

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ТАЪЛИМ, ФАН ВА
ИННОВАЦИЯЛАР ВАЗИРЛИГИ**

БУХОРО ДАВЛАТ УНИВЕРСИТЕТИ

**TRANSLATION AND INTERCULTURAL
COMMUNICATION THROUGH THE
ENGLISH LITERATURE AND LINGUISTICS**

Xalqaro miqyosdagi ilmiy-amaliy anjuman

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Мақолаларни тўпловчи ва нашрга тайёрловчи Таржимашунослик ва лингводидактика кафедраси ўқитувчилари Л.Х.Хайдарова ва Ш.Д.Холова

Ушбу тўпламда жамланган мақолалар қиёсий тилшунослик, таржимашунослик ва маданиятлараро мулоқот масалалари, қиёсий адабиётшунослик ва адабий оқимлар ривож масалалари, хорижий тилларни ўқитишнинг замонавий ёндашувлари ва истиқболлари, Ўзбекистонда таржима мактаби яратиш ва уни ривожлантиришда инновацион ғоя ва технологияларни қўллаш масалалари доирасида мутахассисларнинг тажриба ва фикр алмашинувини таъминлашга хизмат қилади.

und Anatomie-Experten entdeckte, der alle Gesetze der Philosophie kennt. Mit 25 Jahren sprach Goethe fließend Griechisch, Latein, Französisch, Italienisch, Englisch und Hebräisch und lernte Russisch und Schwedisch. Shakespeare, Spinoza und Linneys betonen in ihrer Größe ihren Dienst. Zur Zeit der Universität Straßburg traf Goethe den großen Pädagogen G. Geder (1744 - 1803), der seine Vision nachhaltig prägte. Gerder hat Goethe direkt dabei unterstützt, ein Vertreter der deutschen Literatur zu werden.

Goethe begann seine praktische Laufbahn 1772 am Reichshof Venslau. Er muss sich eine Weile mit Jurten befassen. Als einer der Bekannten des Vanslau die Bitte eines Freundes erhielt und ablehnte, war er zutiefst beunruhigt über seinen Tod und wandte sich 1975 der usbekischen Sprache zu. Die Arbeit wurde vom deutschen Sprachspezialisten, einem bekannten Übersetzer, dem deutschen Sprachexperten Yanglishay Egamova, ins Deutsche übersetzt. Verter Liebe ist verzweifelte Liebe! Lotta wird zu seinem mutigen Freund Albert gedrängt. Verter verlässt die Stadt Venslau vollständig, um die Stimmung der Ehe nicht zu verderben:

-wenn sie sich sahen, meine Besten, in dem schwal von zerstreung? Wie aufgetrochnet meine Sinne worden, nicht einen Augenblick der Fulle, des Herzens, nicht eine selige Stunde? Nicht!... des Abendens nehme ich mir vor, den Sonnenaufgang zu genieben.

O'zbekcha variant:

Malagim, shu parishon – xotirlik girdobida meni bir ko'rsangiz edi! Qalbm go'yo muzga aylangan! Yurakni hayajonga soluvchi na biror lahza, na biror lazzatli on bor! Hech narsa! Hech narsa yo'q! ... Quyosh chiqishini kuzatishni kechqurunog mo'ljallab qo'yaman (97 bet).

Die Übersetzung des sehr coolen, attraktiven "Sonnenaufgang zu genieben" erfolgt in Form von "Sonnenschein genieben", und die Sonne steht dem Leser in beiden Sprachen offen, da Verter die einzige ist. Goethe hat nicht nur den Geist des Feudaldeutschen des 18. Jahrhunderts offenbart, indem er sein geistliches Erbe geöffnet hat.

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FACTORS AFFECTING LANGUAGE LEARNING

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Language acquisition is a complex process that is influenced by a number of factors. An effective learning plan may be made and tailored to the talents and learning preferences of the individual with the aid of an understanding of these aspects. The method by which people learn a language, known as language acquisition, is a complex one. It covers a wide range of linguistic, social, and cognitive development issues. Here are some of the explanations for why learning a language is thought to be a difficult process.

