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Buxoro davlat universiteti
Ingliz adabiyotshunosligi va tarjimashunoslik kafedrası**

**ADABIYOTSHUNOSLIK VA
TARJIMASHUNOSLIKNING DOLZARB
MUAMMOLARI: ADABIY JARAYON, QIYOSIY
ADABIYOTSHUNOSLIK, USLUBSHUNOSLIK VA
TILSHUNOSLIK MASALALARI**

xalqaro miqyosidagi ilmiy-amaliy anjuman

MATERIALLARI

2025 yil, 18 oktyabr

Buxoro

b) Thematic Units:

Instead of focusing on isolated stories, teachers can organize lessons around thematic units such as “American Folklore,” “The American Dream,” or “Social Issues in American Literature.” Within these units, students can explore various stories that tie into a central theme, facilitating deeper understanding and more dynamic discussions.

c) Multimedia Approaches:

In addition to traditional reading and discussion, teachers can use multimedia resources such as film adaptations, podcasts, or audio recordings of stories. For instance, students could listen to a podcast discussing the life of Harriet Tubman, then read a related story, reinforcing both their listening comprehension and cultural understanding.

d) Cross-Cultural Comparisons:

In classrooms with diverse backgrounds, American stories can serve as a springboard for cross-cultural comparisons. Students can compare American stories with similar stories from their own cultures, reflecting on universal themes and exploring how different cultures approach similar moral and social dilemmas²⁸.

Conclusion. The integration of American stories into English teaching offers a multi-dimensional approach to language learning. These stories do more than just teach vocabulary or grammar—they provide students with a deeper understanding of the culture, history, and values of the United States. Whether through the enchanting world of folklore or the thought-provoking insights of American literature, American stories help bridge the gap between language and culture. As educators continue to embrace innovative methods of teaching, American stories remain a timeless and invaluable resource for promoting language development, cultural understanding, and critical thinking.

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ANALYSIS OF THE EXERCISES OF THE BOOK “GUESS WHAT ” FOR 5TH GRADE PUPILS BY USING DOK FRAMEWORK

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Abstract. This article analyzes the exercises in the English learner’s book “Guess What” for 5th grade pupils, using the Depth of Knowledge (DOK) framework as the evaluative criteria. The study aims to determine how well the book’s tasks align with DOK levels 1–4 and to identify strengths and gaps in cognitive demand across units. A content analysis was conducted on a representative sample of exercises, with each task coded for DOK level, skill focus, and alignment with language objectives. Results indicate a distribution skewed toward lower DOK levels in routine practice items, with fewer tasks that require higher-order thinking such as strategy use and justification. The findings suggest targeted revisions to increase cognitive challenge and better

²⁸ Wray, D. (2001). *Storytelling in Education: Enhancing Narrative in the Classroom*. Routledge.

scaffold higher-DOK tasks, enabling deeper comprehension and transferable language skills. The article discusses implications for teachers and curriculum designers and offers practical recommendations for enhancing the book's instructional effectiveness.

Key words: Depth of Knowledge (DOK), DOK levels 1–4, Guess What, 5th grade English, exercises analysis, cognitive demand, routine vs. higher-order tasks, task alignment, language objectives, content analysis, instructional design, curriculum development, pedagogical implications, teacher scaffolding.

Introduction. Learning English at school plays a very important role, because it is at a young and middle age that children develop basic communication skills in a foreign language. In order for learning to be successful, a properly selected textbook and exercises that help children consolidate the knowledge they have acquired are of great importance.

The Guess What textbook is a modern resource created specifically for schoolchildren. It uses interesting texts, bright illustrations and a variety of tasks that make the process of learning English more exciting and accessible for 5th grade students. However, in order to understand how effective and useful the exercises are, it is necessary to conduct a detailed analysis of them. For analysis, we use the DOK (Depth of Knowledge Framework) model. This model helps to determine the level of difficulty of the tasks and what thinking skills students develop when completing them. DOK distinguishes different levels - from simple reproduction of knowledge to deeper analysis, comparison and creative application. Thus, the goal of our work is to consider the exercises of the Guess What textbook for the 5th grade and determine how they correspond to the levels of the DOK model. This approach allows us to see which tasks help students remember words and rules, and which ones develop critical thinking, imagination, and the ability to use language in real situations.

The DOK (Depth of Knowledge) model was proposed by Norman Webb. It is used in pedagogy to determine how difficult tasks are and what thinking skills they require from students. It is very important to understand that DOK does not measure how "difficult" a task is, but rather shows what level of thinking is required to complete it. Sometimes a simple task can be at a high level if it requires analysis or creativity, and sometimes a large and voluminous task can be at a low level if it is only related to the reproduction of facts. The DOK model is divided into four levels:

Level 1. Reproduction and memorization. At this level, the student simply repeats or recalls what he already knows. Here, knowledge of facts, vocabulary, rules and simple actions are important. For example: name a word, translate, repeat a grammar rule.

