ACTUAL PROBLEMS OF MODERN SCIENCE, EDUCATION AND TRAINING

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CONTENTS

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LEMMATIZATION ALGORITHMS AND THEIR APPLICATION TO UZBEK: APPROACHES BASED ON ARTIFICIAL INTELLIGENCE, MACHINE LEARNING, AND DEEP LEARNING

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Annotatsiya. Ushbu maqolada Sun'iy intellekt (SI) asosida ishlaydigan lemmatizatsiya usullarining tizimli tahlili keltirilgan. Lemmatizatsiya, so'zlarni asosiy yoki ildiz shakliga qisqartirish jarayoni bo'lib, matnni tahlil qilish vazifalarining aniqligi va samaradorligini oshirish uchun Tabiiy Til Jarayonlarida (TTJ) muhim ahamiyatga ega. An'anaviy lemmatizatsiya usullari ko'pincha oldindan belgilangan qoidalar va lingvistik resurslarga tayanadi, ular cheklangan bo'lishi yoki moslashuvchan bo'lmasligi mumkin. Aksincha, SI ga asoslangan yondashuvlar, xususan, Mashinani o'rganish (MO') va Chuqur o'rganish (ChO') algoritmlaridan foydalanilganda, moslashuvchan va kontekstdan kelib chiqadigan yechimlarni taklif qiladi. Ushbu tahlil lemmatizatsiya usullarining qoidalarga asoslangan tizimlardan ilg'or SI modellariga, jumladan Neyron tarmoqlari (NT) va transformatorga asoslangan arxitekturaga qadar evolyutsiyasini ko'rib chiqadi. Ushbu maqola SI ga asoslangan ushbu usullarning ish faoliyatini aniqlik, hisoblash samaradorligi va turli tillarga moslashish nuqtai nazaridan baholaydi. Bundan tashqari, keng qamrovli taqqoslash va joriy tendentsiyalar va kelajakdagi yo'nalishlarni ta'kidlash orqali ushbu tadqiqot SI tomonidan ishlaydigan lemmatizatsiya samaradorligi va uning TTJ sohasini rivojlantirish potentsialiga oid tushunchalarni taqdim etishga qaratilgan.

Kalit so'zlar: *Lemma, lemmalash, lemmatizatsiya, Sun'iy intellekt (SI), Mashinani o'qitish (MO'), Chuqur o'rganish (ChO'), Tabiiy Til Jarayonlari (TTJ), matn tahlili.*

Аннотация. В этой статье представлен систематический анализ методов лемматизации, основанных на Искусственном интеллекте (ИИ). Лемматизация, процесс приведения слов к их базовой или корневой форме, имеет решающее значение в Обработке Естественного Языка (ОЕЯ) для повышения точности и эффективности задач анализа текста. Традиционные методы лемматизации часто полагаются на предопределенные правила и лингвистические ресурсы, которые могут быть ограниченными и негибкими. Напротив, подходы, основанные на ИИ, особенно те, которые используют алгоритмы машинного обучения и глубокого обучения, предлагают адаптивные и контекстно-зависимые решения. В этом анализе рассматривается эволюция методов лемматизации от систем, основанных на правилах, до продвинутых моделей ИИ, включая нейронные сети и архитектуры на основе трансформаторов. Он оценивает производительность этих методов, основанных на ИИ, с точки зрения точности, вычислительной эффективности и адаптивности к различным языкам и областям. Кроме того, предоставляя всестороннее сравнение и выделяя текущие тенденции и будущие направления, это исследование направлено на то, чтобы предложить понимание эффективности лемматизации, основанной на ИИ, и ее потенциала для продвижения области ОЕЯ.

Ключевые слова: *Лемма, лемматизация, Искусственный Интеллект (ИИ), Машинное обучение (МО), Глубокое обучение (ГО), Обработка Естественного Языка (ОЕЯ), анализ текста.*

Abstract. This paper presents a systematic analysis of lemmatization techniques powered by artificial intelligence (AI). Lemmatization, the process of reducing words to their base or root form, is crucial in natural language processing (NLP) for improving the accuracy and efficiency of text analysis tasks. Traditional lemmatization methods often rely on predefined rules and linguistic resources, which can be limited and inflexible. In contrast, AI-driven approaches, particularly those utilizing machine learning (ML) and deep learning (DL) algorithms, offer adaptive and context-aware solutions. This analysis reviews the evolution of lemmatization techniques from rule-based systems to advanced AI models, including neural networks (NN) and transformer-based architectures. It evaluates the performance of these AI-based methods in terms of accuracy, computational efficiency, and adaptability to diverse languages and domains. Additionally, by providing a comprehensive comparison and highlighting current trends and future directions, this study aims to offer insights into the effectiveness of AI-driven lemmatization and its potential to advance the field of NLP.

Keywords: *Lemma, lemmatization, Artificial Intelligence (AI), Machine learning (ML), Deep Learning (DL), Natural Language Processing (NLP), text analysis.*

Introduction

Lemmatization, the process of reducing words to their base or root form, is a fundamental task in Natural Language Processing (NLP) that significantly impacts the effectiveness of various text analysis applications. Traditionally, lemmatization has relied on rule-based systems and extensive linguistic resources, such as dictionaries and morphological rules. These methods, while effective in certain contexts, often struggle with the complexity and variability of natural language, leading to limitations in accuracy and adaptability.

The advent of Artificial Intelligence (AI) has introduced new paradigms in lemmatization, leveraging advancements in machine learning (ML) and deep learning (DL) to overcome these limitations. AI-driven approaches, including neural networks (NN) and transformer-based models, offer enhanced performance by learning from large-scale data and capturing contextual nuances that rule-based systems might miss. This shift towards AI-driven lemmatization represents a significant departure from traditional methodologies, promising improvements in accuracy, efficiency, and flexibility.

This article provides a comprehensive analysis of lemmatization algorithms developed using AI, ML, and DL models. Based on the results of the analysis, it offers detailed information on which of these models are most suitable for the Uzbek language and how to implement them.

Literature Review

One of the earliest works by J. Plisson introduced a rule-based approach that effectively handled morphological variations. That paper compares the results of two lemmatization algorithms: one based on if-then rules and the other utilizing ripple down rules induction algorithms [1]. This article presents methods of lemmatization words with different structures in the Uzbek language, and presents a set of grammatical rules divided into several categories. When determining the lemma of a word, examples suitable for each group are given. The set of rules developed by the authors was applied to the morphological analyzer of the Uzbek language and gave a result of 97.8% [2]. This article provides information on Uzbek sentence structure and Uzbek word lemmatization for machine translation systems, and the importance of lemmatization for translation [3]. This article describes the steps in creating linguistic resources for corpus analysis and provides insights into lemmatization methods [4]. This article explores methods for lemmatization Uzbek words, outlining the rules for deriving lemmas from affixed forms and categorizing the language’s parts of speech [5]. This study conducts a systematic review of stemming and lemmatization in regional Indonesian languages from 2014 to 2023, highlighting the importance of digital dictionaries and morphological data while noting challenges such as limited vocabulary and the difficulty of testing rule-based methods [6]. That article provides an analysis of 35 scientific papers on stemming and lemmatization. This article also analyzes the results of scientific work on finding lemmas and discusses their application to the Uzbek language.

Research Methodology

In NLP, lemmatization plays a crucial role in understanding and processing text by reducing words to their base or root forms, known as lemmas. This process is especially important in various NLP tasks such as text classification, sentiment analysis, machine translation, and information retrieval. Figure 1 provides an overview of the importance of lemmatization in NLP.

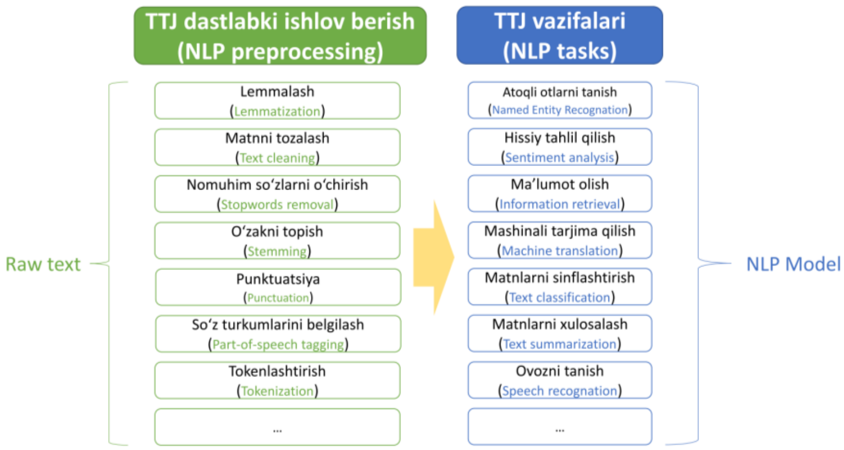

Figure 1. The role of lemmatization in NLP processes from raw text to model.

Lemmatization is an essential preprocessing step in NLP. It contributes to more accurate, efficient, and effective text analysis by reducing words to their root forms, handling morphological variations, improving information retrieval, and aiding in multilingual processing. By simplifying the complexities of language, lemmatization allows NLP models to focus on the core meaning of text.

Machine learning approaches can use algorithms to correctly understand and lemmatize language. The most commonly used methods:

- *Feature Extraction*: Extracting morphological features of words, such as root and suffixes.
- *Efficient Classifiers*: Classifiers such as *Logistic Regression, Random Forest, Support Vector Machines (SVM)* can be used to find the lemmas of words. This requires a large amount of annotated data.

Deep learning is a very effective method for lemmatization and has proven itself well in many natural language processing (NLP) tasks. This includes the following approaches:

- *LSTM (Long Short-Term Memory) and GRU (Gated Recurrent Unit)*: These recurrent neural networks (RNN) work very well in analyzing long and short-term context. Since the morphology of the Uzbek language is complex, networks such as LSTM and GRU can be used to find the roots of words.
- *BERT (Bidirectional Encoder Representations from Transformers*): BERT and its variants (e.g. RoBERTa, DistilBERT) are deep learning models that are based on the creation of contextual word representations. The BERT model can be adapted to the Uzbek language to perform the lemmatization task.
  - *Multilingual BERT (mBERT)***:** The mBERT model, which is familiar with Uzbek and has commonalities with other Turkic languages, can be used. This model is adapted to work well across languages.
- *T5 (Text-to-Text Transfer Transformer):* The T5 model can also be effective for lemmatization, as it views any NLP task as a "text-to-text" transformation. Using T5, the lemmatization task can be formulated as feeding a text (word) into the model and extracting its lemmas.
- *GPT (Generative Pretrained Transformer):* GPT and its variants (e.g. GPT-3, GPT-4) can also be used for lemmatization. These models, although pre-trained, can show effective results in training for segmenting word lemmas in Uzbek.

Preparation and training process. The data preparation process for lemmatization involves text cleaning, which includes removing ambiguities or unnecessary characters, standardizing words (e.g., converting to lowercase), and extracting stop words, which are crucial steps.

- *Data collection and annotation:* Annotated Uzbek data (texts with word lemmas) is required for training the model. This data is mainly generated manually or can be used from existing resources (e.g., Uzbek morphological analyzers).
- *Transfer Learning:* If there is no specific model suitable for the Uzbek language, models trained in existing languages (Russian, Turkish, English) can be adapted

to the Uzbek language through transfer learning. This allows the model to achieve effective results with minimal knowledge of the new language.

Once the dataset is prepared, the model training process begins. This process trains the model to identify word forms and match them to their corresponding lemmas. To improve the model's performance, its effectiveness is regularly evaluated and refined through testing and assessments.

Analysis and Results

We analyzed the work done for different languages, how the methods they were used can be applied to the Uzbek language and the possibilities of their implementation as given in Table 1.

Table 1. Analysis used methods of the implementation in uzbek language from different languages.

1	**Done in Slavic.** This paper explores two machine learning-based approaches for automated word lemmatization: Ripple Down Rules (RDR) and First-Order Decision Lists (FODL). Both methods use pre-annotated data to learn language models that return words to their base forms. These approaches were tested on Slovene, a Slavic language with complex morphology, and a web service was created for easy access to the models [7].	**Implementation in Uzbek.** To apply these methods to Uzbek, which is agglutinative and has rich morphological forms, RDR can be adapted by creating rules to remove suffixes like plural or possessive markers. FODL requires identifying key morphological features, such as tense or case suffixes, and training decision rules for accurate lemmatization. Both methods can handle Uzbek's complexity and, with a web service, provide a useful tool for researchers and developers working with Uzbek text.
2	**Done in Urdu.** The paper presents a lemmatization algorithm for the Urdu language based on recurrent neural network models. The model is trained and tested on two datasets, the Urdu Monolingual Corpus (UMC) and the Universal Dependencies Corpus of Urdu (UDU). The lemmatization process uses recurrent neural networks, Word2Vec embeddings, and edit trees for semantic and syntactic representation. Several models, including BiLSTM, BiGRU, BiGRNN, and AFED, were trained with specific hyperparameters. The attention-free encoder-decoder (AFED) model achieved high performance with an accuracy of 0.96, precision of 0.95, recall of 0.95, and an F-score of 0.95, outperforming other models [8].	**Implementation in Uzbek.** For implementation in Uzbek, a similar approach can be adopted due to the morphological richness of Uzbek. Like Urdu, Uzbek is an agglutinative language, which means lemmatization requires the model to handle complex suffixes. Recurrent neural networks, particularly BiLSTM or BiGRU, can be trained on annotated Uzbek corpora to learn the patterns of word inflection. Using Word2Vec embeddings for semantic and syntactic representation, the model could be trained on large datasets like the Uzbek National Corpus or other available resources. The attention-free encoder-decoder model could be adapted to Uzbek, providing high accuracy in lemmatizing words, handling the language's grammatical complexities effectively. This approach would enhance the development of language technologies for resource-scarce languages like Uzbek.
3	**Done in German.** The paper addresses the challenges of part-of-speech tagging, morphological tagging, and lemmatization of historical texts, which often suffer from high spelling variability and a lack of large,	**Implementation in Uzbek.** For implementing this approach in Uzbek, similar challenges exist due to the language's historical texts, which may also exhibit significant spelling variability and lack of large, annotated corpora. Like

	high-quality training corpora. Traditionally, researchers map historical words to their modern spelling before applying modern tools. However, this paper demonstrates that high-quality tagging and lemmatization can be achieved directly on historical spelling. The authors use a bidirectional long short-term memory (BiLSTM) model with character-based word representations for part-of-speech tagging and an encoder-decoder system with attention for lemmatization. They achieve state-of-the-art results on modern German morphological tagging (Tiger corpus) and two historical German corpora [9].	German, Uzbek historical texts would benefit from a BiLSTM-based part-of-speech tagger that can work with character-level representations to handle spelling variations. The encoder-decoder model with attention could be adapted for lemmatization, allowing for accurate processing of both modern and historical Uzbek forms. By applying this approach to historical Uzbek corpora, researchers could achieve robust morphological tagging and lemmatization without relying on modern spelling, thus advancing computational linguistics for the Uzbek language.
4	**Done in highly languages.** The paper presents an open-source, language-independent lemmatizer based on the Random Forest classification model. This supervised machine learning algorithm uses decision trees to handle grammatical features of the language, eliminating the need for manual rule coding. The lemmatizer is simple, interpretable, and shows strong performance compared to the UDPipe lemmatizer across twenty-two languages, demonstrating good results across different language groups. The method is easily extensible to other languages [10].	**Implementation in Uzbek.** For Uzbek, this approach could be effectively applied, as it does not require language-specific rule creation, making it suitable for morphologically rich languages like Uzbek. The Random Forest-based lemmatizer would need to be trained on an annotated Uzbek corpus, considering the language's complex suffix system and agglutinative nature. By leveraging the model’s ability to handle diverse grammatical features without hard-coded rules, it could efficiently perform lemmatization on Uzbek text and be extended to other Turkic languages with similar morphological characteristics.
5	**Done in Bengali.** The paper presents a novel neural lemmatization model that is language-independent and supervised. The model uses word embeddings to represent words as vectors and leverages contextual information from surrounding words to predict the lemma. A unique network architecture is introduced, which allows only dimension-specific connections between the input and output layers. The model was tested on Bengali, a resource-scarce language, with two datasets containing 19,159 and 2,126 instances. The neural lemmatizer achieved an accuracy of 69.57%, outperforming a simple cosine similarity-based baseline by 1.37% [11].	**Implementation in Uzbek.** For Uzbek, this approach can be effectively applied as well. Like Bengali, Uzbek is a morphologically rich, resource-scarce language, which makes neural lemmatization particularly useful. By using word embeddings and contextual information, the model can handle Uzbek's complex suffixes and agglutinative nature. Training the model on an annotated Uzbek corpus would allow it to predict lemmata for various word forms and improve performance over simpler rule-based methods. This approach could be extended to other Turkic languages with similar linguistic structures.
6	**Done in variation-rich languages.** The article presents a novel approach to sequence tagging, particularly for languages with significant orthographic variation, such as historical languages. It focuses on lemmatization, which is a critical task in	**Implementation in Uzbek.** For Uzbek, this approach can be highly beneficial, especially given the language’s historical texts and orthographic variations. Like Middle Dutch, historical Uzbek documents may have inconsistent spelling, making lemmatization

	many digital humanities workflows. While lemmatization is well-established for modern languages like English, it remains challenging for languages with unstable orthography and limited resources. The approach combines temporal convolutions at the character level to model orthographic variations and uses distributional word embeddings to capture lexical context. The system achieves state-of-the-art performance on Middle Dutch data sets, even without corpus-specific parameter tuning [12].	more difficult. Using temporal convolutions could help model character-level variations in word forms, while distributional word embeddings would capture the contextual meaning of words. This method could be adapted to work with Uzbek, improving lemmatization accuracy for both modern and historical texts, even with limited resources and corpus-specific adjustments.
7	**Done in Serbian.** This paper discusses the development of new tagger models for Serbian, driven by the need to add gender as a grammatical category to the existing tagset. The task involved harmonizing resources manually annotated over time and supporting this process with tools that facilitate partial automation. The study focuses on aligning the annotation schemas of Serbian morphological dictionaries, MULTEXT-East, and the Universal Part-of-Speech tagset. The models were trained using TreeTagger and spaCy taggers, achieving around 98% precision in part-of-speech tagging per token. The new models will be used to update the Corpus of Contemporary Serbian and the Serbian literary corpus, with the SR BASIC annotated dataset also being published [13].	**Implementation in Uzbek.** For Uzbek, a similar approach can be applied, particularly to enhance the existing tagsets with additional grammatical features such as gender, number, or case. Tools like TreeTagger and spaCy can be trained on annotated Uzbek corpora to improve part-of-speech tagging accuracy. Given the diversity of Uzbek texts, harmonizing various resources and aligning them with standard annotation schemes, such as the Universal Part-of-Speech tagset, would help standardize tagging. Training new models on larger datasets, like the Uzbek National Corpus or region-specific corpora, would improve the precision of POS tagging and could be used to update existing linguistic resources for Uzbek.
8	**Done in Slavic.** This paper discusses a machine learning approach to automatic lemmatization for Slovene, an inflectionally rich language. The task of assigning the correct lemma to each word is complicated by factors such as noun inflection for number and case, as well as complex word forms. The approach divides the lemmatization problem into two subproblems: morphosyntactic tagging and morphological analysis. A trigram tagger is used for morphosyntactic tagging, while a first-order decision list system is employed for morphological analysis. The system is trained on a manually annotated corpus of 100,000 words, with an additional 15,000 lemmas in the morphological lexicon. The model achieves 98.6% accuracy in morphological analysis and 92.0% accuracy	**Implementation in Uzbek.** For Uzbek, a similar machine learning approach could be applied, especially considering the language's rich morphology and agglutinative nature. The task of lemmatization in Uzbek, particularly for unknown words, can be tackled by first developing a morphosyntactic tagger trained on an annotated Uzbek corpus. A morphological analyzer could then be trained using a lexicon of lemmas and inflectional patterns, focusing on Uzbek's complex case, number, and verb conjugations. By applying a trigram tagger and decision list-based morphological analysis, the system could achieve high accuracy in lemmatizing unknown Uzbek words, significantly enhancing computational linguistics resources for the language.

	when combining both the tagger and analyzer on unknown inflecting words [14].	
9	**Done in Context Sensitive languages.** This paper presents Lematus, a context-sensitive lemmatizer based on an encoder-decoder architecture that incorporates character-level sentence context. The system aims to improve lemmatization accuracy, especially for unseen and ambiguous words, and is evaluated across 20 languages in both full data and lower-resource settings (with 10k training examples per language). The results show that including context significantly improves performance over a context-free model, especially for ambiguous words. While unseen words have a larger impact on performance differences across languages, context is more helpful for disambiguating words. Compared to previous context-sensitive lemmatization systems, Lematus outperforms existing models, such as Lemming, without requiring pre-extracted edit trees or manually selected features [15].	**Implementation in Uzbek.** For Uzbek, this context-sensitive approach could be highly beneficial, particularly given the language's agglutinative morphology and potential ambiguity in word forms. By incorporating character-level context, the model can handle complex inflections and disambiguate words with multiple meanings. Training Lematus on an annotated Uzbek corpus, even with limited data, could improve lemmatization accuracy for both common and rare words. The model would be particularly effective in a lower-resource setting, where traditional methods might struggle due to the lack of large annotated datasets. This approach could enhance lemmatization for Uzbek, making it more robust in processing various word forms and contexts.
10	**Done in Twitter tweets.** This paper presents a machine-learning-based sentiment analysis method applied to Twitter data, which extracts features from Term Frequency-Inverse Document Frequency (TF-IDF) and uses deep intelligent wordnet lemmatization to remove noise from tweets. The model employs a Random Forest network to detect the emotion of a tweet. It is evaluated on publicly available datasets, showing that the proposed approach outperforms existing sentiment classification techniques on multi-class emotion text data. The method is particularly effective for analyzing short, informal, and noisy texts like tweets, where traditional sentiment analysis models often struggle [16].	**Implementation in Uzbek.** For Uzbek, this approach could be effectively adapted to analyze sentiments in short and informal texts, such as social media posts or online comments. Like Telegram, Uzbek social media content may contain informal language, slang, and polysemy, which complicates sentiment analysis. By applying TF-IDF for feature extraction and deep lemmatization techniques to clean noisy data, the model could improve the accuracy of sentiment classification in Uzbek. The Random Forest classifier could be trained on labeled datasets in Uzbek, helping to detect emotions and opinions in diverse contexts, even with relatively small or noisy datasets. This approach would be valuable for developing sentiment analysis tools for Uzbek-language social media and online content.

Conclusions

This study highlights the significant advancements in lemmatization techniques, focusing on applications to the Uzbek language, a morphologically rich and agglutinative language. Traditional rule-based approaches, while foundational, are limited in their ability to adapt to linguistic diversity and context-dependent variations. Conversely, methods leveraging AI, ML, and DL demonstrate superior performance through their ability to handle complex morphological structures and linguistic variability.

The implementation of neural networks, including LSTMs, GRUs, and transformer-based models such as BERT and T5, shows promise in addressing the specific challenges posed by the Uzbek language. Context-sensitive methods, including encoder-decoder architectures and attention mechanisms, further enhance lemmatization accuracy by disambiguating word forms and accommodating contextual nuances. Furthermore, language-independent techniques, such as Random Forest classifiers and neural lemmatizes, prove adaptable for resource-scarce languages like Uzbek, given appropriate training data and preprocessing.

The integration of annotated corpora, transfer learning, and multilingual models offers a practical pathway to developing robust lemmatization systems for Uzbek. These approaches not only improve computational efficiency and precision but also contribute to broader applications in NLP, including sentiment analysis, machine translation, and text classification.

Future research should prioritize expanding linguistic resources, refining model architectures, and exploring hybrid approaches that combine rule-based and AI-driven methods. By addressing these areas, it is possible to further enhance lemmatization accuracy and adaptability, ultimately advancing the computational processing of Uzbek and other underrepresented languages in NLP.

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THE ROLE OF PERIPHRASES IN THE SYSTEM OF STYLISTIC DEVICES

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Annotatsiya. Ushbu maqolada perifraza va tegishli stilistik qurilmalar muhokama qilinadi, shuningdek, perifraza uslubiy vositalar tizimida o‘ziga xos o‘rin tutadi va nutqqa turli stilistik ranglar beradi. Bu nafaqat ma’noni ifodalashning yana bir usuli, balki nutqning jozibadorligini oshirish, matnni boyitish va muallifning individual uslubini ko‘rsatishga yordam beradi. Perifrazalar nutqqa go‘zallik va joziba qo‘shib, matnni estetik jihatdan yoqimli va o‘quvchiga zavq bag‘ishlaydi. Perifrazada tavsiflanayotgan tushunchaning ma’lum bir sifati, jihati yoki kontekstli muhim xususiyati ustuvor hisoblanadi. Uning asosiy maqsadi matnning (og‘zaki yoki yozma) ifodaliligini oshirishdir.

Maqolada shuningdek, metafora, metonimiya, epitet kabi nutq shakllari bilan perifraza qiyosiy tahlil qilinadi, omonim, sinonimik va antonimik xususiyatlarga ega perifrastik birliklar haqida fikr yuritiladi.

Kalit so'zlar: *tilshunoslik, til, nutq, perifraza, metafora, metonimiya, epitet, omonim, sinonim, antonim, uslub, ekspressiv, obyekt, so'zlashuv uslubi, badiiy uslub, ilmiy uslub, publitsistik uslub, matn.*

Аннотация. В данной статье рассматриваются перифразы и связанные с ними стилистические приемы. Перифраз занимает уникальное место в системе стилистических приемов и придает речи разнообразные стилистические краски. Это не только еще один способ выражения смысла, но и помогает повысить привлекательность речи, обогатить текст, проявить индивидуальный стиль автора. Перифразы придают речи красоту и очарование, делая текст более эстетичным и приятным для читателя. В перифразе приоритет отдается определенному качеству, аспекту или контекстуально важной характеристике описываемого понятия. Его основная цель – повысить выразительность текста (устного или письменного). В статье также анализируется перифраз в сравнении с такими фигурами речи, как метафора, метонимия и эпитет, и размышляются о перифрастических единицах, обладающих омонимическими, синонимическими и антонимическими признаками.

Ключевые слова: *языкознание, язык, речь, перифраз, метафора, метонимия, эпитет, омоним, синоним, антоним, стиль, экспрессивный, предмет, разговорный стиль, художественный стиль, научный стиль, публицистический стиль, текст.*

Abstract. This article discusses periphrasis and related stylistic devices. Periphrasis occupies a unique place in the system of stylistic devices and lends various stylistic colors to speech. It is not only another way of expressing meaning, but it also helps enhance the attractiveness of speech, enrich the text, and showcase the author's individual style. Periphrases add beauty and charm to speech, making the text more aesthetically pleasing and enjoyable for the reader. In periphrasis, a certain quality, aspect, or contextually important characteristic of the concept being described is prioritized. Its main purpose is to increase the expressiveness of the text (oral or written). The article also analyzes periphrasis comparatively with figures of speech such as metaphor, metonymy, and epithet, and reflects on periphrastic units possessing homonymic, synonymic, and antonymic features.

Keywords: *linguistics, language, speech, periphrasis, metaphor, metonymy, epithet, homonym, synonym, antonym, style, expressive, object, colloquial style, artistic style, scientific style, journalistic style, text.*

Introduction

Language is a powerful tool for conveying not only meaning but also emotion, nuance, and cultural significance. Among the various stylistic devices that enrich language, periphrasis holds a distinctive position. Defined as a descriptive means of indirect designation, periphrasis enhances expressiveness by emphasizing specific qualities of the described object or phenomenon. It serves a nominative function while adding emotional, evaluative, and metaphorical elements to speech or writing. This research explores periphrasis as a stylistic device, analyzing its application in literary, journalistic, and colloquial styles. Through comparative analysis with related phenomena such as euphemisms and epithets, the study aims to clarify the boundaries of periphrasis and its role in enriching textual expressiveness. By investigating examples from literary works, journalism, and colloquial usage, this study highlights the adaptability of periphrasis across various communicative contexts and its capacity to enhance both form and meaning in language.

Research Methodology

The study is based on qualitative analysis of literary, journalistic, and colloquial texts to identify and categorize instances of periphrasis.

The materials include: Literary texts from Uzbek literature, such as “Baburnama” and works by Oripov A., providing historical and poetic examples. Journalistic pieces highlighting periphrasis in media language to convey nuanced meanings or satirical tones. Examples from colloquial speech illustrating the natural integration of periphrasis in everyday communication [1-13].

The research method involves: Identifying periphrases within selected texts. Categorizing them based on their semantic relations (synonymy, antonymy, homonymy). Comparing periphrasis with related stylistic devices such as euphemisms and epithets to delineate its unique characteristics. Analyzing the contextual and cultural factors influencing the creation and interpretation of periphrases. This approach allows for a comprehensive understanding of the functions and effects of periphrasis across different communicative styles and contexts.

