variety and encourage students to participate more actively.

Engagement is not simply a matter of entertainment. When students actively make choices, solve problems, and receive responses to their answers, they become more involved in the learning process. Interactive activities can therefore encourage learners to pay closer attention to grammatical forms and their functions.

3. Immediate Feedback and Error Correction

Feedback plays a central role in grammar learning. Interactive digital platforms can provide immediate information about whether an answer is correct and, in some cases, explain why an answer is incorrect. This allows learners to recognize problems while the task is still fresh in their memory.

Immediate feedback can also support self-correction. Rather than depending entirely on the teacher to identify every error, students can review their answers and attempt the task again. Nevertheless, automated feedback should not be treated as infallible. Teacher explanation remains important when an error involves context, meaning, or a complex grammatical choice.

4. Supporting Independent Learning

Interactive technology can extend grammar learning beyond the classroom. Students can use mobile applications and online resources to review grammatical structures whenever they have time and access to a suitable device. This flexibility can support independent learning and allow students to repeat difficult activities as often as necessary.

Independent learning also encourages learners to take greater responsibility for their progress. Digital platforms may provide progress records, scores, completed activities, or recommendations for additional practice. Such features can help students identify strengths and areas requiring improvement.

5. Differentiated Grammar Instruction

Learners in the same English class often have different levels of grammatical knowledge. Some students may understand a particular structure quickly, while others may require additional explanation and practice. Interactive technology can support differentiated instruction by offering activities at different levels of difficulty.

Teachers can assign different digital tasks according to learners' needs. Students who need reinforcement can complete basic exercises, while more advanced learners can work with complex sentences or contextualized writing tasks. This flexibility can make grammar instruction more responsive to individual differences.

6. From Grammar Practice to Communication

A major challenge in grammar teaching is ensuring that learners can use grammatical knowledge in communication. Completing multiple-choice questions may

demonstrate recognition of a grammatical form, but it does not necessarily demonstrate the ability to use that form spontaneously.

For this reason, interactive technology should be connected to communicative tasks. After completing digital grammar exercises, students can participate in online discussions, collaborative writing, recorded dialogues, or problem-solving activities. Such tasks encourage learners to transfer grammatical knowledge from controlled practice to meaningful communication.

7. Challenges and Limitations

Despite its potential benefits, interactive technology also presents challenges. Access to reliable internet connections and appropriate devices can vary considerably among learners. Technical difficulties may interrupt lessons and reduce the time available for instruction.

Teacher preparedness is another important factor. Teachers need to understand not only how to operate digital tools but also how to select resources that support specific grammatical objectives. Using technology simply because it is available may add complexity without improving learning outcomes.

Distraction is also a concern, particularly when students use personal mobile devices. Social media, games, notifications, and unrelated websites can compete with the learning task. Clear classroom rules and carefully structured activities are therefore necessary.

Finally, excessive dependence on digital exercises may result in an overemphasis on grammatical accuracy at the expense of communication. Effective grammar teaching should balance controlled practice with meaningful language use.

8. The Teacher's Role in Technology-Supported Grammar Teaching

The teacher remains central to effective technology-supported grammar instruction. Teachers select appropriate resources, explain difficult concepts, monitor learner progress, provide contextualized feedback, and organize communicative practice.

Rather than replacing teachers, interactive technologies can reduce routine practice demands and create additional opportunities for individualized support. The teacher

can use information from digital activities to identify common difficulties and devote classroom time to explanation, discussion, and communication.

Conclusion

Interactive technology provides valuable opportunities for developing English grammar skills. Digital quizzes, educational applications, games, multimedia resources, and online learning environments can increase learner engagement, provide immediate feedback, support independent study, and facilitate differentiated instruction.

However, the effectiveness of technology depends on purposeful pedagogical integration. Technical access, digital literacy, distraction, teacher preparedness, and excessive dependence on automated exercises must be considered when planning technology-supported grammar lessons.

The most productive approach is to combine interactive digital practice with teacher guidance and communicative activities. When learners first explore and practice grammatical forms through digital tools and then apply those forms in meaningful communication, technology can contribute to a more active, flexible, and learner-centered approach to English grammar education.

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CLINICAL MONITORING OF PREGNANCY: MATERNAL–FETAL RISK ASSESSMENT, SCREENING, AND ANTENATAL MANAGEMENT

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ABSTRACT

Background. Antenatal care is a longitudinal clinical process in which maternal risk, fetal development, placental function, and pregnancy-specific complications must be reassessed as gestation progresses. A uniform schedule is insufficient for all pregnancies because risk evolves dynamically and may emerge after an apparently normal first assessment. **Objective.** To synthesize contemporary evidence on maternal–fetal risk stratification, prenatal screening, trimester-specific surveillance, and escalation of antenatal care, with emphasis on the distinction between screening, diagnostic testing, and fetal surveillance. **Methods.** A targeted evidence review was performed using PubMed/MEDLINE and official guideline repositories of the World Health Organization (WHO), American College of Obstetricians and Gynecologists (ACOG), Society for Maternal-Fetal Medicine (SMFM), International Society of Ultrasound in Obstetrics and Gynecology (ISUOG), International Society for the Study of Hypertension in Pregnancy (ISSHP), National Institute for Health and Care Excellence (NICE), and American Diabetes Association (ADA). Priority was given to current clinical guidelines, systematic evidence syntheses, and landmark studies directly informing antenatal practice. Scopus and Web of Science were not directly queried; therefore, the review is narrative rather than systematic. **Main findings.** Effective pregnancy monitoring begins with accurate gestational dating, detailed medical and obstetric history, baseline laboratory assessment, and explicit identification of maternal, fetal, placental, and social risk. First-trimester care should establish viability, gestational age, multiplicity and chorionicity and offer aneuploidy screening and diagnostic options according to informed patient preference. The mid-trimester anatomical survey remains central to detection of structural anomalies, while later surveillance is individualized according to risks such as hypertensive disease, diabetes, fetal growth restriction, placental pathology, or multiple pregnancy. Cell-free DNA is a screening test rather than a diagnostic test; invasive testing remains necessary when diagnostic certainty is required. Fetal surveillance with cardiotocography, biophysical assessment, and Doppler velocimetry should be targeted to pregnancies in which the probability of fetal compromise is increased, rather than applied indiscriminately. **Conclusion.** High-quality antenatal care is best conceptualized as repeated risk reassessment linked to gestational-age-specific screening and proportionate escalation of surveillance. Integration of maternal clinical data, ultrasound findings, laboratory testing, supports timely referral and proportionate intervention.

Keywords: antenatal care; prenatal care; pregnancy monitoring; maternal–fetal medicine; risk assessment; prenatal screening; fetal surveillance; preeclampsia; gestational diabetes; fetal growth restriction.

INTRODUCTION

Antenatal care (ANC) is not a sequence of isolated visits but a structured continuum of prevention, screening, diagnosis, surveillance, communication, and preparation for birth. The WHO model emphasizes early entry into care and repeated contacts across pregnancy, while other systems use schedules adapted to parity, local organization, and individual risk. The common principle is that clinically meaningful contact should create an opportunity to detect new disease, reassess pre-existing conditions, monitor fetal development, and respond to emerging social or psychological needs [1,2].

Pregnancy produces major cardiovascular, hematologic, renal, metabolic, and endocrine adaptations. These physiologic changes can obscure early disease, alter laboratory reference ranges, and modify the clinical expression of chronic conditions. Simultaneously, placental and fetal disorders may become apparent only after a period of normal development. Consequently, maternal–fetal risk is dynamic. A person classified as low risk at booking may later develop hypertension, gestational diabetes mellitus (GDM), fetal growth restriction (FGR), placenta previa, reduced fetal movements, or another condition requiring intensified surveillance.

Modern antenatal monitoring therefore relies on risk stratification rather than uniform testing. The clinical task is to identify who benefits from a given screening or surveillance intervention, at what gestational age it should be performed, and what action should follow an abnormal result. This distinction is especially important in prenatal genetics: cell-free DNA (cfDNA) testing has high screening performance for common aneuploidies but is not equivalent to chorionic villus sampling (CVS) or amniocentesis, which are diagnostic procedures [3]. Similar principles apply to fetal surveillance: non-stress testing, biophysical assessment, and Doppler velocimetry should be used when a plausible risk of fetal compromise exists rather than as indiscriminate routine testing [10,11].

Ultrasound is central to this framework. First-trimester ultrasound supports accurate dating and assessment of early anatomy and multiplicity; the mid-trimester scan evaluates fetal structure and placental location; later ultrasound can assess fetal growth, amniotic fluid, placentation, and selected Doppler indices [4–7]. However, imaging is only one component of care. Blood pressure trajectories, metabolic screening, hematologic assessment, infection screening, medication review, and social determinants frequently modify management decisions.

The objective of this review is to critically synthesize contemporary approaches to maternal–fetal risk assessment, prenatal screening, and antenatal surveillance and to present a clinically coherent framework for individualized pregnancy management. Particular attention is given to first-, second-, and third-trimester assessment; hypertensive disorders; diabetes; fetal growth disorders; multiple pregnancy; fetal well-being surveillance; and red-flag findings that require urgent escalation.

MATERIALS AND METHODS

This article was prepared as an evidence-based narrative review rather than an original clinical investigation. No patient cohort, intervention dataset, or unpublished individual-level clinical data were used. A targeted literature and guideline search was performed up to 18 September 2026. PubMed/MEDLINE and the official repositories of WHO, ACOG, SMFM, ISUOG, ISSHP, NICE, and ADA were searched for documents addressing antenatal care, pregnancy risk assessment, prenatal genetic screening, obstetric ultrasound, hypertensive disorders, diabetes in pregnancy, fetal growth restriction, multiple pregnancy, preterm-birth risk assessment, placental disorders, anemia, Rh D alloimmunization, and fetal surveillance.

Search concepts included combinations of “antenatal care,” “prenatal care,” “maternal risk assessment,” “fetal risk assessment,” “aneuploidy screening,” “cell-free DNA,” “first-trimester ultrasound,” “fetal anomaly scan,” “preeclampsia,” “gestational hypertension,” “gestational diabetes,” “fetal growth restriction,” “Doppler,” “non-stress test,” “biophysical profile,” “short cervix,” “multiple pregnancy,” “chorionicity,” and “placenta accreta spectrum.” Priority was given to current professional guidelines and practice bulletins, followed by high-quality reviews and landmark studies that established important diagnostic or screening concepts. Older publications were retained when they remain foundational, such as the HAPO study and established FGR consensus definitions [9,20].

Inclusion favored human pregnancy evidence directly relevant to clinical monitoring and decision-making. Duplicate or superseded guidance, non-scientific websites, and publications without clear relevance to antenatal surveillance were excluded. Scopus, Web of Science, and the Cochrane Library were not directly searched in this preparation; consequently, the work should not be interpreted as a PRISMA-compliant systematic review. Recommendations are presented with attribution when major organizations differ, and local implementation should follow national regulation, laboratory availability, and the protocol of the receiving journal or institution.

INITIAL ANTENATAL ASSESSMENT AND BASELINE RISK STRATIFICATION

The booking encounter should establish a baseline against which subsequent change can be interpreted. Core elements include confirmation of pregnancy and estimated gestational age; gravidity and parity; prior miscarriage, stillbirth, preterm birth, fetal growth restriction, preeclampsia, gestational diabetes, congenital anomaly, operative delivery, and postpartum complications; and a detailed account of current symptoms. Previous placental disease is particularly relevant because recurrent placental dysfunction may manifest in a later pregnancy as hypertensive disease, FGR, or stillbirth risk.

Medical history should identify chronic hypertension, pregestational diabetes, renal disease, autoimmune disease, thyroid dysfunction, epilepsy, cardiovascular disease, hematologic disorders, thromboembolic history, obesity, and clinically significant psychiatric illness. Medication and supplement review is essential because pregnancy may change both the risk–benefit profile and

pharmacokinetics of treatment. The first visit should also record allergies and previous transfusion or alloimmunization history.

Family and genetic history should address known monogenic disease, chromosomal disorders, major congenital anomalies, recurrent unexplained pregnancy loss, and relevant carrier risks. Genetic screening options should be discussed in a non-directive manner. ACOG recommends that prenatal genetic screening and diagnostic testing options be discussed and offered to all pregnant patients regardless of age or baseline aneuploidy risk, with the patient retaining the right to accept or decline testing [3].

Risk assessment is incomplete without social and behavioral context. Tobacco, alcohol, recreational substances, nutrition, occupational exposure, barriers to transport, housing instability, intimate partner violence, and difficulty accessing care may materially alter pregnancy risk. These factors should not be treated as static labels; they require reassessment because circumstances can change substantially during pregnancy [1,2].