Starting from cognitive development, it has been discovered that cognitive development is complicated and multi-staged, and that it is closely correlated with language acquisition. Infants begin to build their cognition through their interactions with the world even before they can grasp words. They gradually acquire the capacity for perception, selective attention, memory, generalization, and analysis of linguistic aspects.

Language learning is significantly influenced by cognitive development. Cognitive development is the process through which kids come to comprehend and engage with their surroundings, including their capacity to grasp and utilize language.

Infants start to develop their cognitive skills from birth, and these skills progressively get more advanced and complicated. Children are first introduced to language at this time through the words of

their caretakers, and they listen and interpret noises. Children's cognitive skills continue to improve as they age. They learn to comprehend and communicate with simple words and phrases when they are toddlers. They start to articulate single words that can express what they are going through.

Children are showing a growing potential for more complex language usage as their cognitive capacities develop. They are taught how to employ the grammatical, syntactic, morphological, semantic, and other linguistic norms. Social connections are essential for language development in addition to cognitive factors. Children pick up language through social interactions with their parents, friends, and others in their environment, in addition to being exposed to sounds, words, and grammar. Children learn to communicate in a variety of social settings, as well as different strategies to ensure intelligibility, proper listening, and taking turns while speaking.

Generally, cognitive growth is an essential part of language learning. It enables people to understand their surroundings and to learn and use the intricate linguistic rules. The gradual process of being able to communicate effectively in a particular language is the outcome of adequate exposure to language and social interaction.

Another factor which affects language learning process is its linguistic structure. Languages differ widely in terms of their linguistic structures, phonology, syntax, morphology, and other factors. Before someone can speak effectively in the language, they must master its complexity. The collection of rules and guidelines that determine how words and sentences are created and utilized in a language is known as its linguistic structure. Other linguistic elements like inflection, tense, and agreement might differ between languages. For instance, whereas verb conjugations are difficult in some languages, they are not in others. The English language has articles in but Uzbek or Russian do not have.

In order to better understand how languages function and how they are learned by people, the study of linguistic structure is crucial for both language acquisition and linguistics. The development of language teaching approaches and the production of language learning materials both benefit from an understanding of the linguistic structures of distinct languages.

Moreover, social interaction is also important. Language acquisition requires interaction with the environment on a significant level. Language acquisition is largely impacted by the environment that individual is exposed to and is not merely the consequence of natural aptitude. Furthermore, for youngsters to become motivated, interested, and confident in studying languages, their surroundings must be supportive. Children are more likely to acquire a favorable attitude toward language acquisition and a thirst for information when they are exposed to a language-rich environment, which leads to higher learning outcomes.

Overall, engagement with the society is essential for language learning and growth. The acquisition of linguistic structures and norms, as well as social communication and desire to learn the language, are all facilitated by language input and feedback from social interactions.

The last but not least, individual variables and personal qualities might affect how well a person learns a language. These elements consist of:

1. Motivation: Learning a language requires motivation, which is essential. Students who are driven to succeed in their English studies are more likely to do so than those who lack such drive. Personal objectives, hobbies, and viewpoints towards the language may all have an impact on motivation, which can be either intrinsic or extrinsic.

2. Learning preferences: Each person has a different way of learning. While some kids might favor aural or tactile learning techniques, others could choose visual assistance. Students may customize their study methods to fit their preferences by being aware of their preferred learning styles.

Cognitive skills: Memory, focus, and processing speed are examples of cognitive skills that can influence language learning. Strong cognitive learners could have an easier difficulty learning new words and grammar norms.

4. Personality qualities: Extroversion, openness, and conscientiousness are just a few examples of personality traits that might influence language learning. Extroverted students could feel more at ease honing their speaking skills in front of others, but conscientious students might be more meticulous about their study habits.

5. Prior language learning experience: Students with prior language learning experience may find it easier to learn English. They may already be familiar with language structure and grammatical conventions.

In a nutshell, cognitive development, social communication and personal characteristics have a big impact on learning EFL. Students may develop their self-awareness of their strengths and limitations by being aware of these elements.

