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Pragmalingvistika, funksional tarjimashunoslik va til o'rgatish jarayonlari integratsiyasi

Прагмалингвистика, функциональное переводоведение и интеграция процессов преподавания языка

Pragmalinguistics, functional translation studies and integration of language teaching processes

International Scientific and Theoretical Conference

Section 1: Cognitive science and linguoculturology in modern linguistics.

Section 2: Literary studies and society.

Section 3: Problems of comparative typology and translation studies, modern problems of philology.

Section 4: Integration of information and communication technologies into the language learning process.

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**O‘ZBEKISTON RESPUBLIKASI OLIY
TA’LIM, FAN VA INNOVATSIYALAR VAZIRLIGI
BUXORO DAVLAT UNIVERSITETI**

Ingliz tilshunosligi kafedrası

**PRAGMALINGVISTIKA, FUNKSIONAL
TARJIMASHUNOSLIK VA TIL O‘RGATISH
JARAYONLARI INTEGRATSIYASI**

**mavzusidagi xalqaro miqyosidagi ilmiy-nazariy anjuman materiallari
TO‘PLAMI**

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Pragmalingvistika, funksional tarjimashunoslik va til o'rgatish jarayonlari integratsiyasi maqola va tezislar to'plami, to'plovchi va nashrga tayyorlovchi: M.A.Shukurova, G.F.Xayrullayeva, A.X.Qodirova; Buxoro; 2025 yil, 337 bet.

To'plamda respublikamiz olimlari, katta ilmiy xodim-izlanuvchilari va mustaqil izlanuvchilarining xorijiy tillarda o'quv va badiiy adabiyotlar, elektron darsliklar, ixtisoslashtirilgan rasmlar bilan bezatilgan gazetalar va jurnallarni yaratish hamda chop etish samaradorligini oshirish, yoshlarda chet tilni egallash darajalarining Yevropa tizimi (CEFR)ni o'rganishning o'rni, yoshlarga chet tilni o'rgatishning psixologik aspektlari, chet tilni o'rganishda til xususiyatlarining ahamiyati va muammolari, til va madaniyatlararo kommunikatsiya metodlari, tilshunoslik va adabiyotshunoslik masalalari, uslubshunos olimlarning ilg'or tajribalarining roli kabi masalalar talqiniga bag'ishlangan maqolalari o'z ifodasini topgan. To'plamda til muammolari bilan qiziquvchi ilmiy xodimlar, katta ilmiy-xodim izlanuvchilar, mustaqil tadqiqotchi-izlanuvchilar, magistrantlar va o'quvchilar foydalanishlari mumkin.

Tahrir hay'ati:

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shaxs muloqotda hurmatli va odobli bo'lsa, bu nizo kelib chiqishini kamaytiradi va suhbatni yanada ijobiy tomonga yo'naltiradi.

Ingliz olimlari muloyim gaplashishning ijtimoiy ahamiyatiga doim katta e'tibor qaratgan. Geoffrey Leech o'zining "Principles of Pragmatics" (1983) kitobida muloyimlikni kommunikatsiyaning ajralmas qismi sifatida ko'rsatadi. Uning tamoyillariga ko'ra: hurmat va samimiyat muloqotda asosiy rol o'ynaydi. Konfliktlardan qochish va suhbatdoshni noqulay vaziyatga solmaslik tamoyillari birinchi o'rinda turadi.

Misol:

Ingliz tilida "Would you mind..." yoki "If it's not too much trouble..." kabi iboralar muloyim gaplashishning yorqin ko'rinishidir. Bu iboralar suhbatdoshga bosim o'tkazmaslik va hurmatni ifodalash vositasidir.

