

SCIENCE
PROBLEMS.UZ

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Актуальные проблемы социальных и гуманитарных наук

Ijtimoiy-gumanitar fanlarning dolzarb muammolari

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2025

SCIENCEPROBLEMS.UZ

**IJTIMOIIY-GUMANITAR FANLARNING
DOLZARB MUAMMOLARI**

№ 8 (5) – 2025

**АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-
ГУМАНИТАРНЫХ НАУК**

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

TOSHKENT-2025

BOSH MUHARRIR:

Isanova Feruza Tulqinovna

TAHRIR HAY'ATI:

07.00.00- TARIX FANLARI:

Yuldashev Anvar Ergashevich – tarix fanlari doktori, siyosiy fanlar nomzodi, professor, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat siyosati va boshqaruvi akademiyasi;

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Tursunov Ravshan Normuratovich – tarix fanlari doktori, O'zbekiston Milliy Universiteti;

Xolikulov Axmadjon Boymahmatovich – tarix fanlari doktori, O'zbekiston Milliy Universiteti;

Gabrielyan Sofya Ivanovna – tarix fanlari doktori, dotsent, O'zbekiston Milliy Universiteti.

Saidov Sarvar Atabullo o'g'li – katta ilmiy xodim, Imom Termiziy xalqaro ilmiy-tadqiqot markazi, ilmiy tadqiqotlar bo'limi.

08.00.00- IQTISODIYOT FANLARI:

Karlibayeva Raya Xojabayevna – iqtisodiyot fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Nasirxodjayeva Dilafruz Sabitxanovna – iqtisodiyot fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Ostonokulov Azamat Abdukarimovich – iqtisodiyot fanlari doktori, professor, Toshkent moliya instituti;

Arabov Nurali Uralovich – iqtisodiyot fanlari doktori, professor, Samarqand davlat universiteti;

Xudoyqulov Sadirdin Karimovich – iqtisodiyot fanlari doktori, dotsent, Toshkent davlat iqtisodiyot universiteti;

Azizov Sherzod O'ktamovich – iqtisodiyot fanlari doktori, dotsent, O'zbekiston Respublikasi Bojxona instituti;

Xojayev Azizxon Saidaloxonovich – iqtisodiyot fanlari doktori, dotsent, Farg'ona politexnika instituti

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Shakarov Qulmat Ashirovich – iqtisodiyot fanlari

nomzodi, dotsent, Toshkent axborot texnologiyalari universiteti

09.00.00- FALSAFA FANLARI:

Hakimov Nazar Hakimovich – falsafa fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Yaxshilikov Jo'raboy – falsafa fanlari doktori, professor, Samarqand davlat universiteti;

G'aybullayev Otabek Muhammadiyevich – falsafa fanlari doktori, professor, Samarqand davlat chet tillar instituti;

Saidova Kamola Uskanbayevna – falsafa fanlari doktori, "Tashkent International University of Education" xalqaro universiteti;

Hoshimxonov Mo'min – falsafa fanlari doktori, dotsent, Jizzax pedagogika instituti;

O'roqova Oysuluv Jamoliddinovna – falsafa fanlari doktori, dotsent, Andijon davlat tibbiyot instituti, Ijtimoiy-gumanitar fanlar kafedrasini mudiri;

Nosirxodjayeva Gulnora Abdukaxxarovna – falsafa fanlari nomzodi, dotsent, Toshkent davlat yuridik universiteti;

Turdiyev Bexruz Sobirovich – falsafa fanlari doktori (DSc), Professor, Buxoro davlat universiteti.

10.00.00- FILOLOGIYA FANLARI:

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Hasanov Shavkat Ahadovich – filologiya fanlari doktori, professor, Samarqand davlat universiteti;

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Kuchkarov Raxman Urmanovich – filologiya fanlari nomzodi, dotsent v/b, Toshkent davlat yuridik universiteti;

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12.00.00- YURIDIK FANLAR:

Axmedshayeva Mavlyuda Axatovna – yuridik fanlar doktori, professor, Toshkent davlat yuridik universiteti;

Muxitdinova Firyuza Abdurashidovna – yuridik fanlar doktori, professor, Toshkent davlat yuridik universiteti;

Esanova Zamira Normurotovna – yuridik fanlar doktori, professor, O'zbekiston Respublikasida xizmat ko'rsatgan yurist, Toshkent davlat yuridik universiteti;

Hamroqulov Bahodir Mamasharifovich – yuridik fanlar doktori, professor v.b., Jahon iqtisodiyoti va diplomatiya universiteti;

Zulfiqorov Sherzod Xurramovich – yuridik fanlar doktori, professor, O'zbekiston Respublikasi Jamoat xavfsizligi universiteti;