Level 2. Skills and concepts (basic application). Here, the student already uses the acquired knowledge in familiar situations. It requires more understanding than the first level. For example: make a sentence based on a sample, apply a rule in an exercise, find differences, explain the meaning.

Level 3. Strategic thinking. This level requires analysis, comparison, explanation and reasoning. The student must choose the method of completing the task and prove the correctness of the answer. For example: compare two texts, explain the meaning of what they read, draw a conclusion about why the character acted one way or another.

Level 4. Extended thinking (creativity and analysis). The highest level. Here the student is required not only to analyze, but also to create something new, combine different knowledge, look for non-standard solutions. For example: write your own story, prepare a project, come up with a dialogue in a new situation, conduct research.

Analysis of exercises

Level 1.

2 Listen and repeat. Then match.

1 my grandparents
2 my aunt
3 my parents
4 my uncle
5 my sister
6 my brother
7 my cousin
8 my best friend
9 my kitten
10 my puppy

a artistic b smart c friendly d funny e hardworking
f kind g naughty h shy i sporty j talkative

The image shows a vocabulary and comparison type of exercise from the textbook "Guess What!". The task asks students to: "Listen and repeat. Then connect." The exercise has two columns: the first contains pictures of family members, and the second contains a list of adjectives that describe the character or qualities of people. This exercise corresponds to level 1 of the DOK model - "Reproduction and memorization". At this level, students are only required to recall previously learned words and match them with pictures. The main task is to associate a familiar word (e.g., "my grandparents", "my aunt") with the corresponding picture and then select suitable adjectives for them (e.g., "artistic", "smart", "friendly"). This task is simple and straightforward: it does not require deep analysis, comparison, or independent reasoning. Students simply reproduce and consolidate the knowledge they have already acquired. The main goal here is to review and practice vocabulary through the combination of words and pictures.

Level 2.

7 Make questions. Then ask a friend.

Are you	more talkative	than your sister?
Is your brother	friendlier	than you?
Is your sister	more hardworking	than your brother?
Is your cousin	smarter	than your cousin?
Is your friend	more artistic	than your friend?

Are you friendlier than your sister?

Yes, I am!

This task belongs to level 2 of the DOK model - "Skills and concepts", as it requires students not only to reproduce information, but also to apply the learned grammar rule in a new situation. Students must use the structure of comparative adjectives to construct sentences. In the

exercise, they need to combine elements from three columns (subject, comparative adjective and object of comparison) to get the right questions. In this way, they do not just repeat one memorized sentence, but actively construct different options. To successfully complete the task, it is important for students to understand the concept of the comparative form itself and apply it in practice. For example, they can form a question: "Is your brother smarter than your cousin?" This requires not only knowledge of the form of adjectives, but also the ability to combine different pieces of information into a single whole. Thus, the task helps to develop a higher level of understanding: students practice constructing sentences, understand grammatical logic and learn to flexibly apply the rule in different situations.

Look below! What are these children good at?

17 **CD 2** **Read and listen.**

Hot shots
Brad Miller and his older sister, Casey, are from the United States. Brad is eleven, and Casey is thirteen. They're both sporty, and they're both very good at playing basketball.

Brad and Casey play on basketball teams. The other players on their teams are older and taller than them, but Brad and Casey are the star players. They practice basketball every day. Someday they want to play for the Los Angeles Lakers.

Smart artists
Abby and Bianca Watson are twins. They're twelve years old, and they're from the United Kingdom. They're very good at art, and they like painting with bright colors. The twins sell their paintings in stores and art galleries.

This painting is by Abby. It's called "Nature."