2. Gender farqlari va muloyimlik. Deborah Tannen o'zining "You Just Don't Understand" (1990) asarida ayollar va erkaklar muloqot uslublari o'rtasidagi farqlarni ta'kidlaydi. Ayollar ko'proq qo'llab-quvvatlovchi, yumshoq muloqotni afzal ko'rishadi. Erkaklar esa qisqalik va aniq ifoda uslubini tanlashadi. Bu tamoyillar o'zbek tilida ham kuzatiladi. Masalan, o'zbek ayollari odatda yumshoq va muloyim gaplashishga moyil bo'lib, bu jamiyatdagi gender rollari ta'sirini aks ettiradi.

3. Badiiy adabiyotda nutq odobi. Adabiyot muloyimlik va nutq odobi tamoyillarining amaliy ko'rinishini ochib beruvchi manba hisoblanadi.

Uilyam Shekspirning "Romeo va Juliet" pyesasida qahramonlar o'rtasidagi muloqot oilaviy janjal va ijtimoiy mavqe farqini aks ettiradi. Romeo va Tybaltning mojarosi natijasida nutq odobi tamoyillari buziladi, bu esa oxir-oqibat fojiali yakun bilan tugaydi.

"Masxara qushini o'ldirish" asarida Skaut Finch Bou Radliga minnatdorchilik bildiradi: "Thank you for my children, Arthur". Bu oddiy, ammo mazmunli ibora insoniy hurmat va qadrlashning timsolidir.

J.R.R. Tolkienning "Uzuklar hukmdori" trilogiyasida Frodo Baggins Galadrielga hurmat bilan minnatdorchilik bildiradi: "Lady of Lorien, I thank you from the depths of my heart." Bu muloyimlik va minnatdorchilikning yorqin namunasidir.

4. Ingliz va o'zbek nutq odobi o'rtasidagi o'xshashliklar va farqlar. Ingliz va o'zbek nutq madaniyati muloqotda muloyim gaplashishni muhim deb biladi. Har ikki tilda ham hurmatni ifodalovchi iboralar keng qo'llaniladi:

Inglizcha: "Sorry to bother you..."

O'zbekcha: "Kechirasiz, bezovta qilgan bo'lsam..."

Farqlar: Ingliz madaniyatida ochiq minnatdorchilik va yumshoq tanqid ko'proq uchraydi. O'zbek madaniyatida esa muloqotda yumshoq muomala orqali ixtiloflarni yashirishga e'tibor qaratiladi.

5. Muloqotdagi til xushmuomalaligining roli va funksiyasi. Nutq odobi, nafaqat lingvistik hodisa sifatida, balki ijtimoiy funksiyalarni amalga oshiruvchi mexanizm sifatida ham ahamiyatlidir. Nutq odobining asosiy funksiyalari:

1. **Ijtimoiy rishtalarni mustahkamlash:** Muloyim so'zlashish suhbatdoshlar o'rtasida do'stona munosabatlarni yaratadi.

2. **Konfliktlarni oldini olish:** Tili yumshoq odamlar odatda tortishuvlardan qochadi. Masalan, ingliz tilida "I see your point, but may I suggest..." kabi jumlar tanqidiy fikrni yumshatib ifodalashga xizmat qiladi.

3. **Status va ijtimoiy roltni tasdiqlash:** Hurmat bilan gaplashish (masalan, "Sir" yoki "Ma'am" kabi atamalar) ijtimoiy ierarxiyaga ishora qiladi.

6. Lingvistik strategiyalar va odatiy iboralar

Ingliz tilida xushmuomalalikni ifodalash uchun quyidagi lingvistik strategiyalar keng qo'llaniladi: **Indirectness (Bilvosita ifoda):** "Could you possibly..." yoki "I was wondering if..." kabi iboralar orqali bevosita talab qilishdan qochish. **Softening phrases (Yumshatuvchi iboralar):** "It seems to me that..." yoki "Maybe we could..." gaplari yordamida keskin bayonotlarni

yumshatish. **Compliments and Gratitude (Maqtov va minnatdorchilik):** "You did a fantastic job!" yoki "Thank you so much for helping me."

