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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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MUNDARIJA

Matematika fanini o'qitishda kommunikativ va ijtimoiy-psixologik yondashuvlar	10
<i>Esonturdiyev Mamatqobil Nurmamatovich</i>	
Geografik axborot tizimlari (GAT) texnologiyalari asosida bo'lajak geografiya o'qituvchilarining innovatsion kompetentligini rivojlantirish metodikasi	13
<i>Bahromova Muhayyo Imomqul qizi</i>	
Geografiya ta'limida sun'iy intellekt texnologiyalaridan foydalanishning nazariy-metodik asoslari	18
<i>Tuyg'unov Murodjon Salimqul o'g'li</i>	
Biologiyani o'qitishda belgili-ramziy ko'rgazmalilik vositalaridan foydalanishning o'quvchilarning tadqiqotchilik faoliyatini rivojlantirishdagi roli	22
<i>Azimov I. T., Daminova F. A.</i>	
PISA 2025 doirasida raqamli ta'lim kompetensiyalarini baholashning innovatsion mexanizmlari	25
<i>Doniyorov Muxiddin Normamatovich, Ishanov Almat Adilxanovich</i>	
Boshlang'ich sinf o'quvchilarining tabiiy savodxonligini oshirishda zamonaviy pedagogik vositalarni qo'llash	28
<i>Abdunazarov Bobir Normurodovich</i>	
Raqamli ta'lim resurslari asosida kredit-modul tizimida talabalarning o'quv faoliyatini takomillashtirish	32
<i>Jumayeva Ra'no To'ychi qizi</i>	
Oila va maktab integratsiyasining shaxs kamolotiga ta'siri	36
<i>Rasulova Dildora Shuhratovna, Raxmatova Zulxumor Alimovna</i>	
Bo'lajak o'qituvchilarda kreativ kompetensiyani shakllantirishning zamonaviy pedagogik mexanizmlari va uning ijtimoiy ahamiyati	40
<i>Sultanova Sahobar Ravshanbekovna</i>	
Boshlang'ich sinf o'quvchilarida ekologik tarbiyani shakllantirishda tabiiy fanning o'rni	43
<i>G'afforova Zarnigor Abdumo'min qizi</i>	
Umumiy o'rta ta'limda o'qituvchi va ota-onalar ijtimoiy hamkorligini rivojlantirish	47
<i>Xalikova Zaxro Mirshadmanovna, Xolbo'tayev Muzaffar Odilovich, Bozorova Xadicha Javlon qizi</i>	
Nutqida kechikish kuzatiladigan bolalarda nutqni qo'l va barmoq motorikasini rivojlantiruvchi o'yinlar orqali shakllantirish	51
<i>Ne'matova Hilola Ikrom qizi, Ahmadova Fotima Adizovna</i>	
Taym menejment asosida bo'lajak o'qituvchilarda liderlik fazilatlarini rivojlantirish	55
<i>Soliyeva Ruxsora Sharobiddin qizi</i>	
Sun'iy intellekt va NLP texnologiyalari asosida elektron ta'lim muhitida talabalarning mustaqil ta'lim kompetensiyalarini rivojlantirish	58
<i>Otakishiyeva Gulshano Abdulaziz qizi</i>	
Pedagogik kvalimetriya asosida bo'lajak o'qituvchilarning diagnostik madaniyatini shakllantirishning nazariy asoslari	61
<i>G'aniyeva Muattarxon Nodirbek qizi</i>	
Образовательные технологии с учётом восприятия цвета: психологические и методические аспекты	64
<i>Имамова Хурият Эргаш кизи</i>	
Yosh erkin kurashchilarda chidamlilikni rivojlantirish metodikasini takomillashtirish	69
<i>Ergashov Qaxramonjon Asqarovich</i>	
Boshlang'ich sinf o'quvchilarini mantiqiy masalalar yechishga o'rgatish usullari	76
<i>G'iyosova Dilovar Orif qizi</i>	
Haykaltaroshlik fanining metodik qo'llanilishi	80
<i>Qodirov Bobirjon Botirjonovich</i>	
Ijtimoiy xavf ostidagi bolalarni qo'llab-quvvatlashning jahon tajribasi va psixologik-pedagogik asoslari	85
<i>Manzura Qosmuratova</i>	