18 **Read again and answer the questions.**

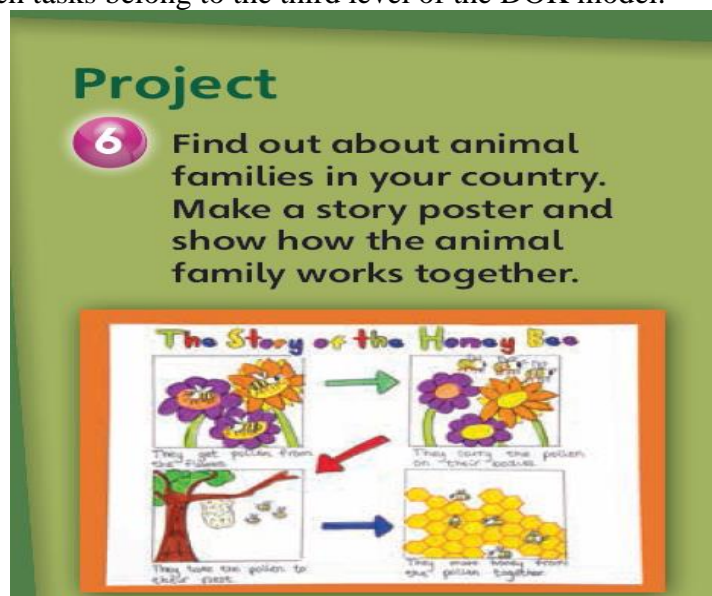
- 1 Where are Brad and Casey from?
- 2 Who is older, Brad or Casey?
- 3 Are Brad and Casey hardworking?
- 4 Are Abby and Bianca from France?
- 5 Is Bianca older than Abby?
- 6 Where do they sell their paintings?

This exercise is related to Level 3 of the DOK model — "Strategic Thinking" — as it requires students to go beyond simply reproducing facts. Some questions (for example, question #1: "Where are Brad and Casey from?") can be attributed to Level 1, as they only involve finding specific information in the text. However, other questions require more complex actions — analysis, comparison of facts, and conclusion. For example, question #2 ("Who is older, Brad or Casey?") and question #5 ("Is Bianca older than Abby?") require not just reading one sentence, but finding information about the characters' ages in different parts of the text, comparing them,

and making the right conclusion. Here, the student must independently “collect” information to get an answer, because the text does not directly say: “Brad is older than Casey” — this must be inferred from the facts.

Similarly, question #3 (“Are Brad and Casey hardworking?”) requires finding evidence in the text. For example, if the text states that “They practice basketball every day,” the student must interpret this as a sign of hard work and justify their answer. This task is not limited to finding one word or phrase, but requires evaluating information and reasoning.

Thus, this type of question develops students’ analytical skills, the ability to find and interpret evidence, and to form their own conclusions. This is much more difficult than simply finding a fact, so such tasks belong to the third level of the DOK model.



This project is a prime example of DOK Level 4 because it requires students to engage in extended thinking and synthesis. It is not a quick, single-answer task. Students must first research a topic ("animal families in your country"), which involves gathering information from multiple sources. Then, they must synthesize this information to create a coherent narrative or "story" that shows how the family "works together." Finally, they must design and produce a poster to present their findings. This entire process is non-routine and complex. It involves multiple steps, requires students to make connections between different pieces of information, and culminates in a unique, student-created product.

Conclusion. Based on the analysis of the exercises, we can conclude that the textbook "Guess What!" is designed in such a way that the tasks gradually become more complex and cover different levels of cognitive activity. At first, the exercises are aimed at a simple level (DOK 1 - reproduction and memorization): students repeat words, match them with pictures, reinforce basic vocabulary and rules. Then the tasks move to level 2 (application of knowledge), where students already use the studied grammatical structures and vocabulary in new situations. Here, it is important not only to remember the material, but also to be able to apply it correctly. The next stage is level 3 (strategic thinking and analysis). At this level, students must compare information, draw conclusions, find evidence in the text and argue their answers. This helps to develop the ability to analyze and critically evaluate information. Finally, the exercises reach level 4 (extended thinking and creative work). Here, students create their own projects, come up with dialogues, write stories, that is, use language as a means of expressing their own ideas. Thus, the structure of the textbook is built logically and consistently: from simple tasks to more complex ones. This approach ensures comprehensive learning, in which students not only memorize words and rules, but also learn to think, analyze and creatively apply English in real situations.

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АЛЛЮЗИЯ – СТИЛИСТИКА АНГЛИЙСКОГО ЯЗЫКА

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Аннотация. В данной статье раскрывается сущность одного из тропов - аллюзии, определяется его функция в устной и письменной речи, а также роль в лингвистике и исследуются его семантические особенности. Объясняет способности писателя. В статье представлены обобщенные результаты рассмотрения структурно-семантических и прагматических особенностей аллюзии из произведений. Аллюзия была методологически изучена на примерах функциональности.

Ключевые слова: современный, исследование, термины, аллюзия, метафора, лингвистика.

Количество терминологических исследований в лингвистике постоянно растет. Это имеет особое общественное значение. Исследования в этой области представляют большую ценность. Пересмотр терминологических систем в современной терминологии характерен не только для естественных, но и для гуманитарных наук. Сегодня терминология и термины гуманитарных наук привлекают все больше внимания терминологов. Интерес исследователей обусловлен тем, что изучения терминологических систем гуманитарных наук недостаточно для удовлетворения потребностей современного общества. Филологическая терминология включает терминологические системы. Лингвистика и литературная критика являются терминологическими системами в различных областях этих дисциплин. В примере с нашими основными терминами исследование рассматривает терминологию. Это один из старейших в области терминологии и филологии. Это один из факторов, который эффективно влияет на слушателя и используется авторами во многих произведениях.

