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HISTORY OF THE ESTABLISHMENT OF THE KOKAND MUSEUM OF GREAT SCHOLARS AND ANALYSIS OF ITS EXPOSITION

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Abstract. *The article presents scientific proposals and observations regarding the activities of the Kokand Museum of Great Scholars, its history of establishment, and the study of its exposition, as well as issues related to improving the exposition system. Within the framework of the research, museums are analyzed as centers for the preservation and development of national cultural heritage in the context of the large-scale initiatives currently being implemented in the country along the path of the "Third Renaissance."*

Keywords: *museum, national cultural heritage, national values, monuments of spiritual culture, museum culture, museum fund, exposition.*

INTRODUCTION

The Kokand Museum of Great Scholars is considered one of the key centers of cultural heritage and scientific traditions in Uzbekistan. The establishment of the museum not only ensures the preservation of the scientific legacy of historical figures but also creates opportunities to present this heritage to a wide audience and utilize it in academic research. At the same time, the development and modernization of the exposition in accordance with the requirements of contemporary museology remains one of the important issues. Founded in 2018 in the city of Kokand, the Museum of Great Scholars is the first museum in the country dedicated to reflecting the activities of encyclopedic scholars. The lack of comprehensive research on the history of its establishment, its exposition, and its structural divisions further increases the relevance of this topic. The museum plays an invaluable role in fostering respect for ancestral heritage and in educating the younger generation to become intellectually developed and enlightened individuals.

The building of the museum previously served as the Kokand City Musical Drama Theatre. This theatre was founded in 1915 by Shohid Miroqilov. Over the course of more than a century, numerous outstanding works were staged in this building by prominent artists. However, in recent years, the building had fallen into a condition requiring significant renovation. As a result of large-scale construction and restoration works carried out on the initiative of the President, the building was completely modernized. All necessary conditions were created for actors to work, rest, and prepare for performances. Within this architectural ensemble, the "Museum of Great Scholars" occupies a special place, housing some of the most valuable examples of national values and spiritual heritage. A new scientific concept for the museum was developed, and on its basis, a thematic exposition plan was created and implemented, marking the beginning of the formation of the museum's exposition.

MAIN PART

The museum was named the “Museum of Great Scholars” upon the initiative of the Head of State. The museum collects exhibit, works, and visual materials related to scholars who lived and created during the medieval period, the Timurid era, the Kokand Khanate, and the pre-colonial period. Visitors to the museum are provided with comprehensive information about the lives, life paths, and creative achievements of our great ancestors. Various household items and artifacts also reflect the lifestyle of those historical periods. The museum’s exhibits are arranged across three floors, with halls and corridors decorated in an aesthetically refined manner that harmoniously combines modern and national styles. The museum features original copies of works by prominent thinkers who lived in the territory of present-day Uzbekistan, including Abu Rayhan Beruni, Mirzo Ulughbek, Alisher Navoi, Ibn Sina, Uvaysiy, Nodira, and others. The collection also includes copies of the Holy Qur’an, traditional male and female clothing, jewelry and ornaments, models of madrasas and mosques, and various historical artifacts.

The museum is located in a three-story building, and its exposition is divided into five sections. The first floor includes exhibitions dedicated to the period of ancient civilizations in Central Asia, covering scholars who lived between the 5th and 9th centuries, as well as halls devoted to the Timurid period and the scholars of the Kokand Khanate. The exposition includes brief information about the life and work of Musa al-Khwarizmi, along with a manuscript copy of one of his most famous works, the “Zij.” Another section presents Abu Nasr al-Farabi and his renowned works, including “The Virtuous City.” A copy of Abu Rayhan Beruni’s work “India” is also displayed. In the following section, information about Abu Ali Ibn Sina is provided, along with manuscript excerpts related to medicine.

Another part of the exposition is dedicated to Imam al-Bukhari. In addition to this, the museum displays Hadith collections, considered second only to the Holy Qur’an in Islamic tradition. A manuscript copy of the Qur’an written on Kokand paper is also exhibited, accompanied by traditional items such as a candle holder, writing board, and ink. On the wall of the museum hall, there is a monumental mural created by artist Shavkat Zohidov, depicting all the aforementioned scholars in a unified artistic composition. The second hall reflects the Timurid period and represents the 14th–15th centuries. The exposition includes bronze busts of Amir Temur and Zahiriddin Muhammad Babur, manuscript copies of the “Temurnoma,” and a collection of silver coins used during the Timurid and Shaybanid periods. One side of the wall features a map illustrating the territories conquered by Amir Temur. This hall encompasses the cultural development from the era of Amir Temur to that of Zahiriddin Muhammad Babur. It also includes manuscript excerpts from the “Baburnama” and works related to India.

The third hall is dedicated to scholars who served at the court of Amir Temur. Information is presented about figures such as At-Taftazani and Komil Khujandi, along with excerpts from their works. The exposition includes poetic collections and a divan attributed to Komil Khujandi. Another hall presents information about literary figures such as Uvaysiy, Nodirabegim, Zavqiy, Gulkhaniy, and Amiriy, along with samples of their rare works. The second floor of the museum is divided into two sections, each consisting of separate halls. The first hall is dedicated to representatives of the Jadid movement, while the second presents academics of the 20th–21st centuries. In the Jadidism hall, one of the prominent representatives, Mahmudkhoja Behbudi, is featured. He traveled to European countries, where he gained a deep understanding of educational systems and schools, and was among the first to introduce modern schooling to Turkestan. The exposition includes copies of his journal “Oyna” and educational materials. Another representative of the Jadid movement, Abdurauf Fitrat, is also featured with samples of his early publications.

The exposition also includes a model demonstrating the process of Kokand paper production, showing the tools and stages involved. Although this production facility no longer exists today, its historical significance is preserved through this display. Samples of calligraphy written on Kokand paper are also exhibited. Another section presents traditional clothing and jewelry of the Kokand Khanate period. The handicraft section displays wooden objects and furniture created by Kokand's master artisans, as well as ceramic items such as jugs, dishes, and household utensils.