Baseline examination ordinarily includes blood pressure measured with appropriate technique, height and weight for body mass index calculation, and focused physical examination guided by history. Obesity is associated with increased obstetric complexity and should prompt attention to blood-pressure measurement quality, metabolic risk, thromboembolic risk, anesthesia planning, and technical limitations of imaging without stigmatizing communication [29].

BASELINE LABORATORY AND INFECTION SCREENING

Baseline laboratory testing should be individualized to jurisdiction but usually includes complete blood count, ABO and Rh D typing, red-cell antibody screening, and urine assessment. Anemia in pregnancy is common and iron deficiency is a leading cause; low hemoglobin should trigger etiologic evaluation rather than automatic attribution to physiologic hemodilution [28]. In Rh D-negative patients without pre-existing anti-D alloimmunization, antenatal and postpartum prophylaxis is guided by local protocols and fetal/newborn Rh status or validated fetal genotyping where available [26].

Universal or near-universal infection screening commonly includes HIV, syphilis, and hepatitis B; hepatitis C screening is increasingly recommended in many jurisdictions. Exact timing and repeat-testing policies vary by country, prevalence, and individual risk. Screening is clinically useful only when linked to prevention of vertical transmission, maternal treatment, neonatal prophylaxis, or delivery planning. Viral hepatitis in pregnancy requires type-specific management and should not be reduced to a generic 'liver test' strategy [27].

Urine culture or validated screening for asymptomatic bacteriuria is recommended in many antenatal systems because untreated bacteriuria can progress to pyelonephritis and is associated with adverse obstetric outcomes. Thyroid testing is generally risk based rather than universally mandated by all professional bodies. Early glucose assessment is appropriate for patients with substantial risk of previously unrecognized diabetes; routine GDM screening for those not

previously diagnosed is generally performed later in pregnancy, with criteria differing across professional organizations [17–19].

MATERNAL–FETAL RISK ASSESSMENT

A practical risk model separates maternal, obstetric, fetal/placental, and social domains. Maternal factors include age extremes, obesity, chronic hypertension, diabetes, renal disease, autoimmune disease, cardiac disease, and clinically important hematologic disorders. Obstetric-history factors include previous severe preeclampsia, spontaneous preterm birth, stillbirth, recurrent FGR, major postpartum hemorrhage, uterine surgery, and cesarean delivery. Current-pregnancy factors include multiple gestation, fetal anomaly, placental abnormalities, abnormal fetal growth, abnormal fluid volume, hypertensive disease, and diabetes.

Risk stratification must be repeated, not merely recorded once. New hypertension, progressive proteinuria, falling platelet count, rising liver enzymes, slowed fetal growth, oligohydramnios, altered Doppler flow, or reduced fetal movement can change the surveillance pathway within days. Conversely, an isolated historical risk factor does not necessarily justify every available test. The intensity of follow-up should reflect the estimated mechanism and magnitude of risk, evidence that surveillance can identify deterioration, and the existence of an intervention that can improve outcome.

High-risk designation should trigger a defined plan rather than a vague label. The plan should specify the maternal variables to follow, fetal parameters to assess, the responsible clinician or service, warning symptoms requiring unscheduled review, and thresholds for referral or delivery planning. This approach is especially important when care is shared between primary obstetric services and maternal–fetal medicine.

FIRST-TRIMESTER SCREENING

First-trimester ultrasound has multiple roles: confirmation of intrauterine pregnancy, viability, accurate dating, identification of multiple pregnancy, determination of chorionicity and amnionicity, and early assessment of fetal anatomy. ISUOG guidance places the routine 11–14-week scan within a broader evaluation rather than limiting it to nuchal translucency measurement [4]. Accurate early dating is clinically important because later interpretation of fetal growth depends on a reliable gestational-age reference [7].

Aneuploidy screening should be offered after counseling that distinguishes probability estimation from diagnosis. Available strategies include serum-based screening with or without nuchal translucency and cfDNA testing. ACOG identifies cfDNA as the most sensitive and specific screening test for the common fetal aneuploidies but explicitly states that it can yield false-positive and false-negative results and is not diagnostic [3]. A positive screening result should therefore lead to genetic counseling, targeted ultrasound as appropriate, and discussion of diagnostic testing rather than irreversible management based on screening alone.

CVS and amniocentesis provide diagnostic fetal genetic material but are invasive and require informed discussion of indications, timing, technical considerations, and procedure-related risks. Diagnostic testing may be preferred when ultrasound reveals a structural anomaly, when screening risk is high, or when the patient prioritizes diagnostic certainty.

Risk assessment for preeclampsia begins in the first trimester. Traditional clinical-factor approaches identify patients who may benefit from low-dose aspirin prophylaxis, while some systems use combined algorithms incorporating maternal characteristics, mean arterial pressure, uterine artery Doppler, and biochemical markers. Evidence from the ASPRE program showed that a multimarker strategy linked to aspirin prophylaxis can reduce preterm preeclampsia in a defined high-risk population, but implementation depends on local infrastructure and guideline choice [16]. ACOG/SMFM and NICE both recommend aspirin for patients meeting specified risk criteria, although dose ranges and selection algorithms differ [15,31].

SECOND-TRIMESTER MATERNAL AND FETAL ASSESSMENT

The routine mid-trimester ultrasound scan is primarily an anatomical survey and also documents fetal biometry, placental location, and amniotic fluid. ISUOG recommends standardized assessment because detection depends on image quality, gestational age, fetal position, equipment, and operator expertise [5]. A normal structural survey substantially reduces but does not eliminate the possibility of congenital anomaly; counseling should avoid implying that ultrasound is a comprehensive genetic test.

Cervical-length assessment is useful for selected preterm-birth risk pathways. Transvaginal cervical length is the standard technique when measurement is used to guide management. SMFM recommends a threshold of ≤ 25 mm to define a short cervix in an asymptomatic singleton pregnancy without previous spontaneous preterm birth and provides management recommendations stratified by cervical length [24]. ISUOG similarly emphasizes standardized ultrasound methods and the differing implications of screening in asymptomatic and symptomatic populations [23]. Whether a universal screening program is adopted depends on local resources and policy.

GDM screening is commonly performed at 24–28 weeks in individuals without known pregestational diabetes, but diagnostic pathways vary. ADA, ACOG, and NICE differ in details of early testing, one-step versus two-step strategies, and thresholds [17–19,32]. The HAPO study demonstrated continuous associations between maternal glycemia and adverse pregnancy outcomes rather than a single biologic threshold, which helps explain why professional organizations can use different operational criteria [20].

Maternal hematologic reassessment is also important in mid-pregnancy. Hemoglobin may decline physiologically, yet iron deficiency should be considered when anemia is present, particularly with poor dietary iron intake, multiple pregnancy, closely spaced pregnancies, or prior anemia. Ferritin is useful when the diagnosis is uncertain or when treatment response is inadequate. The goal is

not simply normalization of a laboratory number but correction of clinically meaningful deficiency and preparation for expected blood loss at delivery [28].

THIRD-TRIMESTER ANTENATAL SURVEILLANCE

Third-trimester care combines maternal review with selective fetal assessment. Blood pressure and symptoms suggestive of preeclampsia should be reassessed at each appropriate encounter. New headache, visual disturbance, epigastric or right-upper-quadrant pain, dyspnea, rapidly progressive edema with other concerning features, or severe hypertension warrants prompt evaluation. Patients with diabetes require review of glycemic control, treatment tolerance, fetal growth, and complications associated with either hyperglycemia or vascular disease [13,17].

Clinical assessment of fetal growth commonly includes symphysis–fundal height in appropriate singleton pregnancies, with ultrasound performed when size is abnormal, measurement is unreliable, or risk factors justify serial assessment. Ultrasound biometry typically includes head circumference, abdominal circumference, and femur length, from which estimated fetal weight is calculated. Growth is a longitudinal concept: a single size measurement cannot fully characterize growth trajectory [7].

Third-trimester ultrasound should not be treated as a universal substitute for clinical assessment. ISUOG guidance describes indications and standardized components of late ultrasound, including fetal presentation, biometry, placental location, amniotic fluid, and selected assessment of anatomy and Doppler where indicated [6]. Routine use in a low-risk population is determined by local policy, whereas serial ultrasound is clearly appropriate in many high-risk pregnancies.

Placental location should be reassessed when previa or low-lying placenta has been identified earlier. Patients with prior cesarean delivery and placenta previa or other risk factors for placenta accreta spectrum require targeted evaluation and referral when suspicion is raised, because antenatal recognition allows planned multidisciplinary delivery in an appropriately resourced center [25].

FETAL GROWTH RESTRICTION: DETECTION AND SURVEILLANCE

Small-for-gestational-age (SGA) and fetal growth restriction are related but not synonymous. SGA describes size, whereas FGR implies failure to achieve growth potential and is often associated with placental dysfunction. Consensus frameworks incorporate fetal size together with growth trajectory and Doppler abnormalities, particularly for late-onset disease [9]. SMFM uses an operational definition of estimated fetal weight or abdominal circumference below the 10th percentile and recommends standardized population-based references for clinical management [8].

Once FGR is diagnosed, the surveillance question shifts from detection to evidence of deterioration. Umbilical artery Doppler is central because elevated resistance and absent or reversed end-diastolic flow reflect increasing placental vascular compromise. SMFM recommends

serial umbilical artery Doppler, with frequency increased when diastolic flow is reduced or absent/reversed, and cardiotocographic surveillance after viability according to severity and comorbidity [8].

International practice is not completely uniform regarding the routine use of middle cerebral artery, cerebroplacental ratio, or ductus venosus Doppler in all FGR phenotypes. Some fetal-medicine protocols use additional Doppler information, especially in early-onset severe disease, while SMFM does not recommend MCA, ductus venosus, or uterine artery Doppler for routine management of every FGR case [8]. Therefore, the manuscript distinguishes foundational surveillance from center-specific advanced protocols.

Early-onset unexplained FGR, especially when associated with fetal anomaly or polyhydramnios, should prompt consideration of fetal diagnostic testing because genetic or infectious etiologies may be relevant. Conversely, broad maternal infection panels without clinical indication are not supported solely because FGR is present [8].

HYPERTENSIVE DISORDERS AND PREECLAMPSIA SURVEILLANCE

Hypertensive disorders include chronic hypertension, gestational hypertension, preeclampsia, and chronic hypertension with superimposed preeclampsia. Contemporary definitions emphasize that preeclampsia is a multisystem disorder and can be diagnosed in the absence of proteinuria when other qualifying maternal organ dysfunction is present [12,13]. Severe blood pressure elevation is itself clinically important because of maternal stroke risk and the need for urgent treatment.

Evaluation of suspected preeclampsia includes repeated accurate blood-pressure measurement, assessment of symptoms, quantification of proteinuria when indicated, complete blood count with platelet count, renal function, and liver enzymes, together with fetal assessment appropriate to gestational age and disease severity. ISSHP and ACOG provide closely aligned but not identical diagnostic and management frameworks; local protocols should specify thresholds and treatment pathways [12,13].

Prevention is risk based. ACOG/SMFM recommends low-dose aspirin for patients at high risk of preeclampsia and consideration in those with multiple moderate-risk factors, beginning in the late first trimester; NICE uses a dose range of 75–150 mg from 12 weeks for defined risk groups [15,31]. The exact dose should therefore be stated with the guideline context rather than represented as a universal standard.

Patients with chronic hypertension require surveillance for superimposed preeclampsia and fetal growth abnormalities. Treatment thresholds and targets have evolved, and current practice should follow the most recent national or institutional guidance. Importantly, fetal testing frequency is determined not only by the diagnostic label but by blood-pressure control, medication use, renal disease, fetal growth, and other comorbidities [14].

GESTATIONAL DIABETES MELLITUS AND METABOLIC MONITORING

GDM is clinically important because maternal hyperglycemia is associated with fetal overgrowth, neonatal metabolic complications, hypertensive disease, and future maternal metabolic risk. The relationship between glycemia and outcome is continuous, which means diagnostic thresholds are pragmatic clinical cut points rather than a single natural boundary [20].

ADA 2026 recommends testing for undiagnosed diabetes or abnormal glucose metabolism early in pregnancy when risk is present and screening for GDM at 24–28 weeks in those not previously diagnosed [17]. ACOG updated its guidance in 2024 while retaining a framework that may differ from the one-step 75-g oral glucose tolerance approach used in other systems [18,19]. NICE also uses its own criteria and treatment pathway [32]. These differences should be acknowledged explicitly in multinational or OAK-facing publications rather than silently combining thresholds.

After diagnosis, antenatal monitoring includes review of fasting and postprandial glucose, nutrition, physical activity, pharmacotherapy when required, and fetal growth. Pregestational diabetes generally requires more intensive multidisciplinary follow-up than uncomplicated diet-controlled GDM because maternal vascular disease, congenital anomaly risk, and late fetal complications may be greater. ADA recommends interprofessional care for pre-existing diabetes where available [17,30].