Слово «аллюзия» происходит от греческого слова «allude», что означает «переименовывать» или «вместо». Аллюзия - это подмена имен человека, которого хвалят за то, что он храбрый, трусливый, сердитый, умный и ревнивый. Даже в повседневных разговорах мы используем антонимы, чтобы хвалить или оскорблять кого-то. Метафора может звучать как аллюзия, но это не совсем то же самое. В речи нет сравнения; ромб будет заменен на собственное имя. Аллюзия - это форма речи, в которой используется соответствующий эпитет (прилагательное) или призыв цитировать человека или предмет, а не исходное название речи. Проще говоря, аллюзия - это риторический способ присвоения имени или титула кому-то или чему-то.

Отметим, что трактовка аллюзия во многом зависит от филологии. Например, лексикология раскрывает лингвистическую природу аллюзия, которая имеет свои особенности понимания. Аллюзия была методологически изучена на основе приведенных выше определений и примеров функциональности. Определяя аллюзия, мы пришли к выводу, что распространение услуг было законным. Места, в которых референтом имени, участвующим в создании стилистики, является запись - это лицо, а также анимированный референт случаев аллюзия. В художественной литературе часто используется аллюзия, и подобные случаи аллюзия характеризуются изображением неодушевленного объекта. В этом примере

MUNDARIJA

I SHO‘BA. ADABIYOTSHUNOSLIK MUAMMOLARI. ADABIYOT, SAN‘AT VA ZAMON. ADABIYOTDA VA TILSHUNOSLIKDA MILLIY QADRIYAT VA MA‘NAVIYAT MASALALARI. QIYOSIY ADABIYOTSHUNOSLIK.	4
Xodjayeve Dilafrō‘z Izatilloevna. INGLIZ VA O‘ZBEK TILLARIDA LINGVODIDAKTIK TERMINLAR TASNIFI	4
Haydarov Anvar Askarovich, Sharipova Feruzabonu. THE USAGE OF THE CATEGORY OF MODALITY IN ENGLISH AND ITS LINGUOCULTUROLOGICAL CHARACTERISTICS	6
Jurayeva Guljakhon. THE LINGUISTIC PERSONALITY IN POLITICAL DISCOURSE: STRATEGIES, PROJECTION, AND PERSUASION	9
Jalilova Lola Jalilovna, Hamidova Xonzodabegim Niyoziyevna. ADVANCEMENTS IN TECHNOLOGY AND THEIR ROLE IN ADDRESSING LINGUISTIC-ETHNIC BARRIERS.....	11
K. Juraeva, B. Akhmedova. LINGUOCULTURAL REPRESENTATION OF THE CONCEPT OF “COURAGE” IN THE CONTEXT OF LITERATURE AND NATIONAL SPIRITUALITY.....	13
Farmanova Dildora Ashurovna. AGRICULTURAL ETHNOGLOSSAS IN ENGLISH AND UZBEK LITERATURE: A COMPARATIVE ETHNOPOETIC STUDY	14
Aliyeva Gylshan Hamzayevna. INGLIZ MADANIYATIDA GENDER STEREOTIPLARINING MEDIAMATNLAR ORQALI NAMOYON BO‘LISHI: LINGVOMADANIY TAHLIL	17
Gulnoza Jumaeva. APPLICATIONS OF CORPORA IN LANGUAGE EDUCATION.....	19
Khikmatova Dildora Furkatovna. COGNITIVE LINGUISTICS AND CULTURAL LINGUISTICS: FEATURES AND DIFFERENCES.....	22
Raximov Mubin Murodovich. QONUN HUJJATLARI MATNI USLUBINING O‘ZIGA XOS JIHATLARI	23
Khusenova Mehriniso Uktamovna. CLASSIFICATION OF ASTRONOMICAL TERMS IN ENGLISH AND UZBEK BASED ON THEIR FORMAL AND SEMANTIC RELATIONS.....	25
Malikajon Fayzieva. EMPOWERING STUDENTS’ ENGLISH LEXICAL COMPETENCE VIA CORPUS ANALYSIS AND INNOVATIVE TECHNOLOGIES IN INCLUSIVE EDUCATION	27
Haydarova Nodirabegim Ahtamjon qizi. BADIY DISKURSNING SINTAKTIK, SEMANTIKA VA PRAGMATIK OMILLARI XUSUSIDA.....	29
Mahmudova Dildora Murodilloyevna. KORPUSNI YARATISHDA TILSHUNOSLIK ASOSLARINI SHAKLLANTIRISHDAGI MUAMMOLAR	31
 2- SHO‘BA. BADIY TARJIMANING O‘ZIGA XOS XUSUSIYATLARI. TARJIMASHUNOSLIK VA CHOG‘ISHTIRMA TILSHUNOSLIK MASALALARI. MUALLIF VA MATN USLUBI. BADIY ASARLARNING TIL VA USLUB XUSUSIYATLARI.	34
Dilrabo Alimova Bahodirovna. RUS ADABIYOTIDA GIMN JANRI.....	34
Mehrinigor Akhmedova, Ikromova Iqbol. EFFECTIVE STRATEGIES TO TACKLE THE PROBLEM OF TRANSLATION OF CULTURE-BOUND WORDS IN A CONTEXT	36
Mamatova Dilrabo . EDVARD FITSJERALDNING UMAR XAYYOM RUBOIYLARI TARJIMASIDA EPISTEMIK SHUBHANING OCHIB BERILISHINING TAHLILI	38
Kasimova Rano Raxmatulloyevna, BADIY NASRNING RITMIK ARHITEKTONIKASI VA TARJIMA MUAMMOLARI	41
G.P.Nazarova. GENDER APPROACHES IN TRANSLATION STUDIES: WESTERN AND RUSSIAN PERSPECTIVES.....	44
Nargiza Savriyevna Zokirova. DISTINCTIVE FEATURES OF LITERARY TRANSLATION: A COMPARATIVE PERSPECTIVE ON ENGLISH AND UZBEK TRADITIONS	46
Saidova Shaxinabonu Shavkat qizi, Kilicheva Mehriniso Rajabovna. TARIXIY-BIOGRAFIK ROMANLAR TARJIMASIDAGI LEKSIK MUAMMOLAR.....	47
Nargiza Savriyevna Zokirova, Dilmuradova Marjona Otabek qizi. THE DIVERSITY OF SYNONYMS AND ANTONYMS IN TRANSLATION	49
Ruzimurodova Zarifa Gafurovna. SEMANTIC AND PRAGMATIC TRANSFORMATIONS IN TRANSLATION.....	50
Kendjayeva Gulrukh Fattilloevna, Zikriyoyeva Laylo Alisherovna. THE COMPARATIVE ANALYSIS OF PHRASEOLOGICAL UNITS IN “DAYS GONE BY” BY ABDULLA QODIRIY	52

