FILOLOGIYA VA PEDAGOGIKA

2026-yil
16 (35)-son

O‘ZBEKISTON RESPUBLIKASI MAKTABGACHA VA MAKTAB TA’LIMI VAZIRLIGINING
ILMIY-METODIK ELEKTRON JURNALI

RU

ФИЛОЛОГИЯ И ПЕДАГОГИКА

НАУЧНО-МЕТОДИЧЕСКИЙ ЭЛЕКТРОННЫЙ ЖУРНАЛ
МИНИСТЕРСТВА ДОШКОЛЬНОГО И ШКОЛЬНОГО
ОБРАЗОВАНИЯ РЕСПУБЛИКИ УЗБЕКИСТАН

PHILOLOGY AND PEDAGOGY

EN

SCIENTIFIC-METHODOLOGICAL ELECTRONIC JOURNAL OF
THE MINISTRY OF PRESCHOOL AND SCHOOL EDUCATION
OF THE REPUBLIC OF UZBEKISTAN

“Filologiya va pedagogika” ilmiy-metodik jurnali Oliy attestatsiya komissiyasi Rayosatining 2024-yil 30-noyabrdagi 364/5-qarori bilan 10.00.00 – Filologiya va 13.00.00 – Pedagogika fanlari bo‘yicha doktorlik dissertatsiyalari (PhD, DSc) asosiy ilmiy natijalarini chop etish tavsiya etilgan milliy ilmiy nashrlar ro‘yxatiga kiritilgan

TIL VA ADABIYOT TA'LIMI

O‘zbekiston Respublikasi Prezidenti Administratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan 2024-yil 19-avgustda 360240-raqami bilan davlat ro‘yxatidan o‘tkazilgan.

2026-yil
16 (35)-son

e-ISSN 3060-4885

MAS'UL MUHARRIR
Nargiza Sotvoldiyeva

MUHARRIRLAR:
Shahobiddin Rasulov
Najmiddin Ermatov
Emma Torosyan
Shaxina Muxamedjanova

SAHIFALOVCHI
Ziyoda Komilova

Tahririyat manzili:
100011, Toshkent shahri
Navoiy ko‘chasi 30-uy.
Telefon: (55) 510-28-44,
(77) 358-57-67
e-mail: til_adabiyot@umail.uz
veb-sayt: www.tilvaadabiyot.uz

Materiallar
@FilologiyaPedagogikaBot
orqali qabul qilinadi.

Elektron jurnal 15.09.2026 da nashr etildi.

MUASSIS
O‘zbekiston Respublikasi
Maktabgacha va maktab
ta'limi vazirligi
"Til va adabiyot ta'limi"
davlat korxonasi

FILOLOGIYA VA PEDAGOGIKA

O‘ZBEKISTON RESPUBLIKASI MAKTABGACHA VA MAKTAB TA'LIMI VAZIRLIGINING
ILMIY-METODIK ELEKTRON JURNALI

TAHRIR HAY'ATI:

10.00.00 – FILOLOGIYA

E'zozxon Karimova
O‘zbekiston Respublikasi Maktabgacha va maktab ta'limi vaziri
Farhod Boqiyev
O‘zbekiston Respublikasi Maktabgacha va maktab ta'limi vaziri o‘rinbosari
Azizbek Turdiyev
O‘zbekiston Respublikasi Maktabgacha va maktab ta'limi vaziri o‘rinbosari
Farrux Jabborov
"Til va adabiyot ta'limi" – "Преподавание языка и литературы" – "Language and literature teaching" jurnali bosh muharriri
Baxtiyor Mengliyev
Toshkent Amaliy fanlar universiteti tadqiqotchi-professori, filologiya fanlari doktori
Baxtiyor Doniyorov
Toshkent axborot texnologiyalari universiteti Nurafshon filiali professori, filologiya fanlari doktori
Anatoliy Lixodziyevskiy
O‘zbekiston davlat jahon tillari universiteti professori, filologiya fanlari doktori
Oksana Gibraltarskaya
O‘zbekiston Milliy universiteti professori, filologiya fanlari doktori
Sherzod Atamuradov
filologiya fanlari bo‘yicha falsafa doktori
Mohichexra Boltayeva
O'zbekiston Milliy universiteti Jizzax filiali dotsenti, pedagogika fanlari doktori
Muxtarbay Kurbanov
Nukus davlat pedagogika instituti dotsenti, filologiya fanlari doktori
Anvar Bo‘ronov
Toshkent davlat o‘zbek tili va adabiyoti universiteti, ijtimoiy gumanitar fanlar kafedrasi dotsenti, filologiya fanlari bo‘yicha falsafa doktori
Dilmurod Teshaboyev
Farg‘ona davlat universiteti boshlang‘ich ta'lim uslubiyati kafedrasi dotsenti, filologiya fanlari doktori
Gulhida Ikromova
Farg‘ona davlat universiteti boshlang‘ich ta'lim uslubiyati kafedrasi katta o‘qituvchisi, filologiya fanlari bo‘yicha falsafa doktori
Aziza Axmedova
O‘zbekiston Respublikasi Fanlar akademiyasi o‘zbek tili, adabiyoti va folklori instituti katta ilmiy xodimi
Iroda Nasimova
O‘zbekiston Jurnalistika va ommaviy kommunikatsiyalar universiteti katta o‘qituvchisi, filologiya fanlari bo‘yicha falsafa doktori
Ma'suma Mo‘minova
Shahrisabz davlat pedagogika instituti dotsent v.b., filologiya fanlari bo‘yicha falsafa doktori