MULTIPLE PREGNANCY

Multiple pregnancy should be characterized early because chorionicity, not merely fetal number, determines several major risks. In twin pregnancy, first-trimester ultrasound should establish chorionicity and amnionicity and assign consistent fetal labels. Monochorionic pregnancies require more intensive ultrasound surveillance because they are susceptible to complications of a shared placenta, including twin-to-twin transfusion syndrome (TTTS) and selective fetal growth restriction [21,22,33].

Dichorionic diamniotic twins, monochorionic diamniotic twins, and monochorionic monoamniotic twins therefore follow different surveillance pathways. Updated ISUOG guidance addresses diagnosis, growth discordance, TTTS, twin anemia–polycythemia sequence, and referral to fetal therapy services where appropriate [22]. NICE similarly specifies early chorionicity assessment and specialist multidisciplinary care for twin and triplet pregnancy [33].

Fetal growth should be assessed serially in multiple gestation, but interpretation must consider chorionicity and intertwin discordance. A meaningful discordance combined with a small fetus may indicate selective FGR. Monoamniotic pregnancy and complicated monochorionic pregnancy warrant tertiary-level individualized management because risk cannot be addressed adequately through a routine singleton schedule.

FETAL WELL-BEING SURVEILLANCE

Antenatal fetal surveillance is intended to identify fetuses at increased risk of decompensation or stillbirth in time to modify management. Common tools include maternal awareness of fetal movement, non-stress testing/cardiotocography, biophysical profile, amniotic fluid assessment, and Doppler velocimetry. None should be interpreted in isolation from gestational age, maternal disease, fetal growth, or the pretest probability of compromise [10,11].

ACOG notes that evidence supporting surveillance is not equally strong for every condition associated with stillbirth and therefore frames many recommendations as suggestions rather than absolute mandates [10]. This is clinically important: excessive surveillance in a low-risk pregnancy can generate false-positive results, anxiety, additional imaging, and iatrogenic early delivery without demonstrated benefit.

Reduced fetal movement should prompt timely clinical assessment because it can be associated with fetal compromise, but there is no single universal movement-count threshold that replaces clinical judgment. When surveillance is indicated, the choice and frequency of testing should be matched to the underlying risk. FGR with abnormal umbilical artery Doppler, for example, requires a different intensity of monitoring than well-controlled diet-managed GDM without additional complications.

SCREENING, DIAGNOSTIC TESTING, AND SURVEILLANCE: CONCEPTUAL DISTINCTIONS

Three concepts must remain separate. Screening estimates risk or identifies a subgroup requiring further evaluation. Diagnostic testing establishes or excludes a condition with substantially greater certainty. Surveillance monitors an already identified or plausible risk over time. Confusion between these categories can lead to inappropriate reassurance or unnecessary intervention.

Examples are clinically instructive. cfDNA is screening for common fetal aneuploidies, whereas CVS or amniocentesis with appropriate genetic analysis is diagnostic [3]. The mid-trimester anomaly scan is structural screening rather than a guarantee of normal fetal development [5]. Serial fetal biometry is surveillance of growth, while umbilical artery Doppler evaluates aspects of placental–fetal circulation and is especially relevant once FGR is suspected or diagnosed [8].

Cardiotocography is a surveillance tool; a reactive tracing is reassuring for the period assessed but does not prove absence of every fetal disorder.

Counseling should explicitly describe these differences. Patients should understand what a test can detect, what it can miss, the chance of false-positive or uncertain results, and what the next step will be after an abnormal result. This is central to shared decision-making and reduces the risk that screening becomes de facto diagnosis.

ANTENATAL MANAGEMENT OF HIGH-RISK PREGNANCY

High-risk pregnancy management requires escalation of expertise and monitoring rather than a simple increase in visit count. Chronic hypertension, pregestational diabetes, significant renal or cardiac disease, autoimmune disease, severe obesity with comorbidity, recurrent major placental disease, fetal anomaly, multiple pregnancy, placenta accreta spectrum, and severe FGR are common reasons for maternal–fetal medicine involvement. Referral should occur early enough to influence surveillance and delivery planning rather than only after acute deterioration.

Multidisciplinary care is particularly important when maternal disease may worsen during pregnancy or affect delivery. Cardiology, nephrology, endocrinology, hematology, genetics, neonatology, anesthesiology, and fetal therapy services may be needed depending on the case. The care plan should define responsibility for medication adjustment, laboratory monitoring, fetal surveillance, and postpartum transition.

Placenta accreta spectrum illustrates the value of anticipatory referral. Risk factors and targeted ultrasound can raise suspicion before delivery; outcomes are improved when birth is planned in a center with experienced obstetric, anesthesia, surgical, neonatal, and transfusion support [25]. Similar logic applies to severe early FGR, complicated monochorionic twins, and significant maternal cardiac disease.

ANTENATAL VISIT SCHEDULE AND CONTINUITY OF CARE

There is no single globally universal visit schedule. WHO recommends a minimum of eight contacts, beginning in the first 12 weeks, within a model designed to improve maternal experience and opportunities for complication detection [1]. NICE uses a different routine appointment structure, with booking by approximately 10 weeks and a schedule modified by parity and need [2]. These models should not be interpreted as conflicting evidence that one exact number is mandatory in every health system.

The more important principle is continuity linked to clinical content. Every contact should have a purpose: symptom review, blood-pressure assessment, laboratory or screening follow-up, fetal growth or movement review, counseling, vaccination or prevention measures, birth planning, or management of an identified condition. High-risk pregnancy requires additional or longer contacts determined by the mechanism and severity of risk.

Digital reminders and telehealth can support continuity but should not replace examination or testing that requires in-person assessment. Remote blood-pressure or glucose monitoring may be useful when embedded in a system with defined thresholds and clinical response.

ANTENATAL RED FLAGS REQUIRING URGENT ASSESSMENT

- Vaginal bleeding, particularly when heavy, recurrent, associated with pain, or occurring in a patient with known placenta previa or suspected placental pathology.

- Severe or sudden abdominal/pelvic pain, persistent uterine tenderness, or symptoms suggestive of placental abruption, uterine rupture, torsion, or another acute abdominal process.
- Severe hypertension or symptoms compatible with severe preeclampsia, including persistent severe headache, visual disturbance, epigastric/right-upper-quadrant pain, dyspnea, or neurologic symptoms.
- Seizure, syncope, chest pain, severe dyspnea, hemoptysis, unilateral leg swelling/pain, or other features concerning for thromboembolism or major cardiopulmonary disease.
- Suspected rupture of membranes, regular painful contractions before term, or significant pelvic pressure with preterm-birth risk.
- Fever with systemic illness, flank pain, or symptoms suggesting sepsis or pyelonephritis.
- Marked reduction or cessation of usual fetal movement after the gestation at which movement is normally perceived.
- Symptoms or findings suggesting acute fetal compromise, severe FGR deterioration, or abnormal antenatal testing.
- Significant trauma, especially with abdominal impact, bleeding, pain, or reduced fetal movement.

CLINICAL ALGORITHM FOR ANTENATAL MONITORING

1. Confirm pregnancy location/viability when clinically indicated and establish the best obstetric estimate of gestational age, preferentially using reliable early ultrasound when available.
2. Perform structured maternal, obstetric, medication, genetic, behavioral, and social risk assessment; record baseline blood pressure, body mass index, and relevant examination findings.
3. Complete baseline laboratory and infection screening according to national policy, including blood group/Rh D status, antibody screen, complete blood count, and urine testing; add risk-based tests as indicated.
4. Offer first-trimester genetic screening and diagnostic options with non-directive counseling; determine chorionicity/amnionicity in multiple pregnancy.
5. Assign a provisional low-risk or high-risk pathway, but explicitly schedule repeated risk reassessment rather than treating the classification as permanent.
6. Complete the mid-trimester structural survey; evaluate cervical length when indicated; screen for GDM at the appropriate gestational window according to the selected guideline.

7. During the third trimester, reassess maternal blood pressure, symptoms, fetal growth, fetal movement, placental location, and disease-specific parameters. Use serial ultrasound when risk factors justify it.
8. If FGR, hypertension, diabetes, placental disease, fetal anomaly, or multiple-pregnancy complications emerge, escalate surveillance and refer to maternal–fetal medicine or another relevant specialty.
9. Use fetal surveillance tests only when the risk profile justifies them and define in advance what abnormal results will trigger repeat testing, hospitalization, corticosteroids, transfer, or delivery.
10. Develop individualized delivery planning that incorporates gestational age, maternal condition, fetal status, placentation, presentation, prior uterine surgery, neonatal resources, and patient preferences.

Table 1. Maternal and Fetal Risk Factors in Pregnancy

Risk category	Examples	Clinical significance	Recommended monitoring
Maternal medical	Chronic hypertension, diabetes, renal/autoimmune/cardiac disease, obesity	Higher risk of hypertensive, metabolic, thrombotic or placental complications	Disease-specific clinical/laboratory review; fetal growth surveillance when indicated; specialist care for significant disease
Obstetric history	Previous preeclampsia, stillbirth, spontaneous preterm birth, FGR, recurrent loss, cesarean delivery	Recurrence risk or altered placental/uterine risk	Early risk plan; prevention when indicated; targeted ultrasound and later surveillance based on prior phenotype
Current fetal/placental	FGR, anomaly, abnormal fluid, placenta previa/accreta suspicion	Risk of fetal compromise, hemorrhage, preterm birth or need for specialized delivery	Serial ultrasound, Doppler or fetal testing as appropriate; referral and delivery planning
Multiple pregnancy	Dichorionic or monochorionic twins; higher-order gestation	Higher preterm, growth and chorionicity-specific risk	Determine chorionicity early; serial growth; monochorionic-specific surveillance; tertiary referral for complications
Social/behavioral	Smoking, alcohol/substance use, violence, poor access, unstable housing	May increase direct obstetric risk and reduce adherence/access	Repeated assessment, supportive intervention, social services, addiction or mental-health referral where needed

Table 2. Major Screening and Surveillance Investigations During Pregnancy

Gestational period	Test / assessment	Purpose	Main limitations / follow-up
Booking / early pregnancy	CBC, ABO/Rh D, antibody screen, infection screening, urine testing	Establish maternal baseline and identify treatable disease	Exact panel varies by jurisdiction; positive results require disease-specific follow-up
11–14 weeks	First-trimester ultrasound	Dating, viability, multiplicity/chorionicity, early anatomy	Operator and gestational-age dependent; does not exclude all anomalies

Gestational period	Test / assessment	Purpose	Main limitations / follow-up
First trimester onward	Aneuploidy screening (e.g., cfDNA or serum/NT strategy)	Estimate risk of common chromosomal abnormalities	Screening is not diagnostic; positive results need counseling and diagnostic options
18–22 weeks (typical)	Detailed structural ultrasound	Screen for major fetal anomalies; placental location; biometry	Detection varies by anomaly, fetal position, equipment and expertise
24–28 weeks (common window)	GDM screening	Detect gestational hyperglycemia	One-step/two-step methods and thresholds vary among guidelines
Third trimester, selected patients	Growth ultrasound ± fluid assessment ± Doppler	Assess growth trajectory and placental-fetal function	Should be risk based; isolated size does not equal FGR
When risk warrants	NST/CTG or biophysical assessment	Surveillance for fetal decompensation	False positives occur; not proven beneficial for every risk condition

Table 3. Fetal Surveillance Methods

Method	Main indication	What it evaluates	Strengths	Limitations
Maternal fetal-movement awareness	Broadly applicable; urgent assessment if movements markedly reduced	Maternal perception of fetal activity	Accessible and patient-centered	No universal count threshold; subjective variation
Non-stress test / CTG	Selected high-risk pregnancies	Fetal heart-rate reactivity and patterns	Widely available; noninvasive	False positives; interpretation and timing matter
Biophysical profile	When additional fetal assessment is required	Fetal breathing, movement, tone, fluid, and CTG component	Combines acute and chronic markers	Resource intensive; management thresholds depend on context
Ultrasound biometry	Risk of abnormal fetal growth	Fetal size and interval growth	Essential for FGR/macrosomia evaluation	Measurement error; growth needs serial assessment
Amniotic fluid assessment	Suspected placental dysfunction, rupture, diabetes, fetal anomaly	Amniotic fluid volume	Useful adjunct	Abnormality is nonspecific
Umbilical artery Doppler	FGR/placental insufficiency	Placental vascular resistance and fetal exposure to impaired placental flow	Strong role in FGR surveillance	Requires standardized technique; not a universal screening test
MCA / CPR / ductus venosus Doppler	Selected fetal-medicine indications	Cerebral redistribution or advanced hemodynamic adaptation	Can refine specialist assessment	Role differs by phenotype and guideline; not routine for every pregnancy