The second section on this floor is dedicated to academics of Uzbekistan from the 20th–21st centuries. The entrance to this hall is decorated with intricately carved wooden panels created by Kokand craftsmen. Among the scholars represented are Qori Niyoziy, who made significant contributions to the development of physics and mathematics education and introduced these subjects into school curricula. His portrait and related materials are displayed. Muhammadjon Orozboyev, a prominent educator and professor of mechanics who studied at Moscow State University, is also featured with his textbooks and portrait. Another notable figure is Professor Dilshod Ahmedov, who contributed to the development of zoology and biology.

The third floor of the museum houses a library. This library is spacious, well-lit, and equipped with modern facilities. It includes both a digital (electronic) library and a traditional collection of scientific literature. Although the number of books is relatively limited, the collection mainly consists of materials related to the history of Kokand, the Fergana Valley, and the legacy of great scholars. The museum also operates an educational and information center called "Successors of Scholars," which serves as a training platform for young people interested in science and creative activities.

Upon entering the museum, visitors encounter a modern and aesthetically appealing environment. The three-story building features a well-organized layout where interior design and exposition placement are harmoniously integrated. However, it should be noted that several challenges still exist. One of the main issues concerns the quality of guided tours. Since visitors primarily focus on the guide during excursions, the effectiveness of the visit depends largely on the guide's ability to provide engaging and comprehensive information. A lack of professionalism may lead to a loss of interest among visitors. Therefore, guides must possess thorough knowledge of the museum and its exhibits.

Excursions also serve as a primary form of museum promotion. Attracting young people, elderly visitors, tourists, and the general public largely depends on effective communication and outreach. It is important to eliminate the perception that museums are merely places where old objects are stored and are therefore uninteresting. To address these issues, it is necessary to strengthen promotional activities, create official websites, regularly update content, and develop informative brochures featuring key exhibits, contact information, and museum details. Another important recommendation is the application of museum pedagogy.

The concept of museum pedagogy emerged in early 20th-century Germany and is associated with scholars such as A. Lichtwark, A. Reichwein, and R. Frotsdental. It emphasizes the educational and formative potential of museums by using them as environments for transmitting historical, cultural, and spiritual values to future generations through pedagogical methods. The application of interactive educational approaches can significantly increase visitor engagement, particularly among young audiences. In this regard, organizing performances, thematic events, and interactive programs in each exhibition hall would enhance interest and contribute positively to intellectual development. Another important recommendation is the

effective use of the internet. Creating and regularly updating an official website, providing multimedia content, and engaging audiences online are essential steps in modern museum management.

It is also advisable to introduce uniforms for museum staff that reflect the identity of the institution, including visual elements related to great scholars. Excursions should be conducted not only in Uzbek but also in foreign languages to accommodate international visitors. Additionally, selecting a representative exhibit to serve as a visual symbol or logo of the museum would strengthen its identity. Given that Uzbekistan is increasingly becoming a tourist destination, it is essential for museums to be accessible online, with multilingual information available to facilitate easy access for visitors. However, the external appearance of the museum building does not fully correspond to typical expectations of a museum. Since it is located within a former theatre complex, its visibility is limited, and the entrance is relatively small and not easily recognizable, which may cause inconvenience for visitors.

Currently, several legal documents regulate the classification and development of museums in Uzbekistan. According to the Resolution of the Cabinet of Ministers dated April 12, 2010 (No. 68), museums are categorized based on criteria such as the size and condition of collections, infrastructure, compliance with international standards, and visitor statistics. As a newly established institution, the Kokand Museum of Great Scholars has been assigned a third-category status. This classification reflects factors such as the number of exhibits (up to 20,000), visitor attendance, level of infrastructure, and degree of compliance with modern standards.

CONCLUSION

The Kokand Museum of Great Scholars is one of the significant cultural and educational institutions in the Republic of Uzbekistan, aimed at preserving and promoting scientific, cultural, and spiritual heritage. The museum was established based on the directives given by the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, during his visit to the Fergana region on June 22, 2017, and within a short period, it has developed into a center representing the country’s scientific and historical legacy. This museum stands out for its uniqueness within the Central Asian region. Its distinctiveness lies in the fact that it functions as a specialized institution directly dedicated to the lives and works of great scholars. Through its expositions, the museum comprehensively presents the scientific heritage, philosophical views, creative activities, and historical context of scholars who made a significant contribution to the development of Uzbek and, more broadly, Eastern civilization.

The exhibits preserved in the museum fund possess substantial scientific value. These include manuscripts, historical documents, copies of rare works, archaeological findings, and cultural monuments. Such materials serve as important sources for studying the scholarly activities of great thinkers, their dedicated efforts in the pursuit of knowledge, and their contributions to the progress of society. Furthermore, the museum plays an important role not only in preserving historical heritage but also in conducting scientific research, transmitting knowledge to younger generations, and strengthening national identity. Through scientific-practical conferences, exhibitions, and educational events organized within the museum, the legacy of great scholars is reinterpreted from a contemporary perspective, ensuring its relevance and continuity for future generations.

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PUBLIC DIPLOMACY AND TOURISM COOPERATION BETWEEN UZBEKISTAN AND GERMANY: TRENDS, ACHIEVEMENTS, AND PROSPECTS

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Abstract. *This article analyzes the development of public diplomacy and tourism cooperation between Uzbekistan and Germany. It reveals the role of public diplomacy in strengthening mutual trust between nations. Tourism sector reforms and their economic effectiveness are examined. The impact of the pandemic on tourism and its recovery stages are discussed. Uzbekistan's position in the global tourism market is justified with statistical data. The paper also proposes перспективные directions for further tourism development.*

Keywords: *public diplomacy, tourism, Uzbekistan, Germany, cooperation, cultural heritage, ecotourism, globalization, economy, travel.*

In the current era of globalization, the issue of developing cooperation between states and peoples is becoming increasingly relevant compared to any previous period. In such conditions, public diplomacy plays a crucial role in ensuring mutual understanding among nations, facilitating the exchange of ideas, and strengthening cooperative ties. Through public diplomacy, it becomes possible to find solutions even to complex political and economic issues[1].

Uzbekistan is paying particular attention to developing active cooperation with leading European countries in the field of public diplomacy. In this regard, relations with Germany have been progressing effectively, demonstrating steady development across various sectors. One of the primary directions of this cooperation is the promotion of culture, where mass media serves as an essential tool[2]. The effective use of media resources contributes significantly to the development of public diplomacy, as it allows the lifestyle, culture, art, and history of a nation to be presented to millions of people worldwide.