13.00.00 – PEDAGOGIKA

Qozoqboy Yo‘ldoshev
Toshkent Amaliy fanlar universiteti professori, pedagogika fanlari doktori
G‘ofir Hamroyev
Toshkent Amaliy fanlar universiteti tadqiqotchi-professori, pedagogika fanlari doktori
Xadicha Muxitdinova
O‘zbekiston davlat jahon tillari universiteti professori, pedagogika fanlari doktori
Gulnora Mansurova
Toshkent davlat iqtisodiyot universiteti dotsenti, falsafa fanlari doktori
Sevara Ziyayeva
O‘zbekiston davlat jahon tillari universiteti dotsenti, filologiya fanlari doktori
Indira Narkulova
O‘zbekiston Respublikasi Jamoat xavfsizligi universiteti katta o‘qituvchisi, pedagogika fanlari bo‘yicha falsafa doktori
Abduvali Daminov
O‘zbekiston Milliy universiteti ijtimoiy fanlar fakulteti huquqiy fanlar kafedrasi katta o‘qituvchisi
Gulnoza Uzokova
Qarshi davlat universiteti professori, pedagogika fanlari nomzodi
Lola Akramova
Toshkent davlat tibbiyot universiteti o'zbek tili va xorijiy tillar, pedagogika kafedrasi dotsenti
Zulfiya Ortiqova
Farg‘ona davlat universiteti boshlang‘ich ta'lim uslubiyati kafedrasi katta o‘qituvchisi, pedagogika fanlari bo‘yicha falsafa doktori
Pulotjon Qaxorov
Samarqand davlat universitetining Urgut filiali dotsenti
Dilafruz Asqarova
Farg'ona davlat universiteti maktabgacha ta'lim kafedrasi o‘qituvchisi, pedagogika fanlari bo'yicha falsafa doktori

O‘zbekiston Respublikasi Oliy ta'lim, fan va innovatsiyalar vazirligi huzuridagi Oliy attestatsiya komissiyasi Rayosatining 2024-yil 30-noyabrdagi 364/5-qarori bilan 10.00.00 – Filologiya va 13.00.00 – Pedagogika fanlari bo‘yicha doktorlik dissertatsiyalari (PhD, DSc) asosiy ilmiy natijalarini chop etish tavsiya etilgan milliy ilmiy nashr.