Table 4. Selected High-Risk Conditions and Antenatal Monitoring

Condition	Maternal monitoring	Fetal monitoring	Specialist involvement	Key risks
Chronic hypertension / preeclampsia risk	BP, symptoms, CBC/platelets, renal and liver tests when indicated	Growth ultrasound and fetal surveillance according to disease severity	Obstetrics/MFM; internal medicine as needed	Severe hypertension, organ dysfunction, FGR, placental abruption
Pregestational diabetes	Glucose profile/CGM as appropriate, renal/retinal assessment, medication review	Anatomy and growth surveillance; later testing based on disease severity	MFM/obstetrics + endocrinology/diabetes team	Congenital anomaly risk, preeclampsia, macrosomia/FGR, stillbirth

Condition	Maternal monitoring	Fetal monitoring	Specialist involvement	Key risks
Gestational diabetes	Glucose monitoring and treatment response	Growth assessment and fetal testing according to control/therapy and comorbidity	Obstetrics; diabetes team if treatment complex	Fetal overgrowth, polyhydramnios, hypertensive disease
Fetal growth restriction	Maternal disease assessment; preeclampsia surveillance	Serial growth, fluid, umbilical artery Doppler, CTG/NST according to severity	MFM for early/severe or abnormal Doppler disease	Absent/reversed end-diastolic flow, worsening testing, severe early FGR
Monochorionic twins	Maternal routine assessment plus preterm-birth vigilance	Serial ultrasound for TTTS/TAPS, growth and discordance	Fetal medicine/MFM	TTTS, selective FGR, monoamniocity, major discordance
Placenta previa / accreta spectrum suspicion	Bleeding history, anemia preparedness, surgical risk assessment	Targeted placental imaging	MFM; experienced accreta multidisciplinary center when suspected	Bleeding, labor, high suspicion of invasive placentation

DISCUSSION

The central finding of this review is that high-quality antenatal monitoring is a process of repeated risk reassessment rather than a fixed checklist. The WHO eight-contact framework and NICE parity-based schedules differ operationally, yet both emphasize early booking and adaptation to individual need [1,2]. A visit has limited value if risk factors are not actively reassessed or if abnormal findings are recorded without a defined response pathway.

Risk stratification is strongest when it links a plausible mechanism to an actionable surveillance strategy. Chronic hypertension is associated with superimposed preeclampsia and placental dysfunction; diabetes may produce fetal overgrowth but vascular disease can also contribute to growth restriction; monochorionic placentation creates vascular complications unique to shared placental circulation. These mechanisms justify different combinations of maternal laboratory testing, ultrasound, Doppler, and cardiotocography. By contrast, indiscriminate application of all tests to low-risk pregnancy increases the probability of false-positive results and iatrogenic intervention.

Prenatal genetic screening illustrates the broader problem of test interpretation. cfDNA has excellent performance for common trisomies, but it remains a screening modality because placental mosaicism, low fetal fraction, maternal factors, and other biological mechanisms can create discordant results. A positive screen should therefore initiate a diagnostic pathway rather than function as a final diagnosis [3]. This conceptual discipline should extend to all antenatal testing.

Ultrasound quality is another determinant of effectiveness. Standardized first-, second-, and third-trimester protocols improve reproducibility, but imaging sensitivity is constrained by gestational age, maternal habitus, fetal position, equipment, and operator skill [4–7]. A 'normal scan' should be communicated as a risk-reducing observation within the limits of the examination, not as proof of complete fetal normality.

FGR remains diagnostically challenging because fetal size is an imperfect surrogate for placental function. A constitutionally small fetus may be healthy, while a fetus above the 10th percentile may experience pathologic slowing of growth. Consensus criteria and Doppler assessment help distinguish these states, but professional guidelines differ in the weight given to MCA or cerebroplacental ratio, particularly in late-onset disease [8,9]. This heterogeneity should be acknowledged rather than obscured by a single oversimplified algorithm.

Hypertensive disease similarly requires integration rather than reliance on proteinuria alone. ISSHP and ACOG recognize multisystem manifestations of preeclampsia [12,13]. The clinical implication is that a patient with new hypertension plus thrombocytopenia, renal dysfunction, liver involvement, pulmonary edema, or neurologic symptoms may have preeclampsia even if proteinuria is absent. Conversely, proteinuria without the broader clinical context should not be used as the sole marker of severity.

Guideline variability is particularly visible in GDM. Differences in early testing, oral glucose challenge strategy, diagnostic thresholds, and pharmacotherapy are not necessarily evidence of poor-quality guidance; they reflect divergent weighting of outcome data, feasibility, and health-system resources. International manuscripts should identify which criteria are being used. Combining thresholds from different organizations can create internally inconsistent methods [17–20,32].

Resource-limited settings require prioritization rather than abandonment of evidence-based care. Accurate blood-pressure measurement, careful history, basic laboratory testing, reliable gestational dating, a competent anomaly scan, recognition of FGR, and timely referral often provide more benefit than low-yield advanced testing without follow-up capacity. When cfDNA, advanced Doppler, fetal MRI, or fetal therapy are unavailable, referral networks and explicit escalation criteria become even more important.

Continuity of care is also a safety intervention. Results must be reviewed, communicated, and incorporated into the next decision. A normal early screen does not eliminate later placental disease; a reassuring cardiotocogram does not permanently exclude fetal deterioration; and a diagnosis of GDM or hypertension is clinically incomplete unless follow-up, treatment targets, and fetal assessment plans are specified. Antenatal care therefore depends on information continuity as much as on the individual tests themselves.

The principal limitation of this review is its narrative methodology. Although major guideline repositories and PubMed/MEDLINE were searched and current authoritative documents were prioritized, the review did not use a registered protocol, duplicate screening, formal risk-of-bias assessment, or a complete Scopus/Web of Science/Cochrane search. The conclusions should therefore be interpreted as an evidence-informed clinical synthesis rather than a systematic-review estimate of comparative effectiveness.

PRACTICAL IMPLICATIONS FOR CLINICAL PRACTICE

- Book antenatal care early enough to establish reliable gestational age and identify modifiable maternal risks before complications emerge.
- Treat risk classification as dynamic. Reassess maternal disease, blood pressure, fetal growth, placental findings, and social context throughout pregnancy.
- Use one coherent prenatal aneuploidy screening strategy and explain that cfDNA is screening, not diagnosis.
- Ensure a standardized mid-trimester anatomical survey and establish a referral pathway when the examination is incomplete or abnormal.
- Apply GDM criteria from a clearly identified guideline; do not mix one-step and two-step thresholds within the same diagnostic pathway.
- Use low-dose aspirin only when evidence-based risk criteria are met and state the guideline context for the selected dose and timing.
- Distinguish SGA from FGR and use umbilical artery Doppler as a core surveillance tool after FGR is diagnosed.
- Determine chorionicity early in multiple pregnancy because surveillance intensity depends strongly on placental sharing.
- Use NST/CTG, biophysical assessment, and advanced Doppler selectively in pregnancies with defined risk rather than as routine tests for all patients.
- Create an explicit escalation plan for red flags, abnormal screening, worsening maternal disease, and fetal surveillance deterioration, including when to refer to maternal–fetal medicine or a tertiary center.

LIMITATIONS OF THE REVIEW

This manuscript is a narrative evidence synthesis. It does not meet PRISMA criteria for a systematic review, and no meta-analysis was performed. Direct searches of Scopus, Web of Science, and the Cochrane Library were not undertaken during manuscript preparation. Guideline recommendations also vary across jurisdictions, particularly for gestational diabetes screening, aspirin prophylaxis, frequency of routine antenatal contacts, and some components of fetal surveillance. In addition, prenatal genetic screening and fetal-medicine technologies evolve rapidly; journal editors and authors should verify any time-sensitive recommendation immediately before submission if publication is delayed.

CONCLUSION

Clinical monitoring of pregnancy is most effective when it integrates early gestational dating, structured maternal–fetal risk assessment, gestational-age-specific screening, and proportionate

escalation of surveillance. The key clinical distinction is between screening, diagnostic confirmation, and longitudinal surveillance. First-trimester assessment establishes dating, multiplicity, chorionicity, and genetic-screening options; the mid-trimester structural survey remains the principal anatomical screening examination; and third-trimester surveillance should be individualized according to maternal disease, fetal growth, placental function, multiple pregnancy, and evolving symptoms. Hypertensive disorders, diabetes, FGR, placental pathology, and complicated multiple pregnancy require explicit multidisciplinary pathways. Evidence-based antenatal care is therefore not defined by the maximal number of tests but by timely use of the right test, for the right risk, with a predefined clinical response.

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GENERATIV SUN'IY INTELLEKT BILAN TARJIMA MULOQOTIDA MADANIY MA'NONI SAQLASHNING LINGVISTIK MEZONLARI

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O'zbek tilidagi "mahalla", "hashar" va "andisha" birliklarining ingliz tilidagi talqini asosida

Annotatsiya. Maqolada generativ sun'iy intellekt vositasida amalga oshiriladigan tarjima muloqotida madaniy mazmunni saqlash muammosi o'zbek tilidagi "mahalla", "hashar" va "andisha" birliklari misolida o'rganiladi. Tadqiqot materiali sifatida elektron izohli lug'atda qayd etilgan ma'nolar, qo'llanish namunalari va ular asosida ishlab chiqilgan inglizcha tarjima variantlari tanlandi. Komponent, kontekstual va tarjimaviy tahlil yordamida madaniy birlikning nomini saqlash bilan uning matndagi vazifasini qayta ifodalash o'rtasidagi farq ochib berildi. Tahlilda referentning almashishi, ijtimoiy munosabatning umumlashtirilishi va xulq motivining asossiz aniqlashtirilishi ma'no o'zgarishining uch ko'rinishi sifatida ajratildi. Tarjima promptida madaniy xususiyatlarni umumiy tarzda saqlash talabi bilan birga, ayni kontekstda yo'qotilishi mumkin bo'lgan semantik belgilarni ko'rsatish zarurligi asoslandi. Madaniy birlikni saqlash, izohlash va kontekstual muqobil bilan berish usullarini tanlash uchun differensial mezonlar taklif etildi. Xulosalar model samaradorligiga oid eksperimental da'volar sifatida emas, tarjima promptlarini ishlab chiqish va natijalarni tekshirishga xizmat qiluvchi lingvistik asos sifatida taqdim etildi.

Kalit so'zlar: generativ sun'iy intellekt, tarjima prompti, madaniy birlik, semantik reduksiya, kontekstual ekvivalentlik, metonimiya, eksplikatsiya, lingvomadaniy talqin...

KIRISH

Madaniy mazmunga ega birlikni boshqa tilga o'girishda tarjimon predmet yoki hodisani nomlash bilan birga, uning matnda qaysi munosabatni ifodalayotganini ham aniqlaydi. Bir so'z joyini, shu joyda yashovchi jamoani yoki jamoaning vakillik tuzilmasini anglatishi mumkin. Boshqa birlik esa harakatning o'zini emas, uning qanday ijtimoiy munosabat asosida bajarilganini bildiradi. Shuning uchun madaniy ma'noning saqlanishi tarjimada alohida so'zning mavjudligi bilangina belgilanmaydi.

Generativ sun'iy intellekt bilan tarjima muloqotida ushbu muammo prompt darajasidayoq yuzaga chiqadi. Foydalanuvchi "*milliy koloritni saqlang*" deb topshiriq berishi mumkin, biroq bu talab qaysi ma'no belgisini saqlash, qaysi o'rinda izoh berish va qanday talqindan tiyilish kerakligini to'liq ochmaydi. Natijada, madaniy birlik asl

shaklida qoldirilsa ham, uning kontekstual vazifasi noaniq bo‘lib qolishi ehtimoli mavjud.