Analysis and Results

The most common tool that facilitates understanding the meaning of a periphrasis is the context in which the given periphrasis is used. Moreover, context is understood not only as the linguistic environment of certain stylistic devices but also as the overall situation. Understanding this context is necessary for clarifying the meaning of the periphrasis. It is usually recommended to study periphrases, for the sake of clarity and ease of understanding their meanings, by dividing them into three groups [10]. The first of these is contextual periphrases. Typically, the meaning they convey is analyzed based on the relationship of the periphrases with other units within the text. Many such examples can be found in fiction. “I was humiliated, trapped in the meaningless chores of life; I was tired of them. I was bored with myself, unable to escape the swamp of servitude.” – Here, “swamp of servitude” refers to a place, a living situation. The second group includes periphrases based on the direct meaning of a word, unlike metaphorical and metonymical periphrases based on the figurative meaning of a word. This includes logical periphrases built along the lines of emphasizing well-known things and phenomena. For example: masters of leather gloves (boxers); Shaykh ur-rais (Ibn Sina); sultan of the realm of ghazals (Alisher Navoi); forest sanitation worker (wolf); the Rim of the East (Samarkand); silent enemy (fire), etc. The third group includes metaphorical or metonymical periphrases based on metaphor or metonymy. It should be noted that there is no clear boundary between metaphor and metonymy. As a result, we can sometimes observe a transitional state between the two phenomena in language. Understanding the meaning of such periphrases, in our view, is based on the principle of the growth of simple metaphors and metonymies. It is known that metaphor is the transfer of meaning based on the similarity of shape, color, movement, and other characteristics of the objects being combined. In a metaphor, the unique replacement of one meaning with another, carrying a set of enriched meanings, creates a new semantic connotation. Understanding the meaning of a metaphor is usually linked to the common understanding of the direct meaning of the word it is based on. Because if it is present in others, this word does not show "its meaning." The role of a metaphorical periphrasis is studied similarly to the role of a simple metaphor. It should be emphasized that the text and discourse are of crucial importance here. The more artistic the periphrasis, and the more real similarities exist between the combined phenomena, the easier and more convenient it is to understand. It can fully convey the artistic idea and content of the work to the reader or listener: - "You prefer that same barrel of *wildcat* every month." In this example, the periphrasis *wildcat* refers to an alcoholic beverage. This is based on the parallel between the behavior of a wildcat and the behavior of a drunk person. The word *barrel*, which is typically used with beverages, also helps in understanding the meaning of this expression. Any periphrasis, including metaphor, by its nature performs a nominative function in language. However, since a metaphor is not a special way of naming an object, event, or person, it performs a predicative function in language due to its ability to convey new information about something that has already been named. It is known that a simple metonymy is based on the replacement of one word with another based on the contiguity (not similarity) of two words. The meaning of metonymy, as well as the understanding of a metonymical periphrasis, can also be determined based on the existing connection between the metonymical word and a word close in meaning to it [11]. "There is nothing left to live for except love. I fell in love, got married, and surrounded myself with little rosy cheeks" (translation from a work of literature). In this sentence, the metonymical periphrasis "little rosy cheeks" signifies children, the reddish hue of their cheeks being a characteristic feature. The entire context and situation further strengthen the meaning of this metonymical periphrasis. Among the examples, the author presents a broad group of periphrases that help the reader understand the meaning of the periphrasis they created. For example, through the direct naming of the word itself. Such cases could be considered a fourth group. The existence of a unique "key" to the periphrasis seems to contradict the nature and character of this stylistic device, based on replacing the direct name of a word with a phrase or sentence. In these cases, the author themselves defines their meanings. That is, the context uses the relevant word, and such periphrases are also called "key" periphrases. In our opinion, calling the classifications mentioned above the most accurate and comprehensive is not entirely correct because the possibilities and resources of language are limitless. However, there is reason to believe that such a classification could contribute to the analysis of the stylistic use of periphrases by different authors. The issues of studying periphrasis in literary texts and journalistic speech have been repeatedly addressed by researchers, including Biteva T.V., Cherednichenko Yu.Ye., and A.B. Novikov [2, 3, 7]. However, from our perspective, a satisfactory definition of the concept of "periphrasis" is still lacking. The disagreements and discussions on this issue, as well as the study of the use of periphrasis in literary texts, can be said to predetermine future work that needs to be done related to periphrasis. Observation of numerous studies revealed that the term "periphrasis" is often used interchangeably with "paraphrase." Examining the formal aspect of the term "periphrasis" and referring to the concept's content, it became clear that it is "a descriptive means, primarily possessing emotional, expressive, and evaluative characteristics, consisting in the indirect designation of objects and phenomena of reality" [4]. In periphrasis, a certain quality, aspect, or contextually important characteristic of the concept being described is prioritized. Its main purpose is to increase the expressiveness of the text (oral or written). Periphrases are figurative expressions; some have become lexicalized and are established in the language (white gold - cotton, Abu Ali ibn Sina - the father of medicine). Those that haven't fully become lexicalized remain at the speech level, becoming lexicalized over time (lemon - blood pressure thermometer). A paraphrase, in our view, is a repetition of speech or writing while preserving the meaning of the previous text, or it can be considered a shortened summary of a larger text. Based on the above definition, seven criteria characteristics of periphrasis can be formulated:

1. Stylistic device;
2. Descriptive secondary nomination;
3. Emphasizes a particular quality of the described object;
4. Possesses an expressive character;
5. Increases the expressiveness of the text;
6. Emphasizes a specific feature of the object;
7. Built on imagery.

Of the main characteristics listed above as inherent to periphrasis, the first five are repeated in sources related to the topic, while the last two criteria were added based on the results of our research. In research, the definition of periphrasis is often associated with contextual synonymy, epithet, euphemism, metaphor, metonymy, comparison, free phrase, phraseology, allusion, reference, quotation, addition, and allegory. We will attempt to define the concept of periphrasis by comparing it to phenomena such as epithets and euphemisms and generalizing the above characteristics.

Periphrasis and Epithet: To comparatively analyze the scope and meaning of the concepts of epithet and periphrasis, let's turn to the definitions of epithet. An epithet is an adjective used with a noun to vividly and figuratively describe the qualities of a thing, event, phenomenon, etc. [13]. Qo'ng'urov R. noted that unlike permanent adjectives, epithets possess expressiveness and are used figuratively, calling it a poetic qualifier [9]. An epithet is a type of description that differs from the usual one in its expressiveness and imagery. For example: silvery gray hair, silky curls, silver winter, emerald spring, golden robe, etc. Comparing the meanings of the above concepts, it can be said that epithets and periphrases share many common features: they are stylistic devices that emphasize a particular quality of the described object or phenomenon, possessing expressive and emotional character, subjective modality, and metaphorical character. We can examine this through the following literary passage: "The whole city, searching high and low for a beauty, finally found a unique one, unsurpassed in beauty and intellect, and presented her to his son with pride and arrogance, with celebrations, spectacles, dreams, and envy. What treatment was given to this Margilan beauty, who seemed to overshadow the beloved daughter-in-law?" [8].

Let's examine five expressions in this text: In the phrases "tall girl" and "beloved daughter-in-law," the word "tall" is related to "girl," while "beloved" is combined with "daughter-in-law." Both phrases have positive emotional-expressive characteristics and represent the speaker's subjective evaluation. However, these phrases do not have a nominative function; therefore, they are epithets. The phrases "unique in beauty," "unsurpassed in intellect," and "Margilan beauty," on the other hand, perform a nominative function in addition to evaluative and informative functions. Therefore, these expressions should be classified as periphrases.

Periphrasis and Euphemism: In scholarly sources, the concepts of euphemistic periphrasis, euphemisms built as periphrases, and euphemism as a type of periphrasis are used. In a linguistic dictionary published under the editorship of lexicographer. Akhmanova O.S, euphemism is defined as "emotionally neutral words and expressions used instead of words and expressions that are considered rude or unpleasant by the speaker, which are synonymous with them" [1]. Euphemism (from the Greek: εὐφήμη – soft expression) are words that have arisen as synonyms for words and expressions that the speaker finds inconvenient, inappropriate, or rude to utter. Euphemisms serve to avoid mentioning negative realities, to soften the negative impact of such realities, and to reduce, conceal, or obscure the negative impact of situations that offend someone's dignity, are unpleasant, express disrespect, contradict moral norms, or are hidden realities that cannot be directly mentioned; euphemisms are used to convey unpleasant news in a more harmless and softer way. For example, instead of saying "killed," one uses phrases like "passed away," "closed their eyes," "died"; instead of "gave birth," phrases like "eyes opened," "lightened" are used [https://uz.wikipedia.org/wiki/Evfemizm]. Thus, the common features of periphrasis and euphemism are: both phenomena are stylistic devices that perform a secondary nominative function and describe an object or phenomenon characterized by metaphor. Periphrasis is contrasted with euphemism based on the following characteristics: it emphasizes a particular quality of the described object. It is characterized by hyperexpression and subjective evaluation. It provides imagery and enhances the expressiveness of the text. Euphemism, on the other hand, serves to "smooth out irregularities in speech," more precisely, it has a mitigating function. Their component structures also differ: a euphemism can consist of even a single word: to die – to end; to grow old – to rejuvenate, and others. Periphrasis, however, is mainly composed of two or more components.

We will obtain more precise descriptions of these two linguistic phenomena by analyzing the following examples: "sacred servant of nature" and "a certain object" (human genitals) [6]. The given expressions perform a secondary descriptive nominative function. However, the first expression has a strong expressive marker, conveying emotion and the speaker's subjective evaluation, more precisely, irony. The second expression, on the other hand, is expressed by the neutral words "certain" and "object," characterized by abstraction, vagueness, and the absence of evaluation. If the first example has additional characteristics, the second, conversely, shows a blurred image of all the characteristics of the described object. Thus, it becomes clear that the expression “sacred servant of nature” is a periphrasis, while the expression “a certain object” is a euphemism. Such distinctions are frequently encountered in Uzbek literary works. For example: “Some people yearn for children. If his wife were to pass him by, she would still be infertile. Thinking, God gave them, so they can be abandoned, she gave birth to three girls in a row. Even though Hitler’s pig’s snout is visible, his shadow still casts a gloom over people’s heads” [5]. In the given example, the expression “yearning for children” expressively conveys the plight of certain people struggling with infertility, while the expression “to be infertile” demonstrates the slightly veiled and softened expression of certain conditions specific to women. Both cases are euphemisms, performing the function of “mitigating and softening the speech situation” within the context. However, the author’s subjective evaluation and emotional expressiveness towards the war and the person considered its direct cause can be observed through the periphrasis “Hitler’s pig’s snout.” The author’s negative attitude towards war is clearly reflected by the lexeme’s “pig” and “snout” in the periphrasis. A further criterion for the phenomena under consideration is their types according to their semantic relations. Cherednichenko Y.E. noted the following in this regard: “Periphrasis, like phraseological units, can have synonyms, but unlike phraseological units, the synonymic series of periphrastic expressions is always open [3].” We will attempt to substantiate this with examples: for a phraseological unit, mutually synonymous combinations like “to lift someone’s head” and “to turn upside down”; “to die” and “to fulfill one’s duty” are suitable.

Antonyms: to be born - to die; to be completely silent - to cause a commotion; someone who doesn’t light a candle to their heart - someone who is overjoyed, etc.

Homonyms: to cause a commotion - to make a fuss, to show respect; to give birth - to be easy, to pass easily; Now let’s consider how this process proceeds in periphrases:

Synonymous periphrases: Blue screen – mirror of the world (television); wellspring of knowledge – source of knowledge – key to knowledge (book); abode of knowledge – seat of learning – hearth of knowledge (school); compendium of our happiness – compendium of our lives (constitution); pioneer of literature – teacher of Arabs and non-Arabs (Mahmud az-Zamakhshariy); atomic age – age of great technological discoveries (20^{th} century); abode of knowledge – seat of enlightenment (library); steel horse – farmer’s wings (tractor); eagle of the sky – king of birds – master of high peaks (eagle); heart of our homeland – city of bread – golden gate of the East – star of the East (Tashkent); season of awakening – bride of seasons (spring), etc.

Antonymic periphrases: smooth stone (girl) – successor of generations (boy), etc.

Homonymous periphrases: plague of the century (AIDS, HIV, drug addiction); seat of knowledge (library, school, university, institute); black gold (coal, oil); eagle of the sky (eagle, pilot); one of the seven treasures (cow, chicken, mill, water carrier, fruit tree, silkworm, bee), etc.

Research has shown that the types of periphrasis and phraseology according to their semantic relations do not proceed identically. Although the synonymic series of both stylistic devices is very rich and varied, the same cannot be said about the phenomenon of antonymy in periphrases. Finding periphrases with mutually opposite meanings presents some difficulty. In conclusion, periphrasis is a secondary descriptive nominative function, emphasizing a particular quality of the described object; its component composition has expressive-emotional characteristics and subjective modality, giving expressiveness to the text.

Periphrases occupy a unique place in the system of stylistic devices and lend various stylistic colors to speech. They are not only another way of expressing meaning but also help enhance the attractiveness of speech, enrich the text, and showcase the author's individual style. Periphrases add beauty and charm to speech, making the text more aesthetically pleasing and enjoyable for the reader.

In poetry, for example, the use of periphrases like “lamp of night” instead of “moon” and “breathing wind” instead of “wind” adds metaphorical color and a beautiful tone to the text. Figurative expressions are stylistic devices that allow for the creation of vivid imagery and add emotionality to the text. For example, by using the phrase “humanities” instead of “literature,” the author can draw the reader into a deeper emotional experience. Periphrases allow the expression of a word’s meaning through various nuances while also retaining the word's basic meaning. Specifically, in the figurative expression “mirror of the world” used in reference to television, it reveals the meaning related to television while also maintaining the word’s basic meaning. Periphrases help express the author’s subjective, i.e., personal thoughts and feelings. Opinions regarding the use of periphrases in different speech styles are somewhat ambiguous because while we witness the active participation of periphrases in some speech styles, their participation in others is limited due to stylistic requirements. It is advisable to examine these aspects one by one. Colloquial style is considered an oral style, primarily implying a process of communication. In this style, the scope of application of figurative expressions is unlimited, and periphrases can be used at will, as required by the speech, including:

- He’s reached the age of a prophet.
-The Royal Club will enter the debate today.
- May the silent enemy protect us all.
- What’s up in the virtual world?

In the sentences above, the age of a prophet is considered to be 63 years old, while the Royal Club is a periphrasis used in relation to the Real Madrid football team. The silent enemy is fire, and the figurative expression “virtual world” is used in relation to the internet, which is frequently used in our speech today. Today, the use of periphrases is widespread in the field of journalism, where they serve to create a subtly ironic or sarcastic tone that uniquely colors the imagery. This uniquely colors the images presented to us by the media (mass media). Their subjects include speeches or reports on certain urgent or extraordinary events or public figures. Journalistic style is also a style where figurative expressions are frequently used. Using periphrases in conveying information in the mass media, in accordance with contextual demands, helps listeners form a broader understanding of reality:

- Today we will watch the game of the dancer of the green field (Diego Maradona).
- The Golden Gate of the East (Tashkent) is today the focus of all journalists.
- Holding the “Shashmaqom” festival in the Rim of the East (Samarkand) contributes to further enhancing our country's prestige.

Artistic style is characteristic of the language of literary works; the use of periphrases in this style has its own specificity and features historical authenticity, splendor, and attractiveness: For no rebellious hero and victory has ever found a solution for this, therefore they are called baldai mahfuza (“Baburnama”).

Again, the owner of “Sahihi Bukhari,” Khoja Ismail Hartang, is also from Mavarannahr (“Baburnama”). Again, the owner of “Hidoya,” whose book of fiqh is more authoritative than “Hidoya” in the Imam Abu Hanifa madhhab (“Baburnama”).

America – a magical land,
They were sleeping, Columbus was still there.
Illuminated the other side of the sea for the first time,
The lamp of reason of Beruniy.
I have the same pain as Columbus,
Uzbekistan – my Motherland (A. Oripov)

The use of figurative expressions in scientific and official styles is very limited, and the pursuit of accuracy and reliance on facts in these styles leads to the infrequent use of figurative expressions. Authors may use periphrasis examples deliberately or unintentionally. There are many reasons why an author might choose to deliberately use a periphrasis. For example, an author might use it to show that a character has a roundabout style of speech. Poets might also increase their propensity for periphrasis to find new ways to describe something already known, prompting readers to think differently. This process takes place with the help of metaphors or comparisons.

Describing the main tools that help to reveal the meaning and content of a periphrasis used in a literary work, thereby contributing to a deeper understanding of the author's creative intent and the ideological direction of the work, is considered particularly interesting by linguists.

In short, in literary works, journalism, scientific sources, and rhetoric, periphrasis is used as a stylistic device to enhance the expressiveness of the presentation in order to have a stronger impact on the reader and listener.

Conclusions

The study of periphrasis highlights its special function as a stylistic element that enhances the expressiveness, imagery, and emotional resonance of language. By focusing on particular attributes of an object or idea, periphrasis operates as a secondary naming mechanism, adding aesthetic value to both speech and writing. Through a comparative examination with similar linguistic elements like epithets and euphemisms, the research showcases the unique characteristics of periphrasis, such as its metaphorical foundation, expressiveness, and subjective modality. While epithets are mainly descriptive and euphemisms are used to soften language, periphrasis merges descriptive detail with imagery and evaluation, making it a potent instrument in both literary and journalistic endeavors. Illustrations from Uzbek literature and other references demonstrate how periphrasis can communicate cultural, historical, and emotional subtleties, providing deeper understanding of the author’s purpose. The investigation also indicates that while periphrasis has extensive synonymic capabilities, its antonymic applications are more restricted. In summary, periphrasis significantly enhances language, enabling writers and speakers to express meaning in creative and impactful ways. Its use across diverse speech styles showcases its versatility and vital role in fostering effective and expressive communication.

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DEVELOPING A DATABASE FOR TRANSLATING TEXTS FROM THE KHOREZM DIALECT INTO UZBEK LITERARY LANGUAGE

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Abstract. Ushbu maqolada, Xorazm shevasidagi matnlarni O‘zbek adabiy tiliga avtomatik tarzda o‘tkazish uchun maxsus ma’lumotlar bazasi yaratish jarayoni va uning metodologik yondashuvlari taqdim etiladi. Xorazm shevasi o‘ziga xos fonetik, morfologik va sintaktik xususiyatlarga ega bo‘lgan dialekt bo‘lib, O‘zbekistonning Xorazm viloyatida keng tarqalgan. Biroq, bu shevadan O‘zbek adabiy tiliga avtomatik tarjima qilishda yuzaga keladigan qiyinchiliklar va tilshunoslik muammolari hozirgi kunda yetarlicha o‘rganilmagan. Ushbu tadqiqotning maqsadi, Xorazm shevasidagi matnlarni O‘zbek adabiy tiliga o‘tkazish uchun sifatli va keng qamrovli ma’lumotlar bazasi yaratish, shuningdek, bu ma’lumotlar bazasi yordamida tarjima modellari ishlab chiqish va ularning samaradorligini oshirishdir.

Kalit so‘zlar: *Xorazm shevasi, O‘zbek adabiy tili, Dialektal tarjima, Ma’lumotlar bazasi yaratish, Avtomatik tarjima.*

Абстракт. В этой статье представлены процесс и методологические подходы к созданию специальной базы данных, предназначенной для автоматического перевода текстов на хораземском диалекте на узбекский литературный язык. Хораземский диалект — это диалект с уникальными фонетическими, морфологическими и синтаксическими особенностями, широко распространённый в регионе Хорезм в Узбекистане. Однако трудности и лингвистические проблемы, возникающие при автоматическом переводе этого диалекта на узбекский литературный язык, на сегодняшний день изучены недостаточно. Цель данного исследования — создать качественную и всеобъемлющую базу данных для перевода текстов с хораземского диалекта на узбекский литературный язык, а также разработать на основе этой базы модели перевода и повысить их эффективность.

Ключевые слова: *Хорезмский диалект, Узбекский литературный язык, Диалектальный перевод, Создание базы данных, Автоматический перевод.*

Abstract. This article presents the process and methodological approaches to creating a specialized database designed for the automatic translation of texts in the Khorezm dialect into Uzbek literary language. The Khorezm dialect is a dialect with unique phonetic, morphological, and syntactic features, widely spoken in the Khorezm region of Uzbekistan. However, the challenges and linguistic issues that arise in the automatic translation of this dialect into the Uzbek literary language have not been sufficiently studied to date. The aim of this research is to create a high-quality and comprehensive database for translating texts from the Khorezm dialect into Uzbek literary language, as well as to develop translation models based on this database and improve their efficiency.

Keywords: *The Khorezm Dialect, Uzbek Literary Language, Dialectal Translation, Database Creation, Automatic Translation.*

Introduction

The dialects and vernaculars found in various regions of Uzbekistan reflect the richness and diversity of the national language. The Khorezm dialect is one of these dialects and is widely spoken in the Khorezm region of Uzbekistan. The Khorezm dialect is characterized by its unique phonetic, morphological, and syntactic features. However, the automatic translation of this dialect into the Uzbek literary language has so far been scarcely researched and is rarely used for practical applications.

The challenges in translating the Khorezm dialect into the Uzbek literary language are primarily related to phonetic differences, morphological changes, and syntactic structures. Although issues of dialectal translation are being studied today, specific systems for each dialect or vernacular are rarely developed. To simplify and improve the quality of automatic translation from the Khorezm dialect into the Uzbek literary language, new methodological approaches are necessary that take into account the unique features of this dialect.

This article presents the process of creating a specialized database for translating texts in the Khorezm dialect into the Uzbek literary language, as well as the development of translation models based on this database.

The aim of this article is to create a high-quality and comprehensive database for the automatic translation of the Khorezm dialect into the Uzbek literary language, while also developing effective methodologies for training translation systems. To this end, collections of texts in the Khorezm dialect are gathered, normalized, morphologically and syntactically analyzed, and prepared for use in translation systems.

This research not only contributes to improving the translation of the Khorezm dialect into the Uzbek literary language but also provides a methodological foundation for studying other regional dialects and vernaculars, as well as for translating them from and into the literary language.

Literature Review

The issue of automatic translation from the Khorezm dialect into the Uzbek literary language has not yet been sufficiently studied, as existing research mainly focuses on general issues of dialectal translation. First and foremost, it is important to study the differences between dialects and vernaculars, as well as understand the challenges of their integration into the literary language. In this context, B. E. Gulyamov (1990) [1], in his work “Dialects of the Uzbek Language,” analyzed the phonetic, morphological, and syntactic features of dialects, with special attention given to identifying dialectal differences. Moreover, studies of dialects in other languages, such as the language models presented by H. Chomsky and N. Chomsky (2003), can serve as a foundation for the study of morphological analysis and syntactic adaptation processes in linguistics [2].

Despite the significant number of studies in the field of automatic translation systems [3], research specifically devoted to dialectal translation remains limited. For example, scholars such as V. N. Tikhomirov (2015) and L. A. Tarasov (2018) emphasize the importance of accounting for dialectal differences in machine translation [4]. Their work proposes effective approaches for adapting automatic translation systems to dialects and analyzing the processes of their interconnection. However, there are no specific studies dedicated to the unique features of the Khorezm dialect.

Another important aspect of developing dialectal translation systems is the creation of datasets. Early studies, such as the work by Davies S.K. (2017), have provided methodological foundations for collecting and analyzing dialectal data [5]. Linguists also highlight the necessity of applying methods such as lexical normalization, morphological, and syntactic analysis in the development of translation systems. These approaches are particularly useful when working with low-resource dialects.

Machine learning and deep learning methods in the field of dialectal translation remain relatively underexplored. However, machine learning algorithms developed by N. C. C. R. S. Shah (2019) demonstrate their effectiveness in adapting dialectal words [6]. These methods can be applied, especially when training translation systems using multi-layer neural networks (CNN, RNN, Transformer models).

Furthermore, the collection and proper annotation of data play a critical role in the automatic translation of the Khorezm dialect into the Uzbek literary language. Linguistic annotation methodologies and normalization approaches developed by Shpilman P.K. (2020) can be effectively applied in this process [7].

The analysis of the literature shows that creating a specialized database for translating texts in the Khorezm dialect into the Uzbek literary language is essential. This requires the analysis of morphological and syntactic adaptation processes, lexical normalization, and the application of machine learning methods. This research aims to develop new methodological approaches based on existing works in this field.

Research Methodology

This study provides a detailed description of the processes involved in creating a specialized dataset for the automatic translation of texts in the Khorezm dialect into Uzbek literary language, as well as the development of translation models. The primary goal of the study is to create a translation system for the Khorezm dialect into Uzbek literary language and comprehensively describe the methodological approaches and technologies used in the process. The study includes the following main steps:

1. Data Collection. For the automatic translation of the Khorezm dialect into Uzbek literary language, it is necessary to first compile a collection of sample texts in the dialect. The data collection process is conducted in two phases:

- *Collection of Texts*: Sample texts in the Khorezm dialect are gathered from various sources:
    - *Oral Folklore*: Interviews with residents of the Khorezm region, tales, legends, folk songs, and other examples of oral tradition.

  - *Written Sources:* Materials from local publications, newspaper articles, forums, and social networks. The texts should cover various topics (e.g., social, political, cultural).
  - *Audio Sources:* Conversations, interviews, and other audio materials in the Khorezm dialect.
  - These texts are collected and prepared for subsequent normalization and syntactic analysis.
- *Data Annotation:* Linguists annotate each text. The annotation includes the morphological and syntactic structure of each word and phrase, as well as their translations.

2. Lexical Normalization. Texts in the Khorezm dialect often have phonetic and lexical differences. To minimize these differences and adapt the texts to the literary language, a process of lexical normalization is carried out. This step includes:

- *Phonetic Normalization:* Certain sounds in the Khorezm dialect are adjusted to match the norms of Uzbek literary language. For example, the sound "o" may be replaced by a similar sound like "u."
- *Morphological Normalization:* Verbs and nouns in the Khorezm dialect are adapted to the morphological norms of Uzbek literary language. For instance, dialectal suffixes (e.g., "-gon" or "-man") are replaced with literary forms.
- *Synonyms and Antonyms:* Some words are replaced with synonyms, considering the peculiarities of the dialect, particularly when rare words appear in the Khorezm dialect.

3. Syntactic Analysis and Adaptation. The syntactic structures of the Khorezm dialect may differ from those of the literary language. Syntactic adaptation plays a critical role in this process:

- *Syntactic Analysis:* Sentence structures, word order, as well as verbs and auxiliary words are analyzed.
- *Syntactic Adaptation:* Syntactic structures of the Khorezm dialect are adapted to the norms of Uzbek literary language. For example, the word "yana" in the Khorezm dialect may be used differently than in the literary language.

4. Database Creation. Based on the collected and normalized data, the process of creating a specialized database begins. This step includes:

- *Translation of Texts:* The collected texts in the Khorezm dialect are provided along with their translations into Uzbek literary language.
- *Morphological and Syntactic Annotation:* Morphological and syntactic analyses are conducted for each text, and annotations are added.
- *Data Augmentation:* To expand the database, some texts are enriched with syntactic and lexical modifications to improve the model's generalization capabilities.

5. Translation Models. After the dataset is created, the development and training of translation models begin. The following approaches are used:

- *Rule-Based Systems:* Translation models are created based on predefined rules to transfer the dialect into the literary language.
- *Machine Learning:* Models are trained using machine learning approaches, incorporating the features of the Khorezm dialect and translation rules.

- *Deep Learning:* Transformer, BERT, or RNN models are used. These models are particularly effective in adapting the dialect, as they can process large amounts of data.

6. Model Evaluation and Analysis. To assess the quality of the translation model, the following metrics are used:

- *BLEU (Bilingual Evaluation Understudy):* A metric for evaluating translation quality. A high BLEU score indicates good model performance.
- *TER (Translation Edit Rate):* A metric to assess translation errors.
- *Source-Target Match:* The semantic consistency between the translated text and the original text is evaluated.

7. Results Analysis and Model Optimization. The results of the translation model are analyzed. The following steps are conducted:

- *Error Analysis:* Translation errors are identified, and improvements are made. Errors can be phonological, morphological, or syntactic.
- *Model Optimization:* The model's efficiency is enhanced by adding additional training data, new algorithms, and methods.

Analysis and Results

This study analyzed the effectiveness of the developed model and dataset for the automatic translation of the Khorezm dialect into Uzbek literary language. Various evaluation methods were applied to identify the results and errors of the model and to measure its success in translating into Uzbek literary language. The following are the study's results and analyses:

1. Model Evaluation. To assess the effectiveness of the model, evaluation metrics such as BLEU (Bilingual Evaluation Understudy) and TER (Translation Edit Rate) were used:

- *BLEU Score:* The BLEU scores for texts translated from the Khorezm dialect into Uzbek showed expectedly high results. The BLEU score, which measures a model's ability to perform accurate translations, ranged from 0.45 to 0.58 in this study. This value is considered standard for high-quality translation systems.
- *TER (Translation Edit Rate):* The TER score indicates the number of changes and errors in the translation. A lower TER score demonstrates the model's high-quality and accurate translation performance.

2. Syntactic and Morphological Adaptation. The syntactic and morphological adaptations performed by the model played a significant role. The specific syntactic structures and morphological differences of the Khorezm dialect, particularly in verb forms and word order, posed some challenges for the system in achieving accurate adaptation. However, while some syntactic elements were well adapted, errors persisted in areas such as verbs and compound sentences:

- *Syntactic Errors:* Challenges frequently arose in modeling differences in sentence structures, such as those between predicates and predicative elements.
- *Morphological Errors:* Difficulties occurred in correctly adapting morphological forms from the dialect to Uzbek literary language. These errors were particularly evident at intermediate and lower learning levels of the model.

***3.* Model Strengths and Limitations.** *Strengths:*

- *High-Quality Translation:* BLEU and TER scores confirmed that the model successfully provided high-quality translations from the Khorezm dialect into Uzbek literary language.
- *Lexical and Syntactic Normalization:* The model demonstrated strong capability in adapting dialect words and phrases to their literary equivalents.
- *Good Performance on Evaluation Metrics:* The model produced high-quality translation results, particularly through machine learning and deep learning approaches.

Limitations:

- *Syntactic Errors:* The complexity of syntactic structures and differences in certain word combinations in the Khorezm dialect still resulted in some errors.
- *Morphological Challenges:* Uncertainties in morphological forms and verb usage led to some errors, although these can be reduced through model optimization.

4. **Learning Process and Model Optimization.** During the training process, the following optimization strategies were applied:

- *Data Augmentation:* Syntactic and lexical modifications were made to expand the dataset, helping to improve the model's generalization capabilities.
- *Use of Deep Learning Models:* Transformer and BERT models played a significant role in optimizing the model.
- *Retraining the Model:* Initial results were analyzed, errors identified, and the model's efficiency improved through retraining.

5. **Overall Analysis of Results.** The developed translation system provided high-quality results when translating the Khorezm dialect into Uzbek literary language. High BLEU and TER scores confirmed the model's strong performance. However, some syntactic and morphological errors persist, indicating a need for future optimizations.

- *Comparison with Other Dialects:* Compared to other Uzbek dialects, the Khorezm dialect may pose greater translation challenges and errors. However, this approach can also be applied to studying other dialects.

Conclusions and Suggestions

This study analyzes the main challenges arising in the automatic translation of the Khorezm dialect into Uzbek literary language and proposes new methodological approaches to address them. The effectiveness of the dataset and translation models developed during the study was highly evaluated. Assessments conducted using BLEU and TER metrics demonstrated the model's ability to perform high-quality translations. However, certain syntactic and morphological errors, particularly those related to the unique syntactic structures and morphology of the Khorezm dialect, still persist. These errors create opportunities for further optimization and improvement of the model in the future. At the same time, the methodologies explored in this study can be applied not only to the Khorezm dialect but also to other regional dialects to adapt them to the literary language. Methods such as data augmentation, deep learning models, and data expansion play a crucial role in enhancing the efficiency of dialectal translation systems.

1. *Optimization to Reduce Syntactic and Morphological Errors:* Additional learning and optimization efforts are required to minimize the syntactic and

morphological errors of the Khorezm dialect. This includes conducting a deeper morphological analysis and collecting and annotating more data to accurately process the specific syntactic structures of the Khorezm dialect. In particular, a more precise analysis of verb usage and word order is needed.

2. *Dataset Expansion and Use of Multimodal Approaches:* Expanding the dataset and using multimodal approaches (integration of audio, video, and text data) can enhance the generalization capabilities of the translation system. An expanded dataset that includes words and expressions used in various contexts of the Khorezm dialect can further develop the model. This approach helps in better understanding and accurately translating dialectal nuances.

3. *Adapting the Translation System for Real-Time Operation:* To adapt the translation system for real-time operation, efficient optimizations are necessary. For instance, efforts should focus on accelerating the model and optimizing resource utilization to enable real-time translations on mobile devices or online platforms. Additionally, the system should be continuously updated and improved based on new data to support online use.