7. Madaniyatlararo muloqot va nutq odobining ahamiyati

Madaniyatlararo muloqotda nutq odobi muhim ahamiyatga ega. Ingliz va o'zbek madaniyatlari o'rtasida ba'zi madaniy farqlar mavjud: Ingliz tilida minnatdorchilik bildirish doimiy odat bo'lib, kichik xizmatlar uchun ham aytiladi: "Thank you for holding the door." O'zbek madaniyatida esa minnatdorchilik ko'pincha ko'proq sezilarli yordam uchun bildiriladi: "Rahmat, katta yordam berdingiz." Bunday tafovutlar noto'g'ri tushinishlar kelib chiqishiga olib kelishi mumkin, shuning uchun madaniyatlararo muloqotda moslashuvchanlik va empatiya muhimdir.

Natijalar va tahlil Nutq odobi muloqotda hurmat va samimiyatni ta'minlashning asosiy vositasi hisoblanadi. Ingliz va o'zbek madaniyatidagi muloyim gaplashish tamoyillari umumiy jihatlarni bo'lishsada, kontekstual farqlarga ega. Badiiy adabiyot orqali nutq odobi muloqotning insoniy qadriyatlarini aks ettiradi va jamiyatdagi o'zaro hurmatni kuchaytiradi.

Xulosa Nutq odobi – bu nafaqat kommunikativ ko'nikma, balki ijtimoiy madaniyatning muhim elementi. Ingliz va o'zbek madaniyatlarida muloyimlik muloqotning asosiy tamoyili sifatida hurmat va samimiyatni ta'minlashga xizmat qiladi. Badiiy adabiyotlar bu tamoyilning amaliy ifodasini ochib berib, odamlar o'rtasidagi ijtimoiy rishtalarni mustahkamlashga yordam beradi. Shu bois, nutq odobi masalasi lingvistika va madaniyathunoslik tadqiqotlarida dolzarb mavzulardan biri sifatida qolmoqda.

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**THE ROLE OF COGNITIVE METAPHOR IN SHAPING PERCEPTIONS AND
WORLDVIEWS**

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Annotation: *We often talk about arguments as battles, or time as money. We "attack" someone's position, "defend" our own, or "shoot down" their ideas. We "spend" time, "save" time, or "waste" time. These aren't just clever turns of phrase; they reveal a fundamental way our minds work. Cognitive Metaphor Theory suggests that metaphors aren't just for poets and writers; they're the very foundation of how we understand abstract concepts, shape our perceptions, and navigate the world.*

Key words: *Conceptual metaphor, discourse, analysis, cognitive, linguistics, framing, perception, worldview, thought, cognition*

Annotatsiya: *Biz ko'pincha bahslar haqida janglar, vaqt haqida esa pul kabi gapiramiz Biz birovning pozitsiyasiga "hujum qilamiz", o'zimiznikini "himoya qilamiz" yoki ularning g'oyalarini*

"rad etamiz". Biz vaqtni "sarflaymiz", "tejaymiz" yoki "behuda o'tkazamiz". Bular shunchaki aqlli iboralar emas; ular bizning ongimiz qanday ishlashining asosiy usulini ochib beradi. Kognitiv metafora nazariyasi shuni ko'rsatadiki, metaforalar faqat shoirlar va yozuvchilar uchun emas; ular mavhum tushunchalarni tushunish, idrokimizni shakllantirish va dunyoda yo'l topishning eng muhim asosi hisoblanadi.

Kalit so'zlar: Konseptual metafora, diskurs, tahlil, kognitiv, tilshunoslik, freyming, idrok, dunyoqarash, tafakkur, bilish.

Аннотация: Мы часто говорим о спорах как о битвах, а о времени как о деньгах? Мы «атакуем» чью-то позицию, «защищаем» свою или «отвергаем» их идеи. Мы «тратим» время, «экономим» время или «теряем» время. Это не просто остроумные обороты речи; они раскрывают фундаментальный способ работы нашего разума. Теория когнитивной метафоры предполагает, что метафоры предназначены не только для поэтов и писателей; они являются основой того, как мы понимаем абстрактные понятия, формируем наше восприятие и ориентируемся в мире.