Jahonda art-biznes klasterlarining ahamiyati va rivojlanish tuzilmasi.....	89
<i>A. S. Umarov</i>	
Автоматизация решения сложных математических задач графическим методом для углублённого изучения математики в школе	92
<i>Эргашев Серожиддин Султонмурадovich, Маматов Ислombек Ильесович</i>	
Pedagogika darslarida raqamli va onlayn didaktik o'yinlardan foydalanish.....	97
<i>Qodirova Feruzaxon Abdiyaminovna</i>	
Sun'iy intellekt va tanqidiy fikrlashning kognitiv-konseptual komponenti va uni rivojlantirish metodikasi	102
<i>Sobirova Munavvarxon Qaxramonjon qizi</i>	
Media savodxonlik va axborot madaniyati fanida sun'iy intellekt savodxonligini rivojlantirishning pedagogik-metodik asoslari	106
<i>Ermatov Sherzodbek Latipjonovich, Mirzayev Akramjon O'ktamjonovich</i>	
Adabiy ta'limda kompetensiyaviy yondashuv	111
<i>To'ychiyeva Mahfuza Umarkulovna, Islomova Shalola Ismoil qizi</i>	
Comparative Study of Passive Constructions in English and Their Translation Into Uzbek.....	117
<i>Elmirzayeva Maftuna Dusmurod qizi, Mustafoyeva Nigina Shuhrat qizi</i>	
Bo'lajak o'qituvchilarda kasbiy kompetensiyalarni rivojlantirish orqali pedagogik mas'uliyatni shakllantirishning dolzarb muammolari	122
<i>Botirova Odinaxon Abdumutalib qizi</i>	
Oliy ta'lim muassasalarida mustaqil ta'limni tashkil etishning pedagogik modeli va metodik asoslari	126
<i>Haytbayeva S. R.</i>	
Imkoniyati cheklangan bolalarni psixologik qo'llab-quvvatlash orqali intellektual imkoniyatlarini ro'yobga chiqarish imkoniyatlari.....	131
<i>Kadirova Nigora Saxibjanovna</i>	
Bo'lajak maktabgacha ta'lim mutaxassislarini dual ta'lim asosida kasbiy faoliyatga tayyorlashning nazariy asoslari.....	134
<i>Samiyeva Zuleyxa Uktamovna</i>	
Insonlar orasidagi munosabatlarda noverbal muloqotning komponentlarining ko'rinishlari	139
<i>Soliyev Farxodjon Sodikovich, Karimov Jahongirjon Murodjon o'g'li</i>	
Virtual texnologiyalar vositasida texnika fanlarini o'qitish mazmunini innovatsion rivojlantirish	145
<i>Yuldasheva Dilorom Husniddin qizi</i>	
Maktabgacha ta'lim tashkilotlarida suzish mashg'ulotlarini tashkil etish texnologiyasi.....	150
<i>Toshpulatova Aziza Toyirovna</i>	
Harbiy xizmatchilarda kreativ tafakkurni rivojlantirishning pedagogik va psixologik asoslari	155
<i>Tursunov Shaxzod Ramazonovich, Mansurov Sardorbek Sirojiddin o'g'li</i>	
O'qituvchilar ruhiy salomatligini saqlashning amaliy strategiyalari	159
<i>Begmatov Raximkul Olimovich</i>	
Ona tili darslarida analitik faoliyatni tashkil etish imkoniyatlari	164
<i>Narziyeva Mastura Sunnatovna</i>	
Maktabgacha ta'limda Project-Based learning texnologiyasi asosida tarbiyalanuvchilarning kommunikativ kompetensiyalarini rivojlantirishning pedagogik imkoniyatlari	168
<i>Kubayeva Mavluda, Po'latova Gullola Ravshan qizi</i>	
Talabalarda iqtisodiy savodxonlikni shakllantirishning pedagogik shart-sharoitlari	173
<i>Qo'chqorov Nodir Bozorovich</i>	
Boshlang'ich sinf o'quvchilarini baholash jarayonida foydalaniladigan texnologiyalar va vositalar	178
<i>A'zamqulova Zilola Sunnat qizi</i>	
Raqamli ta'lim muhitida kommunikativ kompetensiyani rivojlantirishning didaktik asoslari.....	183
<i>Isaboyeva Dilyora Zokirjon qizi</i>	
Kimyo fanining tarixiy rivojlanishida metodologik yondashuvlar	187
<i>Begamov Shaxzod To'liqin o'g'li</i>	
Sport bilan shug'ullanishda qo'l va oyoq motorikalarini rivojlantirish mezonlari	190
<i>Imomov Asliddin Abdurazoqovich, Sattarov Qarshiboy Narqulovich</i>	