M U N D A R I J A

10.00.00 – FILOLOGIYA

Charos Yoqubova. "Zumrad va qimmat" ertagining adaptatsion transformatsiyasida an'ana va zamonaviylik 4
Elyor Mustafayev. Qiyosiy tahlil: ingliz va o'zbek tillarida frazeologik birliklarning semantik munosabatlari 7
Gulshod Shoyimova. "Otamdan qolgan dalalar" romanida dehqon obrazi: milliy ruhiyat va fojia tasviri 10
Nodira Sanoyeva. O'zbek bolalar hikoyalarida milliy odob me'yorlarini ifodalovchi lingvokulturemalar 12
Dilorom Hayitboyeva. Ubaydiy ruboiylarining vazn va qofiya tizimi 14
Nargiza Ergasheva. Ingliz va o'zbek maqollarida stereotiplarning manipulyativ - pragmatik salohiyati 16
Gulnoza Egamberdiyeva. O'zbek va ingliz hikoyalarida ayol obrazining psixologik talqini 19
Mexri Norova. Common Aspects of White Color Symbol in Modern English and Uzbek Poetry 21
Muborak Qudratova. Hozirgi zamon o'zbek she`riyatida askar mahkam ijodi 23
Shoira Axmedova. Adabiy suhbatlarda shoir qiyofasi 25
Muxlisa Tursunova. Julian Barnsning "Floberning to'tiqushi" metaromanida intertekstuallik 27
Nizomiddin Rajabov. Dubletlarning til tizimidagi o'rni va xususiyatlari 29
Darmonjon Sadullayeva. Shermuhmmad Munis she'riyatida talmeh san'ati (Xizr obrazi talqinida) 31
Sharofiddin Raxmatullayev. Buxoro viloyati gidronimlari lingvokulturologiyasi 33
Гулчехра Махмадиева. Взаимосвязь художественного пейзажа и пафоса в узбекском рассказе 35
Саодат Мирзаева. Роль цитат и литературных реминисценций в произведениях В.В.Набокова 38
Индира Наркулова. Семантическая деградация как лингвистический феномен в условиях генеративного искусственного интеллекта 40
Умида Хабибуллаева. Эвфемизмы как средство этико-риторической организации речи 43
Фахриддин Абдурахманов. Русский язык в языковом пространстве современного узбекистана 47
Рано Батырова. Символика вещного мира в романе Наринэ Абгарян «С неба упали три яблока»: от бытовой детали к культурной памяти» 50
Малика Вахабова. Фразеологическая репрезентация концепта «мать» в корейском языке 52
Iroda Usmonova. "Xamsa"ning temuriylashuvi: ijodiy taqlid, madaniy o'zlashtirish va siyosiy-estetik qayta kodlash 55
Наргиза Заирова. Концепция «Identity» в литературоведении и её художественная **реализация в произведениях Н.**С.Момадзя И Т.Кайыпбергенова 57
Olimjon Jumaboev. Yetti ramzi: mifologik va zamonaviy hikoyachilik kodi 60
Sabohat Anvarova. O'zbek va ingliz paremiologiyasida er va xotin obrazlarining ifoda xususiyatlari (o'zbek va ingliz xalq maqollari misolida) 63
Humoyun Homidov. Qo'rquv motivining mif va afsonalardagi ildizlari 65
Shahnoza Majidova. Surxondaryo viloyati oykonimlarining konversiya usulida yasalishi 67
Gavkhar Usmonova. Kazuo ishiguro romanlarida xotira makonlari: retrospektiv narratsiya va identitetning badiiy qurilishi 69
Iroda Xaydarova. Nutq birliklari derivatsiyasida morfemalarning sintaktik xususiyatlari va strukturaviy munosabatlari 72
Asila Vahobova. "Ma'suma" romanida ayol ruhiyatining badiiy talqini 75
Gulira'no Rakhmanova, Sevara Jumanova. Functional Features of Metapragmatic Units in English and Uzbek 77
Dilnoza Turgunboeva. English Phraseological Units Expressing Quantity: Semantic and Linguocultural Features 79
Gulira'no Rakhmanova, Sevara Jumanova. Functional Features of Metapragmatic Units in English and Uzbek 82
Xaydar Xamdamov. O'zbek badiiy matnida "og'ir", "qattiq" va "chuqur" leksemalarining kollokatsion kengayishi va semantik prosodiyasi 84
Guljahon Tursunpo'latova. Alisher Navoiy "Xamsa"sida ona va ayol timsolining ma'naviy-estetik konsepsiyasi 86
Sohiba Arzikulova. Hamza dramaturgiyasidagi ayol obrazlar tahlili (Maysara va Jamila obrazlari qiyosi misolida) 89
Umida Kabulova. Superfrazali turg'un birliklarni elektron lug'atlarda kodlashtirish 91
Muhabbat Tolibova. Nazar Eshonqul nasrida lingvomadaniy birliklar va ramziy konseptlarning diskursiv tahlili 93
Rajabboy Mattiyev, Mirkamol Ismailov. Ogahiyning "Zubdatu-t-tavorix" asaridagi ayrim umumeroniy o'zlashmalar haqida 95
Shaxnoza Nuriddinova. Tibbiy eponimlarda uchraydigan muammolar 97
Nigora Rasulova. "Nozik" mulamma'-muxammasi: janr, til va badiiyat tahlili 99
Nigora Qudratova. Shoira Shams ijodida lafziy san'atlar istifodasi 101
Husnida Tojiboyeva. Pirimqul Qodirovning "Yulduzli tunlar" romanida sintaktik parallelizmning lingvopoetik xususiyatlari 104