For instance, a video titled "Uzbekistan – A Country on the Silk Road", dedicated to the rich history, culture, and tourism potential of Uzbekistan, was published in June 2019 on the YouTube channel of one of Germany's largest broadcasters, Westdeutscher Rundfunk (WDR). According to the author, Hanna Perthold, the main objective of the film was to introduce German travel enthusiasts to Uzbekistan's unique historical and cultural heritage, particularly the architectural monuments of cities such as Tashkent, Samarkand, Bukhara, and Khiva, and thereby contribute to increasing the flow of tourists from Germany to Uzbekistan[3].

Uzbekistan's tourism potential is also effectively promoted through various cultural events and festivals held in different cities of Germany. Notably, the celebration organized on March 20, 2019, in Frankfurt am Main under the slogan "Navruz in Central Asia" holds particular importance. The event was attended by the Deputy Mayor of Frankfurt for Integration and Education, Sylvia Weber, as well as consular representatives of Central Asian countries[4]. Additionally, a representative of the State Committee for Tourism Development of Uzbekistan, O'tkur Saidov, introduced Uzbek youth in Germany to ongoing reforms in the tourism sector and

encouraged them to actively participate in both public and private tourism projects. The event also featured exhibitions of traditional Uzbek handicrafts and the distribution of brochures and books highlighting Uzbekistan's tourism potential[5].

The global spread of the COVID-19 pandemic at the end of 2019 led to a significant slowdown in all sectors, including tourism. This also negatively affected relations with Germany, which had been one of the major sources of tourists to Uzbekistan. Prior to the pandemic, the flow of German tourists to Uzbekistan had been well established. Despite the difficulties caused by the pandemic, Uzbekistan continues to remain an attractive destination for German travelers due to its rich cultural heritage[6]. In particular, after the abolition of visa requirements for German citizens in 2019, the number of visitors from Germany increased by 52 percent. It is important to note that with the lifting of quarantine restrictions, tourist flows from Germany are expected to recover. Currently, Germany ranks among the leading European countries in terms of the number of visitors to Uzbekistan. German tourists are primarily interested in visiting world-renowned historical cities such as Samarkand, Bukhara, and Khiva[7].

At the same time, Uzbekistan's natural beauty also attracts European, including German, tourists. A regional approach to tourism development appears to be highly beneficial. For example, the mountain ranges stretching across Central Asia and the region's favorable climate provide excellent opportunities for tourism[8].

An analysis of global tourism development shows that before the pandemic, tourism had become one of the key drivers of national economies worldwide. However, like other sectors, tourism was severely affected by the pandemic[9]. According to the World Travel and Tourism Council, prior to the pandemic, one in four new jobs globally was created in the tourism sector, which accounted for 10.6% of total employment (334 million jobs) and 10.4% of global GDP (9.2 trillion USD). According to the World Tourism Organization, in 2020, international tourist arrivals declined by 74% compared to 2019, resulting in losses of approximately 1.3 trillion USD in tourism exports[10].

It should also be noted that Germany ranks ninth among the top ten countries whose citizens most frequently visit Uzbekistan. Statistical data indicate that in 2018 alone, the number of tourists arriving from Germany doubled. Experts predict that this figure could increase fivefold within the next five years. Currently, Germany, Italy, and France are among the leading European countries in terms of tourist arrivals to Uzbekistan[11]. According to estimates by Radio France Internationale experts in 2019, Uzbekistan has the potential to attract over 10 million tourists annually as a promising destination. These projections have materialized, as the number of visitors exceeded 10 million in 2025, reflecting the effectiveness of ongoing reforms.

To further strengthen cooperation in this field, Uzbekistan continues to host various international conferences and cultural events. For example, on July 9–10, 2019, Samarkand hosted a meeting of the CIS Tourism Council and the first tourism fair of Commonwealth countries. During these events, more than 50 agreements were signed with foreign companies to attract tourists. Moreover, in 2019, Samarkand became a member of the World Tourism Cities Federation (WTCF). Plans have been proposed to transform the city into a major tourism hub in the near future.These efforts are expected to significantly increase tourist arrivals[12]. While Uzbekistan received around 2 million tourists annually before 2016, by 2024, Samarkand alone welcomed over 2.5 million visitors[13]. These results clearly demonstrate the positive outcomes of reforms implemented in "New Uzbekistan." Within the framework of the Silk Road initiative, the World Tourism Organization considers Uzbekistan one of its key partners. The country is widely

recognized for its rich cultural and historical heritage, including numerous UNESCO World Heritage sites. In 2023, Samarkand successfully hosted the 25th session of the UNWTO General Assembly, marking a historic milestone. This achievement reflects the success of Uzbekistan's openness policy and its efforts to enhance its international image[14].

In recent years, visa-free regimes have been introduced for citizens of nearly 100 countries, while simplified electronic visa procedures have been implemented for 55 others[15]. As a result, Uzbekistan has ranked among the world's top seven countries in terms of growth in attracting international tourists. According to the UNWTO World Tourism Barometer, tourist arrivals increased by 73% in the first nine months of 2025 compared to 2019.

Based on the above analysis, several recommendations can be proposed for further development of the tourism sector. First, Uzbekistan has more than 7,000 unique architectural monuments located across all regions. Expanding tourism routes would help create jobs in less-developed areas[16]. Second, the country's natural reserves offer strong potential for developing ecotourism. Third, promoting local traditions, crafts, and cultural heritage can enhance both domestic and international tourism. Fourth, developing gastronomic tourism based on regional cuisines presents significant opportunities.

In this direction, Germany-one of the leading countries in Europe-is considered one of Uzbekistan's closest partners. Reforms being implemented in the country are always closely followed with great interest by German political, business, scientific, and cultural circles, as well as country experts[1]. They are eager to obtain more information about Uzbekistan. In this context, in January 2007, a presentation of the book titled "Uzbekistan – 15 Years of Independence" was held in Germany. The publication provides German readers with insights into the fundamental changes taking place in Uzbekistan, the achievements gained during the years of independent development, and the untapped potential for deepening cooperation in various fields.