Nargiza Savriyevna Zokirova, Hasanova Sevinch Said qizi. EMOTIONAL EQUIVALENCE IN LITERARY TRANSLATION: PRESERVING READER’S ATTENTION.....	54
Narzullayeva Firuza Olimovna, Shodiyeva Madinabonu Shavkat qizi. CULTURAL IDENTITY THROUGH SOMATIC EXPRESSION	56
Narzullayeva Firuza Olimovna, Tuymuradova Rukhsorabonu Rasulovna. SOMATIC UNITS IN UZBEK PROVERBS AND THEIR NATIONAL-CULTURAL INTERPRETATION	58
Laylo Khaydarova, Parizoda Rakhmatova. TRANSLATION OF BUSINESS-RELATED TEXTS.	60
Utkurova Shaxinabonu Otabek qizi, Kilicheva Mekhriniso Rajabovna. THE REFLECTION OF AFGHAN CULTURE IN LITERARY TRANSLATION ON THE EXAMPLE OF KHALED HOSSEINI’S WORKS.....	62
Laylo Khaydarova, Hilola Sobirova. PECULIARITIES OF TRANSLATING EDUCATION CULTURE-BOUND WORDS (REALIA) FROM ENGLISH INTO RUSSIAN	64
Yu.Ch.Mehmonova, Z.O’.Farxodova. TARJIMADA EKVIVALENTLIK NAZARIYASI	66
Laylo Khaydarova, G’aybulloyeva Marjonabonu. DIFFICULTIES IN TRANSLATION OF NEOLOGISMS.	68
O’roqova Mehriniso O’ktamovna. LINGVISTIK TAMOYILLAR VA BADIY TARJIMANING O’ZIGA XOSLIGI	69
Nasridinova Sitara Utkirovna. STYLISTIC AND TRANSLATIONAL ANALYSIS OF J. RITCHIE’S “SHATTERPROOF” AND ITS UZBEK VERSION “AJALNI CHALG’ITIB”	72
Yusupova Ra’no Davronovna. METAPHORICAL EXPRESSIONS RELATED TO THE PANDEMIC IN UZBEK AND ENGLISH PRESS: A LINGUOCULTURAL ANALYSIS.	74

3 – SHO‘BA. XORIJIY TILLARNI O‘RGATISHDA ADABIYOTNING ROLI. ZAMONAVIY PEDAGOGIK TEXNOLOGIYALARNING CHET TILLARINI O‘RGANISHDAGI ROLI.