Xayitov Xushvaqt Saparbayevich – yuridik fanlar doktori, professor, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat siyosati va boshqaruvi akademiyasi;

Asadov Shavkat G'aybullayevich – yuridik fanlar doktori, dotsent, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat siyosati va boshqaruvi akademiyasi;

Ergashev Ikrom Abdurasulovich – yuridik fanlari doktori, professor, Toshkent davlat yuridik universiteti;

Utemuratov Maxmut Ajimuratovich – yuridik fanlar nomzodi, professor, Toshkent davlat yuridik universiteti;

Saydullayev Shaxzod Alixanovich – yuridik fanlar nomzodi, professor, Toshkent davlat yuridik universiteti;

Hakimov Komil Baxtiyarovich – yuridik fanlar doktori, dotsent, Toshkent davlat yuridik universiteti;

Yusupov Sardorbek Baxodirovich – yuridik fanlar doktori, professor, Toshkent davlat yuridik universiteti;

Amirov Zafar Aktamovich – yuridik fanlar doktori (PhD), O'zbekiston Respublikasi Sudyalari oliy

kengashi huzuridagi Sudyalari oliy maktabi;

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Babadjanov Atabek Davronbekovich – yuridik fanlar nomzodi, professor, Toshkent davlat yuridik universiteti;

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Rahmatov Elyor Jumaboyevich — yuridik fanlar nomzodi, Toshkent davlat yuridik universiteti;

13.00.00- PEDAGOGIKA FANLARI:

Xashimova Dildarxon Urinboyevna – pedagogika fanlari doktori, professor, Toshkent davlat yuridik universiteti;

Ibragimova Gulnora Xavazmatovna – pedagogika fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Zakirova Feruza Maxmudovna – pedagogika fanlari doktori, Toshkent axborot texnologiyalari universiteti huzuridagi pedagogik kadrlarni qayta tayyorlash va ularning malakasini oshirish tarmoq markazi;

Kayumova Nasiba Ashurovna – pedagogika fanlari doktori, professor, Qarshi davlat universiteti;

Taylanova Shoxida Zayniyevna – pedagogika fanlari doktori, dotsent;

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Ibraximov Sanjar Urunbayevich – pedagogika fanlari doktori, Iqtisodiyot va pedagogika universiteti;

Javliyeva Shaxnoza Baxodirovna – pedagogika fanlari bo'yicha falsafa doktori (PhD), Samarqand davlat universiteti;

Bobomurotova Latofat Elmurodovna — pedagogika fanlari bo'yicha falsafa doktori (PhD), Samarqand davlat universiteti.

19.00.00- PSIXOLOGIYA FANLARI:

Karimova Vasila Mamanosirovna – psixologiya fanlari doktori, professor, Nizomiy nomidagi Toshkent davlat pedagogika universiteti;

Hayitov Oybek Eshboyevich – Jismoniy tarbiya va sport bo'yicha mutaxassislarni qayta tayyorlash va malakasini oshirish instituti, psixologiya fanlari doktori, professor

Umarova Navbahor Shokirovna– psixologiya fanlari doktori, dotsent, Nizomiy nomidagi Toshkent davlat pedagogika universiteti, Amaliy psixologiyasi kafedrasini mudiri;

Atabayeva Nargis Batirovna – psixologiya fanlari doktori, dotsent, Nizomiy nomidagi Toshkent davlat pedagogika universiteti;

Shamshetova Anjim Karamaddinovna – psixologiya fanlari doktori, dotsent, O'zbekiston davlat jahon tillari universiteti;

Qodirov Obid Safarovich – psixologiya fanlari doktori (PhD), Samarkand viloyat IIB Tibbiyot bo'limi psixologik xizmat boshlig'i.

22.00.00- SOTSILOGIYA FANLARI:

Latipova Nodira Muxtarjanovna – sotsiologiya fanlari doktori, professor, O'zbekiston milliy universiteti kafedra mudiri;

Seitov Azamat Po'latovich – sotsiologiya fanlari doktori, professor, O'zbekiston milliy universiteti;

Sodiqova Shohida Marxaboyevna – sotsiologiya fanlari doktori, professor, O'zbekiston xalqaro islom akademiyasi.

23.00.00- SIYOSIY FANLAR

Nazarov Nasriddin Ataqulovich –siyosiy fanlar doktori, falsafa fanlari doktori, professor, Toshkent arxitektura qurilish instituti;

Bo'tayev Usmonjon Xayrullayevich –siyosiy fanlar doktori, dotsent, O'zbekiston milliy universiteti kafedra mudiri.