Javier Franco Aixelá madaniyatga xos birliklar tarjimasini tarjimashunoslikning alohida muammosi sifatida muhokama qiladi. Uning yondashuvi madaniy birlik bilan ishlashni ikki til o‘rtasidagi oddiy nom almashtirishdan kengroq jarayon sifatida ko‘rib chiqishga asos beradi. Mazkur maqolada shu muammo tarjima promptining mazmuni va tarjima variantini baholash mezonlari bilan bog‘liq holda o‘rganiladi. [1]

Cheng Li, Mengzhou Chen, Jindong Wang, Sunayana Sitaram va Xing Xie tomonidan taklif etilgan CultureLLM yondashuvida madaniy farqlarni katta til modellariga kiritish maxsus ma’lumotlar va moslashtirish jarayoni bilan bog‘lanadi. Ushbu tadqiqot madaniy moslikni faqat javob tilini o‘zgartirish orqali hal etiladigan masala deb bo‘lmasligini ko‘rsatishiga qaramay, uning natijalari muayyan o‘zbek tillarida birlikning tarjimasini bevosita tasdiqlamaydi. [2]

Tarjima promptlarining madaniy birliklarga ta’siri Adeyola Opaluwahning Afrika she’riyati tarjimasiga bag‘ishlangan dastlabki tadqiqotida ham o‘rganilgan. Muallif madaniy xususiyatlarni ta’kidlovchi topshiriqlar qo‘llanganda ham tarjima yechimlarida nomuvofiqliklar saqlanganini qayd etadi. Bu kuzatish madaniy mazmunni saqlash talabini aniq tekshiriladigan belgilar bilan bog‘lash zaruratini kuchaytiradi. [3]

Maqolaning maqsadi **“mahalla”**, **“hashar”** va **“andisha”** birliklarining ingliz tillarida talqinida yuzaga keladigan semantik o‘zgarishlarni aniqlash hamda ularni hisobga oluvchi tarjima promptlari uchun lingvistik mezonlarni ishlab chiqishdir. Tadqiqot quyidagi savolga yo‘naltiriladi: madaniy birlikning qaysi xususiyati ayni kontekstda saqlanishi shart va ushbu xususiyat tarjima topshirig‘ida qanday ifodalanishi mumkin?

MATERIALLAR VA METODLAR

Tadqiqot uchun uch birlik maqsadli tanlandi. “Mahalla” ijtimoiy va hududiy referensiyaning o‘zaro munosabatini, “hashar” faoliyatning jamoaviy tashkil topishini, “andisha” esa xulqning ichki motivi va baholovchi talqinini o‘rganish imkonini beradi. Ular o‘zbek tilidagi barcha madaniy birliklarning reprezentativ tanlanmasi sifatida emas, turli tarjimaviy muammolarni ochib beruvchi tahliliy holatlar sifatida ko‘rib chiqildi.

Materialning leksikografik asosini Izoh.uz elektron lug‘atidagi tegishli maqolalar tashkil etdi. Unda berilgan misollar aynan shu elektron manba orqali olindi. Lug‘atda badiiy asarga nisbat berilgan fragmentlar asl nashrning sahifasi tekshirilgan iqtibos sifatida taqdim etilmadi. [4] [5] [6]



1. Madaniy birliklarning semantik tahlili va ikki tildagi tarjima promptlarini ishlab chiqish bosqichlari

sifatida ko'rsatilmaydi. Tadqiqotda avtomatik tarjimaning aniqlik foizi hisoblanmadi; asosiy e'tibor tarjima qarorini dalillash va uni tekshirish mezonlariga qaratildi.

NATIJALAR

“Mahalla” birliklarida referentni aniqlash va metonimik munosabat. Elektron lug'atda “mahalla” hududiy-jamoaviy birlik, shu hududdagi kishilar hamda kengash yoki uning joylashgan o'rni bilan bog'liq ma'nolarda izohlangan. Undagi quyidagi misol jamoaviy referensiyani tahlil qilish imkonini beradi: “*To'y masalasida mahalla nima desa, shu bo'ladi.*” [4] Bu gapda mahalla so'ziga nutqiy harakat yuklangan. Nima desa predikati hududning o'zini emas, fikr bildiruvchi kishilarni yoki jamoa vakillarini nazarda tutadi. Demak, tarjima qarori so'zning eng umumiy lug'aviy muqobilidan oldin uning gapdagi semantik rolini aniqlashga tayanishi kerak.

Mualliflik tarjima varianti: “*The wedding arrangements will follow the decision of the mahalla community.*” Bu variantda jamoaviy referensiya ochiq ifodalangan bo'lsa-da, *decision* so'zi manbadagi oddiy fikr bildirishni rasmiyroq qaror tusiga kiritishi mumkin. Agar kengroq kontekstda rasmiy qaror nazarda tutilmasa, quyidagi variant ehtiyotkorroq bo'ladi: “*The wedding arrangements will follow what the mahalla community says.*”

Har ikki variantning afzalligi va cheklovi bor. Birinchisi inglizcha bayonda ravonroq umumshtirish beradi; ikkinchisi nutqiy harakatni saqlaydi. Qaysi biri maqbulligi matn janri va oldingi voqealarga bog'liq.

Shu misolda *local council* shaklini avtomatik qo'llash vakolatli tuzilmani manbada yetarlicha asos bo'lmasdan aniqlashtirishga olib kelishi mumkin. Aksincha, faqat *neighbourhood* shakli ijtimoiy referensiyani o'quvchining metonimik talqiniga qoldiradi. Bunday tarjima har doim xato emas, ammo jamoaning matndagi o'rni tadqiqot uchun muhim bo'lsa, ma'no yetarlicha ochilmasligi mumkin.

Mazkur holat uchun prompt quyidagicha aniqlashtiriladi:

Tahlil to'rt bosqichda olib borildi. Dastlab, birliklarning lug'aviy ma'nolari ajratildi. Keyin kontekstda faol bo'lgan ma'no va matn tomonidan tasdiqlanmagan qo'shimcha talqin farqlandi. Uchinchi bosqichda ingliz tilidagi tarjima variantlari o'rtasidagi referensial va pragmatik tafovutlar tekshirildi. Yakunda ushbu tafovutni boshqarishga qaratilgan o'zbekcha hamda ingliz tilidagi promptlar ishlab chiqildi.

Maqoladagi ingliz tilidagi tarjimalar va promptlar mualliflik tahliliy variantlaridir. Ular alohida generativ modeldan olingan javoblar

O'zbek tilida: *“‘Mahalla’ so‘zining referentini kesim va kengroq kontekst asosida aniqlang. Jamoa nazarda tutilgan bo‘lsa, shu ma‘noni saqlang; rasmiy kengash ma‘nosini faqat matn tasdiqlaganida qo‘llang.”*

Ingliz tilida: *“Identify the referent of ‘mahalla’ from the predicate and wider context. Preserve the community sense where relevant; use an institutional council interpretation only when supported by the text.”*

Bu yerda tarjima topshirig‘i muayyan ekvivalentni oldindan majburlamaydi. U ekvivalent tanlash uchun zarur bo‘lgan semantik farqlashni belgilaydi.

“Hashar” tarjimasida faoliyat natijasi va ijtimoiy usulning farqlanishi

“Hashar” lug‘atda ko‘pchilikning ishini bajarishga ixtiyoriy va beg‘araz ko‘maklashuvi bilan izohlanadi. O‘tkir Hoshimov asariga nisbat berilgan misolda quyidagi jumla keltirilgan: *“Xalq taomiliga ko‘ra, choyxonalar hashar yo‘li bilan quriladi.”* [5] Gapning propozitsional mazmunida qurilish natijasi bilan birga uning amalga oshirilish usuli ham muhim. *Hashar yo‘li bilan* birikmasi mehnatning kimlar tomonidan va qanday hamkorlik munosabati asosida bajarilishini bildiradi.

Faqat *“Teahouses are built collectively”* tarzidagi variant jamoaviylikni ifodalaydi, ammo madaniy amaliyotning nomi va beg‘araz ko‘mak belgisi ochilmaydi. Quyidagi mualliflik varianti esa shu belgilarni aniqlashtiradi: *“Traditionally, teahouses are built through hashar, a form of voluntary communal labour.”* Bu yechimda madaniy nom saqlanadi va qisqa izoh berilsa-da, izohli shaklni har bir takroriy qo‘llanishda qaytarish matnni og‘irlashtirishi mumkin. Birinchi uchrashuvda tushuntirilgan birlik keyingi o‘rinlarda izohsiz qo‘llanishi mumkinligi matnning yaxlitligi doirasida hal etiladi.

Tahlilning muhim jihati shundaki, qurilgan obyektning saqlanishi tarjimaning to‘liq muvofiqligini anglatmaydi. Harakat natijasi to‘g‘ri berilgan bo‘lsa ham, hamkorlik turi umumiy mehnat tushunchasiga aylantirilishi mumkin. Bunda asosiy yo‘qotish predmet ma‘nosida emas, ijtimoiy munosabatning ifodalanishida yuz beradi.

Bunday holat uchun prompt:

O‘zbek tilida: *“‘Hashar’ qatnashgan jumlaning tarjima qilishda faoliyat natijasi bilan uni bajarishning jamoaviy usulini farqlang. Zarur bo‘lsa, atamani saqlab, birinchi qo‘llanishda qisqa izoh bering. Lug‘aviy izohdan tashqaridagi ijtimoiy tafsilotlarni qo‘shmag‘.”*

Ingliz tilida: *“Distinguish the outcome of the activity from its communal mode of organisation. Retain ‘hashar’ with a brief first-use gloss where necessary. Do not add social details unsupported by the source.”* Ushbu promptda saqlanishi kerak bo‘lgan belgi aniq ko‘rsatilgan: u faoliyatning madaniy jihatdan tashkil topishidir.

“Andisha” tarjimasida motivni ortiqcha aniqlashtirish muammosi. “Andisha” elektron lug‘atda oqibatni o‘ylash yoki yuz-xotirga borish bilan bog‘liq mulohaza, umumiy fikr va odob-hayo bilan aloqador hissiy-axloqiy ma‘nolarda beriladi. Asqad Muxtorga nisbat berilgan qisqa misol quyidagicha: *“Qandaydir andisha tutdi tilini.”* [6] Bu jumlaning tahlilida qandaydir birligi hal qiluvchi ahamiyatga ega. U nutqdan tiyilish motivi mavjudligini bildiradi, lekin uning aynan nimadan iboratligini to‘liq

ochmaydi. Shunday ekan, tarjimada *fear*, *shame*, *respect* yoki *politeness* birliklaridan birini qat'iy tanlash matndagi noaniqlikni bartaraf etib, muallif ochiq qoldirgan sababni tarjimon nomidan belgilashi mumkin.

Ehtiyotkor mualliflik varianti: *“Some unspoken consideration held back the words.”* Ushbu variant ichki to'siq va motivning to'liq ochilmaganligini saqlashga urinadi. Biroq u o'zbekcha birlikning barcha axloqiy konnotatsiyalarini alohida ifodalaymaydi. Bu holat tarjima qarorida bir ustuvorlikni tanlashga to'g'ri kelishini ko'rsatadi: ayni jumlada barcha lug'aviy ma'nolarni sanashdan ko'ra, sababning aniqlashtirilmaganligini saqlash muhimroq bo'lishi mumkin.

“Fear prevented the speaker from responding” kabi variant esa qo'rquvni aniq sabab qilib belgilaydi. Agar kengroq kontekst buni tasdiqlamasa, bunday yechim izoh emas, qo'shimcha talqin bo'ladi.

Mazkur misol uchun prompt:

O'zbek tilida: *“‘Andisha’ning kontekstda ochiq qolgan motivini saqlang. Matnda dalil bo'lmasa, uni qo'rquv, uyat yoki hurmat bilan bir ma'noli tenglashtirmang. Tarjima uchun tanlangan ifodaning cheklovini alohida izohlang.”*

Ingliz tilida: *“Preserve the unresolved motive conveyed by ‘andisha’. Do not identify it specifically as fear, shame or respect without contextual evidence. Explain the limitation of the chosen rendering separately.”*

Bu topshiriq modeldan ko'proq ma'lumot yaratishni emas, manbadagi ma'no chegarasiga rioya qilishni talab etadi.

Madaniy ma'noni baholashning differensial mezonlari

Uch holatning qiyosi madaniy birliklar uchun yagona tarjima strategiyasini belgilash yetarli emasligini ko'rsatdi. Tahlil qilinadigan birlikning kontekstdagi vazifasiga qarab tekshirish mezonlari o'zgaradi.

Birlik	Asosiy tahlil muammosi	Saqlanishi zarur belgi	Asossiz o'zgarish xavfi
Mahalla	Referent va metonimik qo'llanish	Hudud, jamoa yoki tuzilma o'rtasidagi kontekstual farq	Jamoani dalilsiz rasmiy kengashga aylantirish
Hashar	Faoliyatning ijtimoiy tashkil topishi	Jamoaviy ko'makning tegishli belgilari	Hamkorlik usulini umumiy mehnat ma'nosiga qisqartirish
Andisha	Xulq motivining ochiqlik darajasi	Kontekstda aniqlangan va ochiq qolgan ma'no chegarasi	Noaniq motivni bitta hissiyot bilan almashtirish

Jadvaldagi mezonlar tarjimani “milliy” yoki “milliy emas” tarzidagi umumiy baholashdan aniqroq tekshiruvga o'tish imkonini beradi. Bunda savol madaniy nomning mavjudligi bilangina cheklanmaydi: referent, munosabat va motivning manbaga muvofiqligi tekshiriladi.