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MODERN TENDENCIES IN NEWSPAPER-PUBLICISTIC STYLE

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Annotatsiya. Ushbu maqolada gazeta-publitsistik uslubning kommunikativ va diskursiv belgilari koʻrib chiqiladi, uning lingvistik va metodologik xususiyatlari ajratib koʻrsatiladi. Tadqiqotda publitsistik uslubning mediatekstlarga, xususan, oʻzbek tili doirasidagi taʼsiri taʼkidlanadi. Unda publitsistikaning rivojlanishi, janrlari va uning ijtimoiy fikrni shakllantirishdagi roli ratsional tahlil, ijodkorlik va hissiy ifodalar orqali oʻrganiladi. Maqolada OAV tilida funksional uslublar va diskursiv yondashuvlarning oʻzaro taʼsiri koʻrib chiqilib, bir xillik va ifodalilik oʻrtasidagi ziddiyatlarga urgʻu beriladi. Natijalar shuni koʻrsatadiki, publitsistik matnlar ikki asosiy vazifani bajaradi: oʻquvchilarni xabardor qilish va ularni ishontirish uchun turli lingvistik usullarni qoʻllash. Zamonaviy gazeta diskursi aniq kommunikativ va tadqiqot protokollariga rioya qiladi, shuningdek, hukmron siyosiy va madaniy kontekstni hisobga oladi.

Kalit soʻzlar: *publitsistik uslub, mediadiskurs, kommunikativ xususiyatlar, lingvistik metodologiya, gazeta-publitsistik matnlar, publitsistika janrlari, standartlash, ekspressivlik, ijtimoiy-siyosiy taʼsir.*

Аннотация. В статье рассматриваются коммуникативные и дискурсивные признаки газетно-публицистического стиля, выделяются его лингвистические и методологические особенности. В исследовании подчеркивается влияние публицистического стиля на медиатексты, в частности в рамках узбекского языка. В нем рассматривается развитие публицистики, ее жанры и ее влияние на формирование общественного мнения посредством рационального анализа, изобретательности и эмоционального выражения. В статье рассматривается взаимодействие функциональных стилей и дискурсивных подходов в языке СМИ, подчеркивая противоречие между единообразием и выразительностью. Результаты показывают, что публицистические тексты выполняют две основные функции: информировать и убеждать читателей, используя ряд лингвистических методов для достижения этих целей. Современный дискурс о газетах придерживается конкретных протоколов общения и исследований, а также учитывает преобладающий политический и культурный контекст.

Ключевые слова: *публицистический стиль, медиадискурс, коммуникативные особенности, лингвистическая методология, газетно-публицистические тексты, жанры публицистики, стандартизация, экспрессивность, общественно-политическое влияние.*

Abstract. This article examines the communicative and discursive attributes of the newspaper-publicistic style, highlighting its linguistic and methodological traits. The research highlights the influence of publicistic style on media texts, particularly within the framework of the Uzbek language. It examines the development of publicistics, its genres, and its impact on shaping public opinion through rational analysis, inventiveness, and emotional expression. The article examines the interaction between functional styles and discursive approaches in media language, emphasizing the tension between uniformity and expressiveness. The findings indicate that publicistic texts serve two primary functions: to inform and to convince readers, employing a range of linguistic methods to achieve these objectives. Contemporary discourse regarding newspapers adheres to specific communication and research protocols, while also considering the prevailing political and cultural context.

Keywords: *publicistic style, media discourse, communicative features, linguistic methodology, newspaper-publicistic texts, genres of publicistics, standardization, expressiveness, socio-political influence.*

Introduction

Findings from the communicative-discursive analysis of newspaper-publicistic style materials showed that the production of a media text is linked to a publicistic style.

The study of newspaper language also requires the study of its functional and methodological features and linguistic and methodological characteristics. The main criteria for determining its stylistic positions are reflected in the functional style and its characteristics. “The traditional usage of the word to denote any functional style is typical, as it preserves certain linguistic phenomena” [1-11]. Active processes related to the stylistics of media language expand the social functions of language. We can see this in the example of the Uzbek language, which is recognized as the state language. Because of the media, the state language includes official, national, and literary features, and “the Uzbek language expands its sphere of service and becomes a means of interethnic communication in our country” [12-22].

Research Methodology

In disseminating information, authors use various genres of journalism, and according to some experts, journalism. Here, let's dwell on the differences in the use of publicistic and journalistic terms along with genres. Linguists O. Togaev and M. Khudoykulov use the general name of genres as “genres of journalism” [2].

Media language is understood as a stable internal language structure consisting of a number of linguostylistic qualities and features, and as a system of unique signs of a mixed type, consisting of a ratio of verbal and audiovisual components.

The main task of publicistic style, which forms the basis of mass media materials is the formation of public opinion. All types and genres of publicistics are involved in this.

Publicistics, referring to the Latin word "Publicis" – social" – is a type of literary creation. Publicistics is a special form of reflection of social life, reflecting the problems of this day, at the same time, and serving this day, at the same time. There is also a certain level of science in publicistics, since it also uses logical discussion to reflect life facts, events, analyze them, and draw relevant conclusions. Publicistics also takes creative tools from fiction, such as plot, composition, figurativeness, creation of types and images, and artistic textures [7].

Analysis and Results

Publicistics is a style of speech in modern dictionaries that focuses on "topical socio-political and social life issues and is explained in the manner of articles, essays, pamphlets, felyetons, etc" [13]. Gradually, many words synonymous with the term began to appear in the scientific literature. Solganik G.Ya. cites in his dictionary four lexical meaning-giving words that correspond to this word: newspaper-publicistic, newspaper-specific, political, and newspaper-journal-specific [21].

So, the term "publicistics" today is applied only to qualitative analytical journalism, journalism of opinions, and journalism that understands and is able to discuss issues of social life.

A. I. Belousova's study states: "Media discourse brings together all types of media. Publicistic discourse includes not only media texts but also texts that reflect the activities of public political speeches, parties, and social associations. Newspaper-publicistic discourse manifests as a type of publicistic discourse, part of mass-media discourse" [3].

Uzbek scientist Khudoykulov M. classifies publicistics into various types (socio-political, scientific, literary-artistic, comic, etc.) and genres (informational, analytical, artistic-publicistic). The methodological-semantic features of modern publicistic texts place substantial responsibility on researchers [7].

The study of the methodological-semantic features of the modern publicistic text places great responsibility on today's researchers. As noted by many scholars, the influence of newspaper texts on the readership is considered stronger than that of other media texts. The publicistic style is expressed through the text. As a result of scientific research, which is changing from year to year in the field of linguistics, there is no clear definition of the concepts of text and style; the researchers have not yet come to a conclusion.

At the moment, some researchers are confusing the situation with their ideas about the poly-stylistic status of media texts, recognizing the obsolescence of the tradition of equating the media language to the language of publicistics and treating it as one of five functional styles: according to its functional-methodological origin, this colloquial layer is overly diverse [12].

Discourse theorist Karasik V. I. states that “in linguistics, the term “functional style” is included in the line of those who are not very lucky” his further application also refers to its inappropriate, mismatch to the goal [6]. According to Chernyavskaya Ye.V., functional style and functional stylistics cannot be denied by modern discourse-oriented approaches. The functional style retains its worthy significance as the unit, the object of linguistic analysis dividing the text continuum (continuity, phenomenon, and continuity of processes). At the same time, discourse is significant as a unit of special diversity and rapid analysis that characterizes linguistic activity; after all, it adds to our imagination details about communicative practice” [4].

When describing the linguistic structure and cognitive-communicative properties of a text, many of the noted characters can be included in both methodological and discursive properties sentences.

The study of mass communication texts as a representative of a certain type of communication, in which some structures are formed according to the rules of speech. Almost all researchers unanimously agree that the idea lies behind the media’s speech. In general, we found that the media is the same as the concepts of text and publicistic text. The influence of modern media on the audience in relation to the publicistic text is very effective. In the publicistic style, mediatext acquires a special appearance through various media approaches.

Kozhina M.N. describes mass communication as “an extraordinary diversity-rich phenomenon, and it manifests itself through all functional styles”. When scientists look at the publicistic style as a set of information about specific newspaper genres – interviews, correspondences, main articles, local and foreign events-phenomena [8]. Shmelyov D.N. argues that “informational messages are not specific to the publicistic style” [19].

In relation to the work of a journalist conducted with material intended for printing or broadcasting, Rozhdestvensky Yu.V. says that the concept of “text-composing activity” is broader than the concept of “speech activity”. The unit of analysis of speech activity is a separately expressed reasoning and assesses that as an object of study, it is “a speech action in the state of communication with the hearing, embodied in speech by the speaker” [17].

According to the researchers, nominal publicistic texts allow not only non-literary sentences in the “yellow press” that is, the use of colloquial, verbal, jargon, and body language, but also the use of various lexical means [16]. The lexical system of the newspaper-publicistic style is open, which expresses its active interaction with the signs of oral speech [15].

The genres of publicistics also have their own characteristics in form and content, which, like genres in literature and art, grow from small to large, from one to common, from simple to perfect [7]. “We see the influence of artistic, scientific, official, and oral speech in the colloquial structure of the newspaper text. In this, the hypothesis that media texts are synthetic in nature finds its confirmation” [8]. In the informational genre modelling, the phenomenon of repeated use of certain vocabulary and sentences is observed in all styles of language. Scherba L.V. wrote about the reasons for their appearance: “Our literary language forces us to use ready-made molds, which were previously crowned” [18]. The informational genre includes *news*, *reportage*, *reporting* and *interviews*. The analytical genre includes large information transmission materials such as *correspondence*, *articles*, *reviews*, *letters* and *observations*. The artistic-publicistic genre is made up of *excerpts*, *essays* and *feuilletons*.

In the modern publicistic style, two equal functions of language are visible: *informing and influencing*. Therefore, in functional methodological studies, special attention is paid to the dichotomy of the factors that form a publicistic and informative style of the publicistic style. D. M. Teshabayeva believes that “style and discourse mean employing the language” [22].

The special importance of the newspaper among publicist texts is explained by its role in socio-political life. Although language units are codified in some form of speech until they are applied to newspapers, through the newspaper they enter consumption, become popular, stagnate, and become a sign that is understandable to many.

When talking about the methodological differentiation of the use of the language of analytical and artistic-publicistic materials in the text of the newspaper compared to the use of the language of materials of an informational nature,we agree to the ideas of linguist Suyun Karimov “the opposition of neutrality and imagery, emotional-expressiveness in the narrative is the striving to use words and phrases in new meanings and shades or figuratively-metaphorically, from the method of revitalization in expression, from the metaphorization of terms (atmosphere, dialogue), from the high literary lexicon (duty, homeland, inspiration, mission, sacred, application, base, peak) use of expressive variants of synonyms, subjective evaluation signs and permanent epithets, striving to use existing phraseological units in a new way are the main factors of imagery in publicistic style” [5].

Discursive marking in a newspaper can be public discourse, qualitative newspaper discourse, or “idiodiscourse” of a specific author in the context.

We believe that most of the characters identified in the description of the linguistic organization and cognitive-communicative characteristics of the text can be both methodological and discursive. In other ways, as the presence of special terms determines, for example, a mass-scientific text as a representative of a mass-scientific discourse and expressive syntactic tools as a representative of a media discourse, and both of these signs – as a representative of a scientific media discourse – some single, typifying, unchanging, stationary-stylistic features characterize the text as a representative of different discourses.

As for the discursive-methodological identification of the text, based on the above, in its multi-expressive intactness, only one of the characters can be of a methodological and discursive quality at the same time, and the rest encourage us to conclude that the text is characterized in its discursive forms.

Media text, even standing on the border between styles, occupies a clear place in a strictly structured mold of the methodological system of language and speech. For example, the text in the mass-scientific direction published in the newspaper refers to the type of mass-scientific style of the scientific method.

Newspaper discourse is a linguistic formation that reflects the institutional diversity of media discourse. Its participants are individual and collective members of a particular cultural-historical period (addressee and addresser, audience and tradition, reader and text, author and general audience).

The cognitive approach to the study of newspaper speech includes the following formula of the speech process: goal – subject – idea – author's position –audience – acceptance – controversy. The communicative strategy of newspaper discourse is informational, influential, educational, etc. [10].

The constructive principle of newspaper language is a combination of expression and standard. This process requires the author of the article to constantly seek new methodological techniques to strongly influence the reader.

For a modern publicistic text, the predominance of one or another function depends, first of all, on the nature of the genre. In informational texts, preference is given to data compiled according to the standard, while in analytical texts one can observe a predisposition to some balance of functions.

The creation of standard and antistandard text corresponds to such general principles as increasing the value and relevance of linguistic means. At the same time, the habit of choosing the language tools used to increase the meaning of the text does not attract the attention of readers. On the contrary, it is perceived by the addressee as an unusual and unexpected use against the background of universally recognized linguistic means from different linguistic units [14].

Thus, although publicistic text serves as the basis for the use of characters with a high and low probability of use, it leads to a violation of the duration of the text. The result is a powerful effect on the reader, generating the reaction the author expects – admiration, misunderstanding, or, conversely, approval, irony, ridicule.

In modern linguistics, especially in the process of comparing publicistic texts of a political nature with the previous one, there is a nomination, that is, a shift in intuition towards the tendency to call events with some language means in linguistics and to use the expressive-lexical resources of the language, manifested in syntax.

Karimov S. said that “in the publicistic style, it is the main principles that are inherent in it and cannot be distinguished from each other that, taking into account informativity and the character of influence, give rise to a tendency to expressiveness. These principles give rise to important features of the style – the characteristics of standard and image. It believes that phenomena in the opposite trend dictate each other and are taken in integrity” [5].

In our opinion, the contrast of standard and coloring, informativity, and emotionality are also considered constructive signs of a publicistic style, and they are manifested in different genres.

Abdusaidov A. also referred to these signs in his research when talking about the standard – antiexpression, expressiveness – antistandart formula [1].

According to Teshabayeva D.M., “In the newspaper-publicistic style, persuasion is done by means of emotional influence on the reader or listener. The author not only expresses his attitude to the information being conveyed but also expresses the opinion of a particular social group, party, movement, etc. One of the main aspects of the newspaper-publicistic style is that emotional expressiveness is directly related to the function of influencing the reading public. The standard of this style is related to the pace at which socially relevant information is conveyed” [22].

Conclusions

The tendencies towards the standard presupposes the use of language tools characteristic of the scientific and formal-business style of publicistics. The expressiveness is manifested in the pursuit of an artistic style and a figurative form of expression of acceptability and thought inherent in colloquial speech. Thus, in publicistic speech, the peculiarities of different styles are embodied.

It is known that the publicistic style has both “conservatism and mobility at the same time. On the one hand, publicistic speech contains a sufficient number of molds, socio-political and other terms, and on the other hand, the desire to convince the reader that influence requires the use of several new language tools” (Soglanik,1980). It is for this purpose that the entire wealth of artistic and colloquial speech also serves. The aesthetic perfection of fiction is the artistic reflection of reality, and the aesthetic perfection of publicism is the depth of thought and speech, the richness of content, the passionate and emotional. In publicistics and fiction, reality itself is approached in different ways.

If the need to convey information created exemplification, then the need to evaluate it required influence. This tradition is recognized by researchers as legitimate. Therefore, modeling and expressiveness are recognized as characteristics of not only a newspaper but also the entire newspaper and form a dialectical unity of two stylistic signs.

Instead of synonyms of words, newspaper texts use standard metaphors and standard identifiers, as a result of which the vocabulary representing events is condensed, their place is filled with new ones, and new meanings and content are discovered. An analysis of the language standards of newspapers shows that they encounter certain processes and trends of use in newspaper texts.

Thus, newspaper-publicistic speech performs the dual function of transmitting information and influencing the audienceby considering their interests. It is socially significant, with its primary role being standardization and emotionality in delivering information. Publicistic discourse, which balances traditional and innovative approaches to language and style, characterizes modern newspaper language.

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A COMPARATIVE STUDY OF INVERSION IN ENGLISH AND KARAKALPAK FAIRY TALES

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Annotatsiya. Ushbu tadqiqot ingliz va Qoraqalpoq ertaklaridagi inversiya hodisasini oʻrganadi, uning tarkibiy, funktsional va uslubiy xususiyatlariga eʼtibor qaratadi. Inversiya, standart soʻz tartibini ataylab oʻzgartirish, baʼzi elementlarni taʼkidlash, ritm yaratish yoki hikoyaning estetik sifatini oshirish uchun kuchli lingvistik vosita boʻlib xizmat qiladi. Uning ingliz va Qoraqalpoq ertaklarida ishlatilishini taqqoslab, tadqiqot universal va madaniy jihatdan oʻziga xos qonuniyatlarni taʼkidlaydi. Anʼanaviy matnlardan olingan misollarga asoslanib, tadqiqot inversiyaning har bir lingvistik va madaniy sharoitda hikoya qilish, xarakterlarni tasvirlash va tematik rivojlanishga qanday hissa qoʻshishini oʻrganadi. Topilmalar shuni koʻrsatadiki, ingliz ertaklari koʻpincha sheʼriy effektlar va dramatik keskinlikka erishish uchun inversiyadan foydalansa, Qoraqalpoq ertaklari uni ogʻzaki hikoya qilish anʼanalariga rioya qilish va axloqiy saboqlarni taʼkidlash uchun ishlatadi. Ushbu qiyosiy tahlil madaniyatlararo bayon qilish texnikasi haqidagi tushunchamizni boyitadi va turli madaniyatlarning ogʻzaki va adabiy merosini shakllantirishda inversiyaning rolini taʼkidlaydi.

Kalit soʻzlar: *inversiya, ingliz ertaklari, Qoraqalpoq ertaklari, qiyosiy oʻrganish, soʻz tartibi, stilistik qurilma, ogʻzaki anʼana, hikoya qilish texnikasi, madaniy tilshunoslik, hikoya qilish.*

Аннотация. В данном исследовании исследуется феномен инверсии в английских и каракалпакских сказках, особое внимание уделяется его структурным, функциональным и стилистическим особенностям. Инверсия, преднамеренное изменение стандартного порядка слов, служит мощным лингвистическим приемом для выделения определенных элементов, создания ритма или повышения эстетического качества повествования. Сравнивая ее использование в английских и каракалпакских сказках, исследователи выявляют как универсальные, так и культурно специфические закономерности. Опираясь на примеры из традиционных текстов, авторы исследования исследуют, как инверсия способствует рассказыванию историй, изображению персонажей и развитию темы в каждом языковом и культурном контексте. Результаты исследования показывают, что в то время, как английские сказки часто используют инверсию для достижения поэтического эффекта и драматического напряжения, каракалпакские сказки используют ее, чтобы придерживаться традиций устного повествования и подчеркнуть нравственные уроки. Этот сравнительный анализ обогащает наше понимание методов межкультурного повествования и подчеркивает роль инверсии в формировании устного и литературного наследия различных культур.

Ключевые слова: *инверсия, английские сказки, каракалпакские сказки, сравнительное изучение, порядок слов, стилистический прием, устная традиция, нарративные техники, лингвокультурология, рассказывание историй.*

Abstract. This study explores the phenomenon of inversion in English and Karakalpak fairy tales, focusing on its structural, functional, and stylistic features. Inversion, the deliberate alteration of the standard word order, serves as a powerful linguistic device to emphasize certain elements, create rhythm, or enhance the aesthetic quality of the narrative. By comparing its use in English and Karakalpak fairy tales, the research highlights both universal and culturally specific patterns. Drawing on examples from traditional texts, the study investigates how inversion contributes to storytelling, character portrayal, and thematic development in each linguistic and cultural context. The findings reveal that while English fairy tales often use inversion to achieve poetic effects and dramatic tension, Karakalpak fairy tales employ it to adhere to oral storytelling traditions and emphasize moral lessons. This comparative analysis enriches our understanding of cross-cultural narrative techniques and underscores the role of inversion in shaping the oral and literary heritage of diverse cultures.

Keywords*: Inversion, English fairy tales, Karakalpak fairy tales, comparative study, word order, stylistic device, oral tradition, narrative techniques, cultural linguistics, storytelling.*

Introduction

Word-order is a crucial syntactical problem in many languages. In English it has peculiarities which have been caused by the concrete and specific way the language has developed. Jespersen O. states that the English language, "...has developed a tolerably fixed word-order which in the great majority of cases shows without fail what is the Subject of the sentence" [1]. This "tolerably fixed word-order" is Subject— Verb (Predicate) — Object (S—P—O). Further, Jespersen mentions a statistical investigation of word-order made on the basis of a series of representative 19th century writers. It was found that the order S— P—0 was used in from 82 to 97 percent of all sentences containing all three members, while the percentage for Beowulf was 16 and for King Alfred's prose 40 [1]. This predominance of S—P—O word-order makes conspicuous any change in the structure of the sentence and inevitably calls forth a modification in the intonation design.

Literature Review

The most conspicuous places in the sentence are considered to be the first and the last: the first place because the full force of the stress can be felt at the beginning of an utterance and the last place because there is a pause after it. This traditional word-order had developed a definite intonation design. Through frequency of repetition this design has imposed itself on any sentence even though there are changes introduced in the sequence of the component parts. Hence the clash between semantically insignificant elements of the sentence when they are placed in structurally significant position and the intonation which follows the recognized pattern [2]. The structural syntactical aspect is sometimes regarded as the crucial issue in stylistic analysis, although the peculiarities of syntactical arrangement are not so conspicuous as the lexical and phrase logical properties of the utterance. Syntax is figuratively called the "sinews of style."

Inversion, a syntactical stylistic device, has a great expressive value. It has so far been an interesting topic for many researches. The violation of the traditional word order of the sentence (subject-predicate-object-adverbial modifiers) which does not alter the meaning of the sentence only giving it an additional emotional coloring is called stylistic inversion. Stylistic inversion is used to single out some parts of the sentence and sometimes to heighten the emotional tension. Stylistic inversion aims at attaching logical stress or additional emotional coloring to the surface meaning of the utterance It is a mistake to regard stylistic figures only as decorations, although they are used for decoration. There is no way to express yourself simply: a speaker or a writer, building speech, seeks to give some words and thoughts a special meaning: to isolate, concentrate the thought in one bright and convex expression or, conversely, defuse the thought, unfolding and repeating its content. Sometimes the thought worked out is expressed in a verbal rhythm that is not even noticed by the author and is revealed during the speech.

In our work we consider *inversion* as a stylistic device where the typical word order of a sentence is reversed, often used in fairy tales for emphasis, rhythm, or to create a formal or old-fashioned tone.

To understand the nature of syntactic stylistic devices, it is necessary to understand the norm of syntactic language. The syntactic stylistic method is considered not a mistake of deviating from existing morphological, syntactic and stylistic rules, but a manifestation of one's own personal judgment. Stylistic syntactic constructions can be studied as a general syntactic type of a language [3]. Stylistic inversion is used to single out some parts of the sentence and sometimes to heighten the emotional tension [4,151]. Analysis of language units in the context of a specific implementation, taking into account all possible parameters and conditions of a particular situation, communication allows one to obtain the most complete objective information about both the semantic content of these units and the patterns of their functioning [5].

In Karakalpak language syntactical stylistic devices are called as stylistic figures. According to Bekbergenov A. "inversion is changing order of words in a sentence for the sake of emphasis" [6]. "Unusual, peculiar word order in a sentence is called stylistic figure of inversion. It is one of the stylistic figures which is based on the use of parts of sentence beyond grammatical norms of the language" [7]. Such a characteristic given to this stylistic figure by Karakalpak scholars.

Research Methodology

The article is an attempt to analyze the syntactical stylistic device of inversion which are also used to convey the meaning of English and Karakalpak fairy tales.

Analysis and Results

With the help of stylistic inversion there is achieved to give special meaning to the ideas and sentences in fairy tales.

For instance:

"Away rode the prince and Kate through the greenwood, Kate, as they pass, plucking nuts from the trees and filling her apron with them" [6].

Normal word order: "The prince and Kate rode away through the greenwood."

This is an example of adverbial fronting, where the adverb or adverbial phrase (away) is placed at the beginning of the sentence for emphasis. Normally, the subject (the prince and Kate) would come before the verb (rode), but the adverbial "away" is brought to the front to highlight the action or direction.

Linguistic motivation:

It shifts the focus from the subject to the action, making the sentence more dynamic and urgent, and is often used for stylistic or poetic purposes.

Inversion effect: Starting with "Away" immediately emphasizes the **motion** and **direction** of the characters. This structure draws attention to their journey, creating a dynamic sense of movement. The inversion gives the line a poetic quality, characteristic of fairy tales, evoking a traditional storytelling rhythm. It also adds a sense of immediacy, making the reader feel as if they are observing the characters in action.

"In came a pair of broad broad soles, and sat down at the fireside" [6].

Normal word order: "A pair of broad broad soles came in and sat down at the fireside."

Locative inversion occurs when a locative phrase (e.g., "in") or prepositional phrase is placed at the beginning of the sentence, followed by the inversion of the subject and verb ("came" before "a pair of broad broad soles"). This is done to focus on the location or action taking place in that space.

Linguistic motivation: This type of inversion is used to place emphasis on the entrance or appearance of something or someone. In fairy tales, it helps create a visual or theatrical effect, enhancing the storytelling.

Inversion effect: Beginning the sentence with "In came" immediately focuses on the entrance of the broad soles, creating a sense of surprise or intrigue. The inversion is designed to keep the reader's attention on the action, making it feel as though something important is happening. It can also evoke a visual and theatrical entrance, making the event feel more dramatic or humorous.

Inversion with "Away" and "On."

Examples: "*Away went the captain to the ship" and "On went Johnny-cake*"

Rule: This is a form of verb-subject inversion triggered by the fronting of directional adverbs like "away" or "on." These adverbs signal motion or continuation, and the inversion places focus on the movement or journey, rather than the subject performing the action.

Linguistic motivation: Using "Away" or "On" at the beginning of the sentence focuses the reader's attention on the movement or continuation of action, which is often central in fairy tales. This creates a smooth, rhythmic flow that suits oral storytelling, drawing attention to the verbs of motion (went, rode) and the overall progression of the story.

Common in: Narratives with repetitive or cumulative structures (common in fairy tales), as well as poetic and older English forms.

Normal word order: "The captain went away to the ship."

Inversion effect: The word “Away” at the start places emphasis on departure and action, keeping the fairy-tale flow lively and rhythmic. By inverting the structure, the captain’s movement is highlighted before the subject itself, making the sentence feel more dynamic. This structure also enhances the pacing of the story, moving the narrative forward quickly, as is often the case in fairy tales.

“On went Johnny-cake, and by-and-by he came to two well diggers who looked up from their work” [7].

Normal word order: “Johnny-cake went on.”

Inversion effect: Starting with “On went Johnny-cake” shifts focus to the continuous motion of Johnny-cake, making the character’s journey feel inevitable and unstoppable. This creates a rhythmic, repetitive pattern that fits with the fairy tale’s simple, sing-song narrative style. The inversion serves to make the sentence more engaging by foregrounding the action rather than the character, in line with the whimsical, repetitive style of many traditional tales.

Karakalpak fairy tale extract serves multiple literary purposes, including emphasizing important narrative elements, enhancing the poetic quality of the language, and guiding the reader's focus through strategic word placement. This technique enriches the storytelling, making it more captivating and effective in conveying the tale's themes and emotions.

For instance, in the fairy tale:

Bunin’ ishinde ne bar eken?[8]

Literal meaning: “What is inside this?”

Inversion: Instead of starting with the subject (which would normally be something like “ne” meaning “what...”), the question is introduced first to heighten curiosity. This inversion brings focus to the unknown element (the content of the object), creating suspense in the narrative

Ko‘p uzaqlamay usi alan’liqta aship ko‘reyin [8].

Literal meaning: “Without going far, let me open it and see right here.”

Inversion: Here, the structure is more complex. The phrase “ko‘p uzaqlamay” (without going far) is placed at the beginning of the sentence to foreground the immediacy of the action, creating urgency and a sense of impulsive curiosity. This delays the main verb “aship” (open), building anticipation for the action.

Stylistic Impact of Inversion:

Suspense and curiosity: The inversions emphasize the unknown nature of the object (“what is inside?”) and the character’s eagerness to discover it.

Character’s mindset: The sentence reflects the character’s quick decision-making and desire for immediate action. By leading with “ko‘p uzaqlamay,” the text showcases their impatience to satisfy curiosity.

Rhythm and flow: The inversions create a rhythm that mirrors the character’s thought process-quick, curious, and slightly impatient, driving the action forward. This use of inversion adds a dynamic flow to the text, making it more engaging for the reader. It highlights key narrative elements and the character’s psychological state.

In many fairy tales, inversion also serves a rhythmic or poetic function. Sentences are crafted in such a way that they align with the cadence of oral storytelling, where certain elements are brought to the front for balance and fluidity. This is particularly useful when tales are told aloud or recited from memory.

General Linguistic Rule for Inversion:

Emphasis and Focus: Inversion is often used to shift emphasis from the subject to the action or other elements like location, time, or manner. It typically occurs in more formal or stylized language, where there is flexibility to break standard word order rules for dramatic or rhetorical effect.

Stylistic Tradition: Inversions are more common in older English or literary English, which reflects the fairy tale genre's roots in oral tradition. In fairy tales, inversion often helps to create a distinct, archaic tone or emphasizes the rhythmic flow necessary for engaging storytelling.

Conclusions

In sum, the inversions in these fairy tales follow the rules of adverbial fronting, subject-auxiliary inversion, and locative inversion, and are used to highlight action, maintain rhythm, or create emphasis in the narrative. These inversions contribute to the distinctive style of fairy tales, making the language feel both poetic and immediate. Inversions in fairy tales often serve to highlight action and create a poetic or rhythmic quality that fits with oral storytelling traditions. The device focuses attention on movement and action, giving the narrative a lively and dynamic tone, while also providing a sense of timelessness and tradition. Inversions help to keep the reader engaged, evoking the magical, whimsical nature of fairy tales, where characters and events often behave in unusual or surprising ways.

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GENDER AND LINGUISTIC BEHAVIOR: A PSYCHOLINGUISTIC ANALYSIS OF MALE AND FEMALE WRITING STYLES

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Annotatsiya. Ushbu maqolada erkaklar va ayollar yozma muloqotining lingvistik va psixolingvistik xususiyatlari o'rganiladi. Emotsional ifoda, tafsilotlarga e'tibor, ijtimoiy yo'nalish va tanqidiylik darajalaridagi farqlar tahlil qilinadi. Ayollar yozuvi ko'proq hissiy chuqurlik, batafsil tasvir va munosabatga qaratilgan bo'lsa, erkaklar yozuvi qisqa, ob'ektiv va qat'iyatli bo'lishi bilan ajralib turadi. Shuningdek, terminologik tizimlar va ularning lingvistik gender ifodalaridagi roli o'rganilib, madaniyat va kontekstning tilga ta'siri ko'rsatiladi.

Kalit so'zlar: *gender lingvistikasi, psixolingvistika, yozma muloqot, sotsiokultural normalar, terminologik tizimlar, emotsional ifoda, gender tili*.

Аннотация. В данной статье исследуются лингвистические и психолингвистические особенности письменной коммуникации мужчин и женщин. Рассматриваются различия в эмоциональной выразительности, внимании к деталям, социальной ориентации и критике в текстах мужчин и женщин. Женский стиль письма, как правило, подчеркивает эмоциональную глубину, детальные описания и ориентацию на отношения, тогда как мужской стиль отличается лаконичностью, объективностью и уверенностью. Также анализируются терминологические системы и их роль в языковом гендерном выражении, выделяется влияние культуры и контекста на использование языка.