13.00.00 – PEDAGOGIKA

Akmal Yoqubov. Ta'lim muassasalarining raqobatbardoshligini oshirishda raqamli transformatsiyaning o'rni 106
Laylo Mirzoxidova. O'quvchilarda hayotiy ko'nikmalarni shakllantirishda 5E modelining ahamiyati 110
Ulug'bek Xo'jaqulov. Kolaborativ texnologiyalar asosida bo'lajak o'qituvchilarda kasbiy-huquqiy kompetentlikni rivojlantirish 112
Diloram Fattakhova. Means of Speech Expression of the Uzbek Language and their Teaching in Russian Groups 114
Гулчехра Жабборова. Диалог с эпохой: методика анализа поэзии серебряного века в контексте языкового и духовно-нравственного развития школьников 117
Лола Туйлиева. Глаголы биологического состояния в текстах научного стиля: методика изучения русского языка как неродного 119
Райхон Аллаева. Моделирование как средство объяснения нового материала на уроках русского языка 121
Дилрабо Бабаева. Инновационные методы преподавания русского языка 124
Савлат Гафурова. Профессионально-ориентированное обучение русскому языку студентов высших учебных заведений 126
Замира Вафаева. Современные исследования использования художественного текста в обучении русскому языку 128
Nodir Ahmedov. Sharq mutafakkirlari pedagogik merosida axloqiy tarbiya g'oyalari va ularning tarix ta'limida qo'llanishi 130
Sevar Akhmedova. Modern Problems of Learning English 133
Abror Yuldoshev. Chet tili ta'limida milliy-madaniy yondashuv asosida nutqiy ko'nikmalarni rivojlantirish 135
Feruza Zulxaydarova. Kasbiy ta'lim tashkilotlarida o'quvchilarga huquqiy ta'lim-tarbiya berishning umumdidaktik tamoyillari va o'ziga xos xususiyatlari 137
Muhayyo Shodmonova. A Decade of Research on the Development Ofcommunicative Competence in English Language Teaching: a Bibliometric Analysis 140
Lobar Fayzullayeva. Bo'lajak kadastr muhandislarining geoaxborot bilan ishlash kompetentligini rivojlantirish: pedagogik shart-sharoitlar va ilg'or xorijiy tajriba tahlili 145
Ulug'bek Xo'jaqulov. Bo'lajak o'qituvchilarning kasbiy-huquqiy kompetentligini rivojlantirishning pedagogik-psixologik xususiyatlari 147

Diloram FATTAKHOVA,
Senior Lecturer, National University of Uzbekistan

MEANS OF SPEECH EXPRESSION OF THE UZBEK LANGUAGE AND THEIR TEACHING IN RUSSIAN GROUPS

Annotation. Currently, strengthening the status and prestige of the Uzbek language as the state language and raising the level of its study in accordance with the requirements of modern linguistics are becoming increasingly important. This article examines the use of expressive means in the Uzbek language and their role in teaching Uzbek to students in Russian-language groups. Particular attention is paid to tropes and figures of speech, especially comparison, as one of the most common means of artistic and expressive representation in Uzbek speech. The article analyzes the linguistic and stylistic features of comparison, its structural forms, types, and functional potential in fiction and other spheres of communication. Examples from Uzbek literary works are used to demonstrate the ways in which comparisons enhance the imagery, emotionality, and expressiveness of speech. The study also considers the importance of teaching expressive means to students learning Uzbek as a non-native language. Mastering such linguistic resources contributes not only to the development of students' communicative and speech competence but also to their understanding of the national and cultural values reflected in the Uzbek language. The article emphasizes that appropriate use of expressive means helps students avoid stylistic errors, enrich their speech, and develop their linguistic and cultural competence.

Keywords: expressive means of language, tropes, figures of speech, comparison, expressiveness, fiction, speech culture.