Matematika fanini o'zlashtirishda boshlang'ich sinf o'quvchilarining semiotik yondashuvini shakllantirish ...	289
<i>Xayrullayev Ismatulla Nurullayevich</i>	
Pedagogik qadriyatlar asosida o'quvchilarni tarbiyalash mexanizmlarini takomillashtirish	293
<i>Xoliqova Inobatxon Bo'ri qizi</i>	
Umumta'lim maktabida elektron axborot-ta'lim resurslari.....	296
<i>Xolmurodov Shuxrat Okboevich, Norqobilov Hakimbek Nuriddin o'g'li</i>	
Maktabgacha ta'lim tashkilotlarida bolaning kreativligini shakllantirishda innovatsion muhit	300
<i>Xonnazarova Gulasal Yusuf qizi</i>	
Ta'lim tizimida sinf rahbari faoliyatining joriy etilishining tarixiy asoslari va zamonaviy ko'rinishlari	303
<i>Xusenova Sadoqat Botirovna</i>	
Искусственный интеллект в методике преподавания русского языка: адаптивная обратная связь и развитие коммуникативной компетенции	308
<i>Джалилова Феруза Намазовна</i>	
Образовательные технологии с учётом восприятия цвета: психологические и методические аспекты.....	312
<i>Имамова Хурият Эргаш кизи</i>	
Межкультурный диалог как инструмент воспитания гармоничной личности в школе	317
<i>Махмудхожаев Ориф Бахтиёрович</i>	
Психологические факторы успешности профессионального обучения студентов	319
<i>Рахимходжаева В. С.</i>	
Специфика восприятия окружающего мира в лирике Афанасия Фета	325
<i>Татьяна Викторовна Половинкина</i>	



SPHERES OF LANGUAGE USE

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Abstract: This article presents the idea that language can satisfy a wide range of communicative needs of individuals and society as a whole, and that different spheres of language use (or different languages, in the case of a non-monolingual society) are distinguished according to various spheres of human activity, such as production, education, science, culture, trade, and everyday life. A sphere of language use is defined as a sphere of extralinguistic reality characterized by the relative uniformity of communicative needs, for the satisfaction of which speakers deliberately select linguistic means and the rules for combining them. The article also substantiates the idea that, as a result of the selection of linguistic means and the rules governing their combination, a more or less stable tradition is formed within a particular linguistic community, linking a specific sphere of human activity with a particular linguistic code (subcode), namely an independent language or a subsystem of the national language.

Key words: language, activity, linguistics, communication, culture, reality, speech, science, human activity.

Annotsiya: Ushbu maqolada til shaxslar va umuman jamiyatning juda keng ko'lamdagi kommunikativ ehtiyojlarini qondira olishi hamda tildan foydalanishning turli sohalari (yoki monolingvistik bo'lmagan jamiyatda tillar) inson faoliyatining turli yo'nalishlari – ishlab chiqarish, ta'lim, fan, madaniyat, savdo, kundalik hayot va boshqalarga muvofiq ravishda farqlanishi haqidagi fikrlar bayon etilgan. Tildan foydalanish sohasi kommunikativ ehtiyojlarning nisbiy bir xilligi bilan tavsiflanadigan ekstralingvistik voqelik sohasi bo'lib, ushbu ehtiyojlarni qondirish uchun so'zlovchilar lingvistik vositalarni hamda ularni o'zaro birlashtirish qoidalarini aniq tanlaydilar. Maqolada, shuningdek, lingvistik vositalarni tanlash va ularni o'zaro birlashtirish qoidalari natijasida inson faoliyatining muayyan sohasini ma'lum bir lingvistik kod (subkod), ya'ni mustaqil til yoki milliy tilning quyi tizimi bilan bog'lovchi nisbatan barqaror an'ana shakllanishi haqidagi asosli fikrlar ham keltirilgan.