OAK Ro'yxati

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MUNDARIJA

07.00.00 – TARIX FANLARI

Baxranov Sherzod

O'ZBEKISTON SSRDA QISHLOQ XO'JALIGINI RIVOJLANTIRISH BILAN BOG'LIQ MUAMMOLARNI YECHIMINI TOPISHDA BUTUNITTIFOQ PAXTACHILIK ILMIY-TADQIQOT INSTITUTI O'RNI	10-16
---	-------

Bazarbayeva Nilufar Anorbayevna

MILLIY HUNARMANDCHILIK: USTA-SHOGIRD MUNOSABATLARNING TRANSFORMATSION JARAYONLARI	17-21
--	-------

Sattarova Marhabo Mamatovna

O'ZBEKISTONDA MILLATLARARO TOLERANTLIK VA UNING MADANIY-SIYOSIY JARAYONLARIGA TA'SIRI	22-30
--	-------

Raxmatov Mirjon

BUXORO VILOYATIDA BOJXONA TIZIMINING SHAKLLANISHI TARIXIDAN	31-38
---	-------

To'xtasinov Mira'zam

SOMONIYLAR DAVLATI: HARBIY ISLOHOTLAR VA BOSHQARUV STRATEGIYALARI	39-42
---	-------

08.00.00 – IQTISODIYOT FANLARI

Kuliboyev Azamat Shonazarovich

DAVLAT SEKTORIDA HISOBNING O'ZIGA XOS XUSUSIYATLARI	43-48
---	-------

Azgarov Abdumutalib

INTERNET-MARKETINGNING UMUMIY OVQATLANISH KORXONALARIDA QO'LLANILISHI HOLATI TAHLILI	49-56
---	-------

Ochilov Mels, Sayfiyeva Parizoda

IMPACT OF INDUSTRIAL POLICY ON THE INVESTMENT CLIMATE: INTERNATIONAL EXPERIENCE	57-60
--	-------

Otabekov Javdod

GO'SHT YETISHTIRISH TIZIMINI RAQAMLASHTIRISH VA "AQLLI QISHLOQ XO'JALIGI" IMKONIYATLARIDAN SAMARALI FOYDALANISH YO'NALISHLARI	61-68
--	-------

Navruzov Dilshod Ismatullayevich

AKSIYADORLIK JAMIYATIDA KORPORATIV BOSHQARUV TIZIMINI TAKOMILLASHTIRISH ORQALI INVESTITSION JOZIBADORLIKNI TA'MINLASH	69-74
--	-------

Uralov Temur Boxodir o'g'li

ENERGETIKA KORXONALARI AUDITI NATIJALARINI HUJJATLASHTIRISH VA AUDITORLIK HISOBOTINI TAYYORLASHNI TAKOMILLASHTIRISH	75-81
--	-------

Samandarov Og'abek

ENERGIYA XAVFINI EKONOMETRIK MODELLASHTIRISHDA ARDL MODELINING AHAMIYATI	82-86
---	-------

09.00.00 – FALSAFA FANLARI

<i>Yuldashev Rustam Daniyrovich</i> YANGILANAYOTGAN O'ZBEKISTONDA FALSAFIY TARBIYANING JAMIYAT RIVOJLANISHIDAGI O'RNI	87-93
<i>Adilov Zafar Yunusovich</i> ATROF-MUHIT TA'LIMI VA EKOLOGIK ONG: BARQAROR KELAJAK SARI YO'L	94-98
<i>Berdikulova Surayyo Aslamovna</i> IJTIMOIY ADOLAT VA QONUN USTUVORLIGI ME'YORLARINING SHAKLLANISHI	99-104
<i>Taniqulov Jonibek Ashirkulovich</i> ZAMONAVIY O'ZBEKISTON JAMIYATI SHAROITLARIDA TA'LIM MADANIYATI	105-113
<i>Yarbaev Xasan Xazratqulovich</i> JAMIYAT BARQARORLIGINI TA'MINLASH: MILLIY VA GLOBAL XAVFSIZLIK KONTEKSTIDA TAHLIL	114-118
<i>Maxsudjonov Kamronjon</i> MA'RIFIY TASHKILOTLAR TIZIMINING SHAXS MA'NAVIY MADANIYATIGA TA'SIRINING IJTIMOIY-FALSAFIY AHAMIYATI	119-123
<i>Qo'chqarov Oybek G'ulomovich</i> INDUSTRIYA 4.0 DAVRIDA TA'LIM VA KASB-HUNAR INTEGRATSIYASI: IJTIMOIY-FALSAFIY YONDASHUV	124-128
<i>Otaqulov Elyor Madiyrovich</i> EKOLOGIK KONFLIKTNING FALSAFIY MOHIYATI	129-136
<i>Mamatqulov Rashid Pazilbekovich</i> TUSHUNCHA USTIDA MANTIQUIY AMALLAR	137-141