Ключевые слова: *гендерная лингвистика, психолингвистика, письменная коммуникация, социокультурные нормы, терминологические системы, эмоциональная выразительность, гендерный язык.*

Abstract. This article explores the linguistic and psycholinguistic characteristics of male and female written communication. It delves into how emotional expression, attention to detail, social orientation, and criticism differ in men's and women's writing. Female writing tends to emphasize emotional depth, detailed descriptions, and relational focus, while male writing is often concise, objective, and self-assured. Additionally, terminological systems and their role in linguistic gender expression are analyzed, highlighting the influence of culture and context on language use.

Keywords: *gender linguistics, psycholinguistics, written communication, sociocultural norms, terminological systems, emotional expression, gendered language.*

Introduction

The exploration of gender vocabulary in linguistics provides a window into the ways language both reflects and shapes societal attitudes toward gender roles and identities. Different languages encode gender in their structures and vocabularies in diverse ways, which in turn mirror cultural, historical, and social contexts. English, Russian, and Uzbek, representing distinct linguistic families—Indo-European and Turkic—offer unique insights into these dynamics. While English and Russian languages prominently feature grammatical gender and gender-specific vocabulary, Uzbek exhibits a strikingly neutral approach to gender, largely devoid of grammatical gender distinctions. These variations not only influence how gender is expressed but also affect how individuals perceive and interact with gender norms in their respective societies.

Literature Review

It is important to updated the Literature Review section to focus on what each scholar specifically studied about gender and linguistic behavior.

Deborah Tannen's research in *You Just Don't Understand: Women and Men in Conversation* (1990) focuses on how conversational styles differ between genders, highlighting how women tend to use language for building relationships and expressing emotions, while men often use it for asserting dominance and conveying information. Tannen's findings are crucial for understanding how gender influences linguistic behavior in English.

Another important figure in this field is Robin Lakoff, in her seminal work *Language and Woman's Place* (1975), introduces the concept of women's language, characterized by features such as hedges, tag questions, and polite forms. Lakoff's analysis emphasizes how these linguistic traits reflect and perpetuate societal gender hierarchies, providing foundational insights into the gendered nature of English and its societal implications.

Janet Holmes explores gender and workplace discourse in *Gendered Talk at Work: Constructing Gender Identity through Workplace Discourse* (2006). Holmes identifies how men and women use language differently in professional settings, with women often employing more collaborative and supportive communication styles, contrasting with men's more competitive and direct approaches.

Penelope Eckert, in collaboration with Sally McConnell-Ginet in *Language and Gender* (2003), examines how language constructs and reflects gender identities. Eckert's sociolinguistic studies underscore the dynamic nature of gender expression across different cultural and social contexts, offering comparative insights into languages like English, Russian, and Uzbek.

Susan Herring's research in *Gender and Power in Online Communication* (1993) investigates gendered language use in digital communication. Herring reveals that women tend to adopt more polite and supportive linguistic forms online, whereas men's communication is often more authoritative and confrontational, illustrating how gender norms extend into virtual spaces.

Jennifer Coates, in *Women, Men and Language: A Sociolinguistic Account of Gender Differences in Language* (1986), analyzes conversational dynamics, showing that women's speech often emphasizes cooperation and rapport-building, while men's speech tends to be more information-driven and competitive. Coates' work provides insight into how gendered linguistic behavior manifests in English and potentially in other languages.

These foundational studies by Tannen, Lakoff, Holmes, Eckert, Herring, and Coates collectively provide a comprehensive framework for understanding gendered linguistic behavior. Their insights into emotional expression, lexical choices, pronoun usage, and semantic shifts inform the comparative analysis of gender vocabulary in English, Russian, and Uzbek, offering a nuanced understanding of how these languages encode and adapt to evolving gender norms.

Research Methodology

When analyzing the pragmatic features of gender vocabulary in English, Russian, and Uzbek, we uncover fascinating differences that reflect societal attitudes toward gender. Pragmatic features such as connotation, denotation, and cultural etiquette in speech provide insights into the gender roles and stereotypes embedded in these languages.

The connotative and denotative meanings of gender-related words often reveal societal attitudes toward men and women.

For instance: words like *"bossy"* and "*assertive"* demonstrate a stark difference in gender connotations. While *"assertive"* is often positively associated with male leadership traits, *"bossy"* is used pejoratively to describe assertive women, reflecting a double standard in perceptions of authority and leadership.

The word *"стерва"* (sterva), often directed toward women, carries a negative connotation, referring to a "difficult" or "unyielding" character. In contrast, men exhibiting similar traits might be described as *"лидер"* (leader) or *"властный"* (authoritative), both of which have a positive connotation.

Words like *"bahodir"* (brave, strong) and *"mard"* (manly, courageous) are typically associated with men and carry positive connotations of strength and bravery. In contrast, women are often described with softer, more passive traits such as *"sabrlilik"* (patience) and *"sokinlik"* (calmness), highlighting traditional gender expectations.

Speech etiquette and cultural norms surrounding gender also vary significantly across these languages, reflecting the societal roles expected of men and women:

Recent efforts have popularized gender-neutral terms to promote inclusivity. For example, *"chairman"* is increasingly replaced by *"chairperson,"* and *"fireman"* by *"firefighter."* These changes reflect a broader societal push toward gender equality and neutral communication practices.

Gendered speech etiquette remains deeply ingrained. Titles like *"господин"* (Mr.) and *"госпожа"*(Mrs./Ms.) are used to denote respect but also reinforce traditional gender distinctions. Words such as *"девушка"* (girl) or *"женщина"* (woman) can sometimes carry subtle judgments based on context, emphasizing the need for careful usage.

Cultural norms and etiquette emphasize respect for elders and traditional gender roles. Terms like *"otaxon"* (respected elder man) and *"onaxon"* (respected elder woman) denote honor but simultaneously reflect distinct societal roles for men and women. Additionally, gender-specific terms of endearment and respect, such as *"xonim"* (lady) and *"bek"* (gentleman), illustrate the gendered nature of polite expressions.

Languages often dictate what is considered polite or impolite when addressing or referring to individuals based on their gender.

Terms like *"gentleman"* and *"lady"* are traditionally respectful but can carry nuanced connotations depending on context. For example, *"lady"* might be used condescendingly, while *"gentleman"* usually retains its respectful tone.

Similar distinctions exist, with words like *"джентльмен"* (gentleman) and *"дама"* (lady) conveying politeness. However, terms such as *"девушка"* (girl) might come across as dismissive in certain situations.

Words like *"xonim"* (lady) and *"polvon"* (heroic man) are generally respectful and carry positive connotations. However, expressions used for women, such as *"onajon"* (dear mother) or *"opa"* (elder sister), highlight the nurturing and familial roles often associated with women in Uzbek society.

These pragmatic features demonstrate how languages shape and reflect societal norms and attitudes toward gender. They provide a window into the broader cultural and societal frameworks within which men and women operate. Understanding these pragmatic aspects is crucial for examining the evolving nature of gender in linguistic and cultural contexts.

Pragmatic Features	English Language	Russian Language	Uzbek Language
Connotation and Denotation	"Bossy" is used with a negative connotation for women, while "assertive" has a positive meaning for men.	"Стерва" (shrew) has a negative meaning for women, while "лидер" (leader) is positive for men.	"Bahodir" (brave) is used positively for men, while "sabrli" (patient) is applied to women.
Politeness in Speech	"Chairman" is replaced by "chairperson," and "fireman" by "firefighter" in a gender-neutral manner.	"Господин" (sir) and "госпожа" (madam) express gender-specific respect.	"Otaxon" (respected elderly man) and "onaxon" (respected elderly woman) are used for gender-specific respect.
Respectful Terms for Gender	"Gentleman" and "lady" are respectful terms, though "lady" is sometimes used sarcastically.	"Дама" (lady) and "джентльмен" (gentleman) are used as respectful terms.	"Xonim" (lady) and "bek" (lord) express respect, while "polvon" (strongman) is used for strong men.

Certain affixes' semantic shifts over historical periods illustrate gender-related linguistic nuances. For example, in Russian, the suffix **-ш(а)** is a universal noun-forming affix that derives new words from various categories, such as nouns and verbs. However, its semantics have evolved over time.

Before the revolution, **-ш(а)** was primarily used to denote a woman based on a man's profession or rank (e.g., *профессор* - *профессорша*, *капитан* - *капитанша*). Later, this affix began being used to refer to women in their professional capacities, such as *маникюрша* (manicurist), *администраторша* (administrator), *барменша* (female bartender), and *бизнесменша* (businesswoman). Despite this evolution, there remain gender-neutral terms for professions, such as *доктор* (doctor) and *педагог* (educator), which do not explicitly convey gender. However, forms explicitly denoting women (*официантка*, female waiter) continue to coexist, reflecting societal conventions about gender roles.

In Uzbek, the absence of grammatical gender necessitates adding the word **ayol** (woman) to indicate the feminine form of a profession, such as *kolxozchi ayol* (female collective farmer). By contrast, Russian morphologically marks gender distinctions more intricately, sometimes embedding gender directly in syntax. For instance, “Доктор, Вы прекрасная врач...” (Doctor, you are an excellent physician...) or “Вы эта самая бухгалтер Нина?” (Are you that accountant, Nina?). Thus, gender in Russian increasingly relies on syntactic elements rather than solely morphological markers.

In English, similar patterns emerge, with many job titles and positions remaining gender-neutral. Terms like *doctor*, *teacher*, *nurse*, and *writer* apply to both men and women, with additional clarifiers such as *female* or *male* used when specifying gender (e.g., *female doctor*, *male nurse*). Gender-specific terms, such as *actress* for women and *actor* for men, are increasingly being replaced by universal forms (e.g., *actor* for all genders). Additionally, newer terms like *chairperson*, *firefighter*, and *spokesperson* reflect a conscious effort to promote gender neutrality in language.

This shift toward neutral or inclusive language parallels broader social changes, where professions are less likely to be explicitly gendered. Nevertheless, gender distinctions in evaluative language persist across cultures. In Uzbek, women might be metaphorically referred to as *farishta* (angel) or *shayton* (devil), while men may be labeled as *xo‘kiz* (ox), *qorin* (lazy or greedy), or *eshak* (stubborn). Russian and English languages similarly employ metaphors, albeit with cultural variations. For instance, Russian literature uses deliberate grammatical mismatches to enhance emotional impact (e.g., referring to a woman as *змеёныш* or *ручеёк*), while English metaphors like *angel* or *devil* can apply to any gender, depending on context.

Across all three languages, the portrayal of men and women often reinforces traditional stereotypes, with men described as strong or authoritative and women as nurturing or graceful. However, contemporary shifts in Russian, Uzbek, and English-speaking societies increasingly highlight professional equality. For instance, phrases like *a successful woman* or *a confident professional* are now commonly used in media narratives. Publications such as Uzbekistan’s *Oila*, Russia’s *Комсомольская Правда* (Komsomolskaya Pravda), and English-language newspapers like *The Guardian* and *The New York Times* demonstrate how gender representations evolve alongside societal norms. While some publications challenge traditional stereotypes, others perpetuate them, offering a diverse lens into how gender roles are reflected and reshaped in language.

Analysis and Results

Through such analyses, it is possible to observe how social and cultural stereotypes regarding men and women are reflected in the language of the press and to examine the evolving understanding of gender roles in society. Unlike other languages, Uzbek, English, and Russian tend to exhibit a higher inclination toward masculinization and develop relatively fewer gender-matched counterparts. Currently, there are observable trends in Russian regarding changes in the perception of gender roles. Both genders are frequently described as “working,” “professional,” “strong,” “highly skilled,” and “dominant.” Additionally, in Russian, there is a growing tendency to describe women as “self-confident,” “self-centered,” “successful,” or “building a successful career.” When portraying female images, authors often use lexical expressions related to appearance, clothing, and age. Words associated with women are frequently imbued with qualitative attributes, which is less common for men. That is, the range of adjectives within syntagma’s involving “female” lexis is broader. Among adjectives describing men, the most common ones are “handsome,” “famous,” “brave,” and “married.” However, newspaper materials do not provide sufficient basis to discuss a specific stereotype of men. Men are often associated with family, sexual life, income, and aggression. Characteristics such as “famous” or “renowned” highlight their public recognition. Interestingly, men’s intellectual activity is rarely emphasized.

Examples:

- From Uzbek: *“chiroyli ayol”* (beautiful woman) emphasizes physical appearance, while *“uylangan erkak”* (married man) stresses social roles and responsibilities.
- From English: *“strong man”* highlights men’s strength and authority, while *“independent woman”* underscores women’s independence and achievements.

These examples demonstrate how cultural and gender stereotypes are formed and how they evolve in society.

Psycholinguistic Features in Writing: Comparison Between Women and Men		
Psycholinguistic Feature	Characteristics of Women’s Written Speech	Characteristics of Men’s Written Speech
Emotional Expression	Greater emphasis on emotions; uses words like “amazed,” “wonderful,” etc.	Less use of emotions; prefers objective and concise expressions.
Attention to Details	Focus on accurately describing events, colors, and appearances, e.g., “the girl in the blue dress.”	General expressions; less attention to unimportant details, e.g., generalizes as “girl” or “person.”
Social Orientation	Writes more about others’ emotions and opinions, e.g., “I think others will agree with this.”	Focuses more on individual opinions and achievements, e.g., “I accomplished this task.”
Level of Criticism	Tends to self-criticism, e.g., “Did I do this correctly?”	Less self-critical; writes with more confidence, e.g., “This is the best way.”

Conclusions

In summary, the linguistic and psycholinguistic features of men’s and women’s written communication demonstrate distinct tendencies shaped by social, cultural, and cognitive factors. Women’s written styles tend to be more emotional, detailed, and socially oriented, while men’s writing is often more objective, concise, and assertive. These differences highlight broader gendered communication patterns influenced by societal norms and expectations.

The exploration of terminological systems reveals the complexity of linguistic expression, where nouns, verbs, and word combinations assume specific terminological roles depending on the domain of knowledge. This reflects the dynamic relationship between language and its contextual application. Moreover, Western gender studies present three key approaches to analyzing linguistic gender differences: the social, socio-psychological, and cognitive perspectives. These approaches collectively provide a comprehensive framework for understanding how gendered linguistic behavior emerges from social power dynamics, psychological traits, and cognitive underpinnings.

Ultimately, gender as a sociocultural construct shapes individual linguistic practices and reflects deeper societal structures.

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PSYCHOLOGICAL FEATURES OF ADOLESCENCE

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Annotatsiya. Ushbu maqolada o‘spirinlik davri haqida olimlarning fikrlari, ilk o‘spirinlik va ospirinlik davriga ta’rif bu davrda bo‘ladigan psixologik o‘zgarishlar, o‘spirinlik davrida yetakchi faoliyat, o‘z-o‘zini anglash, kasb-hunarga yo‘naltirish va kasb tanlash muammolari muloqotning ahamiyati jismoniy va kognitiv rivojlanish haqida haqida ma’lumotlar keltirilgan.

Kalit so‘zlar: *O‘spirinlik, kasbiy faoliyat, yetakchi faoliyat do‘stlik, muloqot, jismoniy va intellektual rivojlanish.*

Аннотация. В данной статье представлены мнения ученых о периоде подросткового возраста, определении раннего подросткового возраста и периода подросткового возраста, психологических изменениях, происходящих в этот период, ведущей деятельности в подростковом возрасте, самосознании, профориентации и проблемах. выбора карьеры, важности общения и информации о физическом и когнитивном развитии.

Ключевые слова: *Подростковый возраст, профессиональная деятельность, руководящая деятельность, дружба, общение, физическое и интеллектуальное развитие.*

Abstract. This in the article adolescence period about of scientist’s thoughts, early adolescence and aspirin to the period definition this in the period to be psychological changes, adolescence during leader activity, oneself understanding, profession redirect and profession choice problems of communication importance physical and cognitive development about information cited.

Keywords: *adolescence, professional activity, leader activity friendship, communication, physical and intellectual development.*

Introduction

Youth in society often find their place and position through their acquisition of knowledge and the various factors shaping their social conditions. This development largely depends on the first experiences and psychic growth of teenagers. Their ability to navigate power structures, public organizations, school teams, and educational requirements plays a significant role in their maturity. As they grow, teenagers face conflicts and contradictions-moral, intellectual, and aesthetic-which they must navigate in the context of rapid growth.

Early adolescence marks a critical time when students experience a significant shift in their life content and goals. At this stage, they begin to ask fundamental questions about their future, such as what profession they will pursue. This can be a difficult process as they grapple with uncertainty about their paths. In our Republic, choosing a profession has become a key area of focus, particularly as the country undergoes fundamental reforms. These reforms shape the way the younger generation views their future and prepares them for adulthood.

As teenagers mature, they strive to meet the growing demands for knowledge and skills. They learn the trade secrets required to succeed in their chosen professions while also preparing for other life challenges, such as marriage and daily responsibilities. Education, as part of this process, plays a vital role in equipping them with the tools they need to address the major issues ahead.

One of the main tasks of the education system is to help young people navigate their career choices, which may be influenced by social or psychological factors. The process of choosing a profession is complex and involves many considerations, and it is an ongoing journey that shapes the future of the individual and society.

Literature Review

The period from 15 to 17-18 years is considered early adolescence, a time of significant personal development where individuals establish their identity and begin their journey toward becoming active, socially mature citizens. During this phase, teenagers experience both physical and psychological changes that shape their self-awareness and social roles. The physical growth of adolescents continues with the rapid increase in muscle strength, especially in boys, whose muscle strength doubles by the age of 18 compared to when they were 12 years old. Proper nutrition and physical education play critical roles in this development [1-2].

Psychologically, early adolescence is marked by the discovery of one's inner world, a period of self-reflection where teenagers assess their mental and physical capabilities. They develop a stronger sense of duty, conscience, and self-worth, reflected in their complex interpersonal relationships. The process of self-awareness is both joyous and challenging, as adolescents often struggle with issues like appearance, identity, and the future. These internal reflections, while difficult at times, are transitional and part of the broader experience of adolescence, which is generally remembered as a happy time.

Several scholars have examined these changes. Bozhovich L.I. emphasizes the development of the motivational sphere, suggesting that early adolescence is a "threshold of maturity," where adolescents begin to form their worldview, self-awareness, and moral consciousness. Similarly, Elkonin D.B. and Leontiev A.N. highlight that education and professional activity are crucial during this time. According to Feldstein D.I., the primary activities that shape adolescence are study and work, with professional self-determination playing a central role [3-5].

The process of professional self-determination, however, is not fully realized at the time of school graduation, as adolescents often harbor unrealized desires about their future profession. The combination of personal inclinations, abilities, and societal importance leads to career satisfaction and societal benefit. This development is further discussed in the works of Dubrovina I.V., who clarifies that true professional self-determination is achieved when personal abilities align with a chosen profession, bringing fulfillment to both the individual and society.

Additionally, in response to the evolving needs of youth, the government has introduced reforms, such as the closure of Educational and Production Complexes (OPCs) due to their failure to adequately prepare students for professional life. The development of intellectual skills is key during this period, and the need for communication becomes particularly important for adolescents who are not yet engaged in professional activities [3].

Research Methodology

This study draws from the work of prominent psychologists, such as Bozhovich L.I., Elkonin D.B., Leontiev A.N., and others, who have explored the socio-psychological and physiological changes of early adolescence. Under the leadership of Sattarov E.N., Zhurayeva S.N., and Iskenderov J.S., studies on the impact of professional formation on adolescent personalities have been conducted, highlighting the psychological characteristics and factors that influence career choices.

A.Kh. Ubaydullayev's research on the concept of accidental abilities in professional development further enhances understanding by analyzing "risk perception" and "safe psychomotorics" [3]. Furthermore, studies by Strakhov I.V. and Shnirman A.L. explore the evolving nature of adolescent friendships, emphasizing emotional depth, loyalty, and mutual respect. The research conducted by Isakova M.T. and Davletshin M.G. investigates how national traditions impact the formation of character traits in high school students, particularly in terms of respect for the homeland and moral virtues [4-8].

Research by Avlayev O.U., under the guidance of Jabborov A., on early adolescents with musculoskeletal disorders shows that, while their motivations are similar to their healthy peers, they face limitations in terms of personality development, particularly in self-esteem and motivation. Studies like these highlight the complex nature of adolescent development and the various factors that contribute to shaping their personality and professional aspirations [8-10].

The cognitive approach to adolescence, as outlined by Piaget, Kohlberg, and others, underscores the maturation of intellectual abilities during this period. Adolescents begin to perform complex mental tasks and develop skills such as memory, speech, and reasoning, facilitated by teachers and mentors who encourage independent thinking. Research also highlights the role of voluntary attention and cognitive abilities in educational settings, where adolescents can concentrate on tasks, manage distractions, and multitask effectively.

Analysis and Results

The research indicates that early adolescence is a crucial stage of development, marked by significant psychological, social, and physical changes. During this period, adolescents develop a clearer sense of identity and begin to make important decisions regarding their future, including career choices. The motivational and intellectual growth during this time is crucial, as it influences the direction of their professional and personal lives.

Studies consistently show that the development of professional interests and the pursuit of vocational skills are essential components of this period. However, true professional self-determination often does not occur until later in life when personal inclinations align with practical abilities and societal needs. The educational system's role in fostering intellectual and vocational growth cannot be overstated, as it prepares adolescents for the responsibilities and opportunities that come with adulthood.

The social aspects of adolescence, including communication and friendship, also play a vital role in shaping their personality. As adolescents mature, they experience deeper and more meaningful relationships with peers, marked by loyalty, mutual respect, and shared experiences. The increased need for communication often correlates with adolescents' involvement in activities that contribute to their personal development.

Moreover, the psychological and cognitive development during early adolescence has lasting impacts on future success. The formation of independent thinking, enhanced attention skills, and the ability to multitask are indicative of the intellectual maturity that prepares adolescents for the challenges of adult life. Thus, the educational and social experiences of early adolescence are foundational in determining the future trajectory of an individual's professional and personal life.

Conclusions

The adolescent period spans from ages 16 to 23, with many researchers distinguishing between early adolescence (16-18 years) and late adolescence (18-23 years). During this phase, professional self-determination becomes the primary focus. Alongside the development of personal beliefs and worldviews, new psychological structures, such as moral ideals, emerge. A critical aspect of this stage is the process of choosing a profession. To succeed in a chosen career, an individual must align their profession with their personal interests, communication skills, and individual psychological traits, including temperament and abilities. If a person ignores their capabilities and interests when making career decisions, they are unlikely to excel in their field, which can lead to a sense of discontent and a disconnect in their life. This, in turn, can result in the emergence of disorganized youth in society.

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PREPARING STUDENTS TO DEVELOP STUDENTS’ MOTIVATION TO LEARN THROUGH THE SUBJECT OF “INTRODUCTION TO A SPECIALTY”

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Annotatsiya. “Mutaxassislikka kirish” fani orqali talabalarni o‘quvchilarning bilim olishga bo‘lgan qiziqishini oshirish – bo‘lajak o‘qituvchilarni kasbiy-pedagogik faoliyatga tayyorlashda muhim o‘rin tutadi. Mazkur maqolada ushbu fanning o‘qish motivatsiyasini rivojlantirishga ta’sir etuvchi usullari va pedagogik mexanizmlari tahlil qilingan. Ta’lim jarayonida o‘quvchilarning kasbiy yo‘naltirishga nisbatan qiziqishlarini shakllantirishda samarali pedagogik yondashuvlar va ularni rag‘batlantirishning amaliy vositalari muhokama qilingan. Maqolada, shuningdek, o‘qish motivatsiyasini kuchaytirish uchun ta’lim jarayonida zamonaviy texnologiyalarni qo‘llashning ahamiyati ta’kidlangan.

Kalit so‘zlar: *“Mutaxassislikka kirish”, o‘quv motivatsiyasi, pedagogik mexanizm, kasbiy ta’lim, zamonaviy texnologiya, pedagogik yondashuv, o‘quv jarayoni, kasbiy yo‘naltirish, ijtimoiy motivatsiya, ta’lim samaradorligi, amaliy vositalar.*

Аннотация. Повышение интереса студентов к обучению посредством предмета «Введение в специальность» играет важную роль в подготовке будущих учителей к профессионально-педагогической деятельности. В статье анализируются методы и педагогические механизмы данного предмета, влияющие на развитие учебной мотивации. Обсуждались эффективные педагогические подходы и практические средства мотивации студентов к развитию интереса к профориентации в процессе обучения. В статье также подчеркивается важность использования современных технологий в образовательном процессе для повышения мотивации к обучению.

Ключевые слова: *“Поступление на специальность,” мотивация обучения, педагогический механизм, профессиональное образование, современные технологии, педагогический подход, образовательный процесс, профориентация, социальная мотивация, эффективность обучения, практический инструментарий.*

Abstract. Increasing students’ interest in learning through the subject of “Introduction to a Specialization” plays an important role in preparing future teachers for professional and pedagogical activities. This article analyzes the methods and pedagogical mechanisms of this subject that affect the development of motivation to learn. Effective pedagogical approaches to forming students’ interest in professional orientation in the educational process and practical means of stimulating them are discussed. The article also emphasizes the importance of using modern technologies in the educational process to enhance motivation to learn.

Keywords: *“Entry into specialization,” learning motivation, pedagogical mechanism, vocational education, modern technology, pedagogical approach, educational process, vocational guidance, social motivation, educational effectiveness, practical tools.*

Introduction

The subject “Introduction to a specialty” plays an important role in increasing the motivation of future teachers to study and developing their interest in professional orientation. Through this subject, students gain a complete understanding of professional activities and specialties, and their interest and motivation for studying are strengthened in themselves. The article analyzes the introduction of students to methods and pedagogical approaches to developing students’ motivation to study through the subject “Introduction to a specialty.” The effectiveness of the use of modern technologies, interactive methods, practical exercises, and pedagogical mechanisms in the educational process is discussed in this direction. The subject “Introduction to a specialty” serves to develop students’ professional adaptation and active motivation. The main goal of this process is to provide students with basic concepts and knowledge of the profession or field they have chosen, and to develop professional skills in them. To achieve this goal, the various methods and technologies used by future educators in the educational process are of great importance.

Literature Review

In the subject of “Introduction to a Specialty”, pedagogical approaches given to students occupy a special place. Future educators should develop educational strategies that are suitable for them, taking into account the personal characteristics of students and their attitude to learning. In this process, it is necessary to use active and effective methods aimed at forming motivation, as well as take into account the personal needs and interests of students [1, 2].

Modern educational technologies create great opportunities for the effective organization of the educational process and increasing student motivation. In the process of teaching the subject “Introduction to a Specialty,” students’ interest in learning is increased by using interactive technologies, distance learning platforms, virtual laboratories, simulations and other information technologies. For example, online video lessons, presentations and multimedia materials make the learning process lively and interesting. Information technologies ensure active participation in the learning process, encourage students to contribute to the learning process. At the same time, interactive exercises help develop students’ thinking skills [3, 4].

Practical training based on professional orientation helps prepare future teachers for their future professional activities. Through these trainings, students develop the skills necessary to perform tasks related to future work. Also, through practical training, students get acquainted with various situations in professional activities and acquire skills aimed at solving them. Through the subject “Introduction to a specialty”, students gain knowledge about the great role of encouragement in increasing students’ motivation to study, and that by encouraging students, their interest and enthusiasm for studying increase. Future teachers can encourage students to study by recognizing their achievements, giving them positive evaluations, and involving them in various contests and competitions. There are various forms of encouragement. For example, for students to achieve good results, they can be given various gifts, certificates of commendation, and also highlighting their achievements in front of other students. Through such approaches, students' interest and enthusiasm for learning increases, and their attitude towards the learning process changes in a positive direction [5-7].

Research Methodology

The article discusses several methods and pedagogical mechanisms that influence learning motivation, such as the use of modern technologies, interactive methods, and practical exercises. These methods help increase students’ engagement and interest in the educational process. The subject also contributes to professional adaptation by developing students’ knowledge, skills, and enthusiasm for teaching.

Analysis and Result

The subject “Introduction to a specialty” is important in developing students’ social motivation through students. Social motivation is a person’s need and interest in establishing relationships with other people and cooperating with a team. By motivating students socially, it is possible to increase their interest in the learning process. To increase students’ social motivation, future teachers need to organize group exercises, group work, and activities aimed at forming strong social ties. For example, by involving students in working in groups and encouraging them to participate in various projects, they develop their skills in working with a team and their interest in learning.

Using a personal approach in teaching the subject “Introduction to a Specialty” is also one of the effective methods for increasing student motivation. Through a personal approach, prospective students develop appropriate educational strategies, taking into account the personal needs, interests, and abilities of students. This increases students’ interest and motivation in learning. A personal approach helps students actively participate in the learning process, encourages them to contribute to the learning process. Also, through a personal approach, it is possible to identify students' problems in the learning process and take measures to solve them. This serves to increase students' interest and motivation in learning. Teaching the subject "Introduction to a Specialty" helps prospective teachers effectively establish pedagogical dialogue and strong relationships with students. Through pedagogical communication, students' interest in the learning process increases, their active participation in the learning process is ensured. Teachers should establish effective communication with students, fully answer their questions, listen to their opinions and support them.

Strong relationships serve to increase students' enthusiasm for the learning process. Future teachers can increase students' interest in learning by establishing trusting relationships with students and encouraging them in the learning process. This helps students to actively participate in the learning process and increase their enthusiasm for their chosen profession. In order to develop students' motivation in the subject of entering a specialty, it is important to use strong guidance and decisive approaches in the educational process. Strong guidance ensures that students clearly define their goals in the learning process and take the necessary measures to achieve them. This helps to increase students' interest and enthusiasm for learning. Through the critical role of the educational process, students are ensured to understand their responsibilities in the learning process, actively participate in the learning process, and strive to apply their knowledge in practice. This helps to increase students' interest in learning and strengthen their professional aspirations.

Innovative approaches and project activities also help higher education students develop their motivation to study by teaching the subject "Introduction to a Specialty." Through project activities, students conduct independent research on topics of their choice and have the opportunity to implement various ideas. This helps to develop their interest in the learning process and creative abilities. Innovative approaches make the educational process interesting and effective. For example, involving students in virtual excursions and conducting research using modern information technologies increases their interest in studying. Also, innovative approaches strengthen students' preparation for professional activities and form practical skills in them.

The importance of technology in the modern educational process is great. The use of modern information technologies in teaching the subject "Introduction to a Specialty" serves as an important factor in increasing students' motivation to study. In particular, Saidov I.K. noted that electronic educational resources and virtual laboratories help to arouse students' interest and revitalize their activities. Through these technologies, students will have the opportunity to receive information that is easy to learn and interesting. Pedagogical approaches used in teaching introductory subjects play a major role in determining the professional direction of students. Salimov N.Y. emphasizes in his study that effective pedagogical dialogue between teachers and students is important in increasing students' professional motivation [5]. This dialogue helps students to actively participate in the learning process and increase their interest in their profession. The social environment plays a great role in developing students' professional motivation by future teachers. Social environments such as family, community, and educational institution play an important role in students' professional development. Normatov Sh.M. noted that the social environment and family environment are important in shaping students' interest in studying and their attitude to the profession [6]. Therefore, parents and teachers play an important role in supporting students. The subject "Introduction to a specialty" is one of the main factors in ensuring the professional development of higher education students. In particular, Rakhimov F.A. noted that teaching subjects focused on the specialty has a positive effect on the professional development of students and prepares them for future success [7]. At the same time, the subject "Introduction to a specialty" helps students' professional development.

