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

*xalqaro miqyosidagi ilmiy-amaliy anjuman*

**MATERIALLARI**

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**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 dilemmas<sup>28</sup>.

**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 5<sup>TH</sup> 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

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<sup>28</sup> 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 CON 17 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 My World Make questions. Then ask a friend.

Are you Is your brother Is your sister Is your cousin Is your friend	more talkative friendlier more hardworking smarter more artistic	than your sister? than you? than your brother? than your cousin? than your friend?	Are you friendlier than your sister?  Yes, I am!
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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 28 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

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