In recent years, numerous practical efforts have been made to collect and publish Uzbekistan's material and spiritual heritage preserved in world museums. In particular, on May 14, 2017, an international scientific-cultural congress titled "The Cultural Heritage of Uzbekistan – A Bridge Between Peoples and States" was held in Tashkent[2]. This, in turn, opens the way for scientific research and provides a significant opportunity to collect and promote the scattered pearls of Uzbek culture across the world. Another important aspect is that this congress was aimed at implementing the tasks defined in the Action Strategy for the five priority development directions of the Republic of Uzbekistan for 2017–2021, initiated by President Shavkat Mirziyoyev[3]. This strategic document emphasizes the importance of deeply studying and preserving the nation's rich history and cultural heritage, strengthening harmony among different nations and ethnic groups living in the country, and consolidating Uzbekistan's position in the international community. The Development Strategy for 2022–2026, adopted later, also includes specific objectives related to the study and promotion of cultural monuments[5].

More than 120 foreign and over 100 local experts specializing in Oriental studies, archaeology, history, numismatics, textile production, and ceramics participated in the event, including scientists and museum and research institute directors from Italy, the United Kingdom, Belgium, the Netherlands, France, Germany, the Czech Republic, Greece, and other countries[4].

One of the multi-volume publications prepared and issued by scholars and experts during 2017–2025 includes works based on collections of Uzbek cultural and spiritual heritage preserved in German museums and centers, such as "Uzbek Carpet Weaving: Traditions Preserved Through the Centuries" and "Collections of German Museums." It is also noteworthy that the book-album

series “The Cultural Heritage of Uzbekistan in World Collections,” particularly the volume on “Collections of the Federal Republic of Germany,” includes a foreword written by President Shavkat Mirziyoyev, in which he stated: “Cooperation in the field of culture is multifaceted, and its potential is limitless[6]. I am confident that this book-album will contribute to strengthening relations between our countries, developing intercultural dialogue, and bringing our nations and peoples closer together.”

On January 15, 2019, an international scientific-cultural forum titled “Heritage of the Great Silk Road – A Bridge Between Uzbekistan and Germany” was held in Berlin, the capital of Germany. Within the forum, an exhibition of book-albums from the “Cultural Heritage of Uzbekistan in World Collections” project was opened at the Embassy of Uzbekistan in Berlin. During the event, German leading scholars, experts, and art historians spoke about rich collections related to Uzbek art preserved in museums of Berlin, Dresden, Leipzig, and Stuttgart. Among them are the Bukhara Emirate collection in the Ethnological Museum of Berlin, artifacts from the Bayankuli Khan mausoleum in the Museum of Decorative Arts in Hamburg, manuscripts of Alisher Navoi preserved in the Berlin State Library, samples of Uzbek cultural-historical heritage from the Bumiller collection, as well as a rare collection in the Eastern Department of the Linden Museum in Stuttgart[7].

Outstanding examples of Uzbek art are preserved in museums in Berlin, Dresden, and Leipzig. For example, the Pergamon Museum in Germany, one of the most visited museums, holds world-famous artifacts such as ceramic items from the ancient city of Afrasiab, located at the center of the Great Silk Road[8]. The German National Library preserves rare manuscripts written by our great ancestors who made a significant contribution to world civilization. Therefore, together with our German colleagues, by combining our capacities, we created this book aimed at giving new momentum to the study of our cultural heritage both in Uzbekistan and in Europe,” said Firdavs Abdukhalikov, author and head of the “Cultural Heritage of Uzbekistan in World Collections” project.

Another important fact is that astronomical tables of Mirzo Ulugbek, preserved for more than 19 centuries in the Oriental Department of the Berlin State Library, contain information on 1018 stars belonging to 38 constellations, as well as data on the length of the sidereal year[9].

The twinning of Bukhara-one of the seven most noble cities of the East-with Bonn has played an important role in the consistent implementation of joint projects in science, education, culture, medicine, tourism, utilities, and urban development.

The participation of Bonn Mayor Bärbel Dieckmann in the Navruz national celebrations held in Bukhara from March 18–22, 2023, and the signing of a twinning agreement between Bukhara and Bonn during this visit gave a new impetus to truly friendly bilateral cooperation over the past years. Indeed, for 25 years, the ties of friendship between the two cities have ensured the implementation of meaningful and relevant projects.

Cooperation in this field continues to expand year by year. This is evidenced by the opening in June 2024 in Samarkand of a non-governmental educational and scientific-methodological institution named “Uzbekistan–Germany Joint International Higher School of Medical Sciences named after Abu Ali ibn Sina and Heinrich Schipperes.” [10]. This higher school was established by the Center for Public Law Research of Uzbekistan in cooperation with the Ludwigsburg University of Applied Sciences in Germany and the Heimerer Vocational Academy. The main goal of the institution is to train highly qualified medical specialists and managerial personnel for the healthcare sector[11]. This specialized medical institution introduces advanced traditions,

standards, and practices of Uzbek and German medical education. One of its key advantages is the international recognition of diplomas. Graduates of this institution will have the opportunity to work not only in Uzbekistan but also in Germany and other European Union countries, significantly expanding their professional prospects[12].

In conclusion, public diplomacy has become an effective instrument for strengthening bilateral relations between Uzbekistan and Germany, particularly in the field of tourism. Cultural exchanges, international forums, exhibitions, and educational cooperation have significantly enhanced mutual understanding between the two nations. Uzbekistan's visa liberalization policy, tourism reforms, and active international engagement have contributed to the rapid growth of tourist arrivals and the country's global image. Germany remains one of Uzbekistan's key European partners in promoting cultural heritage and sustainable tourism development. The successful implementation of joint projects demonstrates the importance of public diplomacy in fostering long-term cooperation. Further diversification of tourism products, expansion of regional tourism, and preservation of cultural heritage will enhance the competitiveness of Uzbekistan's tourism sector. Continued collaboration between governmental institutions, academic organizations, and civil society will ensure sustainable development of bilateral relations. Overall, the experience of Uzbekistan and Germany confirms that public diplomacy and tourism are complementary tools for promoting international cooperation, economic growth, and intercultural dialogue.