Bakaeva Muhabbat Kayumovna, Shodieva Shakhinabonu. THE CRITICAL VIEWS ON THE RELATIONSHIP BETWEEN ARTIFICIAL INTELLIGENCE AND REAL LIFE IN I. ASIMOV’S “I, ROBOT”.....	77
Khajieva Feruza. MAQSUD QORIYEV’S “IBN SINO” AND NOAH GORDON’S “THE PHYSICIAN” THROUGH CULTURAL MEMORY THEORY	79
Nilufar Jamoliddinova. DIFFERENTIATED INSTRUCTION FOR MIXED-ABILITY LANGUAGE CLASSES IN THE CONTEXT OF UZBEK EDUCATIONAL REFORMS	85
Nilufar Jamoliddinova. O‘ZBEKISTON TA‘LIM ISLOHOTLARI KONTEKSTIDA DIFFERENTSIYAL KO‘RSATMALAR TURLI TIL DARAJADALI SINFLARIDA DIFFERENSIAL KO‘RSATMALAR.	86
Qurbonova Nodira Roziqovna, Sharipova Komila Usmonovna. P. L. TRAVERS AND THE FOUNDATIONS OF DOMESTIC FANTASY	88
Kurbonova Nodira Rozikovna, Latipova Raykhon Fakhridinovna. SHADOWS AND MIRRORS – A COMPARATIVE ANALYSIS OF FEMALE ARCHETYPES IN CHARLOTTE BRONTË’S NOVELS WITH EMPHASIS ON JANE EYRE	91
Khaitova Dilsora Tokhirovna. THE ROLE OF AMERICAN STORIES IN ENGLISH TEACHING	93
Nazarova Gulbahor Pirmanovna, Kunto’g’diyeva Inobatxon G’ofurovna. ANALYSIS OF THE EXERCISES OF THE BOOK “GUESS WHAT ” FOR 5 TH GRADE PUPILS BY USING DOK FRAMEWORK	97
Ачилова Рисолат Аъзамовна. АЛЛЮЗИЯ – СТИЛИСТИКА АНГЛИЙСКОГО ЯЗЫКА.....	102
Ziyodullaev A.R. THE CONTRIBUTION OF LITERATURE IN EXPANDING THE SCOPE OF EPONYMS	103
Achilova Risolat Azamovna. ALLUSIONS BASED ON THE NAMES OF HISTORICAL FIGURES	106
Xajiyeva Feruza Melsovna, Sharipova Parvina Shuxrat qizi. TARA KAMPBELLNING “MIDNIGHT AT THE ORGANPORIUM” (ORGANPORIUMDA YARIM TUN) NOMLI MITTI HIKOYASIDA FANTASTIKA VA REALIZMNING UYG‘UNLIGI.	108
Yazdonova Makhfuza Alisher kizi, Lexicographic Changes in Literary Texts	110
Qurbonova Nodira Roziqovna, Sharipova Nargiza Sheramat qizi, REPRESENTATION OF SOCIAL ISSUES IN OLIVER TWIST BY CHARLES DICKENS	111
Jalilova Lola Jalilovna, Inoyatova Zarina. SHAW’S DRAMATIC ARCHITECTURE: A STUDY OF FORM AND FUNCTION	114
Safarova Zilola Tolibovna, Ergasheva Gulshoda Ortigjon qizi. THE GENESIS OF THE GOTHIC NOVEL GENRE AND ITS PLACE IN LITERATURE	116