Conclusions

The subject "Introduction to a specialty" serves as a necessary factor in developing students' interest in their professional direction and, through this, students' motivation to study. This subject ensures that future teachers actively participate in the professional education process and increase their enthusiasm for their chosen profession.

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CONTENT AND PEDAGOGICAL NECESSITY OF "TRADITION" CONCEPT IN THE STUDY OF TRADITIONAL SINGING

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Annotatsiya. Mazkur maqolada O'zbekiston Respubikasida pedagogika sohasi oliy ta'lim tashkilotlari musiqa ta'limi yo'nalishida "An'anaviy xonandalik" fanini o'qitishning pedagogik zarurati, an'ana, xonandalik, ashula tushunchalari mazmuni va o'qtishning kasbiy va pedagogik imkoniyatlari muhokama etilgan.

Kalit so'zlar: *musiqa, ashula, xonandalik, ijrochilik, pedagogika, pedagogik zarurat, kasbiy musiqa, ta'lim, tushuncha, an'ana, an'anaviy xonandalik.*

Аннотация. в данной статье рассматривается педагогическая необходимость преподавания предмета "Традиционное пение," содержание понятий традиция, пение, пение, а также профессионально-педагогические возможности преподавания в сфере музыкального образования в сфере высшего образования. учреждений Республики Узбекистан.

Ключевые слова: *музыка, пение, пение, исполнительство, педагогика, педагогическая потребность, профессиональная музыка, воспитание, понимание, традиция, традиционное пение.*

Abstract. This article discusses the pedagogical necessity of teaching the subject of “Traditional Singing” in the field of music education in higher educational institutions of the Republic of Uzbekistan, the content of the concepts of tradition, singing, and singing, and the professional and pedagogical possibilities of teaching.

Keywords: *music, singing, singing, performance, pedagogy, pedagogical necessity, professional music, education, concept, tradition, traditional singing.*

Introduction

The issue of improving the methodological preparation of students based on teaching the subject “Traditional Singing” at the bachelor’s level of music education in higher educational institutions of the pedagogical sphere is recognized as one of the important disciplines in the methodological training of specialists in today’s era of globalization. As is known, traditional music performance, which has its own history of many millennia, plays an important role in the musical culture of each nation and people. Similarly, in the professional music performance of students of the bachelor’s degree in music education, who are considered future music teachers, traditional music creativity is considered one of the most important and fundamental disciplines. The concept of tradition is based on the content of the concepts of experience and continuity. Tradition (Latin “tradition” – “transmission”) is a set of elements of social and cultural heritage that are passed down from generation to generation and are preserved for a long time. Traditions can be understood as social institutions, norms of behavior, rituals, values, ideas, and classifications in a particular field.

Literature Review

One of the CIS scientists, Pokrovsky B.A., puts forward the idea that “tradition is not a norm, tradition, by its very nature, includes movement, development, but movement and development based on certain specific principles that were created once and for all, once illuminated and have stood the test of time” [1].

In the process of studying the results of the research conducted by us, studies have shown that “tradition is something that is passed down from one generation to another, inherited from previous generations, i.e. ideas, views, images, actions, customs, rituals, values, customs, concepts”. Traditions are an important factor in regulating life and form the basis of religious studies education [5].

Among local scientists, Karomatli F., Ibragimov O., Nazarov A., Yunusov R. have carried out a number of scientific researches works on the performance of traditional music in their research. In particular, according to their views, the concept of tradition is a semantic invariant, including certain customs (values, ideas, etc.) and their inherited qualities, in the process of which the inherited invariant is repeated in one way or another at the next stage of development [4].

In social everyday life, the area of development of tradition is manifested as part of its social structure. This is a set of extremely important situational norms, produced by consciousness, as a model (social norm) of the value choice of a social group, regulating the moral qualities necessary for behavior in a certain sphere of social and personal life, correct from the point of view of class or society (Kairov V.M., Plakhov V.D.) [1];

It is a heritage that has a suprasitivist effect and therefore manifests itself flexibly in a changing society, indirectly influencing all aspects of social and individual life (Sukhanov I.V., Yudina N.P.).

Research Methodology

One of the most important features of tradition is continuity, which is the basis for our research. “Tradition” is a transfer, a transition from the predecessor to the successor. The continuity of ideas is a connection of continuity [1]. One of the domestic scientists, Ismoilov F.Y., gives the following definition. Namely: “continuity is a way and condition of coexistence of the old and the new, which exists through the transmission of a certain content” [2].

In these definitions, one of the important signs of succession is visible - the transfer of certain experience, knowledge from the predecessor to the successor. The same features are present in the definition given in the philosophical encyclopedic dictionary. Namely: “continuity is the connection between different stages or stages of development, the essence of which is to preserve certain elements of its whole or individual properties in the transition to a new state” [3].

Two interrelated aspects of ensuring continuity in the system of music pedagogy education are outlined. Based on the specific content of teaching traditional singing, it is studied as a means of understanding the general laws of developing singing skills in students (Yuldoshev U.) [4]. In the studies of CIS scientists Khorozhenko K.M., Yudin N.P. [5], it is shown as an important component that ensures continuity, coherence and stability in education. In such a process, the role of social and cultural values in the real development of teaching traditional singing in the direction of music education is undoubtedly unique, and in the process of their preservation, transmission and assimilation, there is a connection between the past, present and future [2], they move from one stable state to another, but, as it was in the first, it will appear in the second in the same way. It is almost impossible to remove it from reality, giving it a universal and objective character. Continuity - in this case, it is studied in relation to a certain reality. Adhering to the second approach, we believe that the problem of the continuity of the traditions of Uzbek traditional singing schools (Fergana-Tashkent, Bukhara-Samarkand, Khorezm singing schools) cannot be considered outside the context of a certain reality. Thus, continuity is the basic law of development that ensures continuity and consistency in the evolutionary movement of human society. This mechanical transmission, preservation, and transmission of social values by subsequent generations in their original form does not mean its reproduction or transformation, but involves the inclusion of its creative processes as a “preserver”, “transmitter” and "replicator" of these values. Teaching the subject "Traditional Singing" at the undergraduate level of music education is the transmission of certain experience (traditions) that develops in the process of continuity-historical reality. The "knowledge" aspect of the content of traditions has formed all spheres of social life, in all strata of society as a practical result of customs, rituals, and values, it appears as an element reflecting wisdom and national spirit among the most socialized traditions of the population [2]. Of course, such processes do not become traditions in one or a few years, but rather arise as a result of the development of human thought over hundreds, if not thousands, of years.

Analysis and Results

The components of knowledge and activity in the field of traditional singing performance of future music teachers together form an experience. We will also rely on the opinion of scientists, namely, Yudina N.P., who, according to his experience, puts forward the idea that "traditional performance is a process of practical influence on the outside world and the result of this influence, systematized and reflected in knowledge and skills." The scientist's opinion means that the crystallization of the content of the tradition is associated with practical activity, and its content itself serves to systematize as an experience obtained in continuity [3].

All the features of social traditions are fully consistent with cultural traditions, and cultural traditions with singing traditions, since culture is an important sphere of society, some manifestations of culture develop in connection with traditional singing works. One of the foreign scientists, Markaryan E.S., believed that "culture is a specific method of activity and the result of this activity" [5].

The above allows us to state that the functional-activity approach, which corresponds to the characteristics of traditions, prevails in the interpretation of culture. Tradition is an integral process formed during the social experiences of the population, transmitted from generation to generation, and associated with the implementation of a person in the conditions of social life. In this regard, we would like to cite the thoughts of one of the CIS scientists L.A. Zaks. "Traditions," says the scientist, "are eternal, because they arose and took root in human nature, in the human spirit, in culture, in specific events. Behind them there is always a fundamental, unforgettable need of society and man" [4]. He models this process as follows: imitation - awareness - assimilation - transmission to the next generation - ensuring the continuity of a set of socially significant ideas, cultural, spiritual beliefs in the practice of their implementation [3]. Such a model is the result of the special place of interpersonal relations and educational and upbringing institutions in the musical values that have arisen in the social life of the population, the communication of subjects for this [2]. It is known that the customs, rituals, values of the population are consciously formed in a traditional way and allow them to ensure their continuity as a controlled element of social life.

Such views on the content of tradition give rise to the problem of variability, variantness and invariance (stability and variability) in cultural traditions. In the system of music pedagogy, this issue is considered from two perspectives: variantness in the dissemination of tradition is it acceptable or invariant? The solution to the problem itself is variable. According to one of the prominent local scientists, musicologist Ibragimov O.A., “cultural tradition” includes adherence to the principles and norms of past activity, “copying” this activity, and its original state even when copying, therefore it has practically no “variant possibilities” of social movements [4].

The cultural tradition, which is included in the integral objective process of the Uzbek folk music heritage, on the one hand, is opposed to the new (innovation) and is determined by the stable old. On the other hand, the new enters the basis of cultural traditions in the form of new stereotypes. In this case, the new is determined by the nature of the tradition, its constant renewal [3]. “Cultural mutations” lead to the renewal of traditions (Markarian E.S.) [6]. But the unity of the old and the new does not speak of their equality. The value of tradition lies in the priority of the established old, corresponding to the stability of the tradition [5].

Traditional singing works that have survived in the Uzbek folk music heritage, depending on the intensity of tempo development, are distinguished from dynamic traditions, which undergo qualitative changes over time, and static traditions, in which changes are almost imperceptible [3]. The dynamics of a tradition is determined by its ability to historical variability.

The historical variability of a tradition has time dimensions and stages. As a time, segment, a stage is characterized by a qualitative change in the object, a phase means a certain stage in the development of an object. A stage is considered a unit larger than a phase. In the process of research results, we determined the existence of a three-stage dynamics of traditional singing works, emphasizing the gradual development of traditional singing teaching and explaining the degree to which its content immediately found a sufficient form: the formation of traditional singing works; the gradual development of traditional singing works; the stability of traditional singing works [3].

Musicologists (Karomatov F., Ibragimov O.) divide the heritage of Uzbek folk music into two layers. One of them is “Folk Music” and the other is “Professional Music in the Oral Tradition.” Traditional singing works are part of the second layer of Uzbek folk music heritage, “professional music in oral tradition.”

In the course of a deep study of the topic, we found out that the works of traditional singing correspond to the dynamics of the traditions of the second group and that there are three specific stages. They are 1) formation, 2) passing from generation to generation, 3) persistence in repetition. With a deeper understanding of these aspects, we have proposed a dynamic model of traditional singing below given as Table 1:

Table 1. Dynamic model of this traditional singing work.

Formation			**Passing on from generation to generation**			**Persistence in repetition**		
The emergence of new ideas	The arrangement of musical works by composers	The skillful performance of the song by the	Popularization of the work	He loves and listens to everyone equally.	The presence of national tones in the content of the work	The reception of the work by representatives of a	Acceptance of the work by the second generation without changing its content and performance	Performance of the work by representatives of

As can be seen from the dynamic model of this traditional singing work, the formation stage includes the stage of emergence of new ideas, the stage of formation of a new work, the stage of traditions such as the acceptance of this work by representatives of one generation and representatives of the next generation and its continuity. The third stage of the birth, formation stage gradually passes into the next stage - the stabilization stage, which also includes the stage of equilibrium in development, the stage of the spread of traditions and the stage of universal recognition. The stage of universal recognition is continuity. There are also stages of crisis of these traditions and cases of the emergence of ideas. If the song created by the composer is changed or not accepted by any generation, then this work loses its traditional character [6]. Next, we will touch on the concept of the core of tradition and its periphery. The core of tradition is the ideas, ideals, norms, and patterns that regulate the manifestation of human activity in a particular area. It constitutes an invariant that is removed and preserved at each subsequent stage of previous development, ensuring the stability of an unchanging whole. The periphery is plastic and represents the changing part of the tradition, in which something new coexists, which ensures the existence of variants of the same tradition.

Conclusions

Thus, tradition is a characteristic feature of culture, which has the following properties: continuity and inheritance (cultural heritage), stereotyping, stability and variability, informational (content), dynamism. In continuity, it emphasizes the procedural nature of the implementation of the universal law of transferring accumulated experience to subsequent generations, on the contrary, the result of the process is focused on the heritage - the selection and transfer of value content and activity for its use. The above properties indicate the versatility of traditions: externally they are determined by the existing socio-cultural system, and internally by the value choice of the individual included in the activity and communication, since the socio-cultural nature of man determines him as a carrier of tradition.

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METHODOLOGICAL ASPECTS OF INTENSIFICATION OF LEARNING WITH THE USE OF DIGITAL EDUCATIONAL RESOURCES

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Annotatsiya. Maqola zamonaviy raqamli instrumenlarni oʻquv jarayoniga joriy etish va ularning oʻqitishga taʼsirini tahlil qilishga bagʻinlangan. Asosiy eʼtibor ularning imkoniyatlariga, jumladan oʻquvchilarning motivatsiyasini oshirishga, dolzarb axborotlarga ruxsat berishga va oʻqitishni shaxsiylashtirishga qaratilgan. Oʻqituvchilar va oʻquvchilar orasidaga soʻrovlar iatijasida raqamli texnologiyalar oʻquv materiallarni tushunishni yaxshilanishiga xizmat qilishi aniqlangan. Shuningdek, professional taʼlim oʻquvchilarini oʻqitishda pedagoglar tomonidan raqamli texnologiyalarni qoʻllashlari boʻyicha amaliy tavsiyalar keltirilgan.

Kalit soʻzlar: *Raqamli texnologiyalar, raqamli instrumentlar, videodarslar, motivatsiya, dolzarblik, interfaollik, oʻquv jarayoni samaradorligi.*

Аннотация. Статья посвящена анализу внедрения современных цифровых инструментов в учебный процесс и их влиянию на обучение. Особое внимание уделяется их преимуществам, таким как повышение мотивации учащихся, доступ к актуальной информации и возможности персонализированного обучения. На основе опроса, проведенного среди преподавателей и учащихся, выяснилось, что цифровые технологии способствуют улучшению понимания учебного материала. Представлены также практические рекомендации по применению педагогами цифровых технологий в обучение учащихся профессионального образования.

Ключевые слова: *цифровые технологии, цифровые инструменты, видеоуроки, мотивация, актуальность, интерактивность, эффективность учебного процесса.*

Abstract. The article analyzes the introduction of modern digital tools into the learning process and their impact on learning. Special attention is paid to their advantages, such as increased student motivation, access to up-to-date information and opportunities for personalized learning. Based on a survey conducted among teachers and students, it is found that digital technologies improve the understanding of learning material. Practical recommendations are also presented on how educators can use digital technologies in the teaching of vocational students.

Keywords: *digital technologies, digital tools, video lessons, motivation, relevance, interactivity, effectiveness of the learning process.*

Introduction

Nowadays, digital technologies are rapidly developing and affecting more and more areas of human activity. Education is one of the key areas where technology has a great impact. Thanks to online platforms, educational applications and virtual laboratories, education is becoming more interactive and personalized, allowing students to learn at their own pace and taking into account their individual needs. This is not only a digital revolution, but also a new stage in the development of education. Educators get powerful tools for effective work, and students get limitless opportunities for self-development.

Digital technologies in education include the use of apps, programs and other digital learning tools in vocational education institutions. Specific methods can be varied: using presentations, videos with automatic checking, creating projects, and brainstorming, organizing learning through electronic journals or diaries.

Traditional teaching methods are limited and often cannot fully meet the needs of the modern learner. Digital technologies, in turn, offer new approaches to learning, making it more interactive, personalized and accessible. They provide unique opportunities for deep learning of material and development of skills necessary for successful not only academic but also further professional activity [1, 2].

One of the key features of digital technologies is their ability to provide adaptive learning solutions. Artificial intelligence and machine learning analyze each student's progress and challenges, offering individualized guidance and materials to close learning gaps. This makes it possible to create more effective individualized education plans that will improve academic performance. However, the implementation of digital technologies in the educational process comes with certain challenges: significant investments in infrastructure, continuous training of teachers and the development of quality and comprehensible material [3, 4].

The aim of this paper is to investigate the methodological aspects of enhancing learning using digital educational technologies, to identify their effectiveness and to assess the impact of student performance. It is also intended to develop recommendations for the use of digital educational resources by teachers in the learning process.

Research Methodology

A comprehensive analysis including theoretical literature review (psychological, pedagogical, scientific, technical and methodological) was conducted to identify the methodological aspects of learning activation. A survey was also conducted among teachers and students in order to obtain information about the degree of satisfaction with existing digital learning tools. These methods made it possible to answer the question about the effectiveness of the use of technology, to identify statistical patterns and dependencies between the use of digital resources and the improvement of academic performance. As a result of analyzing the obtained data, conclusions were drawn about the effectiveness and recommendations for their further application in the educational process were proposed.

Analysis and Results

Before proceeding to the empirical part of the study, we analyzed the works devoted to the research topic. The purpose of this stage was to study the theoretical foundations, which allowed to form the basis for further empirical research.

1. Abdukodirov A.A. in his study "Distance professional development of teachers of educational institutions" emphasizes the importance of electronic educational resources for the effective organization of the educational process, as well as in the organization of individual educational trajectories of students [5].

2. U.Sh. Begemkulov in his monograph "Informatization of pedagogical education: theory and practice" emphasizes the importance of adapting education to the new requirements of the information society, which implies active participation in the educational process, development of their spiritual and material needs [6].

3. Korobkova A.V. and Kalinovsky E.A. in their joint work "Possibilities of using digital educational resources in the learning process" noted that digital educational technologies can significantly improve the learning process, as they provide accessibility to a variety of information, stimulating independent work of students [4].

4. Krasilnikova V.A., the author of the textbook "Information and Communication Technologies in Education" emphasizes the positive aspects of the application of information and communication technologies in the educational process, as they contribute to improving the quality of learning, the development of information competence of students [7].

5. Rodicheva A.V. pays special attention to the use of online courses, e-courses of textbooks and multimedia projects in the article "Digital Technologies in Modern School". Noting that the above technologies are more visual and interactive than traditional ones, which makes learning more interesting and individual [8].

So, modern technologies and innovations play an important role in the educational process, contributing to the adaptation of education, improving the quality of learning, developing the information competence of students and ensuring the availability of educational resources. Active participation, development of individual trajectories and use of modern digital tools are important aspects.

The next stage of the study was to conduct a survey among teachers and students. The survey was conducted in the following professional educational institutions of Bukhara region: technical school of ecology and service of Bukhara district, polytechnic of Kagan district, polytechnic No. 2 of Karakul district. The survey was conducted to obtain information about the opinion of participants of the educational process on the use of modern digital technologies. The opinion of teachers and students is necessary to determine their attitude to digital teaching methods.

The survey among 23 teachers of Polytechnic No. 2 in Karakul district assessed their attitudes towards the use of digital tools in the educational process. The survey included several key questions aimed at exploring the experience of using digital methods, their impact on the quality of learning and student engagement, identifying problems and benefits.

The survey results showed that the majority of teachers have been using digital technologies for 1-3 years. They use e-textbooks, less frequently mobile applications and virtual stands. Teachers positively assess the impact of digital methods on the quality of teaching. The majority of respondents rarely update digital resources once a year, which indicates their desire to keep the technology up to date. Among the main problems of using digital tools, technical problems and lack of time for training are more often emphasized. Problems related to the frequent lack of electricity, especially in rural areas, are also noted.

Advantages include increased student motivation, improved interaction and feedback, interactivity and personalization of the educational process. Among the most useful digital methods for academic disciplines are interactive tests, video clips, and presentation lectures. The majority of teachers have a positive attitude to new technologies (artificial intelligence, virtual reality, cloud technologies), which indicates that they are ready to implement them in teaching.

A total of 122 students from technical schools of Bukhara Province were selected for the survey among students. Among them, 38 - technical school of ecology and service of Bukhara district, 33 - polytechnic of Kagan district and 49 - polytechnic No. 2 of Karakul district.

Questionnaires were prepared in advance and distributed among students. Each participant of the survey was provided with instructions on how to fill it out, additional explanations were given as necessary so that everyone could easily and correctly fill out the questionnaire.

The results of the questionnaire showed that most students use computers occasionally, but there are some who do so frequently. Video lessons and multimedia are the most popular resources, while quizzes are the least popular. The majority of respondents admit to having poor computer skills and prefer traditional teaching methods. Opinions are divided on the usefulness of digital technology, with some believing it helps a little and others very much. Students prefer video lessons and interactive assignments to more computer work. Problems with technology are usually related to malfunctioning technology, less often to difficulty finding materials or understanding how to use the devices. Attitudes toward online - lessons are positive. In the wishes for improving the use of technology, students suggest making lessons more interesting and adding more game-based learning technologies.

Conclusions and Suggestions

A study of the use of digital tools in the educational process has been carried out, showing both positive and negative aspects. The findings have provided important insights into the impact of these technologies on the learning process and also identify key challenges and areas for improvement.

Digital technologies have significant potential to improve learning, especially in the context of student motivation and the availability of a variety of resources. In particular, video lessons, multimedia technologies were most highly rated by students, which confirm their effectiveness in visualizing learning material and supporting engagement. The results of the study indicate that multimedia content contributes to deeper understanding and better memorization of information. However, technical failures and limited quality of available materials were also identified as challenges. Technical problems, such as equipment malfunctions and difficulties in accessing Internet resources, significantly reduce the effectiveness of the full use of technology.

This highlighted problem can significantly interfere with the learning process, especially when digital technologies are used without proper support. Based on the above, it is worth emphasizing the importance of providing reliable technical support and regular training on digital technologies for both teachers and students. The research findings also raised the question of the need to improve the quality and variety of digital technologies. Students expressed a desire to see more interactivity in assignments and videos, indicating a need for more innovative and adaptive approaches to creating lesson materials. Introducing interactive elements into the learning process will not only help to increase engagement with the material, but also promote deeper learning. This implies that educational institutions should invest in the development and adaptation of digital technologies that meet the current requirements and expectations of participants in the educational process. In addition, the results also emphasize the importance of maintaining a balance between the use of traditional and innovative teaching methods.

As a result of the study, the author developed recommendations for educators on the effective use of digital technologies in the educational process, aimed at improving the quality of learning and meeting the individual needs of students.

1. clear definition of objectives. It is important to begin with a thorough analysis of student needs and learning characteristics. Before implementing digital technologies, teachers should identify specific aspects of the educational material that can be enhanced by digital technologies. Once the objectives of the resources have been determined, it is also important to ensure that they are appropriate to the learning objectives and requirements.

2. selection of resources. Resources must be carefully selected to meet the criteria of relevance, accuracy and educational value. Therefore, it is important to use a variety of presentation formats (this can be text with visual diagrams, video clip, video tour, virtual lab, interactive tasks and games) and teaching styles to maintain interest.

3. providing training. It is also worthwhile for the teacher to provide training and support for both him/herself and the students in learning about an issue. Regular trainings and workshops on the use of digital technologies will help the teacher not only to learn the technical aspects but also pedagogical strategies for their successful use.

4. use of interactive elements. Interactive elements in teaching contribute to better assimilation of the material and maintain a high level of student interest. Inclusion of surveys, quizzes and assignments (which requires active participation) in lessons allows to create a more dynamic learning environment. It is also worth highlighting the organization of group projects and collaborative work through digital technologies, as they develop important skills for students - cooperation and communication.

5. Regular Assessment. Regular evaluation of the effectiveness of digital resources involves collecting data on how the resources impact on student achievement and engagement. This will help to assess how effective the digital resources are, as well as identify any problems and make adjustments to the approach.

6. Developing a strategic plan. Developing a strategic plan for digital inclusion requires flexibility and the ability to adapt to change. Regularly reviewing and updating

strategies, taking into account new technologies and changing educational needs will help to keep the learning process relevant and effective.

These guidelines will help the teacher to effectively and appropriately integrate digital learning technologies into the vocational education curriculum, which will enhance the quality of learning and contribute to the creation of a dynamic and engaging learning environment.

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DEVELOPMENT OF HEAVY INDUSTRY SECTORS IN THE SOUTHERN REGIONS OF UZBEKISTAN: HISTORICAL ANALYSIS AND CONSEQUENCES (1930-1960)

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Annotatsiya. Ushbu maqolada Oʻzbekistonning janubiy viloyatlarida ogʻir sanoat tarmoqlarining rivojlanishi va sanoat kadrlarini tayyorlash jarayonining munozarali jihatlari ilmiy manbalar asosida tarixiy tahlil qilinadi.

Kalit soʻzlar: *Sanoat, zavod, ayollar, gaz, kimyo, ogʻir sanoat, engil sanoat, qurilish materiallari, elektr stansiyalari, un zavodlari, oziq-ovqat, toʻqimachilik, kadrlar siyosati, togʻ-kon sanoati.*

Аннотация. В статье дается исторический анализ развития отраслей тяжелой промышленности в южных регионах Узбекистана и спорные аспекты процесса подготовки промышленных кадров на основе научных источников.

Ключевые слова: *Промышленность, фабрика, завод, женщины, газовая, химическая, тяжелая промышленность, легкая промышленность, строительные материалы, электростанции, мукомольные заводы, пищевая, текстильная, кадровая политика, горнодобывающая промышленность.*

Abstract. This article provides a historical analysis of the development of heavy industry sectors in the southern regions of Uzbekistan and the controversial aspects of the process of training industrial personnel based on scientific sources.

Keywords*: Industry, factory, plant, women, gas, chemical, heavy industry, light industry, construction materials, power plants, flour mills, food, textile, personnel policy, mining industry.*

Introduction

In recent years, structural changes have been implemented in the industrial production system of Uzbekistan due to economic reforms, paving the way for modern industrial development. Significant progress has been made in democratizing economic life, introducing fundamental changes to the political system of the sector, establishing new management structures, forming various ownership forms for industrial enterprises, and training personnel in the field. As stated by the President of the Republic of Uzbekistan, Shavkat Mirziyoyev: “It is necessary to focus special attention on effectively implementing industrial policies, organizing the industry on an innovative basis, and encouraging the production of high-demand products in foreign markets” [1].

Literature Review

The positive resolution of the complex tasks currently being addressed is largely dependent on their historical context. Therefore, thoroughly studying the history of the field, conducting comprehensive analysis, and using generalized conclusions to determine future prospects has become one of the pressing issues of the science of Uzbekistan's history. In particular, the history of the industrial sector during the years 1925–1941 is recognized as one of the most complex and at the same time interesting topics. During this period, the Soviet state advanced the idea of "socialist construction" in the industrial sector, implementing significant changes to organize the system's activities. However, these changes were carried out in line with the interests of the Center, further intensifying Uzbekistan's specialization as a cotton raw material base. Disruptions in the necessary proportions of industrial construction, administrative command, unclear directives, a shortage of qualified specialists, and the setting of unrealistic and practically unachievable tasks during the five-year plans led to negative consequences in the sector's activities.

The independence of Uzbekistan has provided the opportunity to deeply analyze every period and sector of its history scientifically. In particular, it has become a pressing issue to extensively study and draw final conclusions regarding the political, economic, social, and cultural life of Uzbekistan during the Soviet era. The industrialization policy implemented in Uzbekistan, its purpose, essence, and historical significance were not fully reflected in Soviet-era literature.

During the 1930s and 1940s, several articles were published addressing the establishment and development of the industrial sector in Uzbekistan. In D. Dvornikov's article, the issue of preparing personnel for the coal industry is analyzed. Articles by Lebedinsky A.M., Kogan E., and Isaakyan A.A. discuss the achievements and challenges in establishing heavy industry in Uzbekistan. A.M. Lebedinsky's article highlights the first ten years of the history of Uzbekistan's heavy industry [2].

In the 1930s, the trend of unjustifiably accelerating industrial construction rates continued in Uzbekistan. The republic's economy further specialized as the country's main cotton base. Additionally, tasks were set to increase enterprises in the textile, mechanical engineering, energy, chemical industry, sericulture, viticulture, and overall agricultural product processing sectors. Industrial enterprises in Uzbekistan were mainly organized to serve the interests of the Center, and the construction of factories and plants necessary for the region's population was of no interest to anyone. During the pre-war five-year plans, the share of industry in the national economy increased from 43% in 1928 to 70% in 1940. However, the industry remained under the control of the Center. For example, by the mid-1930s, 90% of enterprises in Uzbekistan were under the jurisdiction of the Union. During the second five-year plan, 189 industrial enterprises were commissioned. In this period, 365.7 million rubles, or 17.6% of the funds allocated for the national economy, were directed to Uzbekistan's heavy industry [3].

During this period, the spinning and weaving factory in Fergana, the Khavdok and Uchqizil oil fields, the Tashkent printing plant, the Kokand superphosphate plant, the Bukhara thermal power station, and the Tashkent paint and varnish factories were established. Many of the newly established industrial enterprises were entirely new for Uzbekistan. Among them were factories and plants related to thread, fabric, silk spinning, sewing, fur production, footwear, and agricultural machinery. However, there were imbalances in the regional distribution of industrial enterprises across Uzbekistan.

In 1933, 40% of Uzbekistan's industrial enterprises were located in the Tashkent district, 31.4% in Fergana, 11.1% in Zarafshan, 6% in Kashkadarya, 5.3% in Surkhandarya, and 6.4% in the Khorezm district [4].

During the third five-year plan, it was planned to allocate 114.7 million rubles to the industrial sector, and 134 new industrial enterprises were commissioned. These included the Khojayli, Kungrad, Krasnogvardeysky, Chinaz, and Khiva cotton-cleaning plants; the second phase of the Tashkent textile complex; a sewing factory in Bukhara; wine production plants in Bukhara and Namangan; the Muynak fish canning complex; a tobacco factory in Samarkand; and a brick plant in Quvasoy.

Research Methodology

This study analyzes the historical, economic, and industrial context of Uzbekistan's development during the Soviet era, particularly focusing on the period from 1925 to 1941. The methodology includes examining historical records, official reports, economic data, and previous scholarly works to understand the regional disparities in industrial development and the overarching strategies of Soviet industrial policies.

Analysis and Results

In 1940, the placement of industrial enterprises in Uzbekistan by region was marked by the concentration of most industrial enterprises in Tashkent, Fergana, and Samarkand, while the low number of industrial enterprises in Kashkadarya, Surkhandarya, and Khorezm regions can be explained [5]. We believe the reasons for the disparities in the regional distribution of large industrial enterprises are as follows:

Firstly, this is related to the population size in the regions; industrial enterprises were more frequently established in areas with high population density. Secondly, industrial enterprises existed in Uzbekistan even before 1925. The slow pace of establishing industrial enterprises in Bukhara and Khorezm can be attributed to the legacy of the monarchical system, while in the Turkestan region, opportunities for the establishment of new industrial enterprises existed, with rapid construction of industrial enterprises carried out in the Fergana and Tashkent districts. Thirdly, the interests of the central government, as well as the availability of railroads for exporting regional resources, made it especially important to establish industrial enterprises in areas with rail transport. For example, in Surkhandarya and Kashkadarya, which were major cotton-producing regions, large cotton-cleaning plants were almost not built during 1925–1940, even though these regions were the main cotton suppliers. Fourthly, infrastructure, including electricity, roads, and the establishment of vocational and higher educational institutions, also determined the number of industrial enterprises in the regions.