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6. Университет номи ўзгарди, фаолияти-чи? // Халқ сўзи. – 2021. – 2 декабрь.
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11. Мақсадимиз – Самарқандни жаҳон туризм марказига айлантириш, аҳоли учун замонавий турмуш шароити яратиш // Халқ сўзи. – 2019. – 27 июль.
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REGARDING THE AWARDING OF COURT OFFICIALS AND HIGH-RANKING PERSONS IN THE EMIRATE OF BUKHARA IN THE SECOND HALF OF THE 19TH AND EARLY 20TH CENTURIES

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Abstract. *This article analyzes the formation, development, and transformation of the reward system in the Emirate of Bukhara in the second half of the 19th and early 20th centuries based on historical sources. The introduction of traditional awards, orders, titles, and certificates in the emirate, their role in state administration, military service, and socio-political relations, the improvement of awarding practices, and their political significance are highlighted.*

Keywords: *Emirate of Bukhara, reward system, transformation, state administration, traditional awards, orders, titles, certificates, emirate policy, military service, social strata, diplomatic relations, historical sources.*

Introduction. It is known that during the conquest of Central Asia by the Russian Empire, the heroism of the local population, their struggle with all their might against the enemy, and the loyalty of the region's population to their customs and traditions were recognized, and they tried to think through and systematize their subsequent policy. In particular, the government of the Russian Empire, after establishing its power in the Turkestan region, rewarded the leaders of the khanates-the emirs of Bukhara, the khans of Khiva and Kokand-with prestigious, high orders, honorary titles, and gifts in order to reach an agreement, turn them into reliable supporters of the empire, and gain full control over them. These events were mainly carried out in a diplomatic spirit, in the form of embassy and palace ceremonies. Among those honored with the prestigious awards of the Russian Empire are the emirs of Bukhara Muzaffar, Abdulahad Khan, and Alim Khan; the Khivan khans Muhammad Rahim Khan II Feruz and Asfandiyar Khan; and the Khan of Kokand Khudoyar Khan. Also, officials of the emirates and khanates were not excluded from these awards.

Literature review. Numerous studies have been conducted on the formation of the reward system in the Emirate of Bukhara, its transformation and modernization over the years, and a number of fundamental scientific works have been created. In particular, scholars such as D.M.

Jamolova[1], M.Muzalevsky [2], I.G.Spasskiy[3], A.Mirzairov[4], O.A.Klichev[5], and L.I.Dobrobolskaya[6] have proposed various approaches to the traditions and features of the modernization of the Bukhara Emirate's award system. However, there is not enough detailed information about the research we are conducting.

Analysis methods. The article uses scientific research methods such as historical-chronological, continuity and consistency, comparative-historical analysis. The study consistently adhered to the principles of historicism and objectivity.

Results and discussion. It is noted that "on the occasion of the Holy Coronation of His Imperial Majesty, the Emir of Bukhara, through his sons, presented 20,000 Bukhara gold coins in five velvet bags for charitable expenses at the discretion of the sovereign emperor."[7] qayd etiladi. This order was created in response to the awarding of the Order of the Star of Bukhara by the Russian Emperor Alexander II in 1881 and the hospitality shown by the Emir in 1883. The award was brought to Bukhara by special envoys led by Major General Prince Wittgenstein[8].

Regarding the awards of his son, Emir Abdulahad, who ascended the throne after Emir Muzaffar, it is noted through various sources that he was presented with the following awards and gifts.

It is noteworthy that during the reign of the last Emir of Bukhara, he was honored with many valuable gifts and awards, and the Emir's palace was filled with various precious and unique treasures.

During the reign of the Russian Empire, along with the emirs of Bukhara, the palace officials and high-ranking officials who served them were also honored by the Russian government with various awards for their good service and activities. According to the analysis of archival sources, the nomination and awarding of officials of the Bukhara Emirate to the award was not carried out more than twice a year[9]. The Russian Political Agency in Bukhara sent appeals to the Turkestan Governor-General regarding the presentation of Russian awards to Bukhara officials. The Governorate sent him to the Ministry of War under the Empire. The issue of awarding was carried out by the military ministry with the permission of the emperor.

The awarding of Bukhara officials was carried out annually, and officials were presented with Russian orders, gold and silver medals, and sometimes valuable gifts. During the study of archival sources, it is advisable to provide a number of award-related documents.

[1] Жамолова Д.М. Бухоро амирлигида жадидлар ва қадимчилар фаолияти (XIX аср охири – XX аср бошлари). Тарих фанлари бўйича фалсафа доктори (PhD) диссертацияси. – Тошкент, 2019.
[2] Музалевский М. Бухара под Россиской короной и ее награды. – Москва: РИЦ «Кавалеръ», 2006.
[3] Спасский И.Г. Иностранные и русские ордена до 1917 года. И.Г. Спасский. – Москва: Вече, 2009.
[4] Мирзаиров А. Награды благородной Бухары. Правда Востока, 22 декабря 2000 года.
[5] Кличев О.А. Россия императори сиёсий агентлиги ва Бухоро амирлиги ўртасидаги ёзишмалар Россия – Бухоро муносабатлари тарихини ўрганиш манбаси. Тарих фанлари бўйича фалсафа доктори (PhD) илмий даражасини олиш учун тайёрланган диссертация. Бухоро, 2018.
[6] Добровольская Л.И. Орденские знаки августейших особ в собрании отдела нумизматики государственного Эрмитажа. – С.18-19. // https://www.hermitagemuseum.org/uploads/files/conferences/filese6798e03056513c8446b95d43f248c751732017593.pdf (Murojaat etilgan sana: 28.05.2026).
[7] Қличев О. Россия Россия императори қабулига ташриф буюрган амир Музаффар фарзандлари ("Туркистон тўплами" материалларининг тадқиқи асосида) // Бердақ номидаги Қорақалпоқ давлат университетининг ахборотномаси. № 2 (50). – Б.180.
[8] 100 великих наград / авт.-сост. Н.А.Ионина. – Москва: Вече, 2002. - С.248.
[9] ЎзМА, И-1-фонд, 29-рўйхат, 1301-иш, 36-варақ

On the occasion of the wedding of Emperor Alexander II's daughter Maria In 1873-1874, one of the wise men who traveled to St. Petersburg as part of the delegation of the Bukhara Emirate, the skilled figure Ahmad Donish, wrote a poem dedicated to the emperor and the wedding. On his return, he was awarded by the Emperor with a three-miskal gold ring with 34 small diamond eyes[10].