10.00.00 – FILOLOGIYA FANLARI

<i>Niyazov Ravshan Turakulovich</i> SKOTT TUROVNING "AYBSIZLIK PREZUMPSIYASI" ROMANIDA DIALOGLAR XUSUSIYATI VA PERSONAJLAR XARAKTERISTIKASI	142-148
<i>Yunusova Xilola Ravshan qizi</i> KONSEPTUAL INTEGRALLASHUV: O'ZBEK TILIDAGI "V+(I)B YURA TURMOQ" ANALITIK ASPEKTUAL QURILMA TAHLILI MISOLIDA	149-154
<i>Absalamova Gulmira Sharifovna</i> LINGVOSEMANTIK YONDASHUVDA ADABIY-LUG'AVIY TERMINLARNING NAZARIY TAHLILI: KRIS BOLDIK LUG'ATI ASOSIDA	155-158
<i>Dadajanova Aziza Karimullayevna</i> THE ROLE OF CULTURAL CONTEXT IN TRANSLATION: A CROSS-CULTURAL PERSPECTIVE	159-170
<i>Bahromjonova Shahnoza Xolmatovna</i> YAPON XALQ ERTAGIDA TURFA VARIANTLILIK HAMDA ERTAKDAGI RAMZIY MA'NOLAR: "MOMOTARO" (SHAFTOLIDAN TUG'ILGAN BOLA) ERTAGI MISOLIDA	171-175
<i>Babajanova Iqbol Salomaddinovna</i> SHAXS OTLARINING PRAGMATIK XUSUSIYATLARI	176-180

<i>To'xtayeva Sarvinoz</i> DUNYO VA O'ZBEK TILSHUNOSLIGIDA ETNONIMLARNING O'RGANILISHI	181-184
<i>Ayimbetova Damekhan Maksetbay qizi</i> TED XYUZ VA IBRAYIM YUSUPOV SHE'RIYATIDA POETIK ILHOM MANBALARI QIYOSI	185-189
<i>Ismatullayeva Nargiza, Qosimova Malika Xurshidovna</i> CHALLENGES AND INNOVATIONS IN SIMULTANEOUS INTERPRETER TRAINING IN CHINESE UNIVERSITIES: THE ROLE OF TECHNOLOGY IN MODERN PEDAGOGY	190-195

12.00.00 – YURIDIK FANLAR

<i>O'rinboyev Rustamjon</i> A SOCIO-LEGAL ANALYSIS OF THE EVERYDAY TRANSNATIONAL LIVES OF UZBEK MIGRANTS IN RUSSIA	196-206
<i>Uzakova Go'zal Sharipovna</i> YER NIZOLARINI SUDLARDA KO'RISH TARTIBI	207-212
<i>G'ofurova Dilafruz</i> AYOLLAR TOMONIDAN SODIR ETILADIGAN HAYOTGA QARSHI JINOYATLARNING KRIMINALISTIK TAVSIFI: NAZARIY VA AMALIY MUAMMOLAR	213-218
<i>Komilov Avazbek Bokijonovich</i> PROKUROR TAQDIMNOMASI BILAN BOG'LIQ MUAMMOLAR VA ULARNI BARTARAF ETISH MASALALARI	219-223
<i>Juraeva Asal</i> OBSTACLES IN ENFORCING ICA AWARDS IN UZBEKISTAN	224-228
<i>Ходжаева Ширин</i> ПРАВОВАЯ ПРИРОДА И ОБЪЁМ МЕЖДУНАРОДНОЙ ПРАВОСУБЪЕКТНОСТИ СПЕЦИАЛИЗИРОВАННЫХ УЧРЕЖДЕНИЙ ООН В СФЕРЕ ОХРАНЫ ЗДОРОВЬЯ	229-239
<i>Imomniyozov Doniyorbek</i> SUN'IY INTELLEKT SOHASIDA ALGORITMIK JAVOBGARLIK: IJTIMOIY, HUQUQIY VA TASHKILIY YONDASHUVLAR	240-250
<i>Asadov Shahriddin Faxriddinovich</i> XIZMATLAR TUSHUNCHASINING HUQUQIY VA IQTISODIY TAHLILI: SIVILISTIK DOKTRINA NUQTAI NAZARIDAN	251-254
<i>Суннатиллаева Сарвиноз</i> АНАЛИЗ ОСОБЕННОСТЕЙ РЕГУЛИРОВАНИЯ АНТИДЕМПИНГОВЫХ И КОМПЕНСАЦИОННЫХ ПОШЛИН В РАМКАХ ВТО И УЗБЕКИСТАНА	255-262
<i>Anarbayev Eldor</i> KONSESSIYALARNI XORIJIY DAVLATLARDA HUQUQIY TARTIBGA SOLISH	263-269
<i>Ibrohimov Azimjon</i> KORPORATIV IMKONIYATLAR DOKTRINASI: XORIJIY TAJRIBA VA MILLIY QONUNCHILIK	270-278