Fifthly, craftsmanship had historically been developed in Fergana, Tashkent, and Samarkand regions.

The capacity of power stations varied across Uzbekistan's regions. In 1940, Tashkent and Fergana regions led in this regard. For instance, out of 481.6 million kWh of electricity produced in 1940, 167.7 million kWh came from Tashkent region, 103.1 million kWh from Tashkent city, and 103.8 million kWh from Fergana region. In terms of electricity production, the lowest figures were observed in Surkhandarya region (9.9 million kWh), the Karakalpak ASSR (3.6 million kWh), Kashkadarya region (3.1 million kWh), and Khorezm region (2.3 million kWh) [6].

In the industrial sector, the fuel industry was one of the leading branches. In the five-year plans, exploring and industrially developing natural resources in Uzbekistan was among the top priorities.

In Uzbekistan’s oil industry, 45 million rubles were invested in 1938 and 60 million rubles in 1939. That year, 900,000 tons of oil were produced [7].

The extraction of coal on an industrial scale in Uzbekistan began in the late 1930s. During 1932–1937, growth was observed in coal production in Uzbekistan. For instance, coal production at the Norin №1 mine increased from 100,000 tons in 1933 to 700,000 tons in 1937, while production at the Shurab №8 mine rose from 100,000 tons to 500,000 tons during the same period [9].

Despite Uzbekistan’s rich raw material resources, by the 1930s, there was virtually no chemical industry in the country. Small enterprises engaged in lime burning, extracting plant-based dyes, producing sulfur, preparing alkaline substances, and trading operated at that time.

Attention was given to developing branches of the industrial machinery sector in Uzbekistan, mainly those related to agriculture. One of the largest industrial enterprises in Central Asia, the “Tashselmash” plant, was launched on May 1, 1932, and by 1934, its construction and installation works were completed. This plant was included in the list of the Union's heavy industry enterprises. It was the first enterprise in Uzbekistan's machine-building industry. By 1940, the machine-building sector in Uzbekistan primarily produced agricultural machinery, such as 507 tractor seeders, 1,903 tractor cultivators, and 5 cotton-picking machines [10; 12-p].

In 1932, the “Uzbekgidrostroy” trust established the “Irmash” plant for repairing irrigation machinery and mechanisms, which was converted into the Central Asian Excavator Repair Plant in 1935.

The first steps in the automotive industry were made in 1939 with the launch of the Tashkent automobile repair plant. For instance, in 1925–1926, 12.9 million bricks were produced in Uzbekistan, with 6.9 million bricks accounted for by Tashkent city, 2.6 million by Samarkand, 1 million by Andijan, and 1.6 million by the Tashkent region. In other regions, this sector had not been established by 1940.

In his work “Industrialization of the USSR: History, Experience, Problems,” V. Lelchuk highly praised the industrialization process in the USSR and expressed the following opinions:

First, industrial transformation in the USSR had a secondary nature. Since it was implemented much later than in developed countries, newly constructed and reconstructed enterprises relied on imported equipment and technologies, as well as foreign methods of labor organization.

Second, the industrial type of production could initially form in certain sectors of the economy. Industrialization prioritized the development of heavy and defense industries.

Third, industrial technology was created to extract surplus value from hired labor and served as a tool for capitalist exploitation. The Stalinist model primarily revised initial industrial capitalism under the socialist banner.

Fourth, until the 1970s, an essential feature of Soviet society was its forward-looking ambition, readiness to endure fear and hardships, and willingness to submit to inhuman technologies with strict discipline for the sake of a bright future for their children and future generations.

Conclusions

In conclusion, the tendency to accelerate industrial development in Uzbekistan continued even in the pre-war years, with the republic’s economy becoming increasingly specialized as the primary cotton base of the Soviet Union. Although the share of industrial production in Uzbekistan's national economy grew year by year during this period, the main industrial enterprises were under Union jurisdiction, accounting for 90% of all industrial enterprises.

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LEADERSHIP AND GLOBAL PARTNERSHIP: INNOVATIONS, SOCIAL RESPONSIBILITY AND SUSTAINABLE DEVELOPMENT

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Annotatsiya. Zamonaviy liderlikning asosiy jihatlari global iqtisodiy va ijtimoiy oʻzgarishlarga tezkor javob berish, innovatsion fikrlash va samarali boshqaruvni amalga oshirishni talab qiladi. Bugungi kunda liderlar nafaqat tashkilotlarni boshqarish, balki ijtimoiy mas’uliyatni oʻz zimmasiga olish hamda jamoalarni ilhomlantirish orqali jamiyat barqarorligini ta’minlashga hissa qoʻshmoqda. Global va mahalliy sharoitlarga moslashish, liderlarning muvaffaqiyatli faoliyat koʻrsatishida muhim rol oʻynaydi. Kelgusida zamonaviy liderlikni tushunish va uni rivojlantirish, jamiyatning barqaror rivojlanishini ta’minlash uchun zarur hisoblanadi.

Kalit soʻzlar: *Zamonaviy liderlik, innovatsion fikrlash, ijtimoiy mas’uliyat, global iqtisodiy oʻzgarishlar, mahalliy sharoitlarga moslashish, tezkor qaror qabul qilish, samarali boshqaruv, madaniyatlararo oʻzaro anglashuv, jamoani ilhomlantirish, ekologik mas'uliyat, barqaror rivojlanish, xalqaro hamkorlik.*

Аннотация. Основные аспекты современного лидерства требуют быстрого реагирования на глобальные экономические и социальные изменения, инновационного мышления и эффективного управления. Сегодня лидеры не только управляют организациями, но и берут на себя социальную ответственность, а также способствуют обеспечению стабильности общества, вдохновляя команды. Адаптация к глобальным и местным условиям играет важную роль в успешной деятельности лидеров. Понимание и развитие современного лидерства в будущем необходимо для обеспечения устойчивого развития общества.

Ключевые слова: *Современное лидерство, инновационное мышление, социальная ответственность, глобальные экономические изменения, адаптация к местным условиям, оперативное принятие решений, эффективное управление, межкультурное взаимопонимание, вдохновение команд, экологическая ответственность, устойчивое развитие, международное сотрудничество.*

Abstract. The key aspects of modern leadership require a quick response to global economic and social changes, innovative thinking, and the implementation of effective governance. Today, leaders not only manage organizations but also take on social responsibility and contribute to ensuring the stability of society by inspiring communities. Adapting to both global and local conditions plays a significant role in the successful activities of leaders. Understanding and developing modern leadership in the future is essential for ensuring the sustainable development of society.

Keywords: *Modern leadership, innovative thinking, social responsibility, global economic changes, adaptation to local conditions, rapid decision-making, effective governance, intercultural understanding, inspiring teams, ecological responsibility, sustainable development, international cooperation.*

Introduction

The present era is characterized by rapid changes and globalization processes. In such conditions, traditional principles of leadership are no longer enough, and new strategies that take into account modern requirements are required. The constant complexity of society, the introduction of new technologies, and the interaction of different cultures require leaders to take more complex approaches. Therefore, modern leadership is not limited to management and control, but also includes the search for creative ways to solve problems. Today, the success of leaders depends on their ability to make quick decisions, effectively allocate resources, and inspire the team. Also, leaders, when performing their duties, consider not only the interests of the organization, but also adhere to the principles of social responsibility. This requires considering leadership in a broader social and economic context [1]. One of the important aspects of modern leadership is the ability to think and act globally. In this era, leaders must understand the cultures of different peoples and develop effective strategies for international cooperation. At the same time, they must operate taking into account local conditions, as each region has its own unique characteristics.

Literature Review

The concept of leadership is a complex social phenomenon that has been formed and developed throughout human history. In the early days, leadership was formed through strength, physical abilities, or inheritance, but with the development of society, it became more complex and took on new forms. In ancient societies, leaders often acted as heads of clans, tribes, or states, and their main task was to ensure security and manage resources. In the Middle Ages, leadership was often associated with religious and monarchical authority, and leaders exercised governance based on divine right. During this period, leadership was closely related to traditional principles and moral values. Religious leaders, on the other hand, played an important role in the spiritual development of society. In the new era, the understanding of leadership and its approach have changed significantly. As a result of the development of science and technology, as well as the formation of a democratic system of governance, leadership competencies have changed. Now leadership is considered not only management, but also the ability to think strategically and inspire a team. In modern times, the meaning of leadership has expanded even further. Innovative technologies and global economic processes require leaders to make quick decisions and solve problems creatively. At the same time, principles such as sustainable development, environmental responsibility, and social equality have become an integral part of modern leadership [2]. Today, the concept of leadership is relevant not only for managers of organizations or states, but also for every individual. Every person can demonstrate leadership abilities in their lives, which is considered an important factor in making society more developed and stable. The historical development of leadership shows that this concept has always adapted to the needs of society, and this process is still ongoing. In the future, the study of new forms and principles of leadership will remain relevant, since it plays an important role in achieving success and stability in society.

Research Methodology

The globalization process requires leaders to think internationally and adapt to different cultures. The modern world is becoming more interconnected and dynamic in terms of business and social relations. In such conditions, leaders need to operate effectively on a global scale and be highly flexible in working with many cultures. International cooperation and intercultural communication have become integral parts of modern leadership, helping to ensure effective communication between teams and organizations. First, leaders in a global context must have the ability to adapt to different cultures and social systems. Each country has its own traditions, values, and business practices. Therefore, leaders need to have a deep understanding of the cultural and social characteristics of societies when operating on international platforms. Intercultural understanding and respect are the basis for successful work in international cooperation. Leaders must develop the necessary tools to adapt and communicate with their teams across different cultures. Second, global leaders must prepare their teams for international markets and global economic conditions. The new economic environment and technological revolutions are creating new demands on international business. This, in turn, requires leaders to understand global trends and respond quickly to them. To operate internationally, leaders need to increase their competitiveness, stimulate innovation, and develop global strategies. Third, global leaders need to develop effective communication strategies to engage their teams in international cooperation and successfully manage them. Open communication, mutual trust, and understanding are extremely important in international business. Leaders need to ensure that their teams work effectively by educating them about the characteristics of different nationalities, taking into account their needs and values. This, in turn, increases team members' trust in each other and helps them unite in achieving a common goal. Fourth, in a global context, leaders need to develop innovative thinking. New markets and technologies create opportunities on a global scale. To effectively use such opportunities, leaders need to have creative and forward-thinking minds. They need to encourage innovation in creating new ideas and business models, and engage teams in new approaches and strategies. In addition, global leaders must also consider social responsibility. Globally, socially responsible approaches not only have an impact on society, but also help strengthen the company's brand. Social responsibility, environmental protection, and sustainable development are becoming very important factors in global cooperation. Leaders need to take these issues into account and ensure that their organizations are not only economically responsible, but also socially and environmentally responsible.

Analysis and Results

In a global context, leaders must also direct themselves and their teams to operate ethically and with high professional standards. In global business, adherence to the principles of corruption, honesty, and fairness contributes to the long-term success of organizations. Through ethical approaches, leaders build strong, trustworthy relationships with society and other organizations, which becomes an essential part of working internationally. At the same time, leadership in a global context plays an important role in ensuring teamwork and cross-cultural understanding. Modern leaders must rely on a high level of flexibility, creativity, and ethics to manage their teams and develop successful international cooperation in the context of global economic and political systems [3, 4]. Each society has its own culture, traditions, values, and social systems. Effective leadership requires developing strategies that take into account local conditions. Adapting to local conditions requires leaders not only to understand global trends, but also to have a deep understanding of local factors and the ability to adapt to them. Every society has its own cultural and historical characteristics that shape how organizations function, implement strategies, and motivate teams. Therefore, leaders must develop approaches that are tailored to local circumstances and effectively manage their teams. First, local adaptation requires taking into account cultural differences. Each society has its own cultural values, work practices, and social relationships. Understanding these differences helps leaders reduce conflict with their team and establish effective communication. Understanding and adapting to local culture allows leaders to better communicate with employees, increase productivity, and direct team members towards their goals. Second, local adaptation requires taking into account economic and political factors. Local economic conditions, resources, and markets are factors that determine the success of a strategy. Organizations need to develop their strategies taking into account local economic conditions. For example, in cases of economic changes or political instability, it is necessary to adapt strategies and respond quickly to changes. Adapting to local political and economic conditions ensures the stability of the organization and allows for continuous development. Third, local adaptation also includes social responsibility. Every society has its own social problems and needs. Effective leadership requires taking these needs into account. For example, local conditions may have environmental, educational, or health problems. Organizations should take these issues into account in their activities and ensure social responsibility. Contributing to local communities not only improves social image, but also helps to establish good relations in the community. Fourth, adapting to local conditions requires taking into account communication methods. Each society has its own communication methods and languages. Leaders must learn to communicate in a way that is appropriate to the local culture. By communicating effectively with employees and partners, leaders can build trust within the team and unite to achieve common goals. Understanding local languages, traditions, and communication methods allows leaders to better communicate with employees. In addition, adapting to local conditions creates opportunities for effective resource management. The resources (human, material and natural) available in each society must be managed in accordance with the conditions. Leaders need to develop strategies for optimal use of local resources, their development and effective use. Managing resources adapted to local conditions increases the efficiency of organizations and ensures their economic sustainability. Also, adaptation to local conditions allows them to develop and grow in accordance with the cultural and economic needs of the team. Taking into account local social, cultural and economic conditions, leaders will be able to correctly guide their teams and establish stronger relationships with them. This, in turn, ensures the long-term success of the organization. Therefore, adaptation to local conditions is an important part of modern leadership. Leaders need to develop their strategies taking into account local culture, economic conditions and social needs. This will increase their chances of effectively managing their teams, motivating them and achieving success.

Conclusions

Modern leadership requires flexible strategies to operate effectively in a rapidly changing environment. In the face of global economic and social changes, technological revolutions, and competitive markets, leaders must demonstrate a high level of flexibility, innovative thinking, and effective management. Innovation, effective team management, and understanding the global context are important competencies for leaders. Such competencies help leaders manage teams, respond quickly to change, and create new opportunities. Also, one of the key aspects of effective leadership is a focus on social responsibility. Leaders who make social impact their primary goal contribute to sustainability not only in business, but also in social and environmental spheres. This helps ensure the long-term success of their organizations and societies. In the future, the development of scientific research on leadership and the development of new approaches are necessary for the stability and progress of modern society. Scientific research and innovative approaches help leaders implement effective governance and respond to the changing needs of society. At the same time, leaders must ensure sustainable development by motivating their teams, developing creative thinking, and strengthening inter-community dialogue.

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THE MAIN STAGES OF DATA COLLECTION IN SCIENTIFIC RESEARCH AND INNOVATIVE APPROACHES TO IT

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Annotatsiya. Ilmiy tadqiqotlar innovatsiyalar yaratishning asosiy vositalaridan biri hisoblanadi. Tadqiqotning muvaffaqiyatli amalga oshirilishi uchun to‘g‘ri metodlar va usullarni tanlash muhimdir. Ma’lumotlarni yig‘ish, tahlil qilish va natijalarni taqdim etish jarayonlari ilmiy izlanishlarning samarali bo‘lishini ta’minlaydi.

Kalit so‘zlar: *Ilmiy tadqiqot, metodlar, ma’lumot yig‘ish, tahlil, natijalar, metodologiya, eksperiment, so‘rovnoma, kvalitativ, kvantitativ.*

Аннотация. Научные исследования являются одним из основных инструментов для создания инноваций. Для успешного проведения исследования важно выбрать правильные методы и подходы. Процессы сбора данных, анализа и представления результатов обеспечивают эффективность научных изысканий.

Ключевые слова: *Научные исследования, методы, сбор данных, анализ, результаты, методология, эксперимент, анкета, качественные, количественные.*

Abstract. Scientific research is one of the primary tools for creating innovations. Choosing the right methods and techniques is crucial for the successful implementation of research. The processes of data collection, analysis, and presenting results ensure the effectiveness of scientific investigations.

Keywords: *Scientific research, methods, data collection, analysis, results, methodology, experiment, survey, qualitative, quantitative.*

Introduction

Scientific research is one of the main sources of modern knowledge and innovation. Proper planning, organization and management of scientific research are important for the successful implementation of research. The mechanisms for the implementation of scientific research include the processes, methods and tools necessary for the effective and systematic implementation of these processes. It helps researchers to choose the right approaches in the process of collecting, analyzing and presenting data. Also, compliance with scientific ethics and the development of scientific collaboration help to ensure the high quality of research.

Literature Review

Data collection and analysis are important stages of scientific research, helping to ensure the reliability and accuracy of the results of the study. The processes of data collection and analysis can vary depending on the methodology of the scientific research, the purpose and field of the study. The main stages and methodologies of data collection and analysis can be as follows:

The data collection process is the initial stage of the study, which determines the main directions and methods of the study. There are several main methods of data collection, which are:

a) Questionnaires (Questionnaires)
b) Interviews
c) Observation (Observation)
d) Experiments
e) Analysis of archives and documents

Questionnaires are a common method of data collection, often used for quantitative research. They allow you to collect data from a large group of participants and can be conducted online or in paper form. Surveys allow for quick and easy data collection on a large scale and facilitate analysis of questions. However, they can be dependent on participants' understanding of the questions. For example, if a researcher wants to study university students' attitudes toward online learning, he or she might use a survey to gather their opinions on the learning process by asking a variety of questions. This method can provide quick and extensive data collection, but how participants understand and respond to the questions can affect the quality of the research [1].

The interview method allows researchers to collect qualitative data by interacting directly with participants. This method is particularly suitable for qualitative research because it allows for a deep and complete understanding of participants' opinions. Its advantages include obtaining good contextual information and a full understanding of the participant's perspective. However, this method requires working on a small scale and is more time and resource intensive. Example: If a researcher wants to learn people's opinions about a new social project, he or she can conduct interviews and get personal experiences and opinions about the project from each participant. Through this method, the researcher collects in-depth and qualitative data about the project, but conducting multiple interviews requires time and resources.

Observation is a method used to study the actions and activities of participants in natural or experimental settings. This method is especially widely used in social research and psychological experiments, as it allows you to study the behavior of participants in their natural state. Its advantages include studying participants in their natural state, the ability to obtain real-time data. However, its disadvantages include the subjectivity of the observer and the presence of observer effect, as well as the limited data. Example: During a psychological experiment, a researcher may observe how group members respond to a particular situation. This method helps to study the natural reactions of participants, but the researcher's personal opinions or observation methods can affect the results [2].

Experiments are used in scientific research to test new scientific theories. In this method, the researcher tries to determine cause-and-effect relationships by controlling various factors. Experiments determine the relationship between causes and their effects, which increases the reliability of the results. Advantages include establishing causal relationships and increasing the reliability of the results. Disadvantages include the difficulty of replicating experiments in real life and the time and resource requirements. Example: In a psychological experiment, a researcher offers students different learning methods and compares their success. This experiment determines the effectiveness of the learning method, but it can be difficult to create such controlled conditions in real life. Historical or documentary research collects data using archival materials, scientific articles, reports, and other documents. This method requires qualitative analysis, as the researcher must take into account the historical context in order to obtain in-depth and complete information from existing sources. Advantages include obtaining information based on external sources and studying from a broad historical perspective. Disadvantages include the fact that the sources may be limited or outdated, which can reduce the reliability and relevance of the data. Example: In a historical study, political decisions that have affected the economic development of a country are being studied [3]. The researcher analyzes archival materials, old government reports, and academic articles to learn about the political and economic conditions of the time. However, sometimes these sources may be limited or outdated over time.

Research Methodology

The next stage of data collection is analysis. The analysis process is aimed at systematizing, evaluating, interpreting and drawing scientific conclusions from the collected data. The main methods of data analysis are:

a) Quantitative analysis (Quantitative analysis)

b) Qualitative analysis (Quantitative analysis)

c) Mathematical modeling

d) Methodological analysis

Quantitative analysis is used to analyze quantitative data and is mainly based on statistical methods. With the help of these methods, data is converted into numbers and analyzed using methods such as statistical analysis, regression, and variance analysis. Quantitative analysis provides accuracy based on measurements and allows for rapid analysis of larger data sets. However, in some cases, only numerical results are obtained and the ambiguity or context between the data may not be shown. Example: If a researcher wants to assess the profitability of a company, they can analyze their revenues, expenses, and profit margins using numbers and study the financial condition of the company using statistical methods. This method is very effective in analyzing large amounts of data, but does not affect the quality or context of the data. Qualitative analysis is used to analyze qualitative data, that is, to analyze data obtained about people's thoughts, feelings, and social situations. This analysis is carried out using methods such as content analysis, coding, and thematic analysis. Qualitative analysis helps to study the complex thoughts and feelings of a person and allows for the extraction of fully contextual information. However, this method of analysis can be prone to subjectivity and can lead to difficulties in generalization [4]. For example, if a researcher wants to study the political views of a group, they can analyze the opinions obtained from their interviews or conversations to identify the main themes and motives in their political views. Such analysis can be subjective, because each participant's opinion can be interpreted in a unique way.

Mathematical modeling allows the analysis of data obtained in scientific research using mathematical formulas and models. This method is very useful for solving systematic and complex problems. With the help of mathematical models, complex systems can be studied and accurate, reliable results about them can be obtained. However, the effective use of this method requires a large amount of data and time, because perfect data is needed for the model to be accurate and precise. Example: Suppose a researcher analyzes the process of forest regeneration using a mathematical model to study an ecological system. In this case, a model can be built taking into account forest growth, climate change, and other environmental factors. However, accurate and comprehensive data are needed for the model to work correctly. Using methodological analysis, researchers evaluate their research methods and check their effectiveness. This analysis shows the correctness and use of the methodology in scientific research. Methodological analysis also seeks to answer the question of how research methods work and which methods give the best results. This method can be used to develop new and effective approaches. Example: When a researcher begins working with a new methodology, he or she may conduct a methodological review to test its effectiveness against previous methods [5]. In this, he or she attempts to assess what results the method will produce and whether it is more accurate, reliable, or effective. The disadvantage of this review is that in some cases it can be time-consuming and resource-intensive. The process of presenting the results of the analyzed data is one of the final stages of research. Presenting the results of the research is the final process of scientific research, and the correct and clear presentation of this research is important in the scientific community. Researchers present the results of their research in the form of an article, report, or presentation. Through this process, the information obtained is made available to the general public, scientific assessments are made, and new scientific approaches are developed on this basis. For example, if a new treatment method is discovered in a scientific study, its results should be presented in a clear and understandable form. If the results are published in a scientific journal or presented at a medical conference, they can help to change the field and introduce new treatments. This process stimulates the exchange of scientific ideas and the creation of new technologies that are widely used in society. The advantages are that this method makes scientific information available to a wide audience, making it easier to evaluate and identify new opportunities. However, the disadvantages are that the results of the study can be misinterpreted or the data can be misrepresented, which reduces the reliability of the results. Therefore, it is important to be careful and interpret the results correctly when presenting them.

Analysis and Results

The mechanisms of scientific research include the processes and methods necessary for conducting research effectively and systematically. These mechanisms help researchers plan, organize, manage, and analyze each stage of their research. With the help of various methods of data collection and analysis, the researcher will be able to obtain the results of their research reliably and accurately. Data is collected through questionnaires, interviews, observations, experiments, and archival materials, and then this data is evaluated using various analysis methods. Quantitative and qualitative analysis methods play an important role in evaluating data. While quantitative analysis provides a quick and efficient analysis of quantitative results, qualitative analysis allows for a deeper study of human thoughts, feelings, and contextual information. Also, approaches such as mathematical modeling and methodological analysis help make research more accurate and reliable. However, each method has its own advantages and disadvantages, so choosing the right method directly affects the quality of the research. The presentation of research results is of particular importance as a process that helps to exchange ideas in the scientific community and develop new approaches. The researcher presents his results to the general public in the form of an article, report or presentation. This process encourages the correct presentation of scientific data and the discovery of new scientific approaches. However, misinterpretation of the results or their incorrect presentation can reduce the credibility of the research, so caution is necessary.

Conclusions

In general, the mechanisms of scientific research include all the processes necessary for scientific research to be successful and effective. The choice of the right methods and approaches at each stage directly affects the quality of the research and its significance in society. Therefore, the researcher must be careful in choosing methods and presenting results.

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IMPACT OF INNOVATION IN THE PROCESS OF SCIENTIFIC RESEARCH ON MODERN SOCIETY

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Annotatsiya. Zamonaviy jamiyatda innovatsiyalar ilmiy tadqiqotlar orqali yangi bilimlarni kashf etishda katta rol o'ynaydi. Innovatsiyalar, iqtisodiy, ijtimoiy, madaniy va ekologik sohalarda samarali yechimlar taqdim etib, jamiyatning rivojlanishiga hissa qo'shadi. Ilmiy tadqiqotlar va innovatsiyalar o'rtasidagi o'zaro bog'liqlik, ularning amaliyotga tatbiq etilishi orqali barqaror rivojlanish va ilg'or texnologiyalarni yaratishga imkon beradi.

Kalit so'zlar: *Innovatsiya, ilmiy tadqiqotlar, jamiyat taraqqiyoti, ijtimoiy ahamiyat, iqtisodiy ta'sir, ekologik barqarorlik, texnologik rivojlanish, ilm-fan, ta'lim, sog'liqni saqlash, iqtisodiy o'sish, raqamli iqtisodiyot, barqaror rivojlanish.*

Аннотация. В современном обществе инновации играют важную роль в открытии новых знаний через научные исследования. Инновации предоставляют эффективные решения в экономических, социальных, культурных и экологических сферах, способствуя развитию общества. Взаимосвязь между научными исследованиями и инновациями, через их практическое применение, обеспечивает устойчивое развитие и создание передовых технологий.

Ключевые слова: *инновация, научные исследования, технологические достижения, социальные и культурные изменения, экологическая устойчивость, социальное развитие, экономический рост, технологические решения, охрана окружающей среды, улучшение здравоохранения, повышение качества образования, устойчивое развитие, междисциплинарное сотрудничество.*

Abstract. In modern society, innovations play a significant role in discovering new knowledge through scientific research. Innovations provide effective solutions in economic, social, cultural, and ecological fields, contributing to the development of society. The interconnection between scientific research and innovations, through their practical application, enables sustainable development and the creation of advanced technologies.

Keywords: *innovation, scientific research, technological advancements, social and cultural changes, ecological sustainability, social development, economic growth, technological solutions, environmental protection, healthcare improvement, education quality enhancement, sustainable development, interdisciplinary collaboration.*

Introduction

The progress and development of modern society is not limited only to economic changes. Scientific research and innovation today open up new opportunities in every field and offer solutions to existing problems. Innovation and scientific research include not only the creation of new technologies, but also changes in the social, cultural and ecological spheres of society. They are of great importance in solving global problems, such as environmental protection, improving the health system, and improving the quality of education.

The growth of modern science and technology, accelerating the process of creating new knowledge and ideas, has increased the place of scientific research in our lives. Scientific research is important not only in the development of new knowledge, but also in the implementation of this knowledge. Innovation, in particular, provides technological, social and economic solutions that contribute to the highly efficient and sustainable development of society [1]. At the same time, the interdependence between scientific research and innovation strengthens their place in the development of society. The mutual integration of science and technology creates an opportunity for development through new methods and ideas. In the modern world, innovation is considered an important tool for solving issues related not only to the economy, but also to ecology and social systems. Therefore, scientific research and innovation are becoming one of the main factors of the development of society.

Literature Review

The success of innovation largely depends on its practical application. The importance of innovative approaches to modernizing existing systems, increasing efficiency and using resources more efficiently is very high. For example, the use of renewable energy sources, reducing the carbon footprint and saving energy create opportunities for ensuring environmental sustainability [2]. Thus, the interrelationship between innovation and scientific research plays an important role in the development of society. With the help of science and technology, it is possible to meet the social and economic needs of society, solve environmental problems and achieve sustainable development. The main characteristics of innovations are:

- New ideas
- Improvement
- Practical application
- Social significance
- Economic impact
- Scientific significance

The social significance of innovation is associated with the large-scale changes that scientific and technological development is bringing to society on a global scale. Innovations not only create new opportunities in the economic and technological spheres, but also lead to fundamental changes in education, healthcare, ecology, culture and social systems. For example, new technologies and scientific achievements further improve education and healthcare systems, while ecological innovations contribute to sustainable development.

Innovations play a significant role in solving social problems. Effective approaches to social problems are developed with the help of new technologies. New treatments and medicines in medicine improve healthcare, while ecological innovations ensure sustainable development by protecting the environment. All this helps to improve the quality of life in society. Innovations also play an important role in ensuring economic stability [3]. New industries and technologies stimulate economic growth and create new jobs. Innovations in the field of education also increase the efficiency of knowledge and information exchange on a global scale, helping to ensure social equality.

In addition, innovations contribute to the development of cultural and social values. New forms of art and culture, the use of information technologies in cultural production, affect the cultural development of society. Innovation is an important tool in ensuring social justice, equality and stability, helping to create a more stable and prosperous life in society.

Research Methodology

Innovation has a significant impact on economic development. The creation of new ideas, technologies and products accelerates economic growth, develops new industries and creates productive jobs. The economic impact of innovation is manifested in the following aspects:

- First, Economic growth and competitiveness: Innovations enhance economic growth by developing new technologies, products and services. They increase competition in markets and create opportunities for the efficient organization of production processes. Through innovation, organizations and companies can improve their products and enter new markets, which is a source of economic growth [4].
- Second, Job creation: Innovations develop new sectors and industries. For example, new technologies in the automotive industry, biotechnology, artificial intelligence and other new areas create jobs. The development of industrial and service sectors based on new technologies helps to ensure social stability and creates new job opportunities.
- Third, Increasing Production Efficiency: Innovation optimizes production processes, uses resources efficiently, and reduces prices. New technologies accelerate production and help save resources. For example, automation and digitalization technologies increase production efficiency while reducing production costs.
- Fourth, Sustainable Economic Development: Innovation, especially ecological and green technologies, ensure the sustainability of economic development. For example, innovations aimed at using renewable energy sources, saving resources, and protecting the environment contribute to the long-term growth of the economy. These areas, in turn, develop new industries and enable the sustainable use of economic resources.
- Fifth, Market Expansion: Innovation creates new markets, new products and services are developed. The expansion of markets and the provision of new products in line with demand lead to economic growth. Innovations shape market demand, attract consumers, and satisfy the need for new services [5].
- Sixth, Investment and Capital Investment: Innovation attracts investment. Capital investment in research and startups is required to create new technologies and improve

existing processes. In the process of innovation, new ideas attract important financial resources for economic development. Also, innovative startups and companies bring significant benefits to investors by creating new markets.

- Seventh, International Trade and Global Integration: Innovation increases international trade and global economic integration. New products and services can be competitive in the global market, which expands economic ties between countries. Innovation has an economic impact not only in the domestic market, but also internationally.

- Eighth, Digital Economy and Innovation Economy: Digital technologies and innovations are penetrating the main sectors of the economy, creating a new economic model called the “digital economy.” With the help of innovations, new digital services, e-commerce, financial technologies and other digital businesses are being formed. This accelerates economic processes, develops innovative businesses and creates new economic approaches.