The first vizier Shomirza, who served in the Emirate of Bukhara from 1892 to 1905 as the Kushbegi, was also awarded a valuable check and the Order of Stanislav 1st Class by the Tsar when he went to Saint Petersburg to deliver the Emir's letter of gratitude[11]. Also, the officials who traveled with him, including Mulla Nasrullabiy with the star "Stanislav" of the 2nd degree, Mulla Ozod mirohur "Stanislav" of the 2nd degree, Mirza Ali qorovulbegi, Foziljon qorovulbegi and Ibrohim jevachi of the 3rd degree were awarded the Order of "Anna," as well as 7 service members and 6 cavalry soldiers were awarded silver neck medals[12].

Also, during the study of the information in the documents of the archival fund, documents about the recipients of various degrees of the first order of the Emirate of Bukhara were revealed. It is advisable to list them year by year:

In 1893, during a trip to Russia, Emir Abdulahad met with Ismail Gaspiralibey, the founder of the Jadid movement, and after a sincere conversation, presented him with the Order of the Golden Star, 3rd Class, in his honor[13]. In the same year, F. G. Dityatin, a merchant from Odessa and a member of the 1st Guild, was also awarded the 3rd Class Gold Star[14]. In 1893, the order was also presented to the Samarkand branch of the "Animal Protection Charitable Society" established by the Russians[15].

The merchant Dmitry Filatov, an honorary citizen of the city of Samarkand, also

In 1894, he was awarded the Order of the Silver Star, 2nd Class, and in 1895, the Order of the Golden Star, 3rd Class[16].

That same year, upon returning to Bukhara, the Emir visited the Cossack soldiers stationed in the city of Vladikavkaz and returned with a gift of 100 silver spoons bearing the inscription: "General of the Cossack soldiers, Emir of Bukhara Abdulahad Khan."[17]

In 1896, according to an appeal sent to the TGG by the military governor of the Samarkand region, Russian officials who participated in the search and capture of the Bukharan bandit Sheralibek and his accomplices were asked to be allowed to accept and wear the awards presented on the basis of the Decree of the Emir of Bukhara. According to him, the head of the Samarkand district, Colonel Chernevsky, was awarded a gold star of the 2nd degree, the Samarkand political agent, Captain Levshin, a gold star of the 3rd degree, and the Samarkand police officer, college assessor Dobrovolsky, a silver star of the 1st degree[18]. Also, in 1896, the 2nd Tashkent Guild

[10] Жумаев Р.Ғ. XIX асрнинг иккинчи ярмида Бухорода ижтимоий-сиёсий жараёнларнинг илмий-назарий таҳлили (Аҳмад Донишнинг сиёсий қарашлари мисолида) сиёсий фанлар бўйича фалсафа доктори (PhD) илмий даражасини олиш учун тайёрланган диссертация. – Тошкент, 2020 – Б.57. – 157 б.
[11] Прищепова В.А. Иллюстративные коллекции по народам Центральной Азии второй половины XIX – начала XX века в собраниях Кунсткамеры. Санкт-Петербург: Наука, 2011. – С.300.
[12] ЎзМА, И-1-фонд, 29-рўйхат, 870-иш, 1-6-варақлар
[13] Фармони Амир (давлати Бухорои шариф) // Таржимон. 1893. № 6.
[14] Журавлёв А.А. Награждение медалями и орденами лиц купеческого сословия в Российской империи в XIX – начале XX ст // Історія торгівлі, податків та мита, № 2(6), 2012. – С. 104.
[15] Бухорои шариф. "Таржимон" газетаси 31.12.1893. № 46 сони.
[16] ЎзМА, И-1-фонд, 28-рўйхат, 517-иш, 26-27-варақлар
[17] Амири Бухорои шариф. "Таржимон" газетаси 3.09.1895. № 33 сони.
[18] ЎзМА, И-1-фонд, 28-рўйхат, 338-иш, 1-2-варақлар

merchant, Alexey Bogdanov, wrote a petition to the TGG stating that he was to wear the Order of the Golden Star, 3rd Class, presented to him by the Emir[19].

In January 1897, the Tashkent merchant Arifkhodja Azizkhodjaev was awarded the Order of the Golden Star, 3rd Class. He accepted the order in a petition to the TGG on 22 March 1897, requesting permission to wear it[20]. Also on April 8, 1897, the Emir of Bukhara awarded the Order of the Golden Star, 2nd Class, to Shmetkin, a merchant of the 1st Guild of the Moscow International Trade Bank[21].

In April 1898, the Emir of Bukhara awarded 14 Russian officials with the emir's awards. According to it, Okolov, Ropasov, Count Tolstoy were awarded the Gold Star of the 1st degree, Tikhomirov, Lobeyko, Nechayev, Aprelyev, Teykh - the Gold Star of the 2nd degree, Vvedensky, Sabansky - the Gold Star of the 3rd degree, Lidsky - the Silver Star of the 1st degree, Stefan Kostetsky, Godlevsky - the Silver Star of the 2nd degree. Officials were permitted to wear the orders by the Emperor in January 1899[22]. Also, in 1898, the Emir of Bukhara presented emirate orders to 6 officials of the Treasury Chamber of Turkestan and asked the Emperor for permission to accept them. The list states that the Chamber's College Counselor Nikolaenko, the Chamber's Department Head Petrovsky, the Counselor Viskeslasyev, and the Assessor Ostrovskys were awarded a 2nd-degree gold star, the Kerki Treasury Counselor Raflovsky was awarded a 3rd-degree gold star, and the Treasury Chamber Chairman Proskuryurkov was awarded a 2nd-degree silver star[23]. In 1898, during his visit to Baku, Emir Abdulahmad awarded several individuals with orders and medals from Bukhara[24], as well as officials of the city of Simferopol[25].