Kalit so'zlar: til, harakat, lingvistika, muloqot, madaniyat, voqelik, nutq, fan, faoliyat.

Аннотация: В данной статье представлены идеи о том, что язык способен удовлетворять весьма широкий спектр коммуникативных потребностей отдельных лиц и общества в целом, а различные сферы использования языка (или языков, если речь идёт о немоналингвистическом обществе) различаются в соответствии с различными сферами человеческой деятельности – производством, образованием, наукой, культурой, торговлей, повседневной жизнью и т. д. Сфера использования языка представляет собой сферу экстралингвистической реальности, характеризующуюся относительной однородностью коммуникативных потребностей, для удовлетворения которых говорящие целенаправленно выбирают языковые средства и правила их сочетания друг с другом. В статье также обоснована идея о том, что в результате выбора языковых средств и правил их сочетания формируется более или менее устойчивая традиция (для данного языкового сообщества), связывающая определённую сферу человеческой деятельности с определённым языковым кодом (субкодом) – самостоятельным языком или подсистемой национального языка.

Ключевые слова: язык, действие, лингвистика, коммуникация, культура, реальность, речь, наука, деятельность.

INTRODUCTION

Language can serve a very broad range of communicative needs of individuals and society as a whole. In accordance with different areas of human activity—production, education, science, culture, trade, everyday life, and others—different spheres of language use (or different languages, in the case of a multilingual society) are distinguished. A sphere of language use is an area of extra-linguistic reality characterized by a relative homogeneity of communicative needs, for the satisfaction of which speakers select specific linguistic means and rules for their combination. As a result of this selection, a more or less stable tradition is formed within a linguistic community, correlating a particular sphere of human activity with a specific linguistic code (subcode)—either an

independent language or a subsystem of a national language. Thus, in medieval Europe, Latin served as the primary means of communication in worship and science, while other spheres of activity were served by the corresponding national languages and their subsystems. In Russia, the role of religious communication for a long time belonged to Church Slavonic.

LITERATURE REVIEW

Outstanding scholars of the first half of the 20th century, such as I. A. Baudouin de Courtenay, E. D. Polivanov, L. P. Yakubinsky, V. M. Zhirmunsky, B. A. Larin, A. M. Selishchev, and G. O. Vinokur in Russia; F. Bruno, A. Meillet, P. Lafargue, and M. Cohen in France; C. Bally and A. Sachtet in Switzerland; J. Vendryes in Belgium; and B. Havránek and W. Mathesius in Czechoslovakia, formulated a number of ideas without which modern sociolinguistics could not exist.

For example, C. Bally proposed the idea that all language resources are distributed among spheres of communication and that the division of communication into spheres is largely socially determined. Russian and Czech linguists developed the concept of social differentiation within a single national language depending on the social status of its speakers.

E. D. Polivanov argued that the pace of linguistic evolution depends on the pace of social development and that language development generally lags behind social change.

B. A. Larin extended methods used in the study of rural dialects to the investigation of urban speech.

E. D. Polivanov substantiated the need for social dialectology alongside territorial dialectology.

B. A. Larin, V. M. Zhirmunsky, and D. S. Likhachev emphasized the importance of studying jargons, argot, and other non-codified forms of language in order to understand the internal structure of a national language system.