13.00.00 – PEDAGOGIKA FANLARI

<i>Qurbonov G'ulomjon G'afurovich</i> RAQAMLI TEXNOLOGIYALAR ASOSIDA O'QITISHNING METODLARI, SHAKLLARI VA VOSITALARI	279-285
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<i>Safarova Nigora Nasilloevna</i> TRANSFORMATIV TA'LIM TEXNOLOGIYALARINING NAZARIY ASOSLARI VA ULARNING KOMPETENTLIK YONDASHUVI BILAN BOG'LIQLIGI	286-293
<i>Muxammadjonov Muslimbek</i> OLIY TA'LIMDA TALABA MARKAZLI YONDASHUVNI JORIY ETISH MEXANIZMLARI ...	294-302
<i>Khabibullaeva Dilshoda</i> FUNCTIONS OF CODE-SWITCHING IN ENGLISH LANGUAGE TEACHING CLASSROOMS IN UZBEKISTAN	303-309
<i>Berdiyeva Nilufar Berdiyeva qizi</i> INNOVATION YONDASHUV ASOSIDA TALABALARDA IJODIY KOMPETENSIYALARNI RIVOJLANTIRISH TEXNOLOGIYALARI	310-314
<i>Hamidov Sherhali Shirinovich</i> BO'LAJAK INFORMATIKA O'QITUVCHILARINI TAYYORLASHDA ZAMONAVIY TA'LIM TALABLARI VA YO'NALISHLARI	315-320
<i>Sattoriy Shohruh</i> RAQAMLI TRANSFORMATSIYA SHAROITIDA TA'LIM SIFATINI NAZORAT QILISH MEXANIZMLARINI BOSHQARISHNING NAZARIY ASOSLARI	321-325
<i>Tadjiyeva Nodira Yusupjanovna</i> TALABALARDA MUOMALA MADANIYATINI RIVOJLANTIRISHDA KOMMUNIKATSIYA JARAYONINING AHAMIYATI	326-331
<i>Sharofutdinova Ra'noxon Shavkatovna</i> "NURLI MASKAN" TA'LIM MUASSASALARIDA O'QUVCHILARNI IJTIMOY HAYOTGA TAYYORLASH BO'YICHA KORREKSION-PEDAGOGIK ISHLARNING TASHKIL ETILISHINI O'RGANISH VA NATIJALAR TAHLILI	332-336
<i>Karimov Akramjon Zaynobidinovich</i> TO THE CONTENT OF PRACTICAL CLASSES ON THE MODULE "DECISION SUPPORT SYSTEMS" OF THE ACADEMIC DISCIPLINE "INFORMATION TECHNOLOGIES IN MANAGEMENT"	337-341

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Article / Original Paper

FUNCTIONS OF CODE-SWITCHING IN ENGLISH LANGUAGE TEACHING CLASSROOMS IN UZBEKISTAN

Khabibullaeva Dilshoda

Independent researcher

Abstract. This study explores the pragmatic and instructional functions of code-switching in Uzbek-English classrooms. The research uses classroom observation and transcription analysis and identifies key functions. Findings reveal that code-switching strategically supports comprehension, classroom interaction, and language development. The result of this research is expected to be useful for teachers in the field of language to understand the functions and the effectiveness of code switching in the classroom. The study concludes that purposeful code-switching helps improve English language teaching in Uzbek classrooms.

Keywords: code-switching, communicative competence, pragmatic function, instructional function, classroom communication, lesson content.

O'ZBEKISTONDA INGLIZ TILINI O'QITISH DARSLARIDA KOD ALMASHTIRISHNING FUNKSIYALARI

Xabibullayeva Dilshoda

Mustaqil tadqiqotchi

Annotatsiya. Ushbu tadqiqot o'zbek-ingliz sinflarida kod almashtirishning pragmatik va o'qitish funksiyalarini o'rganadi. Tadqiqot sinfda kuzatish va transkripsiya tahlilidan foydalanadi va asosiy funksiyalarni aniqlaydi. Natijalar shuni ko'rsatadiki, kod almashtirish strategik jihatdan tushunish, sinfdagi o'zaro ta'sir va tilni rivojlantirishni qo'llab-quvvatlaydi. Ushbu tadqiqot natijasi til sohasidagi o'qituvchilar uchun dars jarayonida kod almashtirishning funksiyalari va samaradorligini tushunish uchun foydali bo'lishi kutilgan. Tadqiqot xulosasiga ko'ra, maqsadli kod almashtirish o'zbek sinflarida ingliz tilini o'qitishni yaxshilashga yordam beradi.