Z.T.Safarova, S.U.Jurayeva. THE DEPICTION OF TECHNOLOGY, HUMANITY, AND SOCIAL ISSUES IN "NEUROMANCER" BY WILLIAM GIBSON	118
Jalilova Lola Jalilovna, Mexrangiz Oromova. TEACHING THROUGH FANTASY: THE DIDACTIC FUNCTION OF THE FANTASTIC IN ROALD DAHL'S CHILDREN'S FICTION	120
Safarova Zilola Tolibovna, Amonova Gulnoza. THE RELATIONSHIP BETWEEN ADULTS AND CHILDREN IN KH. TUKHTABOYEV'S "HEAVENLY PEOPLE"	123
Niyazova M.Kh. UNIQUE NAMES AND THEIR HIDDEN MEANINGS IN UZBEK AND ENGLISH FAIRY TALES	126
Niyazova Moxichehra Xayatovna, Akramova Maftuna. THE UNITY OF LITERATURE AND MORAL UPBRINGING IN LUCY MAUD MONTGOMERY'S LEGACY	128
M.R.Kilicheva. RELIGIONIMLARNING SEMANTIK TURLARI VA FUNKSIONAL TASNIFI	130
Kilicheva Mekhriniso Radjabovna, Mukhammedova Niginabonu Muminovna. THE ROLE OF THE UNRELIABLE NARRATOR IN REVEALING POSTMODERN CONSCIOUSNESS IN MARTIN AMIS'S "TIME'S ARROW"	132
Fayziyev Baxodir Baxshilloevich. J.K. ROWLING ASARLARIDA ONOMATOPEYA VOSITALARINING LINGVOPOETIK XUSUSIYATLARI (HARRY POTTER MISOLIDA)	135
Quvvatova Shaxlo Choriyevna. XOLID HUSAYNIY ASARLARIDAGI G'OYALAR.....	137
Qudratova Sitora Olimovna. B. HART HIKOYALARIDA AYOL OBRAZI TASVIRI.....	138
Hamidova Iroda. EXPLORATION OF HISPANIC IDENTITY IN RUDOLFO ANAYA'S <i>BLESS ME, ULTIMA</i>	140
Sayfilloyeva Aziza Sulaymonovna. THE ROLE OF LITERATURE IN TEACHING FOREIGN LANGUAGES.	142
N.B.Aminova. Edvard Said ijodida "orientalizm" nazariyasining adabiy talqini	144
Raxmatova Shahrizoda Baxtiyorovna. DIFFERENSIAL YONDASHUV TUSHUNCHASI VA UNING KELIB CHIQISH TARIXI	145
Ismailova Sitora. SAYOHAT ADABIYOTIDA MILLIY QADRIYAT VA MA'NAVIYAT MASALALARI.....	147
G. R. Muqimova. FILOLOGIYA FANLARINI O'QITISHDA FANLARARO INTEGRATSIYA.....	148
Azimjonova Elena Tulkunovna. THE IMPACT OF SOCIAL-EMOTIONAL LEARNING ON IMPROVING LISTENING COMPREHENSION IN EFL INSTRUCTION.....	151
Sadullaev Feruz Bakhtiyorovich, Sattorova Orzigul Jakhon kizi. THOMAS VULFNING "YOU CAN'T GO HOME AGAIN" ROMANIDA JAMIYAT VA SHAXS MUNOSABATLARI	153
Nazarova Gulbahor Pirmanovna, Odilova Nozima Nizomiddinovna. O'ZBEK XALQ ERTAKLARINI RAQAMLASHTIRISH VA ATU TIZIMIDA KLASSIFIKATSIYALASH VA YAGONA PORTAL YARATISH DOLZARBLIGI	155
Kendjaeva Gulrukh Fattilloevna, Ubaydullayeva Feruza Elyorjon qizi. COGNITIVE SCHEMAS AND THE CONSTRUCTION OF MEANING IN O. HENRY'S SHORT STORIES	157
Kendjaeva Gulrukh Fattilloevna, Ochilova Gulruxsor Azamatovna. PRESERVING METAPHOR IN THE TRANSLATION OF ENGLISH PROVERBS INTO UZBEK: SEMANTIC SHIFTS IN THE TRANSLATION PROCESS.....	159
Yu.Ch.Mehmonova. Diskurs tushunchasi va uning lingvokulturologik talqini	162
Aliyeva Gyulshan Hamzayevna. O'ZBEK TELEKO'RSATUVLARIDA GENDER STEREOTIPLARNING LINGVOMADANIY IFODASI ("YOR-YOR" VA "AYOL QALBI" MISOLIDA)	164
Khayrulloeva Sitora Lutfulloevna. HUSSERLIAN APPROACH TO NATHAN ZUCKERMAN.....	167
Sayliyeva Moxinur Raxmiddinovna. BADIY MATNDA LEKSIK-PRAGMATIK VOSITALARNING IFODAVIY IMKONIYATLARI: ABDULLA QAHHORNING "BEMOR" HIKOYASI MISOLIDA.	169
Nargiza Savriyevna Zokirova, Rustamova Shakhrixoda Istamovna. LITERATURE AS A TOOL FOR DEVELOPING INTERCULTURAL COMPETENCE IN FOREIGN LANGUAGE TEACHING THROUGH MODERN PEDAGOGICAL TECHNOLOGIES	171
Ismatillayeva Moxinur Sayfiddin qizi. KETRIN MENSFILD IJODIDA MODERNIZMNING AKS ETISHI.	173
Izamova Nigina O'ktamovna. DETEKTIV ASARLARDA MILLIY QADRIYAT VA MA'NAVIYAT MASALARI	174
Oripova Kamola Davlatovna. O'ZBEK VA FRANSUZ BOLALAR ADABIYOTIDA YETIMLIK TRAVMASI VA PSIXOLOGIK BARDOSHLILIK: G'AFUR G'ULOM "YODGOR" VA GEKTOR MALO "OILASIZ" ASARLARI MISOLIDA.....	176