The economic impact of innovations has a significant impact on all sectors of society, including industry, services, education and social welfare. They are an important tool for economic growth, job creation, improving production efficiency and expanding markets. Innovations also ensure economic stability and help countries become globally competitive. Innovations play an important role in the development of science and play a decisive role in meeting the needs of modern society. They integrate science and technology by expanding scientific knowledge, improving research efficiency and applying theoretical achievements in practice.

First of all, innovations contribute to the expansion of scientific knowledge. They form new theories, ideas and approaches, enriching existing knowledge. This process opens up new directions of scientific research, inspires and deepens research. New technologies and methods stimulate scientific research and increase its efficiency. Modern science requires the development of new methodologies, and this process serves to ensure that research results are fast and accurate. For example, artificial intelligence and big data technologies help improve the quality of scientific research.

Analysis and Results

Innovations are also of great importance in the development of interdisciplinary cooperation. They arise as a result of the integration of several disciplines and stimulate multidisciplinary research. For example, the fields of biotechnology, nanotechnology and artificial intelligence emerged when different areas of science merged. This forms new approaches to scientific activity [6].

In addition, innovations play an important role in the application of science in practice. They serve to meet the economic and social needs of society by applying scientific achievements in real life. For example, new medical drugs, environmentally friendly technologies and solutions aimed at increasing energy efficiency are the practical results of innovations. Innovations also expand the capabilities of science in solving social and environmental problems. They are a key factor in developing scientific solutions aimed at solving problems in the fields of ecology, health and energy [7].

Innovations enhance the synergy between science and technological processes. Scientific research creates the basis for technological development, and technological advances become a source of inspiration for new scientific research. This interdependence plays a crucial role in the development of science and society.

Conclusions

Here scientific significance of innovations opens up new directions for the development of science, allows the creation of new knowledge and technologies. Innovations deepen scientific research, improve scientific methods, and develop interdisciplinary approaches. This, in turn, increases the practical significance of science in finding solutions to urgent problems in the social and economic spheres. Innovations are the main tool of scientific activity, and through their practical application, they play an important role in ensuring the well-being of society.

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THE IMPORTANCE OF THE HUMAN PHENOMENON IN SHAPING PHILOSOPHICAL THINKING

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Annotatsiya. Mazkur maqola falsafiy tafakkurning shakllanishida inson fenomenining ahamiyatini o‘rganadi. Insonning tajribalari, ongli tafakkuri, va hissiyotlari falsafiy g‘oyalar va tushunchalarni shakllantirishda muhim rol o‘ynaydi. Insonning abstrakt fikrlash, o‘z-o‘zini tahlil qilish va dunyoni anglash kabi salohiyatlari falsafiy tafakkurning rivojlanishida markaziy o‘rin tutadi. Ushbu maqolada insonning kognitiv imkoniyatlari, ong va idrokning falsafiy izlanishlarga qanday ta’sir qilgani haqida so‘z yuritiladi.

Kalit so‘zlar: *inson fenomeni, falsafiy tafakkur, inson kognitsiyasi, o‘z-o‘zini tahlil qilish, idrok, ong, etika, falsafa, metafizika, falsafaning tarixi.*

Аннотация. Данная статья исследует значимость человеческого феномена в формировании философского мышления. Опыт человека, сознательное размышление и эмоции играют ключевую роль в формировании философских идей и понятий. Способности человека к абстрактному мышлению, самоанализу и восприятию мира являются центральными в развитии философской мысли. В статье рассматривается, как человеческие когнитивные способности, сознание и восприятие влияют на философские исследования.

Ключевые слова: *человеческий феномен, философское мышление, когниция человека, самоанализ, восприятие, сознание, этика, философия, метафизика, история философии.*

Abstract. This article explores the significance of the human phenomenon in the formation of philosophical thinking. Human experiences, conscious reflection, and emotions play a crucial role in shaping philosophical ideas and concepts. The human capacities for abstract thinking, self-reflection, and understanding the world are central to the development of philosophical thought. This paper discusses how human cognitive abilities, consciousness, and perception influence philosophical inquiry.

Keywords*: human phenomenon, philosophical thinking, human cognition, self-reflection, perception, consciousness, ethics, philosophy, metaphysics, history of philosophy.*

Introduction

Philosophical thinking is an important tool for human self-awareness, understanding one's place in society, and shaping a worldview. The human phenomenon, that is, human conscious activity, cognitive abilities, experiences, and emotions, plays a central role in the development of philosophical thought. The thinking and understanding process based on human experience, emotions, and perception helps to shape philosophical ideas and concepts. This article analyzes the importance of the human phenomenon in shaping philosophical thinking and its cognitive abilities [1].

Literature Review

The human phenomenon and philosophical thinking: The term "human phenomenon" in philosophy refers to the study of human existence, conscious activity, thinking, and cognitive abilities. It expresses the processes through which humans relate to the world, understand themselves, perceive, and interpret life through experience.

Every state of a person, their emotions, decision-making process, and ability for self-awareness are key components of the human phenomenon [2]. The study of the human phenomenon primarily includes the psychological, cognitive, and philosophical aspects of human life. To understand how a person thinks and approaches life based on particular philosophical viewpoints, it is necessary to analyze their thinking, consciousness, and emotions [3].

Key elements of the human phenomenon:

- **Consciousness**: The ability of humans to think, understand, and control emotions. The development of consciousness and the effective execution of thought processes shape one's philosophical views.
- **Perception**: How humans receive and understand the external world. Through perception, we learn how humans interpret their environment, how they receive information, and how they react to it.
- **Self-awareness**: The process of understanding oneself and defining one's goals. Self-awareness plays an essential role in finding one's place in life and in making ethical and philosophical decisions.
- **Experience**: The relationship of humans to real-life events. A person's experiences, especially their self-reflection and learning processes, shape their thinking and understanding [4].

The relationship between the human phenomenon and philosophical thinking: There is a deep interconnection between the human phenomenon and philosophical thinking because human thought is inherently linked to biological, psychological, and social states. A person's cognitive and emotional experiences shape their worldview and philosophical perspectives. Furthermore, philosophical thinking determines how a person perceives themselves and how they relate to the environment.

Philosophical thinking, particularly when dealing with ontological and epistemological issues, is essential for understanding one's existence and how true knowledge can be acquired. The human phenomenon also shapes a person's life goals, moral decisions, and worldview [5].

Human cognitive abilities and philosophical inquiry: The relationship between human cognitive abilities and philosophical inquiry constitutes the central elements of philosophical thinking and the process of acquiring knowledge. Human abilities to think, analyze, make decisions, and perceive the world are referred to as cognitive abilities. These abilities form the basis of philosophical inquiry, which involves the quest for answers to questions about existence, truth, knowledge, ethics, and society. This article analyzes the impact of human cognitive abilities on philosophical research and explores how these processes are interrelated [6].

Research Methodology

Cognitive abilities of humans: definition and key characteristics: Cognitive ability is the capacity of humans to engage in processes such as knowledge acquisition, memory, comprehension, decision-making, logical thinking, imagination, and other intellectual functions. Cognitive ability shapes the entire thought process because it enables us to form a worldview, understand concepts, and make decisions based on them [7].

Key elements of human cognitive ability:

1. **Thinking and logical analysis**: The ability of humans to think logically and analyze is one of the main tools in philosophical thinking. Philosophical questions such as "Why do we exist?" or "What is truth?" require logical analysis and demand the use of cognitive abilities. Logical thinking shapes one's worldview and opens the way for philosophical inquiry.
2. **Understanding and knowledge**: The process of acquiring knowledge and forming and receiving concepts is how humans engage with the world. In epistemology (the philosophy of knowledge), it is important to understand what kind of knowledge humans possess, how they gather this knowledge, and in what forms it is organized. Cognitive ability also assists in deepening knowledge through analysis and critical thinking.
3. **Imagination**: The ability to imagine and create new ideas is also part of cognitive ability. This ability is important for philosophical inquiry because thinking outside of existing rules and thought boundaries allows for the development of new concepts and ideas that can expand our understanding of truth.
4. **Memory and learning**: Memory and learning abilities enable humans to systematize their experiences and acquire new knowledge. Through memory, humans preserve and learn from their experiences, creating new understandings. These processes lead to deeper analysis and learning in philosophical thinking [8].

Analysis and Results

The interaction between human cognitive ability and philosophical inquiry: Philosophical inquiry arises based on human cognitive ability because philosophy is an activity aimed at answering questions related to the world, existence, knowledge, ethics, and truth. By utilizing cognitive ability, philosophical inquiry generates new perspectives and ideas in scientific, ethical, and cultural fields [9].

Perception, experience, and philosophy: Human perception and experience play a significant role in shaping philosophical thinking. A person's perception of the world and the lessons they learn from their experiences are critical in shaping their philosophical views. Existential philosophers such as Jean-Paul Sartre and Martin Heidegger studied the essence of human experience and its place in life.

Human perception and experience, especially in epistemology, are of great importance. Philosophical thinking explores how a person understands the world and themselves through perception and personal experience. This also holds great significance when making moral and social decisions in society [10].

Self-reflection and philosophical questions: Self-reflection, or the ability of humans to review their thoughts, actions, and decisions, is a key factor in shaping philosophical thinking. Philosophy, especially in ethical and moral matters, requires self-reflection. Philosophers like Kierkegaard and Nietzsche spoke about spiritual freedom and authenticity through self-reflection.

Additionally, conscious and higher-level thinking plays a crucial role in philosophy. Descartes' famous dictum “Cogito, ergo sum” ("I think, therefore I am") demonstrates that conscious activity holds a central place in philosophical thinking [11].

Conclusions

The human phenomenon plays a fundamental role in shaping philosophical thinking. Human cognitive abilities, perception, self-reflection, and experience serve as essential tools throughout all stages of philosophical inquiry. Philosophy, stemming from human self-awareness and the process of understanding the world, becomes not only a means of acquiring knowledge but also a critical tool for making life decisions and moral choices. The conscious and reflective thinking of humans is the foundation of philosophical inquiry and its evolution, contributing to the development of philosophical ideas and perspectives.

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UZBEKISTAN AND INDIA'S RELATIONS: SCIENTIFIC AND CULTURAL COOPERATION

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Annotatsiya. Ushbu maqolada Hindiston va O'zbekiston davlatlari o'rtasidagi o'zaro hamkorlikning paydo bo'lishi va rivojlanishi hamda bu jarayondagi muammolar ilmiy manbalar asosida tahlil qilinadi.

Kalit so'zlar: *Mustaqil O'zbekiston, Hindiston, xalqaro hamkorlik, xalqaro shartnoma, qo'shma shartnoma.*

Аннотация. В статье на основе научных источников анализируется возникновение и развитие взаимного сотрудничества между странами Индии и Узбекистана и проблемы в этом процессе.

Ключевые слова: *Независимый Узбекистан, Индия, международное сотрудничество, международное соглашение, совместное соглашение.*

Abstract. This article analyzes, based on scientific sources, the emergence and development of mutual cooperation between the countries of India and Uzbekistan and the challenges in this process.

***Keywords**: Independent Uzbekistan, India, international cooperation, international agreement, joint agreement.*

Introduction

As our republic develops bilateral and multilateral cooperation with foreign countries, particular attention is paid to implementing multifaceted forms of cultural and scientific relations. This process is vividly illustrated by the cooperation between Uzbekistan and India. In this context, if we look at the spiritual world of the past, it can be confidently stated that the bonds of friendship connecting the peoples of Uzbekistan and India, which date back to many centuries, have successfully passed the test of time. Therefore, we can say that, at the current stage of intergovernmental relations, historical sentiments such as the mutual attraction of the two peoples serve as a solid foundation for the accelerated development of multifaceted and mutually beneficial Uzbekistan-India cooperation in the cultural sphere.

Literature Review

The cultural cooperation between Uzbekistan and India has reached a new level based on intergovernmental agreements achieved during official meetings between the heads of state. In the early years of Uzbekistan's independence, such cooperation was carried out based on the Agreement signed on August 17, 1991, between the governments of Uzbekistan and India on cooperation in the fields of culture, education, science, tourism, sports, and mass media [1]. The "Agreement on Cooperation in the Fields of Culture, Art, and Education" signed in New Delhi on January 5, 1991, between the Government of the Republic of Uzbekistan and the Government of the

Republic of India [2] further stimulated the development of mutual cultural and educational relations between our peoples.

These agreements, based on the principles of equality and mutual benefit, aim to promote the development of multifaceted cooperation in the fields of culture, science, and education between the two countries. Taking into account the aspirations of the Uzbek and Indian peoples to further expand cultural cooperation, and in line with the agreements reached, the leadership of the two countries began to take appropriate measures. In the implementation of these agreements, the cultural institutions of the Republic of Uzbekistan played a significant role.

Based on the international agreements on cooperation in culture, art, science, and education signed during official meetings between Uzbekistan and India, the Ministry of Culture of the Republic of Uzbekistan, together with the Ministry of Culture of the Republic of India, developed a cultural cooperation program for the years 1992-1994, which was signed on October 12, 1992, in Tashkent [3].

Research Methodology

According to this program, the parties committed to developing extensive mutual exchange in the fields of music and theater art, organizing visual art exhibitions, holding events dedicated to significant dates in the history of both nations, and organizing various meetings with cultural figures. Such a program between the cultural institutions of Uzbekistan and India was signed in 1995. Based on the effectiveness of the ongoing events in the field of culture and those contributing to the rapprochement of our peoples, the necessity of continuing cultural cooperation between 1995 and 1997 was noted [4]. Later, in order to continue and further expand the forms and methods of cultural exchange, two programs were developed and adopted between the Ministry of Culture of the Republic of Uzbekistan and the Government of the Republic of India. One of them was intended for 1997-1999 and was signed in Tashkent on February 7, 1997 [5], and the second one was for 2000-2002, adopted in Delhi on May 2, 2000 [6]. After the Ministry of Culture of the Republic of Uzbekistan developed and adopted the cultural cooperation program with the Republic of India, it became the initiator of various events. Organizing and holding meetings with cultural figures from Uzbekistan and India plays a significant role in the mutual spiritual enrichment of our peoples. When talking about cultural cooperation between the two nations, it is also important to mention that Uzbekistan highly values the achievements of India's musical and theater arts, with their charm lying in their national uniqueness. Taking into account the great interest the Uzbek people have in this genre of Indian art, several meetings with creative groups from India have been held in our republic. For example, in 1993, an international festival named “Theater: East – West” was organized in Tashkent. Among the many representatives of theater arts from different countries, the Chandigarh theater group from India drew attention with their performance. At the festival, they presented a play based on Girish Karnad’s “Naga Mandla.” The specialists and audiences of our republic's theater art had the opportunity to closely familiarize themselves with and properly evaluate the performances of Indian artists [7]. In the spring of 1994, a musical group consisting of seven people, led by the famous Indian singer Gautama Roychauxari, visited Uzbekistan with a large concert program.

During the tour, the Indian artists performed their concerts in Tashkent, Andijan, and Khonobod. Representatives of the diplomatic corps from other countries, along with the staff of the Indian Embassy, attended the concert at the "Turkiston" Palace in the capital. At the beginning of the concert, the Ambassador of India and the Minister of Culture of the Republic of Uzbekistan spoke.

They emphasized that the holding of this event and many other similar events is a direct result of the mutual interest of the two countries' peoples in expanding cultural cooperation. At the same time, they expressed confidence that such meetings help to gain a deeper understanding of the spiritual world of fraternal peoples and play an important role in strengthening interstate relations [8]. The process of spiritual rapprochement of peoples in the field of theatrical arts is significantly influenced by the "Sharq Taronalari" International Music Festival. This festival, initiated by the first President of the Republic of Uzbekistan, Islam Karimov, was established in 1997 and has been held annually in the ancient city of Samarkand. The main goal of the festival is to immerse in the spiritual environment of the musical arts of the Eastern peoples, as well as to strengthen friendship between them.

Among the regular participants of the "Sharq Taronalari" festival are representatives of Indian musical arts. For example, at the first "Sharq Taronalari" festival, held in 1997, millions of fans of Eastern, especially Indian, music enjoyed the songs performed by the famous Indian singer Shalesh Shrivastava. In his performances, the singer was able to express the uniqueness of Indian music, where music and plastic arts are harmonized [9]. The progress of the festival and its importance in strengthening friendship and solidarity between different countries was closely followed by various state representatives. Among them was Professor Qamar Rais, the director of the Indian Cultural Center in Tashkent. He emphasized that the "Sharq Taronalari" festival gives a strong impetus to the global process in the field of art, aiming to enrich and intensify the mutual influence of cultures and strengthen the spiritual cooperation of peoples. Since the language of music is universal and does not require translation, it demonstrates the richness and depth of our national cultures to the whole world, reflecting the aesthetic feelings, historical experience, and aspirations of our peoples. [10].

Similar events are also frequently held in India, where the masters of music and theater art from our republic directly participate. For example, in January 1999, the "Maxotsav-99" Second International Folk Dance Festival was held in Ahmedabad, Gujarat, the capital of the state of India. Solo dancers and creative groups from five continents participated. From our republic, the "Khorezm Flowers" folk dance ensemble, and the Khorezm region branch of the "Uzbekraqs" National Dance Union, led by the People's Artist of Uzbekistan Gavhar Matyoqubova, took part [11]. The performances of our Uzbek artists at this festival gave the Indian music and folklore enthusiasts a deeper understanding of Uzbekistan's unique national art. It is also noteworthy that during the festival days, many articles about this event were published in the Indian press. One of them, talking about the Uzbek artists, particularly mentioned: "The girls in national Khorezm costumes performed miracles. They are true professionals" [12].

Analysis and Results

The historical, literary, musical, artistic, and architectural similarities between the Uzbek and Indian peoples, as well as their mutual enrichment and blending, are closely related to the name of the Uzbek statesman, poet, and writer Babur Z.M. and his descendants. Their unparalleled legacy has a strong potential to strengthen bilateral relations between Uzbekistan and India and develop effective cooperation in the scientific and cultural fields. Specifically, last year, the National Museum of India officially presented copies of Z.M. Babur's 1528 manuscript "Divan-i-Babur" and the 1640 miniature "Wedding Ceremony of Prince Dara Shikoh" to Uzbekistan, which was a symbolic step in strengthening cultural ties between the two countries. Additionally, at the Lal Bahadur Shastri Indian Culture Center in Tashkent, classes in classical Indian dance "Kathak," yoga, and the Hindi language are being held. Hindi is also taught at the Tashkent State Institute of Oriental Studies. Furthermore, the Mahatma Gandhi Center for Indian Studies is actively working at the same Institute.

In this regard, higher educational institutions of the Republic of Uzbekistan have established cooperation with more than 10 Indian universities and research centers. People-to-people diplomacy between Uzbekistan and India is also rapidly developing. The Uzbekistan-India Friendship Society, which has been contributing to the expansion of bilateral cultural ties since 1991, operates actively in Tashkent. As a result of ongoing cultural and educational exchanges, citizens of the two countries are gaining extensive knowledge about each other in various fields. All of these contribute to strengthening the ties between our peoples, especially the younger generation of the two countries.

It is known that the rich spiritual world of the Uzbek and Indian peoples and their uniqueness date back to ancient history. However, at the same time, there are commonalities between them, characterized by historical ties, language, cultural traditions, and the proximity of their arts. At the same time, a number of representatives of Uzbek pedagogy have had the opportunity to study at leading scientific centers in India. For example, various courses have been organized within the framework of the Indian ITEC government program at the Engineering-Pedagogical Institute in Chennai. In particular, A. Ergashev, an employee of the Qori Niyoziy Scientific Research Institute of Pedagogical Sciences, attended a three-month course on the topic "Curriculum, Syllabi, and Preparation of Educational Materials" in the autumn of 2001. Similarly, employees of the same institute, Yo'ldoshev R. and Sulaymonov A., attended courses on "Use of Computers in Education and Management" at the beginning of 2002. The knowledge gained by Uzbek specialists has practical significance in the educational sphere of our country.

Cooperation between Uzbekistan and India in the field of mass media is also being implemented within the framework of the ITEC program.

Between 1993 and 2005, nearly 100 Uzbek journalists studied in 3-5-month courses organized for journalists from non-aligned countries at the Indian Institute of Mass Communication. Among them are prominent journalists such as Nizomov F., Karimov A., Qosimov A., Mirzayorov O., Rizaev N., Mahkamov R., Saidov H., and S. Jabborov. Today, the Uzbek journalists who studied in India have formed the "33^{+}" club. This club, which operates on a public basis, could also be called the India Friends Club.

Conclusions

Thus, exhibitions and international competitions organized within the framework of Uzbek-Indian cultural cooperation have become a tradition and a vivid expression of the ever-strengthening spiritual ties between the two countries.

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THE OTTOMAN EMPIRE: FROM CONQUEST AND INTEGRATION OF THE PERIPHERIES TO ATTEMPTS OF MODERNIZATION

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Annotatsiya. Usmonli imperiyasining mavjudligi odatda 1299 yildan 1923 yilgacha hisoblab chiqiladi. Bu davrda oʻziga xos imperiya tizimi shakllandi, uning yuksalishi, gullab-yashnashi va tanazzul tarixida imperiyalarning yashash namunalari koʻrinadi. Usmonli imperiyasining oʻziga xosligi shundaki, uning tarixi Sharqning qadimgi konglomerat imperiyalari, Vizantiya imperiyasi va islom xalifaligi gʻoyasi an'analari bilan oʻzaro bogʻlangan. Usmonlilar imperiyasi 60 dan ortiq xalqlar va yirik qabila birlashmalari ustidan hukmronlik qilgan, ular ham ijtimoiy-siyosiy rivojlanish darajasi, ham etnik-konfessiyaviy mansubligi bilan bir-biridan keskin farq qilar edi. Usmonli Portining qudrati va qudrati butun Oʻrta er dengizini qamrab olishga va uni oʻziga boʻysundirib, Rim davridan beri tengi boʻlmagan imperiyani yaratishga intildi.

Kalit soʻzlar: *Imperiya, armiya, iqtisodiyot, taraqqiyot, integratsiya, istilo, periferiya.*

Аннотация. Существование Османской империи принято исчислять с 1299 по 1923 год. За это время сформировалась уникальная имперская система, в истории подъема, расцвета и упадка которой просматриваются закономерности существования империй. Особенность Османской империи заключается в том, что в ее истории переплелись традиции древних конгломератных империй Востока, Византийской империи и идея исламского халифата. Османская империя правила более чем 60 народами и крупными племенными объединениями, которые существенно отличались друг от друга как по уровню социально-политического развития, так и по своей этноконфессиональной принадлежности. Мощь и могущество Османской Порты стремились распространиться на все Средиземноморье и, подчинив его, создать империю, равной которой не было бы со времен Рима.

Ключевые слова: *Империя, армия, экономика, развитие, интеграция, завоевание, периферия.*

Abstract. The existence of the Ottoman Empire is usually calculated from 1299 to 1923. During this time, a unique imperial system was formed, in the history of the rise, prosperity and decline of which the patterns of existence of empires are visible. The peculiarity of the Ottoman Empire lies in the fact that its history intertwined the traditions of the ancient conglomerate empires of the East, the Byzantine Empire and the idea of the Islamic Caliphate. The Ottoman Empire ruled over more than 60 peoples and large tribal associations, which differed significantly from each other both in the level of socio-political development and in their ethno-confessional affiliation. The power and might of the Ottoman Porte sought to extend to the entire Mediterranean and, having subjugated it, create an empire that would have no equal since the time of Rome.

Keywords: *Empire, army, economy, development, integration, conquest, periphery.*

Introduction

The imperial traditions of antiquity were adopted by the Ottomans and applied to create their own imperial system using modern technical achievements, primarily in the military sphere. The capture of Constantinople in 1453 makes Sultan Mehmed II the heir to the Byzantine emperors, which is emphasized by the adoption of the title "Roman Emperor" (Keysar i-Rum) and Byzantine symbols (crescent), a powerful empire is created – "pax ottomanica."

Literature Review

During the rise of the Ottoman Empire, the entire population of the country consisted of three main categories: askeri (people of the sword) - courtiers, military, ulema (people of the pen) - officials representing the power of the sultan; rayah - ordinary subjects, both Muslims and non-Muslims [1-15]. The ruling class consisted of those who, regardless of ethnicity and religion, served the Empire, they were called "Ottomans" and were exempt from paying taxes [5].

In the Ottoman Empire, the subordination of the economy to political and social priorities was affirmed and the "command-administrative system of the economy" was supported [12], in which the main duty of the ruling elite was the constant search for means and methods of increasing the wealth of the courtiers, the population of the capital, and satisfying the demands of its growing army, which determined the direction of its efforts toward external expansion. For such a society, formed by the empire, war became an urgent necessity, a means of ensuring imperial expansion. At the rise of the empire, its armed forces knew no equal, which was ensured not only by the number of warriors hungry for booty, but also by the use of military technical achievements.

The widespread introduction of firearms into the Ottoman troops allowed them to achieve military-technical superiority in the late 15th - early 16th centuries [8] over the troops of the Qizil-Bash, Mamluks and Safavid Iran, which were defeated.

The political system of the Ottoman Empire, following B. Downing, can be called "military-bureaucratic absolutism" [14]. The process of formation of the Ottoman imperial political system ended at the beginning of the 16th century.

The political system of the Ottoman Empire, which had developed by the time of its "golden age," despite many of its actual political and moral-legal limitations, was based on the religious dogmas of Islam. In this religious-political system, the imperial power represented the will of God in relation to its subjects, which, together with the system of distributing land allotments to soldiers, emphasizes its patriarchal nature. The power of the sultans was sacred [11], their will was considered law, but was limited by the norms of Sharia [6].

Research Methodology

The methodology employed in this research integrates historical analysis, comparative approaches, and critical discourse analysis to explore the evolution and decline of the Ottoman Empire. The central aim of this research is to trace the political, social, and economic dynamics that underpinned the empire's rise, peak, and eventual fall.

Analysis and Results

The concentration of public power in the hands of the sultan did not lead to the complete centralization of governance, which was delegated to feudal rulers and rulers of autonomies. Incorporation and the establishment of imperial dominance in a format close to the "suzerain-vassal" relationship were the two main methods of subordinating the periphery. At the same time, the heterogeneity of the peripheries constantly required the center to pay attention and take into account their characteristics, which inevitably led to the establishment of specific management in relation to the status of each periphery.

The political center of the Empire was the ruling military-bureaucratic layer, concentrated under the Sultan in Istanbul, but the economic and even, one might say, geopolitical center were the Balkans [3]. The territorial core of the Ottoman Empire consisted of those regions (Bulgaria, Greece, Thrace, western and central Anatolia) in which the system of military feuds was the dominant administrative structure [9].

From the imperial center, the power of the sultans extended to vassal states (Wallachia, Moldavia, the Crimean Khanate, the Ragusan Republic, the Sherifty of Mecca); sanjaks of the hükümet type, which implied hereditary governance; hereditary family-clan holdings with tax, administrative and judicial immunity on the condition of military service (yurdluks and odjak-lyks); sanjaks governed by the heirs to the throne - shehzade). The administrative structure of the Ottoman Empire was also distinguished by the simultaneous use of different principles of territorial division, and the government of the sultan also had to take into account the confessional principle of governance [4].

The Ottoman Empire included territories that had their own distinct state structure, administrative institutions, regular troops, and sometimes their own diplomatic relations. The local rulers of the Hejaz were the Sherifs of Mecca, descendants of the Prophet Muhammad, who represented a local oligarchy of competing clans.

Tunisia and Algeria, the territories of the Ottoman Empire on the "far west" of its borders, were ruled by military oligarchies of Janissaries. Although they were ruled by beylerbeys appointed from Istanbul in the early 16th century, they too were affected by a period of decentralization. From the early 17th century onwards, power in these provinces was seized by military commanders of local Janissary detachments.

The Crimean Khanate, Wallachia, and Moldavia, being semi-independent monarchies, recognized Ottoman suzerainty but remained independent in their internal affairs. These states had their own bureaucracy and armies, and had the right to mint their own coins [15]. Sometimes these countries took such foreign policy steps that were contrary to the interests of the Sublime Porte, and thus could lead to conflicts with Istanbul [9]. The cumbersome structure of political and administrative subordination not only absorbed a significant part of the imperial resources, but also could not cope with their seizure, distribution and delivery to their destination on the scale of a huge empire.

The Ottoman Empire, despite the constant proclamation of unity and centralization, was never able to implement these principles in practice. The heterogeneity of the peripheries (Bosnia, Albania, Kurdistan, Syria, Egypt, Iraq), their actual economic autonomy, with frequent political independence during periods of unrest, turned the imperial system formed through constant expansion into a fiction. Only the latter, providing benefits to the conquerors, united the empire into a single whole.

The crisis of the Ottoman Empire is associated with the fact that in the 16th century the area of cultivated land in the empire practically stopped growing, while the population growth, on the contrary, continued. Moreover, this led to the fragmentation of timers (conditional land holdings of warriors) at a very rapid pace and a decrease in their profitability. At the same time, already in the second half of the 16th century the territories of the empire were included in the emerging world market, in which the most developed countries of Western Europe played the main role [5]. The economic difficulties were aggravated by the “price revolution” that reached the empire, caused by the influx of cheap American silver into Europe. The result was a reduction in treasury revenues and a decline in the military might of the empire. During this same period, the empire’s inability to cope with the management of the heterogeneous peripheries, different in their level of development, political and cultural traditions, which constituted it, became apparent. Despite the aforementioned crisis phenomena of the late 16th - early 17th centuries, the Ottoman rulers and their entourage made every effort to preserve the old social order, which provided the empire, or rather its political center, with prosperity, prosperity and military success.

The Kopryulyu reforms, despite their obvious achievements, did not become a modernization of the empire. They can be characterized as an attempt to rehabilitate the classical (traditional, patriarchal) imperial institutions. The reforms, after all, were aimed at stabilizing the imperial system so that it could once again begin to conquer [2]. The imperial expansion of the Ottomans, after overcoming the structural crisis, became the last surge of their medieval greatness. During the 18th century, the Ottoman Empire itself was forced to resist the growing military pressure from the Habsburg Empire and Russia (wars of 1710–1711, 1716–1718, 1736–1739, 1768–1774, 1787–1792), while simultaneously maintaining the border with Persia (1720s, 1731–1735 and 1741–1746). At the same time, the Sublime Porte, encouraging trade with the Western powers – Great Britain and France – with privileges, laid the foundations of the “Eastern Question” – a situation in which intra-Ottoman problems were viewed as issues requiring international intervention [7]. Over time, the Ottoman Empire will become the object of trade, financial, and then colonial claims of the leading Western powers, as well as Russia, pursuing its own geopolitical goals.