MUHOKAMA

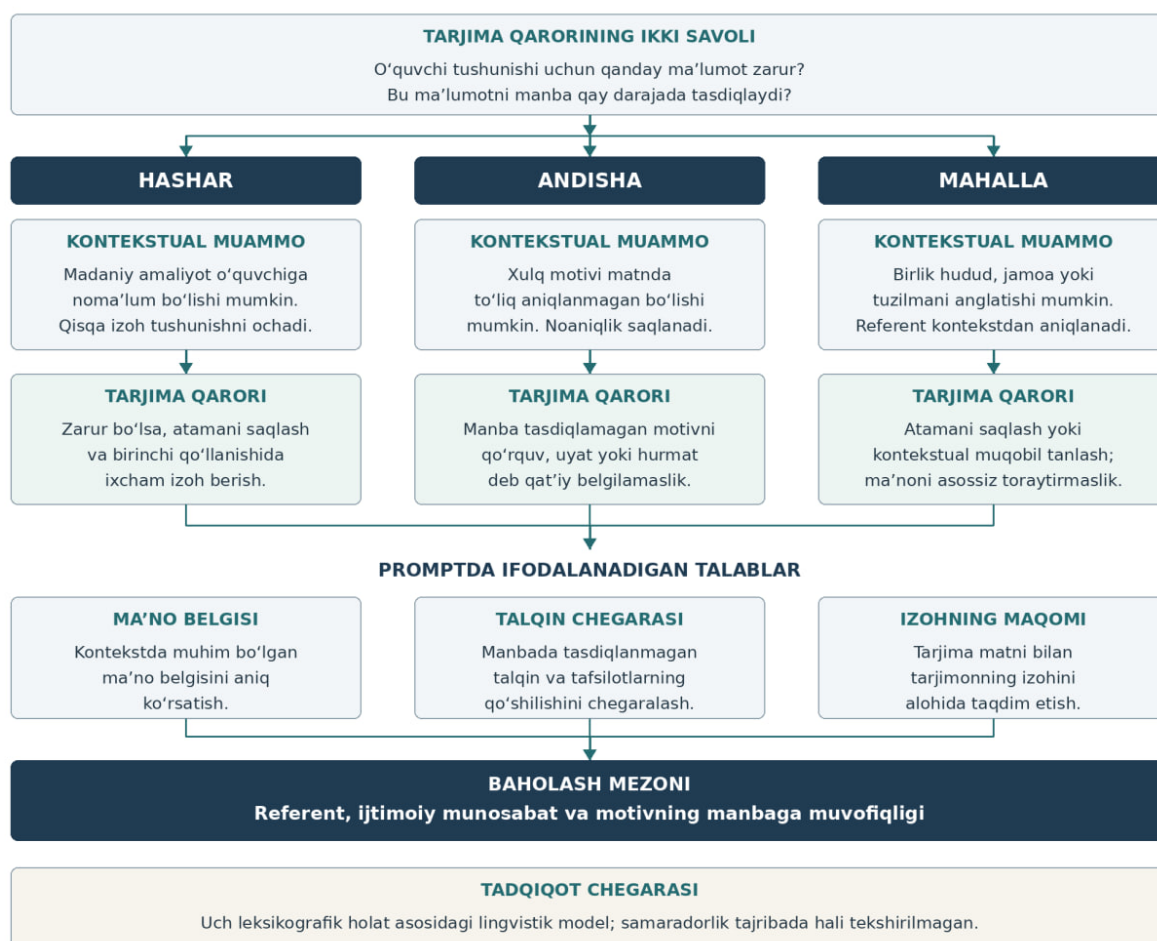
Tahlil madaniy ma'noni saqlash bilan matnni kengaytirish o'rtasidagi munosabatni qayta ko'rib chiqishni talab qiladi. Izoh qo'shish ayrim vaziyatlarda ma'noni ochadi, boshqa vaziyatlarda esa manbada mavjud bo'lmagan talqinni kiritishi mumkin. Shu sababli eksplikatsiyani har doim ijobiy tarjima amali sifatida baholash asosli emas.

“Hashar” misolida qisqa izoh o‘quvchi uchun yetishmayotgan tushunchani ochishga xizmat qiladi. “Andisha” misolida esa aniq sababni qo‘shish matnning ataylab ochiq qoldirilgan mazmunini toraytiradi. Demak, tarjimaviy qaror ikki savolga javob berishi kerak: o‘quvchi tushunishi uchun qanday ma’lumot zarur va shu ma’lumotni manbaning o‘zi qanchalik tasdiqlaydi?

Bu farq tarjima promptini ishlab chiqishda ham saqlanishi lozim. *Explain the cultural meaning* kabi umumiy topshiriq izoh hajmini oshirishga undashi mumkin. Ayni paytda madaniy birlikning matndagi vazifasi izohning ko‘pligi bilan emas, to‘g‘ri chegaralanganligi bilan qayta yaratiladi.

TARJIMA PROMPTLARIDA MADANIY MA’NONI SAQLASH MEZONLARI

Kontekstga asoslangan izoh, talqin chegarasi va natijani baholash



Manba: maqoladagi qiyosiy tahlil asosida muallif ishlanmasi.

Shuningdek, atamani asl shaklida qoldirishni avtomatik muvaffaqiyat deb bo‘lmaydi. O‘quvchi *mahalla* so‘zini ko‘rishi mumkin, ammo uning ayni gapda hududmi, odamlar jamoasimi yoki tashkilotmi ekanini anglamasligi mumkin. Aksincha, ayrim kontekstlarda nomning ingliz tilidagi umumiy birlik orqali berilishi mazmunni yetarli darajada saqlaydi. Demak, saqlash va almashtirish o‘rtasidagi tanlov matndan tashqari qat’iy qoida bilan hal etilmaydi.

Maqolada ishlab chiqilgan yondashuv tarjima promptini kontekstda muhim bo'lgan ma'no belgisini ko'rsatish, mumkin bo'lgan noto'g'ri talqinni chegaralash va izohning maqomini ajratish asosida tuzishni nazarda tutadi. Bunda tarjimaning o'zi bilan tarjima haqidagi sharh alohida berilishi maqsadga muvofiq. Izoh matnga qo'shib yuborilsa, muallif bayoni va tarjimonning tushuntirishi farqlanmay qolishi mumkin.

Natijalarning amaliy qiymati tayyor "eng yaxshi prompt" taqdim etilishida emas, tekshirish mumkin bo'lgan qaror mezonlari ishlab chiqilganidadir. Generativ tizimga berilgan topshiriq keyingi javobni baholash uchun ham asos bo'lishi kerak. Masalan, "*andishani saqlang*" talabi umumiy qoladi; "*matnda aniqlanmagan motivni qo'rquv deb belgilamang*" talabi esa muayyan semantik xatoni aniqlashga imkon beradi.

Tadqiqotning chegarasi uch leksikografik holat bilan ishlanganidadir. Keltirilgan promptlar turli modellarda tajriba orqali solishtirilmagan. Keyingi bosqichda ularning samaradorligini tekshirish uchun bir xil manba parchalari, model va sozlamalar, takroriy generatsiyalar hamda mustaqil tarjimon baholari zarur. Bunday tekshiruvsiz taklif etilgan ko'rsatmalar model natijasini kafolatli yaxshilaydi degan xulosa chiqarilmaydi.

XULOSA

O'zbek tilidagi "mahalla", "hashar" va "andisha" birliklarining qiyosiy tahlili madaniy ma'noning saqlanishi turli semantik vazifalar orqali ta'minlanishini ko'rsatdi. "Mahalla" misolida referentni aniqlash, "hashar" misolida hamkorlik usulini ifodalash, "andisha" misolida esa motivning ochiqlik darajasini saqlash ustuvor mezon sifatida belgilandi.

Madaniy birlikning asl shaklini qoldirish uning kontekstual mazmunini avtomatik ravishda saqlamasligi aniqlandi. Shu bilan birga, izohli tarjima ham har doim to'liq muvofiqlikni ta'minlamasligi, ortiqcha aniqlashtirish manbadagi ma'no chegarasini o'zgartirishi asoslandi.

Tarjima promptida umumiy madaniy moslik talabi bilan bir qatorda muayyan kontekstda saqlanishi kerak bo'lgan belgi va dalilsiz kiritilmasligi lozim bo'lgan talqinni ko'rsatish taklif etildi. Ushbu yondashuv prompt yaratish bilan tarjima sifatini tekshirishni yagona lingvistik mezonlar orqali bog'lashga imkon berdi.

Madaniy mazmunni qayta ifodalashda referensial aniqlik, ijtimoiy munosabatning saqlanishi va talqin chegarasiga rioya qilish o'zaro farqlanuvchi baholash yo'nalishlari sifatida ajratildi. Mazkur mezonlar generativ tarjima bo'yicha keyingi empirik tadqiqotlarning tahliliy asosini shakllantirishga xizmat qiladi.

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TURISTIK REKLAMA MATNLARINING LINGVISTIK TAHLILI
ЛИНГВИСТИЧЕСКИЙ АНАЛИЗ ТЕКСТОВ ТУРИСТИЧЕСКОЙ
РЕКЛАМЫ

LINGUISTIC ANALYSIS OF TOURISM ADVERTISING TEXTS

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Bugungi globallashuv davrida turizm sohasi nafaqat iqtisodiy tarmoq, balki xalqlararo madaniy muloqot va integratsiyaning yetakchi omillaridan biriga aylandi. Ushbu sohada raqobat kuchaygan sari, potentsial sayyohlarni jalb qilishda turistik reklama matnlarining o'rni va ahamiyati mislsiz darajada ortmoqda. Turistik reklama o'ziga xos ixtisoslashgan diskurs bo'lib, unda til vositalari oddiy axborot uzatish vazifasidan tashqari, kuchli linyvopragmatik maqsadga — iste'molchining ongiga ta'sir ko'rsatish, unda ma'lum bir hududga nisbatan qiziqish va sayohat qilish istagini uyg'otishga xizmat qiladi. Shu bois, ushbu matnlarning lisoniy tabiatini o'rganish tilshunoslikning dolzarb masalalaridan biridir.

Turistik reklama matnlarining lingvistik strukturasi o'ta murakkab va ko'p qirrali tizimdir. Ularning asosiy maqsadi ta'sirchanlik (ekspressivlik) va emotsionallikni ta'minlash bo'lganligi sababli, matnlar lisoniy darajalar bo'yicha quyidagicha tahlil qilinadi:

Leksik-semantik xususiyatlar: Turistik reklamalarda so'z tanlash mahorati birinchi o'rinda turadi. Matnlarda baholovchi va tasviriy xarakterga ega bo'lgan sifatlar (masalan: *jozibador, maftunkor, unutilmas, qadimiy, sirli, betakror, sehrli*) eng ko'p qo'llaniladigan so'z turkumi hisoblanadi. Shuningdek, reklama qilinayotgan hududning milliy koloritini aks ettirish uchun maxsus toponimlar (joy nomlari) va madaniy realiyalar, ekzotizmlar (masalan: *choyxona, minoralar, ipak yo'li*) faol jalb etiladi. Bu esa sayyohda o'sha joy muhitini his qilish tuyg'usini yaratadi.

Stilistik va majozan ifodalash vositalari: Sayyoh tasavvurini boyitish va unda ijobiy vizual obraz shakllantirish uchun matnlarda metafora, o'xshatish, epitet va giperbolalardan keng foydalaniladi. Chunonchi, *"Sharq gavhari", "Ertaklar olamiga sayohat", "Tarix tirilgan zamin"* kabi stilistik figuralar quruq faktik ma'lumotdan ko'ra ko'proq hissiy ta'sir kuchiga ega bo'ladi.

Sintaktik va pragmatik xususiyatlar: Reklama matnlarining sintaktik qurilishi ixchamlik va dinamiklikka asoslanadi. Unda uzoq davom etadigan murakkab gaplardan

qochilib, sodda, qisqa va tez qabul qilinadigan tuzilmalarga urg‘u beriladi. Ayniqsa, buyruq maylidagi fe‘llar bilan ifodalangan gaplar ("*Kashf eting!*", "*Hozir band qiling!*", "*Biz bilan sayohat qiling!*") hamda ritorik so‘roq gaplar ("*Siz hali ham buni ko‘rmadingizmi?*") mijozni passiv kuzatuvchidan faol harakat qiluvchi sub‘ektga aylantirishga undaydi.

Umuman olganda, turistik reklama matnlari shunchaki til birliklarining yig‘indisi emas, balki psixologik va pragmatik maqsadlar uyg‘unlashgan mukammal lisoniy tizimdir. Undagi har bir leksik birlik va sintaktik shakl mijozning qaror qabul qilish jarayoniga ta’sir ko‘rsatish uchun maxsus saralanadi. Til vositalarining to‘g‘ri va maqsadli tanlanishi turistik mahsulotning bozordagi muvaffaqiyatini hamda mamlakatning turistik jozibadorligini belgilab beruvchi bosh omildir.