Ключевые слова: Концептуальная метафора, дискурс, анализ, когнитивный, лингвистика, фрейминг, восприятие, мировоззрение, мышление, познание.

What is a Cognitive Metaphor?

Think of a metaphor as a bridge. It connects something you know well (like a physical object or experience) to something more abstract and difficult to grasp (like an emotion, idea, or situation). But instead of just being a comparison, a cognitive metaphor is a mental framework. It's a system of understanding where we use our concrete knowledge about one thing to reason about something else.

This differs from a simple literary metaphor. For example, comparing a rose to love has a more poetic use, while the connection between time and money has a cognitive use.

Instead of simply saying love is like a rose, we find expressions like "I invested a lot in this relationship." We understand this connection because our brains see it as an 'investment' and "investment" is understood via economics (which deals with money.)

Examples in Everyday Life

Cognitive metaphors are all around us, shaping how we think, feel, and act. Here are some examples:

- **ARGUMENT IS WAR:** As mentioned earlier, we "attack" points, "defend" positions, and "win" or "lose" arguments. This metaphor shapes how we approach discussions – often as adversarial contests rather than opportunities for collaboration.
- **TIME IS MONEY:** We "spend" time wisely, "waste" time, "invest" time, and "save" time. This metaphor influences our perception of time as a valuable and limited resource, driving our productivity-focused culture.
- **IDEAS ARE OBJECTS:** We "grasp" ideas, "develop" them, "polish" them, and "shoot them down." This metaphor influences how we treat ideas as tangible things that can be manipulated, refined, or discarded.
- **HAPPY IS UP:** We feel "upbeat," "on top of the world," or "elated" when we're happy. Conversely, we feel "down," "depressed," or "low" when we're sad. This embodied metaphor links our physical orientation to our emotional state.

Why Do Our Brains Do This?

Our brains didn't evolve to understand abstract concepts like justice, freedom, or love. Instead, they evolved to navigate the physical world – to find food, avoid danger, and interact with others. Cognitive metaphors are a way of leveraging these concrete, embodied experiences to make sense of more complex and abstract ideas.

Imagine trying to explain "justice" to someone who has never experienced fairness or unfairness. It would be incredibly difficult. But if you can relate it to a concrete experience, like balancing a scale (**JUSTICE IS BALANCE**), the concept becomes much easier to grasp.

Cognitive metaphors not only help us understand the world but also shape how we act in it. They "frame" issues in particular ways, highlighting certain aspects while hiding others.

For example, consider the issue of immigration. If we frame immigrants as "invaders" or a "flood," we're more likely to support restrictive immigration policies. On the other hand, if we frame immigrants as "contributors" or "new neighbors," we're more likely to support policies that welcome and integrate them. The metaphors we use can have a profound impact on how we perceive and respond to complex social and political issues. This is why it is very important to know the rhetoric or word use that someone follows.

Using cognitive metaphors is unavoidable; it is part of how the human brain works. Whether the effects are good or bad depends on the user. Understanding the metaphors in use is the first step to ensure its effects are positive. For example, if you are talking with someone and they insist arguments are a "fight to the death," and that "no quarter can be given," you can point out to them that it's not a fair framing for something like a discussion about what to eat for dinner. Ultimately, understanding cognitive metaphors can make us more aware of the subtle influences that shape our thoughts, perceptions, and actions, and empower us to think more critically about the world around us.

Ethical Considerations: A Double-Edged Sword

Cognitive metaphors can be powerful tools for persuasion, but they also raise ethical concerns. By carefully selecting metaphors, communicators can influence people's perceptions, emotions, and beliefs. However, this power can be abused to manipulate, deceive, or promote harmful ideologies.