Sayidova Shahrizoda Nasrulloevna. VIEWS ON THE ENLIGHTENMENT OF AMIR TIMUR IN HILDA HOOKHAM'S "TAMBURLAINE THE CONQUEROR"	182
Radjabova Madina Rahim qizi. STELLA MARRIS: PHILOSOPHICAL DEPICTION OF FEMALE CONSCIOUSNESS.....	184
Olimova Gulruh Shavkatovna, AESTHETIC PARADIGMS OF MODERNISM IN ENGLISH LITERATURE: A NEW MODEL OF ARTISTIC THINKING.....	186
Sobirova Nurxon Barot kizi. METAFICTION AS CULTURAL CRITIQUE: POWER, IDEOLOGY, AND NARRATIVE SELF-AWARENESS	188
Khudoyorova Nafisa Baxtiyarovna. THE IMAGE OF THE INTELLECTUAL IN THE WORKS OF ABDURAUUF FITRAT AND SAMUEL JOHNSON	191
Amonova Dilshoda Azamat qizi. DEN BRAUNNING "RAQAMLI QAL'A" (DIGITAL FORTRESS) ROMANIDAGI TRAGIK OBRAZLAR TALQINI	193
Xikmatova Nargiza Ravshanovna, METAFICTION: RESHAPANING THE CONNECTION BETWEEN LITERATURE AND HISTORY.....	196
Xaydarova Dilbar Ixtiyorovna. EDUCATION, ECONOMY, AND EMPOWERMENT: THE PROTO FEMINIST VISION OF JANE AUSTEN'S FICTION	197
Berdiyeva Nasiba Rustamovna. HYBRID FEATURES OF THE SELF-HELP GENRE: A DIDACTIC AND LITERARY ANALYSIS	199
Khametov Iskander Rashidovich, THE DIGITAL TURN IN LITERARY LANGUAGE :NEOLOGISMS AND NETWORKED NARRATIVES	201
Bafoyeva Roxila Valijonovna. POSTMODERNIZMDA INTERTEKSTUALLIK, PARODIYA VA PASTISHNING DEKONSTRUKTIV FUNKSIYASI: TOMAS PINCHON ASARI MISOLIDA ADABIY TAHLIL	203
Tursunova Marxabo Raxmonovna. THE INTERCONNECTION OF LOVE, ETHICS AND LITERATURE IN JOJO MOYES'S WRITING.....	205
Kilicheva Mekhriniso Radjabovna, Mukhammedova Niginabonu Muminovna. THE ROLE OF THE UNRELIABLE NARRATOR IN REVEALING POSTMODERN CONSCIOUSNESS IN MARTIN AMIS'S "TIME'S ARROW"	206
Qurbonova Dilnoza Olimovna. REKLAMALARDA BOLALARGA MO'ljALLANGAN OZIQ-OVQAT VA ICHIMLIK REKLAMALARINING MAZMUNYIY TAHLILI.....	208
Pulatova Sabina Sharifovna, Periodization of Vladimir Nabokov's literary career	210
Rakhimova Nilufar Giyasovna. PLOT CONSTRUCTION AND THE COMPOSITION OF THE MYSTERY REVEAL IN DETECTIVE FICTION	212
Turakulova Mukhayyo Sevdior qizi. INGLIZ VA O'ZBEK ADABIY DISKURSIDA "MARDLIK" TIMSOLINING LINGVOMADANIY TAHLILI.....	215
Khusenova Zarina Nurilloevna. WOMEN, INDEPENDENCE, AND SOCIAL CONSTRAINT IN JANE AUSTEN'S "PRIDE AND PREJUDICE".	217
Khusenova Zarina Nurilloevna WOMEN, INDEPENDENCE, AND SOCIAL CONSTRAINT IN JANE AUSTEN'S "PRIDE AND PREJUDICE".	217
Ismatova Mohigul To'yevna CHO'LPON SHE'RIYATIDA IJTIMOY – SIYOSIY VOQELIKNING RAMZIYLASHTIRILISHI.....	219
Kaxorova Nargiza Nusratovna. Corpus Linguistics	222