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USING PEER-ASSESSMENT AND SELF-ASSESSMENT IN THE EFL CLASSROOM

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Learners

It can be implied from reviewed studies that peer-assessment and self-assessment are mostly applicable to students with an intermediate and pre-intermediate proficiency level in English (Ritonga et al, 2022; Fathi et al, 2021; Gualavisi, 2023; Cadena & Álvarez, 2021; Zarei & Sayar, 2014). Both adult and young learners may benefit from the process of practising both types of assessments (Esfandiari & Tavassoli, 2019).

Language skills and competences

In EFL/ESL classroom context, peer-assessment and self-assessment are reported to have been effective to increase writing performance (Fathi et al, 2021), grammatical and lexical writing accuracy (Zarei & Sayar, 2014), speaking skill (Gualavisi, 2023; Joo, 2016), reading comprehension (Esfandiari & Tavassoli, 2019), vocabulary (Ritonga et al, 2022; Zarei & Sayar, 2014), grammar, pronunciation and interactive communication (Zarei & Sayar, 2014).

Learning styles

It is recommended that teachers should design the assessment methods to suit the learning style preference favoured by most of the students in the class because students' learning styles are one of the factors affecting the accuracy and effectiveness of peer-assessment and self-assessment (Birjandi & Bolghari, 2015).

Classroom activities

There are a great number of activities that promote peer and self-assessment. Training learners to assess their peers/own work and increase feedback literacy are of paramount importance in the successful use of them in EFL classrooms. In this section, the classroom activities by Bullock D (2016) from the British Council website are presented.

<https://www.teachingenglish.org.uk/teaching-resources/teaching-secondary/activities/assessment-learning-activities-0>

Peer assessment. It can be useful to introduce peer-assessment with an activity called *'two stars and a wish'* (two things that are well done and one thing that could be improved). Another useful activity is *'Feedback sandwich'*. Students learn how to comment on their peer's work and provide constructive feedback when they are familiar with peer-assessments and more confident in using it. Additionally, making a *'learning wall'* where learners can post positive feedback about others makes the practice more effective. And then, *'peer check'*. Students are asked to examine each other's written work for specific errors, such as spelling errors, past tense verbs, etc., and to provide feedback to each other on specific points, for example, if they find it interesting, if they understood what was said, and if they had any questions. *Sharing the learning objectives on the board, eliciting the success criteria for each task, modelling new practices, and negotiating criteria* with students are suggested to increase the effectiveness.

Self-assessment. At a very early time when introducing self-assessment to students, *prompting* is important until the students learn to reflect and set goals for themselves. Here are recommended self-assessment activities/practices which promote autonomous learning in/outside the classroom. They are: *'setting goals'* (*guiding students through the process of identifying what their strengths are, what they need to improve, and any gaps in their knowledge to achieve their goals*), *'personal goals'* (encouraging learners to set their personal goals, for instance: "Tomorrow I will learn a poem by heart"), *portfolios'* (