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**BOSHLANG'ICH SINIF O'QUVCHILARIDA TO'G'RI TALAFFUZ KO'NIKMALARINI
RIVOJLANTIRISHDA INDIVIDUAL YONDASHUV**

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Annotatsiya. Ushbu tezisda boshlang'ich sinf o'quvchilarida to'g'ri talaffuz ko'nikmalarini rivojlantirish jarayonida individual yondashuvdan foydalanish masalasi yoritiladi. O'quvchilarning talaffuz imkoniyatlari va mavjud qiyinchiliklari bir xil emasligi sababli, mashg'ulotlarda ularning individual xususiyatlarini hisobga olish zarurati asoslanadi. Talaffuzdagi qiyinchiliklarni aniqlash, ularni guruhlash va har bir o'quvchining ehtiyojiga mos topshiriqlarni tanlashning metodik imkoniyatlari ko'rib chiqiladi.

Kalit so'zlar: boshlang'ich ta'lim, to'g'ri talaffuz, talaffuz ko'nikmasi, individual yondashuv, fonetik ko'nikma, fonemik idrok, nutq, talaffuz mashqlari.

Аннотация. В данной статье рассматривается применение индивидуального подхода к формированию навыков правильного произношения у учащихся начальной школы. Обосновывается необходимость учета индивидуальных особенностей школьников на уроках с учетом различий в их произносительных возможностях и специфики возникающих трудностей. В работе анализируются методические подходы к выявлению и классификации проблем с произношением, а также к подбору заданий, соответствующих конкретным потребностям каждого ученика.

Ключевые слова: начальное образование, правильное произношение, произносительный навык, индивидуальный подход, фонетический навык, фонематическое восприятие, речь, упражнения на произношение.

Abstract. This thesis addresses the use of an individual approach in developing correct pronunciation skills among primary school students. It establishes the necessity of considering students' individual characteristics during lessons, given the variations in their pronunciation capabilities and the specific difficulties they face. The study examines methodological approaches to identifying and categorizing pronunciation challenges, as well as selecting tasks tailored to each student's specific needs.

Keywords: primary education, correct pronunciation, pronunciation skill, individual approach, phonetic skill, phonemic perception, speech, pronunciation exercises.

Kirish. Boshlang'ich sinf davrida o'quvchining og'zaki nutqi faol rivojlanadi. Bu davrda tovushlarni aniq talaffuz qilish, so'zlarni to'g'ri aytish, gaplarni ravon ifodalash kabi ko'nikmalarning shakllanishi keyingi ta'lim jarayoni uchun ham muhimdir. Shu sababli ona tili ta'limida talaffuzga oid mashqlarni muntazam tashkil etish zarur. Mavjud metodik qarashlarda talaffuzni shakllantirishda fonetik mashqlar, takrorlash, og'zaki nutqni rivojlantirish va talaffuzdagi xatolarni aniqlashga alohida e'tibor beriladi. Biroq boshlang'ich sinfdagi barcha o'quvchilarning talaffuz darajasi bir xil bo'lmagani sababli, ularga bir xil mazmundagi va bir xil murakkablikdagi topshiriqlarni berish har doim ham yetarli natija bermasligi mumkin. Shu jihatdan to'g'ri talaffuz ko'nikmalarini rivojlantirishda individual yondashuvdan foydalanish dolzarb metodik masalalardan biridir.

Asosiy qism. Individual yondashuv o'quvchining o'zlashtirish darajasi, mavjud qiyinchiliklari, nutqiy imkoniyatlari va topshiriqni bajarish sur'atini hisobga olgan holda ta'lim jarayonini tashkil etishni anglatadi. Boshlang'ich ta'limda individual yondashuvning asosiy maqsadi o'quvchiga alohida e'tibor qaratish bilangina cheklanmay, uning ehtiyojiga mos ta'limiy ta'sirni tanlashdan iborat. To'g'ri talaffuzni rivojlantirishda individual yondashuvni, avvalo, o'quvchining talaffuz holatini

aniqlashdan boshlash maqsadga muvofiq. Buning uchun o'qituvchi o'quvchining og'zaki javoblarini kuzatishi, matn o'qishini tinglashi, ayrim so'z va gaplarni takrorlatishi hamda tovushlarni farqlashga qaratilgan topshiriqlardan foydalanishi mumkin. Tovush talaffuzi va fonemik idrokni aniqlashda kuzatuv, suhbat va maxsus topshiriqlardan foydalanish mumkinligi ilmiy-metodik adabiyotlarda ham qayd etiladi. Aniqlash jarayonidan keyin o'quvchilardagi qiyinchiliklarni shartli ravishda bir necha guruhga ajratish mumkin. Birinchi guruhga ayrim tovushlarni talaffuz qilishda qiynalayotgan o'quvchilarni kiritish mumkin. Bunday o'quvchilar bilan tovushni alohida talaffuz qilish, bo'g'in tarkibida aytish va keyinchalik so'zlarda qo'llashga qaratilgan mashqlar olib boriladi. Ikkinchi guruhda tovushni alohida talaffuz qila oladigan, biroq uni so'z yoki gap tarkibida qo'llashda xatoga yo'l qo'yadigan o'quvchilar bo'lishi mumkin. Ular uchun so'z, so'z birikmasi va gap asosidagi mashqlarni bosqichma-bosqich murakkablashtirish maqsadga muvofiq. Uchinchi guruhga talaffuzi nisbatan yaxshi bo'lgan, biroq nutq jarayonida ayrim tovushlarni tushirib qoldirish, almashtirish yoki noaniq talaffuz qilish holatlari uchraydigan o'quvchilarni kiritish mumkin. Bunday o'quvchilar bilan tez aytishlar, ifodali o'qish, dialog va qisqa nutqiy vaziyatlardan foydalanish mumkin. Shunday qilib, individual yondashuvda asosiy e'tibor "hamma o'quvchiga bir xil mashq" tamoyiliga emas, balki "aniqlangan qiyinchilikka mos mashq" tamoyiliga qaratiladi. Individual topshiriqlarni quyidagi ketma-ketlik asosida tashkil etish mumkin:

1. Aniqlash. O'quvchining talaffuzidagi mavjud qiyinchilik belgilanadi.
2. Tahlil qilish. Qiyinchilikning qaysi bosqichda namoyon bo'layotgani aniqlanadi: tovush, bo'g'in, so'z yoki gap darajasidami.
3. Mos topshiriq tanlash. Aniqlangan muammoga mos mashq belgilanadi.
4. Bosqichma-bosqich murakkablashtirish. O'quvchi sodda topshiriqni bajargach, keyingi bosqichdagi nutqiy mashqqa o'tkaziladi.

5. Qayta kuzatish. O'quvchining keyingi talaffuzi avvalgi holati bilan taqqoslanadi.

6. Topshiriqni yangilash. Natijaga qarab mashqning mazmuni yoki murakkablik darajasi o'zgartiriladi.

Masalan, "r" tovushini so'z tarkibida aniq talaffuz qilishda qiynalayotgan o'quvchiga avval shu tovush qatnashgan bo'g'inlarni aytish, keyin sodda so'zlarni talaffuz qilish, undan so'ng so'zlarni gap tarkibida qo'llash topshirig'i berilishi mumkin. Boshqa o'quvchi esa shu bosqichlarni allaqachon o'zlashtirgan bo'lsa, unga qisqa matnni ifodali o'qish yoki berilgan so'zlardan foydalanib mustaqil gap tuzish topshirig'i beriladi. Bu yerda individual yondashuvning muhim jihat shundaki, o'quvchilar bir-biridan ajratib qo'yilmaydi. Aksincha, umumiy dars jarayonida turli murakkablikdagi topshiriqlarni bajarish orqali har bir o'quvchining imkoniyatiga mos rivojlanish sharoiti yaratiladi. Talaffuz mashqlarini differensial tashkil etishda topshiriqlarning mazmunini ham o'zgartirish mumkin. Masalan, bir o'quvchiga rasm asosida so'zlarni talaffuz qilish, boshqasiga berilgan so'zlardan gap tuzish, yana bir o'quvchiga kichik matnni ifodali o'qish topshiriladi. Bunda topshiriqlar umumiy mavzu bilan bog'langan holda, murakkablik darajasi jihatidan farqlanadi. Bunday tashkil etish o'qituvchiga o'quvchilarning individual rivojlanishini muntazam kuzatish imkonini beradi. Ayniqsa, talaffuzdagi qiyinchilikni bir martalik xato sifatida emas, balki muntazam kuzatiladigan ko'rsatkich sifatida baholash muhimdir. Shuningdek, talaffuz bilan bog'liq qiyinchiliklarni pedagogik va logopedik muammolardan farqlash zarur. Oddiy metodik mashqlar yordamida bartaraf etilishi mumkin bo'lmagan yoki davomli kuzatiladigan talaffuz muammolarida tegishli mutaxassis bilan hamkorlik qilish maqsadga muvofiq. Boshlang'ich sinflarda talaffuz muammolarini aniqlash va differensial yondashuv masalalarining alohida tadqiq qilinayotgani ham ushbu farqlashning muhimligini ko'rsatadi.

Xulosa. Boshlang'ich sinf o'quvchilarida to'g'ri talaffuz ko'nikmalarini rivojlantirishda individual yondashuvdan foydalanish o'quvchilarning mavjud imkoniyatlari va talaffuzdagi qiyinchiliklarini hisobga olishga yordam beradi. Bunda eng muhim bosqich o'quvchining muammosini aniqlash va unga mos metodik topshiriqni tanlashdir. Individual yondashuv asosida tashkil etilgan talaffuz mashqlarida topshiriqlarni tovush, bo'g'in, so'z va gap darajasida bosqichma-bosqich murakkablashtirish mumkin. Natijalarni muntazam kuzatish esa o'qituvchiga keyingi mashg'ulotlarni o'quvchining ehtiyojiga moslashtirish imkonini beradi. Demak, to'g'ri talaffuz ko'nikmalarini rivojlantirishda individual yondashuvni qo'llashning metodik modeli aniqlash – tahlil qilish – mos topshiriq tanlash – mashq qildirish – qayta kuzatish – moslashtirish ketma-ketligiga asoslanishi mumkin.

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**Boshlang'ich sinf EFL o'quvchilarining qo'llab quvvatlangan nutqdan mustaqil
og'zaki muloqotga o'tishini ta'minlovchi Scaffolding asosidagi kommunikativ
topshiriqlarni loyihalash**

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Annotatsiya. Mazkur tezis boshlang'ich sinf o'quvchilariga ingliz tilini (EFL) o'qitishda qo'llab-quvvatlashni bosqichma-bosqich kamaytirish orqali ularning mustaqil og'zaki muloqot ko'nikmalarini rivojlantirishga qaratilgan. Tadqiqotda kommunikativ til o'qitish, scaffolding va topshiriqqa asoslangan til o'qitish tamoyillarini birlashtiruvchi to'rt bosqichli yondashuv taklif etiladi: qo'llab-quvvatlangan ishlab chiqarish, yo'naltirilgan o'zaro muloqot, kamaytirilgan qo'llab-quvvatlashli kommunikatsiya va mustaqil og'zaki kommunikatsiya. Ushbu yondashuv kommunikativ topshiriqlar ketma-ketligi orqali o'quvchilarni o'qituvchi yordamiga tayanadigan nutqdan mustaqil muloqotga bosqichma-bosqich olib o'tishga metodik asos yaratadi.

Kalit so'zlar: og'zaki muloqot, o'quvchi mustaqilligi, topshiriqlar dizayni, bosqichma-bosqich kamaytirish, scaffolding.

Аннотация. Данное исследование направлено на развитие навыков самостоятельной устной коммуникации учащихся начальных классов при обучении английскому языку (EFL) посредством постепенного сокращения педагогической поддержки. В исследовании предлагается четырехэтапный подход, объединяющий принципы коммуникативного обучения языку, scaffolding и обучения языку на основе заданий: поддерживаемая продукция, направленное взаимодействие, коммуникация с уменьшенной поддержкой и самостоятельная устная коммуникация. Предлагаемый подход создает методическую основу для разработки последовательности коммуникативных заданий, обеспечивающих постепенный переход учащихся от речи при поддержке учителя к самостоятельному взаимодействию.

Ключевые слова: устная коммуникация, самостоятельность учащихся, дизайн заданий, постепенное сокращение поддержки, scaffolding.