Annotatsiya. O'zbek tilining davlat tili sifatidagi nufuzi va mavqeyini yanada oshirish, uning davlat tili maqomini mustahkamlash hamda zamonaviy rivojlangan tillar qatorida ilmiy va amaliy jihatdan o'rganilishini takomillashtirish dolzarb masalalardan biridir. Mazkur maqolada o'zbek tilining tasviriy-ifodaviy vositalari, xususan, trop va figuralarning qo'llanish xususiyatlari hamda ularni rus tilida ta'lim oluvchi guruhlarda o'qitish masalalari tahlil qilinadi. O'xshatish tropning muhim turlaridan biri sifatida ko'rib chiqilib, uning badiiy tasvir yaratish, nutqning obrazliligi va ekspressivligini kuchaytirishdagi imkoniyatlari yoritiladi. Maqolada o'xshatishning shakliy ko'rinishlari, ifodalanish vositalari, uslubiy xususiyatlari hamda badiiy matndagi funksional imkoniyatlari o'zbek adabiyotidan olingan misollar asosida tahlil etiladi. Shuningdek, o'zbek tilini ona tili sifatida emas, balki chet til yoki boshqa til sifatida o'rganayotgan talabalarga tasviriy-ifodaviy vositalarni o'rgatishning ahamiyati ochib beriladi. Bunday vositalarni o'zlashtirish talabalarning nutqiy va kommunikativ kompetensiyasini rivojlantirish bilan bir qatorda, o'zbek tilida mujassam bo'lgan milliy-madaniy qadriyatlarni chuqurroq anglashlariga ham xizmat qiladi. Tasviriy vositalardan to'g'ri va o'rinli foydalanish talabalarning nutqini boyitishi, uning ta'sirchanligini oshirishi, uslubiy xatolarning oldini olishi hamda lingvomadaniy kompetensiyasini shakllantirishga yordam berishi asoslanadi.

Kalit so'zlar: tilning tasviriy-ifodaviy vositalari, troplar, figuralar, o'xshatish, ekspressivlik, badiiy adabiyot, nutq madaniyati.

Аннотация. В настоящее время повышение престижа и статуса узбекского языка как государственного, укрепление его положения и совершенствование его изучения на уровне современных развитых языков приобретают особую актуальность. В статье рассматриваются изобразительно-выразительные средства узбекского языка, в частности тропы и фигуры, а также особенности их использования и преподавания в русскоязычных группах. Особое внимание уделяется сравнению как одному из основных видов тропов, его изобразительным и экспрессивным возможностям, а также его роли в создании художественной образности и эмоциональной выразительности речи. На материале произведений узбекской литературы анализируются структурные формы сравнения, способы его выражения, стилистические особенности и функциональные возможности в художественном тексте. Кроме того, раскрывается значение изучения изобразительно-выразительных средств студентами, изучающими узбекский язык как неродной. Освоение данных языковых средств способствует развитию речевой и коммуникативной компетенции студентов, а также более глубокому пониманию национально-культурных ценностей, отражённых в узбекском языке. Обосновывается, что правильное и уместное использование изобразительно-выразительных средств способствует обогащению речи студентов, повышению её эмоциональной и эстетической выразительности, предупреждению стилистических ошибок и формированию лингвокультурной компетенции.

Ключевые слова: изобразительно-выразительные средства языка, тропы, фигуры речи, сравнение, экспрессия, художественная литература, культура речи.

When teaching students expressive means of the Uzbek language, knowledge and appropriate use of tropes and figures of speech are of particular importance. Studying Uzbek as a non-native language is a complex but engaging process that involves mastering linguistic units belonging to different levels of the language system. Any linguistic unit may be regarded as a unique cultural phenomenon and a cultural value created and developed by its speakers. The expressive means found in the Uzbek language, as in other languages of the world, provide vivid evidence of this linguistic and cultural heritage.

Unlike many neutral linguistic resources, expressive means represent particularly vivid manifestations of cultural values and constitute attractive and significant elements of the language and, consequently, of the culture it embodies. In this regard, they are especially appropriate and necessary in the process of introducing students to the national culture through language. Expressive means enliven and enrich speech, make it more vivid and attractive, and contribute to the development of the linguistic and cultural competence of future philologists.

Expressive means also enhance students' speech and contribute to its emotional and aesthetic impact. However, their inappropriate or inaccurate use may lead to stylistic errors and, in some cases, distort the intended meaning.

One of the important stylistic resources and, at the same time, a means of developing the expressive and communicative potential of students' speech is the deliberate use of expressive language structures. E. Kurilovich emphasized the idea that expressiveness constitutes an important driving force in the development of language [1: 41].