It's essential to develop critical thinking skills and media literacy to recognize the potential for manipulation and to evaluate the ethical implications of metaphor use. This involves asking ourselves:

- What assumptions are embedded in this metaphor?
- Whose interests are being served by this framing?
- What are the potential consequences of adopting this perspective?

We often think of metaphors as simple comparisons: "Love is a rose," "Life is a journey." But cognitive metaphors operate at a deeper level. They're not just about pointing out similarities; they're about using a concrete domain of experience (like a journey) to understand a more abstract domain (like a relationship). It's like having a mental toolkit, where concrete concepts become instruments for understanding abstract ideas.

Cognitive metaphors are more than just figures of speech; they are the invisible architecture of our minds, shaping how we understand the world and interact with it. By becoming more aware of these underlying frameworks, we can gain a deeper understanding of ourselves, our society, and the power of language to shape our reality. Recognizing these metaphors gives us the ability to challenge, question, and re-evaluate our thinking. This awareness is an essential step toward building a more informed, nuanced, and ethical world.

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machine learning texnologiyalariga asoslangan adaptiv o'qitish tizimlari har bir talabaning individual ehtiyojlariga moslashadi. Masalan, Knewton platformasi talabaning o'qish tezligi, xatolar turi va boshqa parametrlarni hisobga olgan holda, unga mos matnlar va mashqlarni taklif etadi.

Chen va Li (2019) ning tadqiqoti shuni ko'rsatadiki, "raqamli texnologiyalardan foydalanish talabalarning chet tilida o'qish kompetensiyasini 30% gacha oshirishi mumkin" [5]. Chet tilida o'qish kompetensiyasini rivojlantirish jarayonida madaniyatlararo kompetensiyani shakllantirish muhim ahamiyat kasb etadi. Byram (2021) ta'kidlaganidek, "til va madaniyat chambarchas bog'liq bo'lib, ularni alohida o'rganish mumkin emas" [6]. Madaniyatlararo kompetensiyani rivojlantirish uchun quyidagi innovatsion usullardan foydalanish mumkin: Birinchisi. O'qituvchi talabaga matnni o'qish jarayonida yordam beradi va uning rivojlanish potentsialini baholaydi. Bu usul Vygotskiyning "proksimal rivojlanish zonasi" nazariyasiga asoslanadi. Ikkinchisi bu talabalarning real hayotiy vaziyatlarda chet tilida o'qish ko'nikmalarini qo'llash qobiliyatini baholash. Masalan, chet tilidagi gazeta va jurnallardan ma'lumot topish yoki onlayn forumda muhokamada qatnashish yoki web resurslardan ma'lumot topish kabi vazifalar berilishi mumkin.

Chet tilida o'qish kompetensiyasini rivojlantirish murakkab va ko'p qirrali jarayon bo'lib, u an'anaviy va innovatsion usullarning uyg'unligini talab etadi. Zamonaviy texnologiyalar, madaniyatlararo yondashuv va individuallashtirilgan o'qitish usullari talabalarning o'qish ko'nikmalarini sezilarli darajada yaxshilash imkonini beradi. Biroq, har qanday innovatsion usulni qo'llashda, uning samaradorligini empirik tadqiqotlar orqali tekshirish muhimdir. Shuningdek, o'qituvchilarni yangi texnologiyalar va usullardan foydalanishga tayyorlash ham katta ahamiyatga ega.

Kelajakda sun'iy intellekt va virtual reallik texnologiyalarining rivojlanishi chet tilida o'qish kompetensiyasini shakllantirish jarayoniga yangi imkoniyatlar olib kelishi kutilmoqda. Bu esa o'z navbatida, yangi tadqiqotlar va innovatsion yondashuvlarni talab qiladi.

Xulosa qilib aytganda, chet tilida o'qish kompetensiyasini rivojlantirishda innovatsion usullardan foydalanish nafaqat talabalarning til bilimlarini oshiradi, balki ularni global dunyoda muvaffaqiyatli faoliyat yuritishlariga zamin yaratadi.

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