Kalit so'zlar: kod almashtirish, kommunikativ kompetensiya, pragmatik funksiya, o'qitish funksiyasi, sinfdagi muloqot, dars mazmuni.

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INTRODUCTION

In recent years, the demand for effective English language instruction has significantly increased across Uzbekistan due to educational reforms, internationalization, and the growing importance of English in academic and professional contexts. As English becomes a key component of national curricula, educators face growing pressure to deliver instruction that is both comprehensible and engaging to learners whose first language is Uzbek. One strategy frequently employed in local classrooms is code-switching—the intentional alternation between English and Uzbek during instruction.

The topicality of this issue stems from the current shift in educational practices in multilingual societies like Uzbekistan, where teachers must balance the promotion of English proficiency with the need to ensure classroom communication and understanding. In such

environments, code-switching serves not only as a communicative bridge but also as a pedagogical tool that reflects broader sociolinguistic dynamics. Understanding how code-switching functions within Uzbek-English classrooms is particularly relevant as policymakers and educators seek to enhance language education quality while respecting learners' linguistic backgrounds.

Bilingualism is the ability to use two languages or to have “native like control of two languages”. [1, 56] Code switching – the alternating use of two (or more) languages – is a natural occurrence in the speech of bilingual individuals. [9, 68]

In ELT classrooms, code switching comes into use either in the teachers' or the students' discourse. [10, 1] This observation aligns with the dynamics of multilingual classrooms, where code-switching serves as a practical tool for facilitating interaction and comprehension. Its presence often reflects a strategic approach to managing bilingual resources effectively.

To promote communicative competence, learners must get practice in communicative exchanges in the classroom. [5, 217] This underscores the significance of interaction in language acquisition, and highlights how incorporating both L1 and L2 during exchanges can enhance communicative competence when appropriately managed.

Sert (2005) identified several pedagogical functions of code-switching in English language classrooms, such as topic switching, affective functions, and translation for clarification. Similarly, Ferguson (2003) discussed the strategic use of code-switching to support comprehension and classroom management.

While code-switching is widely used in Uzbek classrooms, there are still relatively few studies that look closely at how and why teachers switch between Uzbek and English during lessons. Some researchers, such as Murodova (2024), have examined bilingualism and classroom language use in general. Others, like Saydazimova and Rustamov (2025), explored how code-switching supports learning in English lessons. These studies show that switching between languages can help learners stay engaged and understand difficult concepts. However, many of these works rely on teacher interviews or general observations. In contrast, this article looks directly at real classroom language and identifies practical functions of code-switching based on classroom transcriptions. This kind of practical, classroom-focused insight is still quite limited in Uzbekistan, and the goal here is to help teachers use code-switching more effectively.

MATERIALS

The primary material for this study consisted of a recorded English lesson conducted in an Uzbek secondary school. The classroom session lasted approximately 45 minutes and involved a group of 11th-grade students with intermediate-level proficiency in English. The teacher, a qualified EFL instructor with over 10 years of experience, conducted the lesson using a communicative approach, with occasional use of Uzbek for instructional and pragmatic purposes.

The session was audio-recorded with the consent of the teacher and students, and later transcribed for analysis. The transcription included all teacher utterances where code-switching between English and Uzbek occurred. A simple coding scheme was developed to categorize the pragmatic and instructional functions of code-switching found in the transcript.

METHODS

This study employed a qualitative case study approach to explore the pragmatic functions and instructional purposes of code-switching in an English as a Foreign Language

(EFL) classroom in Uzbekistan. A single classroom session was selected to allow for an in-depth analysis of language use in a real teaching environment. The class was observed and audio-recorded, and the recording was transcribed for detailed examination.

The data were analyzed using qualitative content analysis, focusing on instances of code-switching in the teacher's speech. The identified functions were informed by previous research on code-switching (e.g., Sert, 2005; Ferguson, 2003) and adapted to the local classroom context.

To ensure reliability, the transcript was reviewed multiple times and instances of code-switching were coded independently and then cross-checked for consistency. Selected examples were then presented and discussed in the results section to illustrate how code-switching contributed to effective classroom communication and instruction.

RESULTS AND DISCUSSION

The analysis of the classroom transcript revealed multiple instances of code-switching employed by the teacher to fulfill various communicative and pedagogical roles. These functions helped maintain effective communication and interpersonal interaction, and directly supported teaching and learning processes.