Abstract. This study focuses on developing primary EFL learners' independent oral communication skills through the gradual reduction of instructional support. It proposes a four-stage approach integrating the principles of Communicative Language Teaching, scaffolding, and Task-Based Language Teaching: supported production, guided interaction, reduced-support communication, and independent oral communication. The proposed approach provides a methodological basis for designing sequences of communicative tasks that facilitate learners' gradual transition from teacher-supported classroom speech to independent interaction.

Keywords: oral communication, learner autonomy, task design, gradual reduction of support, scaffolding.

Kirish. Chet tilini o'rganishning asosiy tarkibiy qismi bo'lgan og'zaki muloqot eng muhim rol o'ynaydi. Ammo boshlang'ich sinflarda muloqotni oshirish uchun so'z boyligini oshirish yoki takrorlash o'zaro muloqotga qobiliyatli degani emas (Cameron, 2001; Pinter, 2017). Yosh o'quvchilar birdan berilgan savollarga javob berishda, qo'shimcha savol so'rashga va eng e'tiborlisi qo'shimcha yordamlarsiz muloqotga kirishishga qiyinchiliklarga duch kelishadi. Bu boshlang'ich sinf (EFL) o'qituvchilarga muammo yaratishi mumkin. O'quvchilar erkin muloqotga kirishishlari uchun yordamga muhtoj, lekin doimiy qo'llab-quvvatlash ularni chet tilida gapirishlarini kamaytirishi mumkin. Shuning uchun asosiy e'tibor ularda Scaffolding yordam beradimi degan jihatga emas, balki bu yordamni qanday bosqichma-bosqich kamaytirish kerakligida. Topshiriqlarga asoslangan o'qitish metodikasi katta yordam berishi mumkin, chunki bunda o'quvchi tilni mazmunli va o'rinli kontekstlarga foydalanadi (Ellis, 2003; Nunan, 2004).

Shuningdek, yosh o'rganuvchilarga qo'llanilayotgan "topshiriq" tushunchasi ba'zan keng ma'noda qo'llanilib qolinmoqda. Bunda kommunikativ topshiriqlar

haqiqiy muloqotni talab qilmasdan oddiy mashqlardek qabul qilinadi (Cameron, 2001). Shu sababdan asosiy muammo qo‘llab-quvvatlangan nutqdan erkin muloqotga o‘tishda qolmoqda. Shu bois, bu tadqiqot qo‘llab-quvvatlashning keyingi bosqichlarida ataylab yordam kamaytirilgan kommunikativ topshiriqlarni ketma-ketlashtirishga qaratadi.

Nazariy asos va adabiyotlar tahlili. Scaffolding – bu o‘quvchilarga dastlab bajarishi qiyin bo‘lgan vaqtda beriladigan vaqtinchalik yordamdir (Wood, Bruner & Ross, 1976). Bunda til o‘rgatishda turli xil mavzulashtirilgan vizual rag‘batlar, gap boshlovchilari, so‘z boyligi va yo‘naltirilgan savol va mashqlardan iborat bo‘lishi mumkin.

Scaffolding haqidagi zamonaviy tadqiqotlarga ko‘ra, u o‘z ichida 3 ta asosiy qismlarni qamrab oladi. Bular: moslashuvchanlik, bosqichma-bosqich kamaytirish (fading) va javobgarlikni o‘tkazish (Van de Pol, Volman & Beishuizen, 2010). Van de Pol va boshqalar aynan fading jarayonini scaffoldingning muhim tarkibiy qismi sifatida ta’kidlaydilar.

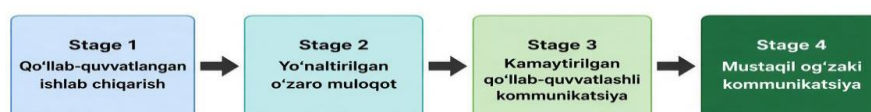
Gradual Release of Responsibility (GRR) modeli Fisher va Frey (2008, 2021) tomonidan yanada amaliy shaklda ishlab chiqilgan bo‘lib, “Men qilaman – Biz qilamiz – Sizlar birga qilasizlar – Siz mustaqil qilasiz” ketma-ketligi orqali o‘qituvchi javobgarligini bosqichma-bosqich o‘quvchiga o‘tkazishni ta’minlaydi. Gibbons (2015) scaffoldingni til o‘rganuvchilar uchun “yuqori talab + yuqori yordam” tamoyili asosida tushuntiradi va yordamning vaqtinchalik bo‘lishini alohida ta’kidlaydi.

Walqui (2006) esa scaffoldingni nafaqat tuzilma, balki jarayon sifatida ko‘radi va uni makro (rejalashtirilgan) hamda mikro (o‘zaro muloqotdagi) darajalarda amalga oshirishni taklif qiladi. Hammond va Gibbons (2005) scaffoldingning “designed-in” (oldindan rejalashtirilgan) va “contingent” (vaziyatga mos) turlarini ajratib ko‘rsatadilar, bu esa yordamni tizimli kamaytirish uchun muhimdir. So‘nggi tadqiqotlar scaffoldingning og‘zaki ko‘nikmalarni rivojlantirishdagi o‘rnini

tasdiqlaydi (Dwigustini, 2022; Putri, 2024). Shu sababdan bu tadqiqotda scaffolding vaqtinchalik yordam sifatida tushuniladi va asosiy e'tibor uni bosqichma-bosqich kamaytirishga qaratiladi.

Metodik yondashuv va topshiriqlar. Barcha kommunikativ topshiriqlar o'quvchilarni mazmunli muloqot natijasiga erishish uchun qo'llaniladi. Kommunikativ maqsad esa bunga bog'liq holda o'quvchilarni qaror qabul qilishi, ma'lumot olish, kelishuvga erishishi va axborot almasha olishi bilan bog'liq hisoblanadi (Ellis, 2003; Nunan, 2004). Bular orasidagi o'zaro farqni bilish esa ayniqsa boshlang'ich ta'limda muhimdir. Masalan, "Men ...ni yaxshi ko'raman, chunki ..." to'ldirgan o'quvchi nazorat qilingan til strukturasidan foydalanadi. Ammo keyinchalik bu savolni boshqa o'quvchilardan o'quvchining o'zi so'rashi, javob berishi yoki uning fikriga e'tiroz bildirish uchun u mustaqil muloqotda ishtirok etadi (Pinter, 2017). Shu sababdan ham kommunikativ topshiriqlarni loyihalashda 2 ta o'zaro bog'liq maqsadlarni jamlashtirish kerak:

1. Yosh o'quvchilar uchun mazmunli muloqotni dastlab qulay qilish.
2. O'quvchilarni shu muloqotni boshqarish bosqichma-bosqich javobgarligini oshirish. Ushbu tadqiqot quyidagi to'rt bosqichlarni rivojlantirishni taklif qiladi:



Bu bosqichlar o'quvchilarga qo'llanilishi mumkin bo'lgan qattiq dars bosqichini anglatmaydi. Aksincha, tashqi qo'llab-quvvatlash miqdori va moslashtirilgan topshiriqlar metodikasi hisoblanadi.

1-bosqich: Qo'llab-quvvatlangan ishlab chiqarish. Dastlabki bosqichda o'quvchilar maksimal darajada lingvistik qo'llab-quvvatlash oladilar; bular imo-ishoralar, lug'atlar, rasmlar yoki namunaviy dialoglar bo'lishi mumkin. Buning asosiy maqsadi

ishtirok etish darajasini oshirish va maqsad qilingan chet tilini o'rnatishdan iborat (Wood, 1976; Cameron, 2001).

2-bosqich: Yo'naltirilgan o'zaro muloqot. O'quvchilar individual yoki yuqori nazorat qilinadigan ishlab chiqarishdan endi sinfdagi boshqa o'quvchilar bilan muloqotga kirishlari kutiladi. Bu bosqichda yordam butunlay yo'qotib yuborilmay, qisman saqlangan holda gapirish javobgarligi oshirilgan holda javobgarlik o'quvchiga ko'proq yuklanadi. Bunda o'qituvchining roli muloqotni osonlashtirishdan iborat bo'ladi (Van de Pol, 2010).

3-bosqich: Kamaytirilgan qo'llab-quvvatlashli kommunikatsiya
Bu bosqichda o'quvchiga berilgan scaffolding ko'makchilari sezilarli darajada olib tashlanadi, jumladan: muloqot uchun tayyor ramkalar, vizual rasmlar yoki namunaviy dialoglar. Topshiriqni o'quvchilar o'zlari mazmunli tashkil qilishi ko'zda tutiladi.

4-bosqich: Mustaqil og'zaki kommunikatsiya. Yakuniy bosqichda o'quvchilar oldindan berilgan yordamlarni minimal darajada ishlatishlari mumkin. Masalan, vaziyat beriladi: yoqtirgan ovqatlarini bayram dasturxoni uchun olib kelish. Bunda o'quvchilar o'zaro muloqotga kirishadi. Bu yerda maqsad to'liq lingvistik aniqlikni talab qilish emas, balki sezilarli kamaytirilgan yordamda o'quvchilar qanday muloqotga kirishayotgani va chet tilida qanchalik fikrlarini bildirga olishlariga bog'liq (Lightbown & Spada, 2013).

Yondashuvning namoyishi. Mavzu: Bayram kuni faoliyatlari

1-bosqich: O'quvchilarga bayram kunida qilishlari mumkin bo'lgan mashg'ulotlar vizual rasmlar va tayyor gap tuzish ramkasi bilan beriladi.

A: Bayram kuni nima qilding?

B: Parkga bordim.

2-bosqich: O'quvchilar tayyor ramkalar orqali sheriklardan savol so'raydilar (Nima qilding? Qaerga bording? Kim bilan bording?).

3-bosqich: Yozma ramkalar olib tashlanadi, faqat vizual yordam qoladi.

4-bosqich: O'quvchilar faqat kommunikativ maqsadni olishadi: "Sherigingiz bilan

gaplashib, bayram kunlari qanday o'tganini suhbatlashib, ikkalangizga ham yoqqan 2 ta mashg'ulotni toping." Hech qanday tayyor dialog yoki vizual yordam berilmaydi.

Og'zaki kommunikativ rivojlanishning mumkin bo'lgan ko'rsatkichlari

Mumkin	bo'lgan	ko'rsatkichlar:
• O'zaro	muloqotni	boshlash
•	Javob	berish
•	Navbat	almashish
• Qo'shimcha	savol	berish
•	Fikr	bildirish
• Kommunikativ	topshiriqni	bajarish
•		Ravonlik
•		Mustaqillik

Muhokama va xulosa. Taklif etilayotgan yondashuv an'anaviy ta'lim va topshiriqda asoslangan ta'lim o'rtasidagi oddiy solishtirishlarni to'liq qamrab olmay, boshqa muhim metodik muammoni ko'taradi. Mavjud tadqiqotlar EFL da topshiriqqa asoslangan yondashuvlarning nutq rivojlanishidagi rolini ta'kidlagan (Ellis, 2003; Nunan, 2004).

Ushbu yondashuvning asosiy hissasi shundan iboratki, u scaffoldingning fading va javobgarlikni o'tkazish tamoyillarini (Van de Pol va boshqalar, 2010) hamda GRR modelini boshlang'ich sinf EFL kontekstida kommunikativ topshiriqlar ketma-ketligiga aniq moslashtiradi. Fisher va Frey (2021) GRR modelini amaliy dars tuzilmasiga aylantirgan bo'lsa, ushbu ish uni og'zaki kommunikativ topshiriqlar uchun maxsus to'rt bosqichli ketma-ketlikka moslashtiradi. Gibbons (2015) va Walqui (2006) tomonidan ta'kidlangan "yordamning vaqtinchalik va moslashuvchan xususiyati" ushbu modelda aniq bosqichlar orqali amalga oshiriladi. Mavjud tadqiqotlarning ko'pchiligi yordam berishga e'tibor qaratgan bo'lsa, ushbu model yordamni ataylab va bosqichma-bosqich kamaytirishning to'rt aniq bosqichini taklif qiladi. Bu esa o'qituvchilarga kommunikativ topshiriqlarni tizimli loyihalash va o'quvchilarni

mustaqil og‘zaki muloqotga tayyorlash uchun amaliy asos yaratadi. Boshlang‘ich sinflarida muloqot sifatini oshirish shunchaki amaliyotning ko‘p bo‘lishi bilan emas, balki berilayotgan yordamning chegarasi bilan ham aniqlanadi. Ushbu ishda taklif qilingan to‘rt bosqichli yondashuv aynan shu jihatni tizimlashtirishga qaratilgan. U keyingi empirik tadqiqotlar uchun kontseptual va metodik asos yaratadi hamda boshlang‘ich sinf o‘quvchilarida chet tilida erkin muloqot qilish qobiliyatini rivojlantirishga hissa qo‘shishi mumkin.

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