MUNDARIJA

№	Mavzu	Ma'ruzachi	Beti
1	Til – millat ko'zgusi, madaniyat xaritasi	O.X. Xamidov	3
2	Pragmatic aspects of lingual rhythm	G.Gumovskaya	4
3	Foreign Language Teaching in a Heterogeneous Classroom: Challenges for Teachers	Markova E.S	7
4	О феномене паузы в спонтанной немецкой монологической речи	Z.B.Toshev	8
5	Practical application of corpus analyses in translation and its advances	N.B. Ataboev	10
6	Yo.B.Gyotening "Faust" tarjimalari haqida (tarjimada obrazni qayta gavdalanirish muammosi)	X.Raximov (O'zDJTU)	15
7	The role of inversion in translation and its function	N.F.Qosimova, N.B.Baratova	18
8	Intertextuality in translation	N.F.Qosimova, Z.R.Obloqulova	20
9	Frazeologik birikmalarning leksik-semantik belgilari asosida tasnifi	N.F.Qosimova, S.A.Muhammadova	21
10	The significance of corpus linguistics in the field of translation	N.B.Ataboyev B.Sh. Yodgorova	23
11	Aphorisms and its origination	Z.B.Toshev, M.B.Nurmukammedova	25
12	Описание туристической терминологии как совокупности тематических группировок в русском языке под влиянием английского языка	З.Б.Тошев, Д.М.Хакимова	26
13	Asliyatdan tarjimada lingvokulturemalarning ahamiyati	M.M.Raxmatova, D.E.Beknazarova	29
14	Понятие академической честности и её основные принципы	M.M.Raxmatova, .U.Bekniyozova	31
15	Ingliz tilida o'zbek she'riyati tarjimasi muammolari	R.RBobokalonov, Sh.S.Bobokalonova	33
16	Translation of newspaper headlines based on the newspaper "The Times"	O.M.Fayzulloyev, G.F.Rakhimova	35
17	"Spirituality" terminining ўzbek tili-ga tarjima qilinish usullari va masalalari	M.B.Axmedova	37
18	Angliya adabiyotida modernizmning xususiyatlari	G.P.Nazarova, Sh.B.Raxmatova	38
19	Amerika adabiyotida hikoya janrining shakllanishi	G.P.Nazarova, S.U.Nasridinova	41
20	Cultural and cognitive features of a connotative meaning	A.A.Fayziyeva	43
21	Time concept in different cultures	Fayziyeva A.A, Fazlidinova P.	44
22	Principles of teaching English	A.A.Fayziyeva N.J.Murtozayeva	46
23	Poetic expression of English and Uzbek medical units in artistic works	A.A.Fayziyeva Z.Kh.Yorieva	47
24	The power of metaphor in political discourse.	N.N.Xolikova, Bobokhujaeva Z	49
25	Jeyms Hedli Cheyning "Sotqin" asarida kriminalistikaga oid universal realiyalarning berilishi va ularning xususiyatlari	N.N.Xolikova, U.Rashidova	51
26	Sinxron tarjimada lingvomadaniy kompetensiyani rivojlantirish tamoyillari	N.N.Xolikova N.A.Qo'ldosheva	52
27	Conceptual analysis and metaphors	N.I.Gaybullaeva	54
28	Nemis tilida "DENKEN" fe'li orqali ifodalangan gaplar	R.S.Shodiyev, F.Yu.Ergashova (Toshkent)	55
29	Konseptual metaforalarda manba domenlarining kelib chiqishi	B.Q.Jo'raxolova (O'zDJTU)	57
30	Turli tizimli tillarda ba'zi o'zbekcha taom nomlarining o'ziga xos xususiyatlari	T.E.Alimov (O'zDJTU)	59
31	Reflecting the pragmatic potential of the source text in translation	F.Z.Mamarizayeva (Jizzakh)	61
32	Theoretical background of the study of the process language semantization units by students with reading impairment	H.A. Mustafaqulova (Jizzakh)	63
33	Nemis tilida frazeologizmlarning ilovali qurilmalar sifatida qo'llanilishi	M.A.Kuchiyev (Samarqand)	64
34	Пути развития мотивации студентов при обучении с помощью цифровых средств	Ф.Х.Бозорова (Джиззак)	66
35	Ta'lim tizimimizda sifat o'zgarishi qachon paydo bo'ladi? Qachonki biz hammamiz fikrlay boshlasak	X.Raximov	67