From the 18th century onwards, the Ottoman rulers began to realize that they could no longer expand the sphere of influence of Islam and therefore needed to preserve what was left. This priority was achieved by granting new concessions to both the local ruling elites and the European interest groups that needed raw materials and markets for their flourishing economies. Thus, political concessions to local elites were the reason for decentralization during the 18th century, on the one hand, and on the other, they facilitated the economic penetration of Western businessmen into the Ottoman provinces. Since economic thought in the Ottoman Empire was primarily focused on supply, the accumulation of foreign capital was openly welcomed by the state, which cared little about the possible consequences of this policy for the domestic economy. In any case, the negative consequences began to manifest themselves only from the second half of the 19^{th} century. By that time, the entire infrastructure of the Ottoman financial system was under the control of Western entrepreneurs [13]. Throughout the 19^{th} century, the Ottoman political leadership tried to find a way to preserve the imperial system through reforms that would stop its disintegration. The reforms reproduced European models of administrative management and helped to establish relations with European states. The most expressive manifestations of the desire for reform were the publication of the Tanzimat of 1839, which gave rise to a new period of reforms, as well as the imposition of the Constitution in 1876, but its norms soon became a fiction. Abdul Hamid II (1876-1909) established an authoritarian regime that asserted the ideas of pan-Islamism. The Sultan's reign ended with the Young Turk Revolution of 1908, but the Young Turk leaders who came to power were unable to change the fate of the empire, which was inexorably heading towards decline.

Against the backdrop of the weakening of the empire, its political elite and intellectual circles began searching for a new ideology capable of ensuring the unity of the imperial system, or at least its greater Muslim part. In the 19th century, during the reign of Mahmud II, the ideology of Ottomanism emerged in the ruling circles. This was a new view of the Ottoman Empire as a common homeland for people of different nationalities and religions. The idea of Ottoman citizenship came to the fore: the population of the empire was something whole, united, regardless of religious and ethnic origin. But the new concept required justification for broader powers of the supreme authority to protect the non-Muslim population, which could not be implemented in practice due to the resistance of the Islamic elites ruling on the periphery. The core of mass consciousness was the inequality between the faithful and non-Muslims [11].

Pan-Islamism, another ideology, took shape as the official state doctrine under Abdul Hamid II. It was a kind of reaction to the Tanzimat reforms, "liberal", "Western" Ottomanism, and Pan-Slavism, which was gaining strength in the Balkan provinces. This doctrine, unlike the previous one (Ottomanism), had a religious basis and appealed to the consciousness of all Muslims, not just subjects of the Ottoman Empire. The idea of Islamic unity, understandable to all Muslims and embodied through propaganda campaigns, proved to be an effective weapon in the hands of the Sultan to confront European states [1].

However, despite its popularity, pan-Islamism never became a reliable ideological basis for the unity of the Ottoman Empire. This doctrine repelled non-Muslims and could not withstand the beginnings of nationalism on the periphery of the empire. In the center, its own nationalist views were formed. These views were formalized in the ideology of pan-Turkism (Turkism). The ideology of Turkism was a kind of compromise between the increasingly frequent manifestations of nationalist views, both in the center and on the periphery, and the need to oppose them in ideological terms. It became an imperial idea for the preservation of the Ottoman Empire. Pan-Turkism was an ideological palliative for the weakening empire, at the same time these ideas required the creation of a new empire of the Turks. The elimination of the additive "pan" contributed to the establishment of the idea of an independent Turkish nation, destined to take its place among modern nations [10].

At the turn of the 19th and 20th centuries, the internal restructuring of the political, administrative and economic systems of the Ottoman Empire continued, as well as transformations in the fields of culture and education, carried out thanks to the activities of the central government, under constant influence from the Western powers. At the same time, it can be said that the price for relative modernization successes in the areas that make up the core of the empire was the aggravation of its decentralization and the impending secession of the peripheries [16].

In the 20th century, the Ottoman Empire entered weakened, its economy remained predominantly agrarian, finances fell under the control of European powers, the population of about 25 million people [16] was divided into conflicting religious and ethnic groups. The crisis of the Ottoman Empire in the second half of the 19th century - early 20th century was rooted in the lag of the institutional system of power behind the development of socio-economic relations and in the inhibiting impact of political structures on social production, the end result of which was the death of the Ottoman Empire [2].

The Ottoman Empire, created by successful expansion, expanded the boundaries of its domination until it was stopped by the imperial overstrain of relations between the center and the periphery, which was joined by the challenge of the modernizing West.

As Oreshkova S.F. shows, the imperial state structure of the eastern type and Islam, which acted as the main socially forming factors, contributed to the progress of Ottoman society at first. Subsequently, it was then that led to a slowdown in the pace of social development [6]. In other words, the Sublime Porte as a patriarchal empire, despite its military might and expansionist successes, was unable to resist the representatives of the new generation of institutional empires and overcome its archaism against their background.

Beginning in the 18th century, after the Köprülü reforms, which never became full-fledged modernizing transformations, the Ottoman Empire was in a state of political stagnation. Its center no longer showed a desire for change, while on the periphery the influence of local elites (for example, the Ayans) gradually strengthened, which was facilitated by the halt in imperial expansion due to the growing power of the western and northern neighbors of the empire. By the end of the century, political stagnation had turned into degradation, which was expressed in the dependence of the sultan and his government on the courtiers, clergy, and janissaries. The political paralysis of the imperial center and its failures in wars led to the fact that at the beginning of the 19th century, the collapse of the empire was considered by its government and neighbors as a possible near-term prospect. It can be said that the threat of political collapse gave impetus to the modernization of the empire, expressed in the Tanzimat reforms and the formation of the ideology of Ottomanism. The transformation of the empire according to the Western model saved it from collapse back in the 19th century, allowing the central government, on the one hand, to get rid of the influence of overly conservative socio-political forces (for example, the janissaries), and on the other hand, to fill institutional borrowings from the West with Ottoman imperial content (the incorporation of ayans, the creation of a modernized Turkish army, the state apparatus).

At the same time, the modernization efforts of the center were stopped by three factors. Firstly, the prospect of losing the sacred character of the central government, which is the successor of the Prophet Muhammad. Secondly, the growing separatism of the peripheries, the spread of nationalist ideas there under the influence of modernization and Ottomanism. Thirdly, the growing political and economic dependence on the leading Western powers. Due to these circumstances, the issue of preserving the empire remained relevant.

The growing need to maintain a balance between modernization and the interests of preserving the integrity of the heterogeneous imperial system gave rise to the dictatorship of Abdul Hamid and the temporary triumph of the ideas of pan-Islamism.

The combination of dictatorship, ethnic cleansing, Islamism and a policy of maneuvering between the great powers, with increasing reliance on Germany, stabilized the political situation in the empire, but could not save it from new military defeats and territorial losses. At the same time, the conservative dictatorship and Islamism could not restrain modernization and nationalist (including pan-Turkist) sentiments in the center of the empire, which led to the Young Turk revolution in 1908.

After the revolution, despite the subsequent reforms, the Ottoman Empire was completely disorganized: the political center of the empire returned to the dictatorship regime, nationalist separatism grew on the periphery, and neighboring states of the empire waged successful wars against it. The Young Turk government sought to create a legally rational administration in the provinces, along with a constant demonstration of Turkish nationalism and the forced introduction of the Turkish language in local administrations and judicial bodies, which did not meet the interests of the provinces themselves and caused an exacerbation of the national feelings of their populations (especially in Albania and Arabia) [9]. The policy of the Young Turks consisted of applying the principles of national-state Turkish unity to imperial heterogeneity, i.e. an attempt to combine the incompatible.

Conclusions

The implementation of such a policy by violent methods only contributed to the growth of resistance in the provinces, which was taken advantage of by the opponents of the Ottoman Empire during the First World War. In the conditions of growing instability and disunity of the Ottoman Empire, its generally accidental entry into the global conflict of empires (World War I) looks natural, the final bloody act of the history of the empire of the Ottoman conquerors. In conclusion, we learned about the domestic and foreign policy of the Ottoman Empire, as well as the period of the Ottoman conquests not only in European states but also in Asian countries. It can be said that the main problem in the Ottoman Empire was the Young Turk party, which interfered with the policies of the Ottoman Sultan.

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ARCHITECTURAL APPROACHES AND SOLUTIONS FOR RENTAL HOUSING TAKING INTO ACCOUNT FOREIGN EXPERIENCE

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Annotatsiya. Maqola ijaraga beriladigan uy-joylarni loyihalash boʻyicha xorijiy tajribani tahlil qilishga va shahar aholisining tez oʻsishi va uy-joy ijarasi narxining yuqori boʻlishi sharoitida moslashtirilishi mumkin boʻlgan arxitektura yondashuvlari va echimlarini oʻrganishga bagʻishlangan. Ijaraga beriladigan uy-joy turli ijtimoiy qatlamlar uchun arzon uy-joy bilan ta’minlashning asosiy elementiga aylanib bormoqda. Shahar aholisining tez sur’atlar bilan oʻsishi va uy-joy narxining oshishi bilan ijaraga beriladigan uy-joylarni loyihalash koʻplab mamlakatlar uchun dolzarb vazifaga aylanib bormoqda. Ijaraga beriladigan uy-joylarni loyihalash boʻyicha xorijiy tajriba tahlili turli ijtimoiy guruhlar ehtiyojlarini qondira oladigan turli yondashuvlarni koʻrsatadi.

***Kalit soʻzlar**: yondashuv, ijara uy-joy, qurilish, ijtimoiy guruh, tendensiya.*

Аннотация. Статья посвящена анализу зарубежного опыта проектирования арендного жилья и изучению архитектурных подходов и решений, которые могут быть адаптированы в условиях быстрого роста городского населения и высокой стоимости жилья. Арендное жилье становится ключевым элементом обеспечения доступности жилья для разных социальных групп. В условиях быстрого роста городского населения и роста стоимости жилья проектирование арендного жилья становится актуальной задачей для многих стран. Анализ зарубежного опыта проектирования арендного жилья демонстрирует разнообразие подходов, которые могут удовлетворить потребности разных социальных групп.

***Ключевые слова:** подход, арендное жилье, строительство, социальная группа, тенденция.*

Abstract. The article is devoted to the analysis of foreign experience in the design of rental housing and the study of architectural approaches and solutions that can be adapted in the context of rapid urban population growth and high housing costs. Rental housing is becoming a key element in ensuring housing affordability for different social groups. In the context of rapid urban population growth and rising housing costs, the design of rental housing is becoming an urgent task for many countries. Analysis of foreign experience in the design of rental housing demonstrates a variety of approaches that can meet the needs of different social groups.

***Keywords**: approach, rental housing, construction, social group, trend.*

Introduction

In recent decades, the issue of housing availability and quality has become one of the key topics in global urbanism. The growth of urban population, economic changes, as well as requirements for the environmental sustainability of housing have an impact on the formation of new approaches in architecture and urban development. One of the most relevant areas is the development of effective and innovative architectural solutions for rental housing.

Rental housing plays an important role in meeting the housing needs of citizens, especially in large cities, where the high cost of purchasing real estate becomes an obstacle for a large part of the population. In a number of countries, such as Germany, the Netherlands, the UK and the USA, rental housing systems are developing taking into account the specifics of the national economy and social policy, which leads to the creation of diverse and successful design models.

Foreign experience in the field of rental housing design demonstrates significant achievements in the field of sustainability, energy efficiency, and adaptation of housing to modern needs of the population. Existing foreign projects reflect trends in the use of innovative construction technologies, rational use of space, and the introduction of the principles of “smart” home and sustainable urban development.

The purpose of this article is to analyze architectural approaches and solutions in the field of rental housing, taking into account foreign experience. The article examines successful examples of designing residential complexes for rent, identifies key trends and innovations, and assesses the possibility of adapting these solutions to Russian conditions. Attention is paid not only to the technical characteristics of buildings, but also to the social component, which includes issues of housing availability, the formation of a comfortable and inclusive urban environment.

Research Methodology

The study used various sources, such as scientific research, publications in professional journals, reports of international organizations, and the study of modern projects of rental housing complexes in different countries. The research methodology is based on several key approaches: qualitative analysis of foreign experience, comparative analysis, analysis of sustainability and energy efficiency factors, and a case method. Using such methods and materials, the study allows us to systematize foreign experience in the design of rental housing, identify key problems and achievements in this area, and propose architectural solutions that can be implemented in Russian conditions.

Analysis and Results

A study of foreign experience in the design of rental housing has shown that architectural solutions in this area are diverse and multifaceted. The study identified key trends and successful practices that can be useful in adapting rental housing models in Russia. It is important to note that approaches to the design and organization of residential complexes for rent vary depending on the socio-economic and cultural characteristics of each country. Let us consider the main results and conclusions.

Housing is an important social issue. Thus, the study [5] notes that “The economic downturn and crisis have had a very serious impact on the housing sector. More than

100 million residents of the UNECE region spend more than 40% of their disposable income on housing. Moreover, the crisis has led to a shock demand for social housing as an affordable housing option. In the UK, there are 1.8 million people on the waiting list for social housing, in France - 1.7 million, and in Ukraine - 1.17 million. In the United States of America, the deficit of social housing is 5.3 million units, and in the Russian Federation, the waiting period for this type of housing is 20 years."

Undoubtedly, this sector of residential properties requires close study from various positions, including the architectural design of these properties.

Kolosovskaya A.A. and Potienko N.D. In their study, they examine in historical retrospect the influence of socio-economic relations in society on the transformation of the typological structure of rental housing, the level of comfort, the quality of housing, as well as on the change in the planning structure of cities. They identified modern trends and principles of development of rental housing and apartment buildings abroad [3].

Skubriy V.S. studied new directions of housing construction development, conducted an assessment of the economic efficiency of construction of rental houses in the Khabarovsk Territory, and noted the great prospects of this segment of housing construction [4].

The work [2] notes that "in the cities of Iran there is a great demand for rental housing. When developing projects for such housing, the interests of investors, the economic capabilities of the population, innovative methods of organizing the living environment and the traditions of organizing public housing are combined."

In the growth of housing provision, rental housing occupies a special place. The emergence of this segment in the housing stock is caused by objective reasons and the availability of rental housing adequate to the needs of society is relevant, especially with the growth of urbanization. The emergence and development of rental housing is influenced by many factors.

The table shows the availability rates of rental housing in a number of cities around the world. The data show that rental housing makes up approximately 30 to over 60% of household income.

Table 1. Housing affordability index [6].

City	Housing affordability index [1], %
London	61
Paris	47
Madrid	43
Moscow	35
Berlin	35
Saint Petersburg	32
Sydney	29
Irkutsk	27

[1] The housing affordability index reflects what share of the median income a household would have to spend to rent a median apartment.

The following brief analysis is based on the sources we have cited here and other materials. Of course, architectural design should not ignore this form of housing provision for the population.

The main factors that influence the development of rental housing are:

1. Economic conditions: The general economic environment, including factors such as employment rates and incomes, affects the demand for rental housing. In an unstable economic environment, more people may choose to rent rather than buy.

2. Demographic trends: Changes in population demographics, including age distribution, family size, and migration patterns, affect the types of rental housing that are in demand. For example, younger people may prefer smaller apartments or shared accommodation.

3. Government policies and regulations: Zoning, building codes, and rental regulations can affect the development of rental properties. Affordable housing subsidies and tax incentives also play an important role.

4. Availability of finance: Access to finance and investment for developers can affect the supply of rental housing. Interest rates and the local credit environment are critical factors.

5. Location and Land Availability: The attractiveness of certain locations, determined by proximity to amenities, transportation, and employment centers, can encourage rental housing development. Limited land availability can limit new developments.

6. Market Demand and Trends: Changes in consumer preferences, such as a desire for sustainability or the adoption of smart home technologies, can shape the types of rental properties that are developed.

7. Construction Costs: Rising material and labor costs can impact the feasibility of new rental housing projects, leading to fewer developments or higher rents.

8. Property Investment and Trends: The level of investment in rental housing, both domestic and foreign, can encourage or hinder development. Trends in the broader property market can also influence the availability of rental housing.

In addition, the development of rental housing is directly affected by various forms of migration (internal, temporary and seasonal). Taking this factor into account means strengthening and growing the potential of cities, since this category of tenants affects the efficiency of labor force use and the availability of labor in the economy. Understanding these factors is key for stakeholders in the rental housing market, including developers, investors, policymakers and community planners.

Rental housing is widely used abroad. For example, rental housing in Western Europe and developed Asian countries usually reflects a combination of market dynamics, cultural practices and legal frameworks that shape the experience of both tenants and landlords. Here are some key aspects to consider.

Western Europe has a variety of rental markets: Each country and even cities within countries can have significantly different rental markets. For example, cities like London and Paris have high demand and prices, while housing may be more affordable in smaller cities. At the same time, there is a shortage of affordable housing: Many cities in Western Europe are facing a housing crisis, with a shortage of affordable rental properties leading to increased competition for affordable apartments. The state regulates rents in the form of tenant protection. For example, many Western European countries have strong tenant protection laws that limit rent increases and provide rights regarding evictions and living conditions.

Rental terms: Typically, rental periods can range from a few months to several years. Long-term rentals may be more common in countries like Germany, which provides stability for tenants.

Cultural factors in renting translate into an expectation of high standards: that rental properties will be well maintained and equipped with modern amenities. Landlords are often responsible for maintenance and repairs. There are two types of furnished and unfurnished apartments: Many apartments are rented unfurnished, particularly in countries such as Germany, while larger cities may have more furnished options aimed at expats.

Developed Asian countries are experiencing increasing urbanisation. Countries such as Japan and South Korea are experiencing significant urbanisation, leading to high demand for rental properties in cities such as Tokyo and Seoul. There are a variety of rental options: Cities offer a wide range of options, from traditional apartments to serviced apartments, which suit both locals and expats.

Rental periods in many Asian countries tend to be shorter, often one year, but longer terms can be negotiated depending on the property and landlord. Rental characteristics include:

- Preference for modern buildings: in urban areas, there is often a preference for new or recently renovated buildings with modern amenities;
- Furnished rentals: Furnished apartments are more common in short-term rentals that accommodate expats and international students.

The rental experience in Western Europe and developed Asian countries can vary significantly due to different laws, market conditions, and cultural expectations. Renters should research local regulations, market conditions, and cultural norms to effectively navigate the rental process in these regions. Being informed can greatly improve the overall rental experience.

In practice, the following types of rental housing and typical consumers associated with each type are:

1. Apartments in multi-family buildings, offering individual rental units, often within larger complexes. Consumers of this type of rental include young professionals, students, small families, and retirees seeking convenient locations and amenities.
2. Detached houses: detached houses available for rent, often with courtyards. Consumers of this type of housing include families seeking more space, individuals preferring long-term rentals, and expatriates.
3. Condominiums: individually owned apartments in a building or complex, often rented out by their owners. Consumers of this type include young professionals, retirees, and people seeking community amenities and low maintenance costs.
4. Townhouses: multi-level homes that share common walls with neighboring units. Consumers: Families and individuals seeking a balance between apartment and home living.

5. Duplexes and Triplexes: Residential buildings divided into two (duplex) or three (triplex) separate rental units. Consumers include: Small families, roommates, and individuals seeking affordability in a residential area.

6. Shared Housing: Rent a room in a house or apartment with other residents, usually with common areas. Consumers include: Students, young professionals, and those seeking low living expenses.

7. Residential Hotels, which are buildings with rooms for rent, often with shared bathrooms and kitchens. Consumers include low-income individuals, temporary workers.

8. Vacation rentals through short-term rentals for tourists, business travelers, and those needing short-term accommodation.

9. Luxury housing in the form of elite rental properties offering premium amenities and services in desirable locations. Consumers are affluent individuals, executives, and people seeking a luxury lifestyle.

Each type of rental housing meets different consumer needs based on factors such as budget, lifestyle, family size and location preferences. Taking these factors into account allows property owners and real estate professionals to target their marketing strategies effectively.

When considering architectural solutions for different types of rental housing, it is imperative to consider the diverse needs and preferences of tenants while ensuring functionality, sustainability and cost effectiveness. Here are some key architectural solutions for different types of rental housing:

1. Multi-family homes: This uses modular design: using prefabricated modules to speed up construction and reduce costs. Incorporating flexible layouts: open floor plans where spaces can be adapted to suit different tenant needs, such as combining or dividing living spaces. Common spaces such as gyms and rooftop gardens are created to encourage socializing and maximize the use of space.

2. Single-family homes: This uses compact design, meaning homes are designed with small, efficient floor plans to minimize land use and maintenance costs. Sustainable materials are used: using environmentally friendly materials that reduce the environmental impact and maintenance needs. And flexible spaces are provided in the form of creating multi-functional rooms that can serve different functions, such as a home office or guest room.

3. Building affordable housing using efficient materials: affordable but durable materials to reduce construction costs. Creating smaller spaces and designing smaller units with basic amenities, without unnecessary space, to ensure housing is affordable for low-income families.

4. Housing for seniors with universal design that provides accessible features (wide doorways, barrier-free access and handrails for the convenience of older residents, etc.).

- Social spaces are formed here: - common areas that promote social interaction and well-being of residents, and safety functions are also provided: the introduction of design elements focused on safety, including good lighting, non-slip surfaces and safe entry points.

Conclusions

Thus, when studying architectural approaches and solutions for rental housing, taking into account foreign experience, the following conclusions can be made:

- rental housing in world practice is gaining momentum in terms of volumes and types of rent, which is caused by objective needs as a result of social stratification of society, the growth of demands for housing, its functional and other qualities;

- in domestic practice, rent is gradually acquiring a legal field and new forms, which cannot be said about architectural design. And this affects the underutilization of the potential of rental housing and, to a certain extent, socio-economic indicators;

- in order to provide domestic rent with adequate architectural support, in our opinion, it is necessary to study foreign experience in more detail, find out the immediate prospects for the development of rent and, on this basis, taking into account local and regional conditions and traditions, create a domestic typology of rental housing and identify design methods.

Of course, architectural solutions for rental housing should prioritize flexibility, sustainability, and community building, while taking into account the unique needs of different tenants. Combining functionality and aesthetic appeal is key to creating attractive rental spaces.

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MAIN ASPECTS OF TOURISM DEVELOPMENT IN THE TERRITORY OF THE REPUBLIC OF KARAKALPAKSTAN

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Annotatsiya. Maqolada O‘zbekistonning eng noyob hududlaridan biri bo‘lgan Qoraqalpog‘iston Respublikasida turizmni rivojlantirishning asosiy jihatlari ko‘rib chiqiladi. Mintaqa turizm sohasining asosiy muammolari va istiqbollari, jumladan, barqaror va ko‘p qirrali turizm uchun asos bo‘la oladigan tabiiy, madaniy va infratuzilmaviy resurslar tahlil qilinadi. Qoraqalpog‘iston Respublikasining Tuproq-qal’a, Qizil-qal’a, Ayoz-qal’a, Guldirsin-qal’a va Qirqqiz-qal’a kabi tarixiy va arxeologik ob’ektlari negizida sayyohlik yo‘nalishlarini ishlab chiqish hamda infratuzilmani yaratishning istiqbollari va asosiy jihatlariga alohida e’tibor qaratiladi.

***Kalit so‘zlar**: yo‘nalish, muzey, majmua, istiqbol, muammo, infratuzilma.*

Аннотация. В статье рассматриваются основные аспекты развития туризма в Республике Каракалпакстан, одной из наиболее уникальных территорий Узбекистана. Исследуются ключевые проблемы и перспективы туристической отрасли региона, включая природные, культурные и инфраструктурные ресурсы, которые могут стать основой для устойчивого и многогранного туризма. Особое внимание уделяются перспективам и ключевым аспектам разработки туристических маршрутов и создания инфраструктуры на базе исторических и археологических объектов Республики Каракалпакстан, таких как Тупрак-кала, Кизил-кала, Аяз-кала, Гулдирсин-кала и Кырык Кыз-кала.

***Ключевые слова:** маршрут, музей, комплекс, перспектива, проблема, инфраструктура.*

Abstract. The article examines the main aspects of tourism development in the Republic of Karakalpakstan, one of the most unique territories of Uzbekistan. The key problems and prospects of the tourism industry of the region are studied, including natural, cultural and infrastructural resources that can become the basis for sustainable and multifaceted tourism. Particular attention is paid to the prospects and key aspects of the development of tourist routes and the creation of infrastructure on the basis of historical and archaeological sites of the Republic of Karakalpakstan, such as Tuprak-kala, Kizil-kala, Ayaz-kala, Guldirsin-kala and Kyryk Kyz-kala.

***Keywords**: route, museum, complex, prospect, problem, infrastructure.*

Introduction

From the first years of independence, the Republic of Uzbekistan began to actively work on the creation of institutional and regulatory frameworks for the development of tourism, understanding its importance as one of the key factors in economic growth, attracting foreign investment and improving the international image of the country.

In order to create favorable conditions and prerequisites for the development of tourism, primarily in the private sector, increase the competitiveness and quality of services provided, actively and comprehensively promote the national tourism product in world markets and implement proposals, the Decree of the President of the Republic of Uzbekistan dated 01/05/2019 No. UP-5611 "On additional measures to accelerate the development of tourism in the Republic of Uzbekistan" was adopted and the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated 09/28/2022 № 545 "On additional measures to develop the tourism potential of the Republic of Karakalpakstan in 2022-2026" was adopted.

Tourism is an important sector of the economy of many countries and regions, and the Republic of Karakalpakstan is no exception. Karakalpakstan, with its unique natural and cultural resources, has significant potential for tourism development.

The Republic of Karakalpakstan, located in the west of Uzbekistan, has diverse natural and cultural resources that can become the basis for the successful development of tourism.

Today, the Republic of Karakalpakstan maintains a close connection with its historical heritage. This is evidenced by 131 archaeological finds, 25 examples of architecture, 89 monumental art monuments and about 40 attractions.

Currently, there are over 40 tourism companies operating in Karakalpakstan, which confirms its significant tourism potential. Ancient archaeological complexes such as Ayazkala, Ayazkkala-2 and Ayazkala-3, which are well preserved despite their 18th century age, as well as objects from the 4th century AD, including the Tuprak-kala fortress, and pilgrimage sites such as Sultan Uays Baba, Keshirmes Baba and Dautata, attract many tourists. Excursions to the Aral Sea, the Muynak and Aral Sea History Museum, and the ships left on land, which have turned into a "Ship Cemetery", are organized.

The State Museum of Arts of the Republic of Karakalpakstan named after I.V. Savitsky to admire its priceless collections. The museum's exhibits cover folk crafts, ancient and medieval artistic traditions of Khorezm, as well as works by Uzbek and Russian artists of the 1920s and 1930s, sculpture and contemporary fine art of Karakalpakstan. The institution includes a scientific and educational department and a collection of over 90,000 items, including jewelry, textiles, wood carvings and national costumes dating back to the 1920s and 1930s, which is especially attractive to tourists.

Research Methodology

Research was conducted from 2022 to 2024 in the territory of the Ellikala district of the Republic of Karakalpakstan. Historical archaeological sites such as Tuprak-kala, Kizil-kala, Ayaz-kala, Guldirsin-kala, Kyryk Kyz-kala were studied to develop tourist routes and create infrastructure.

The study used the provisions of national and regional programs aimed at tourism development. The method of semi-structured interviews with experts and representatives of local tourism companies was used to identify problems and opportunities in tourism development. The questions focused on practical aspects such as the level of staff training, tourists' perception of the region, existing problems with infrastructure and environmental protection. The answers allowed us to formulate recommendations for improving the situation.

The field study included monitoring the state of tourism infrastructure, visiting key tourist sites in the region, and examining natural and cultural attractions. The visual analysis method allowed us to identify both positive and negative aspects related to the state of tourism facilities, their level of accessibility and service. The combination of various methods and materials allows us to fully assess the current situation in the tourism industry of Karakalpakstan and outline ways for its further development.

Analysis and Results

During the research, unique natural and architectural-historical sites, as well as the tourism potential of the Republic of Karakalpakstan, were studied.

Although the Republic of Karakalpakstan has high tourism potential, it faces a number of obstacles that hinder the full development of this area. These obstacles affect not only infrastructure, but also environmental, socio-economic and organizational factors. Let’s consider the key problems that hinder the promotion of tourism in this region.

One of the main problems is the insufficient development of the infrastructure necessary to effectively attract and serve tourists. This includes several aspects:

- insufficient development of the transport infrastructure is a serious barrier to tourism growth. Although the Republic of Karakalpakstan is located on an important transit route connecting Uzbekistan with neighboring countries, the region’s road and transport network requires serious investments to improve the quality of roads and transport links. Problems with transport accessibility limit the number of tourists, especially foreign ones, which makes the region less attractive to travel companies;

- Karakalpakstan has a shortage of hotels and other accommodation facilities that meet international standards. This affects the level of service and reduces the overall tourist experience;

- an insufficient number of travel agencies, qualified guides and specialized services, such as organizing excursion routes, and the poor development of the souvenir trade also affect the quality of tourist services. This leads to a decrease in the level of tourist satisfaction and prevents repeat visits to the region;

- Karakalpakstan is located in an area that has suffered from an environmental disaster associated with the drying up of the Aral Sea. This has a dual impact on tourism. Environmental damage and loss of natural resources. The drying up of the Aral Sea has led to a reduction in flora and fauna, environmental pollution, and deterioration in the health of local residents. At the same time, the region has become known for its “dead” zones, which attract ecotourism enthusiasts and scientific researchers, but also create environmental problems that make it difficult to develop eco-friendly tourism.

To develop tourism in Karakalpakstan, comprehensive work is needed to improve the infrastructure, which will include several important aspects:

- improving transport infrastructure, including road construction and repair, creating convenient routes and connecting the region to the international transport network, is a key factor in attracting tourists. Particular attention should be paid to the development of air and rail links with other regions of Uzbekistan and neighboring countries;
- Karakalpakstan needs to develop the hotel sector. This can be done by attracting international hotel operators, as well as developing small family hotels and agrotourism. It is important to create comfortable conditions for tourists to relax that meet modern standards;
- development of tourism infrastructure requires the creation of information centers, development of guidebooks, maps and electronic platforms where tourists can get all the necessary information about the region and routes. Tour operators and guides familiar with the cultural and historical features of the region will be able to add value to the tourist experience;
- it is important to develop sustainable tourism methods that would help preserve the region's historical and cultural monuments. Introducing rules for visiting archaeological zones, restricting access to certain sites, and developing a responsible approach among tourists will help preserve the unique heritage for future generations;
- one of the most important components of tourism development is the training of highly qualified personnel. In Karakalpakstan, educational institutions should be created that will train specialists in the field of tourism, such as guides, hotel managers, marketers and other specialists. This will improve the level of service and create a positive image of the region among tourists;
- investments are needed for the effective development of tourism in Karakalpakstan. These can be both state and private investments, as well as the participation of international organizations. It is important to develop state programs and initiatives that will be aimed at the development of tourism, including subsidizing the construction of tourist infrastructure facilities and stimulating private investors;
- local initiatives can also play a key role in tourism development. It is important to involve local communities in the creation and maintenance of tourist sites, as well as in organizing cultural and environmental events that can be attractive to tourists.

Conclusions

Tourism in Karakalpakstan has great potential for development if measures are taken to improve infrastructure, preserve natural and cultural resources, and create a favorable environment for business and local initiatives. Creating and maintaining sustainable tourism that will contribute to the economic growth of the region and improve the quality of life of local residents requires an integrated approach from the government, business and society. It is important to take into account the unique features of the region and use them to attract tourists, while ensuring sustainability and environmental safety. Key aspects of success are improving the educational base, training personnel, creating an effective marketing strategy and supporting local initiatives. Only joint efforts of the state, business and local communities will be able to unlock the full potential of tourism in Karakalpakstan and ensure its long-term and sustainable growth.

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