The findings align with earlier studies (e.g., Sert, 2005; Ferguson, 2003), which argue that code-switching, when used strategically, can greatly enhance classroom interaction and learning outcomes.

Below is a detailed account of each function observed:

E1: T: *We use the Present Perfect to talk about actions that started in the past but have a result now. Demak, Present Perfect – bu o'tmishda boshlangan, lekin natijasi hozirgacha yetib kelgan ishlar uchun ishlatiladi. For example, "She has lost her keys." Bu degani — u kalitlarini yo'qotgan. She lost them before, but now she can't get into her house — shuning uchun hozirgi holatga ta'siri bor.*

[We use the Present Perfect to talk about actions that started in the past but have a result now. That means the Present Perfect is used for actions that began in the past but still have an effect on the present. For example, "She has lost her keys." This means she lost her keys earlier, but now she can't get into her house — so it has an impact on the current situation.]

In this example, the teacher switches between English and Uzbek to enhance *students' understanding* of the Present Perfect tense. Code-switching is used to translate key statements to align the meanings in two different languages (i.e. Uzbek and English), so that the students in the interaction could gain a better understanding of the words or phrases spoken by the teacher, and offer further explanation to explain the earlier information given in English, thus the explanation is preceded in Uzbek. By doing so, the teacher ensures that learners can grasp not only the literal meaning of the sentences but also their grammatical function and contextual usage. This strategic blending of languages serves to bridge any potential comprehension gaps and make the concept more accessible to all students.

E2: T: *For example, "I have eaten" — ya'ni, men ovqat yeb bo'ldim, and I'm still full now. Why don't we just say "I ate"? Chunki "I have eaten" holatga hozirgi ta'sirni bildiradi, unlike "I ate." Farqini tushundingizmi, or shall I explain again?*

[For example, "I have eaten" — this means I've finished eating, and I'm still full now. Why don't we just say "I ate"? Because "I have eaten" shows the present result of the past action, unlike "I ate." Did you get the difference, or should I explain it again?]

When the teacher was using English as the base language and a student posed a question in Uzbek instead of English, the teacher responded by switching codes in her answer and also posed a follow-up question. This example shows that although the teacher began in English, she switched to Uzbek while *asking a question*, demonstrating that code-switching served the purpose of question formulation.

The function of *checking understanding*, whether from English to Uzbek or vice versa, was used to review content already taught. The teacher employed it to evaluate students' grasp of the material discussed in class, using it as a tool to measure how well the students understood the lesson content.

E3: T: *Look at this sentence: "She has broken her leg." Now listen — has broken. **Bu yerda "has broken" juda muhim, aynan hozirgi holatini tushunish uchun. What can you tell about her situation now? Nima deb o'ylaysiz, hozir u yura oladimi? And here's a new word: fracture — it's similar to break, but a bit more medical. "Fracture" bu "sindirish" degani, lekin odatda kasalxonada ishlatiladi.***

[Look at this sentence: "She has broken her leg." Now listen — has broken. This part is very important to understand her current situation. What can you say about her condition now? Do you think she can walk? And here's a new word: fracture — it's similar to break, but a bit more medical. Fracture means "to break," but it's usually used in hospital or medical contexts.]

In this instance, the teacher focused on *emphasizing* certain aspects of the English language. Important messages can be reinforced or highlighted when they are transmitted in the L1 [6, 68]. To ensure the learners fully grasped specific linguistic features tied to the lesson content, the teacher resorted to code-switching. This likely occurred because the concepts were theoretical in nature, prompting the teacher to shift into Uzbek for better clarity and shared understanding.

Moreover, the teacher occasionally used code-switching to *make inferences*. While the explanation of the lesson was mostly in English, she switched to Uzbek during summary or concluding remarks. In this case, the purpose of code-switching was to help students understand inferences or key takeaways.

Another observed function was *vocabulary development*. The teacher used code-switching during vocabulary discussions. When English words were introduced, they were often translated or interpreted in Uzbek to help students build their vocabulary and enhance understanding.

E4 T: *Now, let's look at your answers for the worksheet. In number three, you wrote "He has finished his homework," right? **Yaxshi, nima uchun Present Perfect ishlatdingiz? Group B, do you agree with this answer? Why or why not? Siz nima deb o'ylaysiz, bu jumla to'g'rimi? Nima uchun?***

[Now, let's look at your answers for the worksheet. In number three, you wrote, "He has finished his homework," right? Good. Why did you use the Present Perfect? Group B, do you agree with this answer? Why or why not? What do you think — is this sentence correct? Why?]