RESEARCH METHODOLOGY

In the modern Pamir region, one of the Pamir languages—the unwritten Shughni language—is used primarily in family and everyday communication among the Shughni people living in Tajikistan. In official situations, as well as when communicating with outsiders, speakers usually resort to Tajik or Russian. Languages and their subsystems can be distributed flexibly across spheres of activity: one language or subsystem may predominate in a certain sphere, while the use of elements from other languages or subsystems is also permitted. For example, in family communication among residents of a modern Russian village, the local dialect usually predominates, and it is also commonly used during agricultural work. However, under contemporary conditions, a pure dialect is rarely preserved. It is mainly retained among representatives of the older generation in rural areas. In the speech of most speakers, the dialect is significantly influenced by elements of the literary language and colloquial speech. Similarly, in Belarus, the Belarusian language is actively used in the humanities, which is encouraged by official state policy, although elements of closely related languages may also appear in this sphere. In the manufacturing sector, despite governmental support for the national language, Russian predominates in specialized terminology, technical documentation, and professional communication among specialists. Nevertheless, the use of Belarusian is not prohibited. The term “communication” has many meanings. For example, it is used in the expression “mass communication,” referring to the press, radio, and television. In technology, the term denotes communication lines, while the Internet represents one of the most powerful forms of modern communication.

In sociolinguistics, communication is understood as both speech and non-speech interaction. The foreign-language term “communication” is particularly convenient because it easily forms derivatives necessary for describing different aspects of interaction, such as communicative situation, communicants (participants in communication), and other related concepts. Communication may be verbal or non-verbal. For instance, communication in certain sports, such as basketball, football, or volleyball, does not necessarily include a significant verbal component, or it includes only minimal verbal signals such as “Pass!” or “Take it!” Likewise, not all physical labor requires verbal interaction. In noisy workshops—such as stamping, assembly, or foundry workshops—spoken words are often impractical; nevertheless, workers continue to communicate through gestures and other non-verbal means. However, a considerably larger proportion of human interaction occurs through speech, since language is primarily intended for communication. These forms of communication are of primary interest to sociolinguists.

A communicative situation has a specific structure consisting of the following components:

- 1) the speaker (sender);
- 2) the listener (receiver);



- 3) the relationship between the speaker and the listener;
- 4) the tone of communication (formal, neutral, or friendly);
- 5) the purpose of communication;
- 6) the means of communication (language or its subsystem—dialect, style, as well as paralinguistic means such as gestures and facial expressions);
- 7) the mode of communication (oral or written, direct or remote); and
- 8) the place of communication.

These components are regarded as situational variables. A change in any of them leads to a transformation of the communicative situation and consequently to variations in the linguistic means and communicative behavior used by participants. For example, communication between a judge and a witness in a courtroom is characterized by a much greater degree of formality than communication between the same individuals outside a court hearing. In this case, the place of communication changes while most other situational variables remain constant. A judge's questioning of a witness in order to obtain biographical information presupposes a question-and-answer format of interaction, accompanied by the corresponding syntactic features of dialogue, such as elliptical statements and the repetition of certain elements of the question by the respondent.

ANALYSIS AND RESULTS

A judge's request for a witness to reproduce testimony given during the preliminary investigation presupposes a predominantly monologic form of speech on the part of the judge and only a confirming or denying response from the witness. In this case, the purpose of communication changes, whereas all other situational variables remain unchanged. Speech communication, speech behavior, and speech act are all directly related to the process of verbal interaction. The first term is regarded as a synonym for "speech communication." It is important to emphasize that both concepts denote a two-way process, namely the interaction between individuals during communication. In contrast, the term "speech behavior" highlights the one-sided nature of the process. It refers to the properties and characteristics that distinguish the speech and verbal reactions of one of the participants in a communicative situation, either the speaker (sender) or the listener (addressee). The term "speech behavior" is particularly useful for describing monologic forms of speech, such as lectures, speeches at meetings, public rallies, and similar communicative situations. However, this term is insufficient for analyzing dialogue because, in dialogic interaction, it is essential to reveal the mechanisms of mutual verbal actions rather than merely describe the speech behavior of each participant separately.

CONCLUSION

However, in small linguistic communities, such as families where communication is direct and predominantly oral, there may exist not one but two languages, for example, Russian and Kazakh. In some cases, there may even be more languages involved. Families of modern Russian emigrants, for instance, are known to use several languages in intra-family communication. Thus, the concept of "speech communication" includes the concept of "speech behavior," which demonstrates the close interrelation between these linguistic categories.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



MAKTABGACHA VA MAKTAB TA'LIMI

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