Speech expressiveness may be understood as the property of a particular set of linguistic units that enables them to convey the speaker's subjective attitude toward the content or addressee of speech, as well as the set of qualities of a speech or text organized on the basis of such linguistic units. Owing to this property, speech is capable of influencing the logical, emotional, and aesthetic dimensions of human consciousness.

Expressive means occupy a special place in the system of functional and stylistic varieties of the Uzbek language. One of their important characteristics is their considerable diversity. Another significant feature is that linguistic means belonging

to different functional styles can be employed to achieve expressiveness. Scientific, official-business, journalistic, and colloquial styles have their own characteristic linguistic resources, whereas fiction may incorporate elements from virtually all of these styles. In such cases, it is essential to determine the purpose for which the author employs a particular linguistic means and the stylistic function it performs in the text.

Therefore, in order to teach expressive means effectively, students must first learn to identify and distinguish them from other lexical and grammatical units of the language.

Teaching Russian-language university students to master the expressive means of the Uzbek language pursues the following objectives:

• mastering the expressive means most frequently used in the speech of the Uzbek people;

• motivating Russian-language students to learn and use Uzbek expressive means through various teaching methods and techniques;

• developing the general linguistic and speech culture of future specialists through the systematic study of expressive means of the Uzbek language.

Comparison as an Expressive Means

Comparison is a type of trope based on comparing one object, phenomenon, concept, or state with another for the purpose of creating an artistic image. It is "a figurative expression built on the comparison of two objects, concepts, or states that share a common feature, through which the artistic significance of the first object is enhanced." Comparison is one of the most common expressive means in Uzbek speech. Comparisons differ in their form, type of evaluation, degree of emotionality, and imagery. They may be traditional or original, universal or newly created, as well as complete or incomplete. Comparisons also vary according to their sphere of use [2: 555].

The following examples illustrate the expressive potential of comparison in Uzbek literary texts:

Zax va bo'yoq hidi anqib turgan katalakdek qiroatxona sovuq edi.

Kuz – "o'lik mavsum". Sanatoriyda odam kam...

– Tog'lar o'ksik, mening ko'nglimdek...

Tashqarida, quyoshning haroratsiz yog'dusiga cho'lg'angan dov-daraxtlar tagida za'faron ko'ylagi etaklarini sudragancha kuz dildirab kezadi. Olisdagi qorli cho'qqilar do'ppi gullaridek xayoliy tovlanadi. Ko'kish tuman ichra elas-elas ko'zga chalinayotgan yovvoyi bodom, tog'olcha, do'lana butalari qoplagan o'ngirlar xonaga dilgir sukunat baxsh etadi (X.Sultonov, "Dunyoning siri").

In the Uzbek language, comparison can be expressed through various lexical means, including *o'xshash, teng, kabi, singari, go'yo, xuddi, misoli, bamisoli,* and *aynan* [3: 93]. For example:

Muzaffar bilan suhbatlashish allanechuk maroqli. Ammo yigit berilib o'qir, go'yo olamda uning borligini unutgan edi.

Qunduz qat'iyat bilan qimtilgan qalin lablarga, g'amgin qo'yko'zlarga, qiz bolaniki singari uzun, ingichka barmoqlarga bir-bir tikildi.

In these examples, the comparison markers *go'yo* and *singari* establish figurative relationships between the described objects and qualities, thereby increasing the imagery and emotional impact of the narration.

Authorial comparisons constitute another important form of expressive language. For example:

Qorong'ilik borliqni qo'rqinch pardasiga qalinroq o'ragani sayin deraza ravshanlashib, o'n to'rt kunlik oydek to'lishib bormoqda edi. Bu bir mo'jizaga o'xshardi! Besh qavatli uyning deyarli barcha derazalarida chiroqlar yongandi, lekin ularning bamisoli oydek porlagan to'rtinchi qavatdagi anavi deraza oldida yonarqurtlar yoki tuman qo'ynida xira yiltiragan yulduzlardan farqi yo'q. Sen ko'zingni behol yumasan. Ko'z oldingda zangori zulmatning sirli shakllari yonib-o'chadi va bolalik xotiralari bir to'lqin kabi yuraging sohillariga tinmay urilayotganini his qilasan. (O.Otaxonov, "To'rtinchi qavatdagi sarg'ish deraza").

The comparisons *o'n to'rt kunlik oydek*, *bamisoli oydek*, and *bir to'lqin kabi* create a chain of visual and emotional associations. They not only describe external phenomena but also convey the psychological state of the lyrical or narrative subject.