On March 9, 1899, 28 people were awarded the awards of the Emirate of Bukhara, 1 of whom was a local official[26]. Also, in the archival documents, it is noted that in 1899, the emir's awards were awarded to the advisor of the college Baumgart, staff captain Geiman and lieutenant Yarov with the order of the silver star of the 1st degree[27], major general Tchaikovsky with the gold star of the 1st degree, the advisor of the college of the Tashkent city administration A. Gurinov with the gold star of the 2nd degree, the merchant of the 2nd Tashkent guild Nikolai Nikiforov with the silver star of the 2nd degree, and the Tashkent resident Boqijon Dadajonboev with the silver star of the 3rd degree[28].

On March 28, 1900, the Syrdarya regional administration, in accordance with three decrees issued by the head of the city of Tashkent by the Emir of Bukhara regarding the emir's award, allowed his advisor Gurinov, engineer Dubrovin, and a member of the Tashkent city administration, Dada-Djanov, to receive and wear the Order of the Star of Bukhara[29]. Also, in 1900, the chief commissioner of the Paris Exhibition was V. Tenishev and the state councilor was Artur Rafalovich. Gold Star, 1st Class, Paris Exhibition Group Leader, College Assessor Nikolaev Gold Star, 2nd Class, Lieutenant Rodstvennoy Gold Star, 3rd Class[30].

[19] ЎзМА, И-1-фонд, 28-рўйхат, 308-иш, 1-варақ
[20] ЎзМА, И-1-фонд, 28-рўйхат, 338-иш, 12-варақ
[21] ЎзМА, И-1-фонд, 29-рўйхат, 1248-иш, 2-варақ
[22] ЎзМА, И-1-фонд, 29-рўйхат, 1246-иш, 19, 51-варақлар
[23] ЎзМА, И-1-фонд, 28-рўйхат, 338-иш, 24-варақ
[24] Крим. “Таржимон” газетаси 26.06.1898. № 29 сони.
[25] Нишанлар. “Таржимон” газетаси 2.08.1898. № 30 сони.
[26] ЎзМА, И-1-фонд, 28-рўйхат, 407-иш, 17, 113-варақлар
[27] ЎзМА, И-2-фонд, 1-рўйхат, 4-иш, 1-варақ
[28] ЎзМА, И-1-фонд, 28-рўйхат, 407-иш, 3-13-варақлар
[29] ЎзМА, И-36-фонд, 1-рўйхат, 3935-иш, 14-варақ
[30] ЎзМА, И-2-фонд, 1-рўйхат, 50-иш, 18-варақ

In 1901, the commander of the ship "Astrabad," Captain G.V. Mitkevich 3rd class[31], Tashkent sart Maksutkhodzha Atakhodzhynov 2nd class Bukhara Silver Star[32], August 1902 Head of the Region, Adjutant Lieutenant Olfereev 3rd class Gold Star[33], 1903 Photographer who painted the portrait of the Emir I.M. Aloizi 3rd class Gold Star[34], General Jurabek 1st class, son 3rd class Gold Star [35], 1904 Son of a French military agent, i.e. employee of the French Foreign Ministry in St. Petersburg René Moulin 2nd class Silver Star[36], 1906 Lieutenant Colonel Borodin 2nd class Gold Star and People's Judge of Kattakurgan Mulla Ahmad Odinaev 1st class Silver Star[37], 1907 Head of the TGG Chancellery Mustafin 1st class Gold Star, Head of the Kattakurgan Uyezd, Colonel Borodin awarded the Order [38], of the Golden Star 2nd class.

On May 10, 1909, Mikhail Fedotov was awarded the Gold Star 1st Class [39], Sokolov and Gabbin the Gold Star 2nd Class, Leibin, Vyurnov, Veisekhovsky, and Dolinsky the Gold Star 3rd Class, Ketenev the Silver Star 1st Class, and Blaginin, Stolmashevsky, Samestrlov, and Lutin the Silver Star 3rd Class[40].

In 1910, the head of the Kattakurgan uyezd, Lieutenant Colonel Ross, was awarded the Order of the Golden Star, 2nd Class; the volost head, Mahmud Saidmirza Khakimov, and the physician of the Panjakent district, Savelyev, were awarded the Order of the Golden Star, 3rd Class[41].

1912 Head of Department of the TGG Chancellery, Colonel Yermakovsky The Military Governor of the Samarkand Region[42], Lieutenant Colonel Martinson, and Counselor Sobolev were awarded the Order of the Golden Star, 2nd Class, and the Order of the Silver Star, 3rd Class, to the volost heads Khojaev, Ortikov, Karimov, and Shukurbaev[43].

In 1913, 39 people were awarded the prizes of the Emirate of Bukhara, including officials of the chancellery of the Turkestan region and the heads of the Transcaspian region Toirbek Kiyasbekov and German Epinatev. Gold Star 2nd Class, Vasily Domogarov Gold Star 3rd Class, Dmitry Malinovsky and Nikolai Lavrentev Silver Star 1st Class, Gavril Cherkasov The Order of the Silver Star, 2nd Class, and the Silver Star, 3rd Class, were awarded to Ignaty Kanovelev and Vasily Chekhonin[44].

1914: TGG Chancellery Clerk Chepurnoy was awarded the 2nd Class Gold Star, Journalist (unspecified) the 3rd Class Gold Star, and Assistant Head of the People's Library and Museum of Turkestan the 1st Class Silver Star[45].

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[31] Официальная часть // Морской Сборник. – 1901. – № 11. – С. 5., Выхорь С.С. "К истории награждений моряков российского императорского флота" Берегиня, Сова, no. 2 (37), 2018,- С. 9. Выхорь С.С. Состояние иностранной наградной системы Российского императорского флота во второй половине XIX – начале XX вв. Автореферат дисс. к.и.н. – Астрахань, 2018. - С. 24.
[32] ЎзМА, И-36-фонд, 1-рўйхат, 4048-иш, 9-варақ.
[33] ЎзМА, И-2-фонд, 1-рўйхат, 130-иш, 6-варақ.
[34] ЎзМА, И-2-фонд, 2-рўйхат, 192-иш, 3-варақ.
[35] Ташканд. "Таржимон" газетаси 28.03.1903. № 12 сон.
[36] ЎзМА, И-2-фонд, 2-рўйхат, 222-иш, 3-5-варақлар
[37] ЎзМА, И-22-фонд, 1-рўйхат, 3102-иш, 1-варақ
[38] ЎзМА, И-1-фонд, 33-рўйхат, 349-иш, 2-варақ
[39] Туркестанская ведомости, 1909 йил 21 август, № 3498(177) сон. – Б.1.
[40] Туркестанская ведомости, 1909 йил 22 июнь, № 3441(119) сон. – Б.1.
[41] ЎзМА, И-22-фонд, 1-рўйхат, 3125-иш, 1-16-варақлар.
[42] ЎзМА, И-1-фонд, 28-рўйхат, 1258-иш, 19-варақ.
[43] ЎзМА, И-1-фонд, 28-рўйхат, 1258-иш, 29-варақ.
[44] ЎзМА, И-1-фонд, 28-рўйхат, 1400-иш, 5-6-варақлар
[45] ЎзМА, И-1-фонд, 28-рўйхат, 1460-иш, 11-варақ

