

INTERNATIONAL SCIENTIFIC ONLINE CONFERENCE

FRANCE

SCIENTIFIC APPROACH
TO THE MODERN
EDUCATION SYSTEM



ISOC
INTERNATIONAL
SCIENTIFIC
ONLINE
CONFERENCES

zenodo OpenAIRE



OPEN ACCESS



info.interonconf@mail.ru

www.interonconf.com



ISOC
INTERNATIONAL
SCIENTIFIC
ONLINE
CONFERENCES



**FRANCE international scientific-online conference:
"SCIENTIFIC APPROACH TO THE MODERN
EDUCATION SYSTEM"**

Part 31
5th DECEMBER
COLLECTIONS OF SCIENTIFIC WORKS

PARIS 2024



SCIENTIFIC APPROACH TO THE MODERN EDUCATION SYSTEM: a collection of scientific works of the International scientific online conference (5th, DECEMBER 2024) – France, Paris: "CESS", 2024. Part 31–292p.

Chief editor:

Candra Zonyfar - PhD Universitas Buana Perjuangan Karawang, Indonesia Sunmoon University, South Korea.

Editorial board:

Martha Merrill - PhD Kent State University, USA

David Pearce - ScD Washington, D.C., USA

Emma Sabzalieva - PhD Toronto, Canada

Languages of publication: русский, english, қазақша, о'zbek, limba română, кыргыз тили, Հայերէն....

The collection consists of scientific researches of scientists, graduate students and students who took part in the International Scientific online conference.

"SCIENTIFIC APPROACH TO THE MODERN EDUCATION SYSTEM". Which took place in Paris on December 5th, 2024

Conference proceedings are recommended for scientists and teachers in higher education establishments. They can be used in education, including the process of post - graduate teaching, preparation for obtain bachelors' and masters' degrees. The review of all articles was accomplished by experts, materials are according to authors copyright. The authors are responsible for content, researches results and errors.

© "CESS", 2024
© Authors, 2024



MADANIY TURIZM MASKANLARIGA AYLANTIRISH BORASIDA AYRIM MULOHAZALAR	
Farmonov Sherzodbek Raxmonjonovich	125
Imomnazarov Saidolim Saidahmad o'g'li <i>BFS ALGORITMI VA UNING XAVFSIZLIK SOHASIDAGI ROLI</i>	
Kenjayeva Nasiba Maqsud qizi	132
Mirzayeva Mushtariy Axmad qizi <i>VOYAGA YETMAGANLAR O'RTASIDA JINOYATLAR SONINING O'SIB BORISHI</i>	
Teshaev Oktyabr Ruhullaevich	135
Murodov Alijon Salimovich <i>MESENTERIAL THROMBOSIS COMPLICATION AND PREVENTION MEASURES AFTER BARIATRIC SURGERY IN PATIENTS WITH MORBID OBESITY</i>	
Ulmasova Nasiba Sohibjon qizi	138
Qahramonova Shahnoza Erkin qizi <i>MAKTABGACHA YOSHDAGI BOLALARNING RIVOJLANISHI VA TA'LIM-TARBIYASINING O'ZIGA XOSLIGI</i>	
Nasiba Norova	141
Shahrizoda Do'stmurodova <i>OMON MUXTOR ROMANLARIDA DAVR VA QAHRAMON TALQINI MASALASI</i>	
Zarnigor Sohibova	149
<i>ABDULLA ORİPOV İJODİDA PEYZAJNİNG BADIİYY AHAMİYATİ</i>	
Saidova Mukhayyo Umedilloevna	156
Tursunova Sarvinov G'afurovna <i>THE PROBLEMS OF LEARNING STYLISTIC DEVICES</i>	
Tukhtaeva N.Kh	159
Musayev Kh.N	
Karimov M.Sh	
Ilyasov Kh.A <i>MEDICAL-SOCIAL CHARACTERISTICS AND RISK FACTORS IN PATIENTS WITH ISCHEMIC HEART DISEASE</i>	
Баҳромов Суннатилла Ҳамиджон ўғли	161
<i>ҚОЗИЛАР ОИЛАСИГА МАНСУБ УСТУВОИЙ</i>	
Yaxshilikov Abdulaziz Mo'minovich	172
<i>QUR'ONI KARIMNING SABABI NUZULIGA DOIR YOZILGAN ASARLAR: TARIXIY O'RNI VA TA'SIRI</i>	
Миррахимова М.Х	176
Абидова Д.Б <i>КЛИНИКО - ЛАБОРАТОРНЫЕ ОСОБЕННОСТИ АТОПИЧЕСКОГО ДЕРМАТИТА У ДЕТЕЙ</i>	
To'xliboyeva Gullola Shuhratjon qizi	177
Maxmidjonov Shoxruxbek <i>CHINGIZ AYTMATOVNING "OQ KEMA" QISSASIDA RAMZLAR</i>	
Salohiddinov Asliddin Akmal O'g'li	180
<i>ISLOM MOLIYA BOZORIDA ZAMONAVIY AXBOROT TEXNALOGIYALARDAN SAMARALI FOYDALANISH</i>	
Salohiddinov Asliddin Akmal O'g'li	183