Xalqaro miqyosdagi ilmiy-amaliy anjuman

36	Malaka oshirishning nazariy asoslari. Madaniyat muassasalarining vocal o'qituvchilari va qo'shimcha ta'lim	A.M.Dushabayev (Jizzax)	69
37	Milliy frazeologizmlarni tarjima qilishning o'ziga xos xususiyatlari	M.A.Radjabova, Yu.Ya.Shukurova	71
38	Realias and the problem of understanding the text	F.X.Azimova (Jizzakh)	72
39	O'zlashgan so'zlarning zamonaviy nemis tilidagi roli	M.T.Babayev	74
40	Urg'uning semantic-grammatik va uslubiy xususiyatlari	N.N.Salixova	76
41	Discursive importance of literary translation	N.A.Haydarova	77
42	Translation equivalence problem	N.S.Zokirova	79
43	Xushmuomalalik, evfimizm va feys refleksiyesi	N.X.Ruziyeva	81
44	Topishmoqlardagi mushtarak obrazlar haqida	S.S.Xudoyev	82
45	Language learning in early childhood	D.A.Yarmatova (Jizzakh)	85
46	Goethe ist die grosse figure der welf literatur	F.U.Yakubov (Jizzakh)	86
47	Factors affecting language learning	G.G.Abdullayeva	88
48	Using peer -assessment and self- assessment in the EFL classroom	B.Ikromova	90
49	Экспериментальная проверка эффективности разработанных методов обучения креативному письму	C.Ж.Хамраходжаева (Ташкент)	91
50	Individual aspects of teaching speaking skills: fluency and accuracy	F.X.Bozorova (Jizzakh)	93
51	Chet tilini o'qitishda kommunikativ kompetensiya va zamonaviy innovatsion texnologiyalar, metodlardan foydalanish	D.A.Dadajanova (Toshkent)	95
52	Talabalarni xorijiy tillardan kasbiy mobilligini rivojlantirish metodikasi	T.X.Suyunova (Jizzax)	96
53	Advantages of teaching English to young learners through songs	G.I.Xamroyeva	98
54	Понятие английских терминов «пилигрим» и «паломничество»	F.S.Voxidova, R.Xolikov	99
55	Efficacious methods to teach a child English as a second language	F.F.Djalolov, Sh.I.Rahmatova	101
56	The productive methods of rising students' motivation in English classes	F.F.Djalolov	102
57	Hoerverstehen-eine der wichtigsten Fertigkeiten der Fremdsprache	M.Mamashayeva, NamDu	104
58	Modern approaches and perspectives of teaching foreign languages	N.N.Salixova, R.R.To'yurodova	105
59	Konnotativ ma'noning fonetik vositalarda ifodalanishi	F.O.Narzullayeva	107
60	Ingliz tilini o'rganishda kollokatsiyalardan foydalanishning ahamiyati	Yu.Ch.Mehmonova	108
61	Lingvomadaniy aspect tushunchasining vazifadorlik ko'lami	M.X.Ruziyeva	111
62	The specificities of the concept of "anger" in the linguoculture of the English language	D.F.Ubaydullayeva	112
63	Cross -cultural pragmatics as a branch of pragmatics	Sh.I.Azimova	114
64	The role of educational tourism for sustainability	N.Mahmudova	116
65	Tarjima strategiyalarini o'rganish muammolari	Sh.R.To'yboeva	119
66	Konseptning sintaktik ifodalanishi	Z.N.Sirojova	121
67	Tarjimonlik faoliyati va tarjima tarixi	F.B.Irgasheva	123
68	Fransuz va o'zbek tillarida hayrat va shubha diskursida frazemalar ishtiroki	O.I.Adizova, Sh.D.Xolova	124
69	Bolalar o'yinlari xalqning milliy an'alaridan so'zlaydi	O.I.Adizova, G.S.G'aybullayeva	125
70	Ik fransuz grammatiklari ilmiy qarashlarida urg'ularning o'rnini va ahamiyati	R.R.Radjabov	128
71	Functions of metaphoric terms in religious language	M.O.Subxonova	129
72	Badiiy matnlar tarjimasida frazeologizmlarning tarjima muammolari	D.F.Abduraximova	132
73	Ilmiy-texnik matnlar tarjimasining o'ziga xos jihatlari	D.I.Mehmonova	133
74	The image of sweetheart in Shakespeare's sonnets	N.N.Salixova Z.N.Muhiddinova	134
75	Communication and politeness strategies	N.X.Ruziyeva, M.T.Shavkatova	135
76	The difficulties of translating Navoi's ghazals into English	D.Z.Olimova, Z.N.Turaeva	137

Translation and intercultural communication through the English literature and linguistics