In E4, the teacher code-switches to guide and maintain a *classroom discussion* about student responses. The Uzbek phrases are used to:

- Encourage students to justify their grammatical choices,
- Invite peer evaluation and collaborative reasoning,

- Create a supportive space for all students — especially lower-proficiency learners — to participate.

This type of code-switching facilitates deeper reflection and classroom dialogue, making the grammatical focus more interactive and student-centered.

E5: T: *Good job, Aziza. You said “I have visited Tashkent twice.” Everyone, let’s repeat that sentence together: I have visited Tashkent twice. **Barchangiz birga takrorlang!** And group three — please stop whispering, I need everyone focused now. **Uchinchi guruh, iltimos, jim bo’ling, hammangiz diqqat qiling.***

[See? Aziza used “have” and “visited” correctly. Everyone repeat together! Group three, please be quiet and pay attention.]

In E5, the teacher pragmatically uses code-switching to *manage the class*.

A quick switch to Uzbek is used to redirect off-task students (Group 3), maintaining a focused learning environment without disrupting the flow of the lesson. This excerpt demonstrates how code-switching not only supports language learning but also reinforces classroom discipline and instructional rhythm.

The next one is *clarification*, which was used by both the teacher and students to clarify or confirm explanations, information, questions, or statements. This helps prevent misunderstandings regarding the intended meaning in English. Code-switching becomes a tool for the teacher to make her message clearer, prompting her to switch into Uzbek to ensure her previous utterances in English are fully understood.

Also, *giving feedback* was observed when using code-switching. This occurred when the teacher asked students to share their thoughts about the lesson. In this context, code-switching helped assess how well students had understood the material, identify areas they had mastered, and highlight aspects needing improvement. It made the feedback exchange more effective and meaningful for both the teacher and the students.

Another function was related to *recall or memory*. The teacher often reminded students about previously covered material, assigned tasks, classroom rules, or responsibilities they might have overlooked or forgotten. During these reminders, code-switching frequently took place.

The final function identified was for *entertainment and general interaction*. Instances from the data showed that the teacher and students sometimes used code-switching to lighten the mood, reduce classroom tension, or simply connect with one another in a more relaxed way. Humorous exchanges or casual remarks were often made in Uzbek, as it felt more natural and comfortable for such moments.

Interestingly, certain functions such as *reiteration* and emphasizing a language element show a blend of pragmatic and instructional value. When the teacher repeated key concepts in both English and Uzbek, it not only reinforced understanding but also confirmed to the students that the information was important. Moreover, the use of code-switching during *vocabulary development* highlights how translation can be used judiciously—not as a crutch, but as a gateway to deeper semantic understanding. This mirrors the findings of Cook (2001), who supports the use of the L1 as a valuable classroom resource rather than a hindrance.

Additionally, entertainment and humor in the teacher’s L1 served to create a relaxed atmosphere and strengthen teacher-student rapport. Although this may appear minor, its impact on classroom dynamics should not be underestimated, especially in cultures where

formal teacher authority is strong. Code-switching in these moments humanizes the teacher and can increase student motivation and willingness to engage.

However, it is important to note that while code-switching offers significant benefits, its effectiveness largely depends on how and when it is used. Over-reliance on Uzbek could potentially reduce students' exposure to English and delay the development of L2 fluency. As such, teacher awareness and reflection are essential. Educators must balance the supportive role of code-switching with opportunities for English immersion, gradually reducing reliance on L1 as learners gain confidence and proficiency.

CONCLUSION

This study has examined the pragmatic and instructional functions of code-switching in an Uzbek EFL classroom, revealing its multifaceted role in facilitating both communication and learning. The analysis identified numerous functions, each serving to support student comprehension and engagement. These functions were found to help manage classroom interaction and build rapport, enhance the delivery and understanding of language content.

The findings affirm that code-switching, when applied thoughtfully and strategically, can be an effective pedagogical resource in bilingual educational settings. By drawing on students' L1 (Uzbek), teachers can scaffold difficult concepts, maintain classroom control, and foster a more inclusive and supportive environment for language learning.

However, the study also underscores the need for balance. While code-switching provides valuable support, excessive use may limit learners' exposure to English and hinder the development of L2 fluency. Therefore, it is essential that teachers remain aware of their language choices, continuously reflecting on how code-switching serves their pedagogical intentions and the learners' needs.

In conclusion, code-switching should not be viewed as a sign of instructional weakness but rather as a strategic resource that, when used purposefully, enriches the teaching and learning experience in EFL classrooms. Continued professional development and further research are recommended to help teachers refine their use of this practice and to explore its long-term effects on language acquisition in multilingual contexts such as Uzbekistan.

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