Saidova Mukhayyo Umedilloevna

*Associate Professor of the Department of English Linguistics, Doctor of Philosophy in Philology
(PhD)*

Tursunova Sarvinoz G'afurovna

Master's degree student

Abstract: *The study investigates the difficulties learners face in recognizing and applying various syntactic stylistic features, such as parallelism, antithesis, and inversion, analyzing potential sources of error and proposing pedagogical strategies to address these challenges.*

Key words: *Stylistic analysis, cognitive processes, second language acquisition, error analysis, pedagogical implications, parallelism, antithesis, inversion, figurative language, linguistic competence, discourse analysis.*

INTRODUCTION

The mastery of stylistic devices is crucial for achieving fluency and expressiveness in any language. While lexical choices contribute significantly to stylistic effect, the skillful manipulation of syntax plays an equally vital, though often overlooked, role. Syntactic stylistic devices, encompassing techniques such as parallelism⁴¹, antithesis, inversion, and ellipsis, add depth, nuance, and impact to written and spoken communication. However, the acquisition of these devices presents significant challenges for language learners, particularly at advanced levels. This thesis investigates the complexities involved in learning syntactic stylistic devices, focusing on the cognitive processes, linguistic knowledge, and contextual understanding required for both comprehension and production.

Main part. This section delves into the core argument of this thesis: the significant challenges inherent in acquiring syntactic stylistic devices. The analysis is structured to explore these difficulties from multiple perspectives, encompassing cognitive processing, linguistic knowledge, and pedagogical considerations.

Cognitive Processing and Syntactic Complexity: Syntactic complexity theories differ from each other regarding how complexity is defined. Some are explicit in their definition and provide a metric of complexity that can be used to test predictions (Gibson, 1998; Halford, Wilson, & Phillips, 1998). Others leave the concept of complexity undefined and focus instead on the experimental conditions that lead to increased complexity (Caplan, Alpert, & Waters, 1998; Carpenter, Miyake, & Just, 1994; Friederici, Fiebach, Schlesewsky, Bornkessel, & von Cramon, 2006). Theories of syntactic complexity also vary from each other on how general are the resources used in syntactic processing. The acquisition of syntactic stylistic devices demands a higher level of cognitive processing than the acquisition of basic grammatical structures.

⁴¹ The concept of parallelism has been used in various fields, including mathematics, linguistics, and literature, and refers to the repetition or similarity of structures or patterns in adjacent or corresponding elements.



Learners must not only understand the individual syntactic elements but also recognize the subtle interplay between them, the intended stylistic effect, and the overall context. This section will explore the cognitive load involved in processing complex sentences incorporating devices like parallelism (As a literary device, it refers to the use of similar structures or patterns in sentences, phrases, or clauses.