Comparison in Uzbek may also be expressed through extended and complex constructions: *Qulog'ing ostidan qushlar nolasi anchagacha ketmaydi, sen ko'zingni ochasanda, uylarning son-sanoqsiz derazalarida ketma-ket yonayotgan va zarhal iplarga osilgandek sezilar-sezilmas silkinayotgan chiroqlar shu'lasiga termulasanu yolg'iz ekaningni armon bilan his qilasan. Egasiz bog'ga begona qushlar yopirilib kelganidek, g'ash va huvillagan ko'nglingga kechinmalar kira boshlaydi. ... Biroq, qarasang, qushlar yo'q, ular uzoqda qora dog'lardek qip-qizil shafaqqa singib boradi. (O.Otaxonov, "To'rtinchi qavatdagi sarg'ish deraza").*

The comparisons in these examples contribute to the creation of a psychologically charged atmosphere. The comparison of emotional states with images of birds, light, and natural phenomena enables the author to convey abstract feelings through concrete and visually perceptible images.

Uzbek comparisons can generally be divided into commonly used, folk-poetic, and authorial comparisons. Commonly used comparisons constitute a relatively neutral and colloquial layer of expressive language. Folk-poetic comparisons, by contrast, are characterized by elevated imagery and expressive coloring and are frequently incorporated into literary texts as established stylistic devices.

The following example illustrates the expressive potential of folk-poetic comparisons: *Jalol polvonning vujud-vujudiga minglab igna sanchilgandek bo'ldi. U dunyoga kelib hali bunaqa haqorat eshitmagan edi. Kecha sokin. Tiq etgan tovush yo'q, oy ham sindirilgan patirdek yarimtagina bo'lib qolgan. Polvon novvot suvidek totimli choyni huzur qilib icharkan, o'zingga shukur, o'zingga shukur, deb qo'ydi. Gulandom seskanib ketdi... Shu topda uning ikki qulog'i o'tda kuyayotgandek edi. (Said Ahmad, "Azroil o'tgan yo'llarda").*

The comparisons *minglab igna sanchilgandek*, *sindirilgan patirdek*, *novvot suvidek*, and *o'tda kuyayotgandek* intensify the emotional and visual impact of the narrative. Each comparison is based on a familiar image and therefore produces an immediate associative response in the reader.

A similar expressive function can be observed in the following passage: *Kishi bilmas unga qarayman. Kiprik demagin, qora duxobaning o'zi. Ayniqsa, chinnidek oppoq yuzida yanada qorayib turardi. Kechqurunlari ikki ko'zim ko'chada edi. U eshikdan uyimga oftobga o'xshab kirib kelardi. Ko'nglida tugilib yotgan armonini to'kib, bag'rini ezib yotgan toshni irg'itib tashlab, qushdek yengil bo'lib, manzilida tushib qolgan edi [5: 30]. (Said Ahmad, "Tanlangan asarlar: hikoyalar").*

Here, the comparisons *chinnidek oppoq*, *oftobga o'xshab*, and *qushdek yengil* contribute to the portrayal of the character's

appearance, emotional condition, and psychological transformation.

Another example is found in O.Otaxonov's work: *Deraza chindan ham mayoqqa o'xshardi: u imlar yoxud chorlar va bu deraza shaklidagi yorug'lik manbai ohangrabodek domiga tortadi. Qaraganing zahoti deraza xuddi sen bilan salomlashmoqchidek parpiraydi va yorishib ketadi — go'yo qorong'ilik qo'ynida gurillab gulxan yona boshlagandek. (O.Otaxonov, "To'rtinchi qavatdagi sarg'ish deraza").*

The comparisons *mayoqqa o'xshardi*, *ohangrabodek*, *xuddi sen bilan salomlashmoqchidek*, and *go'yo ... gulxan yona boshlagandek* personify the window and transform an ordinary physical object into an emotionally charged artistic image.

The examples discussed above demonstrate that comparisons are particularly common in fiction, journalism, and colloquial speech. They function as important stylistic devices that enhance the emotionality, imagery, and expressiveness of speech. At the same time, their appropriate use requires an understanding of the semantic, stylistic, and cultural associations underlying each comparison.