77	“Eye” til va madaniyat birligining ingliz va o’zbek tillarida ishlatilish valentligi	Z.N.Sirojova, G.R.Ergasheva	138
78	Specific features of using aphorisms in daily life	S.N.Safoyeva, S.Qurbonova	140
79	Differences and similarities of proverbial texture and cooperative principles of pragmatics	D.Z.Olimova D.B.Sharipova	142
80	The inevitable role of literature in building intercultural communication competence among EFL learners	L.Kh.Khaydarova, J.R.Isheryakova	145
81	Ingliz va o’zbek xalq maqollarining strukturaviy o’xshashliklari	L.Kh.Khaydarova M.F.Xayriyeva	147
82	Stylistic methods of translation and their peculiar features	L.Kh.Khaydarova S.S.Sadirova	149
83	Badiiy tarjima va tarjimonlik mahorati	F.B.Irgasheva R.Ashirova	150
84	Terms in political internet media discourse	D.Ochilova	152
85	Akademik halollik tushunchasi va uning tamoyillari	Sh.R.Fayziyeva	154
86	Dunyodagi eng qisqa asar...	N.I.Yaxyayeva	155
87	Communicative activities for pair work in young learnersclasses and merits and demerits of it	Sh.N.Fayziyeva Bukhara city, school 23	157
88	Effective ways of teaching writing to young learners	M.G.Barotova	158
89	Effective methods of teaching speaking	Z.E.Raximova	159
90	La description du heros dans les contes de Voltaire etd’ Antoine de Saint-Exupery	X.Hayitov	161
91	“The strange case of Dr. Jykell and Mr.Hyde” asarida qo’llanilgan evfemizmlar va ularning turlari	S.U.Mustoqova	162
92	Badiiy tarjima tushunchasi va uning o’ziga xos xususiyatlari	M.K.Murodova	163
93	Features formation and artistic functioning of the "theorygroup" in the work of J. Steinbeck	D.Baxtiyorova	164
94	Rang bilan bog’liq kompotentli idiomalarningtilshunoslikdagi xususiyatlari	N.Abduraxmonova	165
95	Matn tahlilida pragmatic yondashuv	G.S.Muxidova	167
96	Strategies in simultaneous interpretation	M.S.Salimova	168
97	Xushmuomalalik kategoriyasining lingvomadaniyxususiyatlari	M.B.Xolova	170
98	Tenten corpora and their diachronic	I.S.Voxitov	171
99	Lingvopoetic analysis of “Merchant of Venice” written by W.Skakespeare	A.A.Akhmedjanov	173
100	Tilshunoslikda disfemizmlarning tutgan o’rni	G.I.Davronova	175
101	Ingliz va o’zbek tillarida konversiya so’z yasash usuli sifatida	A.S.Sattarova	176
102	Uzbek and English proverbs and their specific characteristics	A.B.Asadov	178
103	Etymological analysis of English and Uzbek phraseologicalunits	N.N.Tukhtayev	180
104	Ingliz va o’zbek tilidagi frazeologik birliklarning asosidayotgan obrazlarning qiyosiy tahlili	L.U.Qurbonov	181
105	Conseptual metaforalar	N.A.Safarova	182
106	Ingliz va o’zbek tillarida so’z urg’usining o’rni jihatidanfarqlanishi	Z.Z.Safarova	184
107	Terminologies and boundaries of anthropology	S.Hamroyeva	185
108	Maktab ingliz tili darsliklarida akademik halollikning tahlili.	O’.B.Saidova	187
109	Xorijiy tillarni o’rganishda abrevatsiyalarning ahamiyati(fransuz tili doirasida)	M.F.Valiyeva	188
110	Tarjimada transformatsiyalarning qo’llanilishi	Yu.Ch.Mehmonova S.Jo’rayeva	189
111	The use of collocations in literary translation	Yu.Ch.Mehmonova M.Ruzimboyeva	190
112	O’zbek va fransuz xalqlarida bahor fasli bilan bog’liq urf-odat va an’analarining o’ziga xosliklari	M.M.Suyarova	193
113	Влияние мышления переводчика при переводе художественных текстов	M.G.Rabiyeva	194