It involves repeating grammatical or syntactical elements to create balance, rhythm, and emphasis in a text. By employing parallelism, writers can enhance the impact and effectiveness of their writing by creating a sense of harmony and cohesion.), antithesis⁴²(For example, the following famous Muhammad Ali quote is an example of antithesis: "Float like a butterfly, sting like a bee." This is an antithesis example because there is the contrast between the animals and their actions (the peaceful floating butterfly versus the aggressive stinging bee) combined with the parallel grammatical structure of similes indicated by "like a."⁴³ Ali is indicating the contrasting skills necessary to be a good boxer.), and chiasmus⁴⁴. It will examine the role of working memory, processing speed, and attentional resources in successfully decoding and producing these structures.

Research on cognitive load theory and its implications for language learning will be integrated to support the argument that the cognitive demands of stylistic syntax significantly contribute to the difficulties learners face. Specific examples of syntactically complex sentences from learner corpora will be analyzed to illustrate the cognitive challenges involved.

Linguistic Knowledge and Interlanguage Development: This section examines the role of linguistic knowledge and interlanguage development in the acquisition of stylistic syntax. Learners' existing grammatical knowledge, both in their native language and the target language, influences their ability to comprehend and produce stylistic devices. Transfer effects from the native language, both positive and negative, will be discussed. The development of learners' interlanguage – their evolving grammatical system – will be analyzed to identify patterns of errors and fossilization related to the use of stylistic devices.

Contextual Understanding and Pragmatic Competence: The effective use of syntactic stylistic devices is heavily reliant on contextual understanding and pragmatic competence. Learners must not only understand the grammatical structure of the device but also its function within the broader communicative context.

This section will examine the role of contextual factors in shaping the interpretation and production of stylistic devices. It will argue that learners' difficulties often stem from an incomplete understanding of the intended effect of a particular device within a specific context.

The ability to appropriately select and use stylistic devices to achieve particular communicative goals demonstrates a high level of pragmatic competence, a skill which requires extensive exposure and practice.

⁴² Antithesis is the use of contrasting concepts, words, or sentences within parallel grammatical structures.

⁴³ Literary Devices" Literary Devices. 1 May 2017. Web. 5 Dec. 2017. <https://www.literarydevices.com>.

⁴⁴ Chiasmus is a figure of speech in which the grammar of one phrase is inverted in the following phrase, such that two key concepts from the original phrase reappear in the second phrase in inverted order.



Examples from authentic texts will be utilized to illustrate the relationship between context and stylistic effect.

Pedagogical Implications and Teaching Strategies: This section shifts the focus from the learners' difficulties to pedagogical strategies designed to improve their acquisition of stylistic syntax. It will explore various approaches to teaching stylistic devices, including explicit instruction, implicit learning through exposure, and task-based learning. This section will propose practical teaching strategies based on the findings of the previous sections, focusing on activities that promote both comprehension and production of syntactic stylistic devices.

This structured approach allows for a thorough investigation into the multifaceted challenges of learning syntactic stylistic devices. By integrating theoretical frameworks from SLA and stylistics with empirical evidence, this section aims to establish a comprehensive understanding of the problem and lay the foundation for the conclusion's recommendations for improved teaching practices.

Conclusion. This thesis has investigated the complexities involved in learning syntactic stylistic devices, revealing a multifaceted problem extending beyond the mere acquisition of grammatical rules.

The analysis demonstrated that successful mastery requires a sophisticated interplay of cognitive processing, robust linguistic knowledge, and developed pragmatic competence. The cognitive load associated with processing the intricate syntactic structures and nuanced meanings inherent in these devices presents a significant hurdle for learners.

REFERENCES:

1. Ellis, Rod. *Understanding Second Language Acquisition*. Oxford University Press, 2018.
2. Skehan, Peter. *A Cognitive Approach to Language Learning*. Oxford University Press, 1998.
3. Selinker, Larry. "Interlanguage." *International Review of Applied Linguistics in Language Teaching*, vol. 14, no. 3, 1976, pp. 209-231.
4. Corder, S. Pit. "The Significance of Learners' Errors." *IRAL*, vol. 5, no. 4, 1967, pp. 161-170.
5. R. Carter, 'What is Stylistics and Why Can't We Teach it in Different Ways?', in M. Short (ed.), *Reading, Analysing and Teaching Literature* (London: Longman, 1989), pp. 161-177.