The Role of Expressive Means in Teaching Uzbek as a Non-Native Language

Mastering the vocabulary and expressive resources of the Uzbek language helps future philologists communicate effectively in different situations, participate in various forms of linguistic activity, and perform their professional duties successfully. However, studying expressive means in a non-native language is a complex process because students must simultaneously master their lexical meanings, grammatical structures, stylistic functions, and cultural associations.

The study of Uzbek expressive means also contributes to a deeper understanding of the linguistic features of students' students with an opportunity to understand the relationship between language and culture. Through comparisons, metaphors, and other tropes, students encounter culturally significant images, concepts, traditions, and forms of figurative thinking. In this respect, the teaching of expressive means should not be limited to the memorization of definitions. It should involve the analysis of authentic literary contexts, identification of expressive structures, interpretation native language, in this case Russian. Comparative observation of Uzbek and Russian expressive resources enables students to identify similarities and differences between the two linguistic systems and thereby broadens their philological horizons.

Moreover, expressive means provide students with an opportunity to understand the relationship between language and culture. Through comparisons, metaphors, and other tropes, students encounter culturally significant images, concepts, traditions, and forms of figurative thinking. In this respect, the teaching of expressive means should not be limited to the memorization of definitions. It should involve the analysis of authentic literary contexts, identification of expressive structures, interpretation of their semantic and stylistic functions, and independent use of such structures in speech.

Thus, the systematic study of expressive means of the Uzbek language in Russian-language groups contributes to the development of students' communicative, linguistic, stylistic, and intercultural competence. It enables future philologists not only to understand the structural and expressive possibilities of Uzbek but also to perceive the cultural worldview reflected in the language.

The analysis demonstrates that expressive means occupy an important position in the Uzbek language and perform significant communicative, stylistic, aesthetic, and cultural functions. Among them, comparison is one of the most productive and widely used tropes. Its ability to connect one object, phenomenon, or emotional state with another enables speakers and writers to create vivid images and convey complex meanings in an accessible and emotionally expressive form.

Comparisons in Uzbek vary in structure, semantic content, emotional intensity, and stylistic function. Commonly used, folk-poetic, and authorial comparisons demonstrate the richness of Uzbek figurative expression and reflect both universal and national-cultural features of the language.

For students studying Uzbek in Russian-language groups, mastering expressive means is especially important. It contributes to the development of speech competence, enriches vocabulary, improves stylistic awareness, and promotes a deeper understanding of Uzbek culture. Therefore, expressive means should be taught not only as theoretical linguistic concepts but also as functional elements of authentic speech and literary discourse. Such an approach can significantly improve students' command of Uzbek as a non-native language and broaden their linguistic and cultural competence.

References

1. Toutant M. Образ подражания через призму востоковедения // Исследование Ренессанса Центральной Азии, 2021, Special Issue 1.
2. Toutant M. Un empire de mots: Pouvoir, culture et soufisme à l'époque des derniers Timourides au miroir de la Khamsa de Mīr ʿAlī Shīr Nawāʾī. – Leuven: Peeters, 2016.
3. Toutant M. La réponse du poète chaghatay Nawāʾī au poète persan Niẓāmī: le sultan timouride, "refuge de la charia" // Cahiers d'Asie centrale, 2015, № 24. – P. 81–103.
4. Subtelny M. E. Timurids in Transition: Turko-Persian Politics and Acculturation in Medieval Iran. – Leiden–Boston: Brill, 2007.
5. Toutant M. Evaluating Jāmī's Influence on Chaghatay Poetry: The Case Studies of the Khiradnāmah-i Iskandarī and the Sadd-i Iskandarī // Jāmī in Regional Contexts: The Reception of ʿAbd al-Raḥmān Jāmī's Works in the Islamicate World / Ed. Thibaut d'Hubert, Alexandre Papas. – Leiden: Brill, 2018. – P. 602–648.
6. Toutant M. What is at Stake in the Frame Story? A Timurid Reshaping of the Romance of Bahrām Gūr // Iranian Studies, 2023. Vol. 56, №4. – P. 637–654.
7. XX asr o'zbek she'riyati antologiyasi. – Toshkent: O'zbekiston milliy ensiklopediyasi, 2017.
8. Щукин А.Н. Лингводидактический энциклопедический словарь. М.: АСТ, 2007.
9. Hojiyev A. Tilshunoslik terminlarining izohli lug'ati. – Toshkent: O'qituvchi, 1985.
10. Hojiahmedov A. Mumtoz badiiyat lug'ati. – Toshkent: Yangi asr avlodi, 2008.