In 1915, according to the content of a letter presented to the Emir by Atakhodja Tuksaba, the secretaries of the embassy, Kori Gulyam and Muhammadjon Tughi, were awarded the third-degree silver order as employees of the state service[46].

By order of March 16, 1916, Major General Kolmakov and Councillor Duplitsky were awarded the Gold Star 1st Class, Colonel Shelashnikov, Captain Grudzynsky the Gold Star 2nd Class[47]; on June 11, Colonel Rubakh, Assessor Domoryad, Deputy Zhirnovs the Gold Star 2nd Class, Colonel Martinson, Assessor Sokolnits, Captain Ignatius, Assessor Balatsky, Assessor Aristarkhov, Secretary Sharov, Assessor Alekseevs the Gold Star 3rd Class[48], Assessor Glinitsky, Ternovsky, Captain Serebryannov the Silver Star 1st Class, Assessor Voskoboynikov, Secretary Troysky, Official Krylov, Secretary Vasilevs the Silver Star 2nd Class, Registrar Khusainov, Official Guivonsky; on October 28, Councillor Lukin, Assessor Kozhevnikovs the Gold Star 3rd Class, Secretary Samensevich the Silver Star 1st Class, and Councillors Efremov and Istomin were authorized to receive and wear the Order of the Silver Star 2nd Class[49].

In 1917, Ahmad Gazievich Abdulov and Ivan Pavlovich Sevastyanov were awarded the 3rd-class Golden Star[50], military official and Collegiate Secretary Nikolsky received the Order of the 1st-class Silver Star[51], and feldshers who served the local population alongside officials of the New Bukhara police department were decorated with orders of various degrees[52]; in 1918, Stepanov was awarded the 1st-class Golden Star[53], and the junior city physician of New Bukhara, Sukerman, was awarded the Order of the 2nd-class Golden Star[54].

It is worth noting that high-ranking officials were awarded orders and medals of the Russian government not only for their state service, but also for their active involvement in intergovernmental relations between Bukhara and Russia. Members of the Political Agency in Bukhara, established by the Russian Emperor, were likewise decorated with the initial order instituted by the Emir. In particular, research by O. Qlichev indicates that among several members, Ahmadbek Rakhimbekov was awarded the 3rd class in 1899 and the 1st-class Silver Order in 1901; Ivan Sevastyanov received the Order of the 2nd-class Silver Star in 1906; Ahmad-Gerey Abdullov received the Order of the 2nd-class Silver Star in 1902; and Aleksey Eliseev-Baysky was decorated with the Order of the 3rd-class Silver Star[55]. Furthermore, circus artists and renowned animal trainers Aleksandr and Vladimir Durov received the 1st-class Silver Star, while St. Petersburg photographer K. K. Bulla, imperial court photographer E. Klar (Tiflis), and A. Otsup were decorated with various classes of the order[56]. Studies also note that Prince Mansur Mirza, a representative of the Qajar dynasty, was awarded both the 2nd-class Silver Star and the Order of the 3rd-class Golden Star[57].

[46] ЎзМА, И-126-фонд, 1-рўйхат, 92-иш, 4,17-варақлар.
[47] ЎзМА, И-1-фонд, 33-рўйхат, 371-иш, 3-варақ
[48] ЎзМА, И-1-фонд, 33-рўйхат, 371-иш, 11-варақ орқа томони
[49] ЎзМА, И-1-фонд, 33-рўйхат, 371-иш, 19-варақ
[50] ЎзМА, И-3-фонд, 2-рўйхат, 795-иш, 1-варақ
[51] ЎзМА, И-3-фонд, 2-рўйхат, 763-иш, 1-варақ
[52] ЎзМА, И-3-фонд, 2-рўйхат, 485-иш, 1-10-варақлар
[53] ЎзМА, И-3-фонд, 2-рўйхат, 807-иш, 1-варақ
[54] ЎзМА, И-3-фонд, 2-рўйхат, 808-иш, 1-варақ
[55] Қличев О.А. Россия императори сиёсий агентлиги ва Бухоро амирлиги ўртасидаги ёзишмалар Россия-Бухоро муносабатлари тарихини ўрганиш манбаси. Тарих фанлари бўйича фалсафа доктори (Doctor of Philosophy) илмий даражасини олиш учун тайёрланган диссертация.- Бухоро, 2018. -Б.25-27. – 195 б.
[56] Музалевский М. Бухара под Россиской короной и ее награды. – Москва: РИЦ “Кавалеръ”, 2006. – С.53-54.
[57] Касимова С. Личные награды Принца Мансура Мирзы Каджара (из фондов НМИА).// “Milli Azerbaycan tarixi muzeyi – 2014”. – Баку, 2014. - С. 159.

According to historical sources, in January 1920, Emir Olimkhan decorated 20–30 members of the Turkestan Commission (*Turkkomissiya*) who arrived in Bukhara, as well as Afghan envoys, with the orders of the Golden and Silver Star[58]. Analysis suggests that this conferral of emirate honors can be noted as one of the final such award ceremonies to take place.

The second instituted award, the Order of the "Crown of Bukhara" (*Korona Bukhary*), was created in the 1890s by decree of the Emir of Bukhara, Abdulahad Khan. One of the primary reasons for the creation of this order is explained as follows: having observed various orders in Saint Petersburg and Moscow during his travels, Emir Abdulahad Khan learned to better distinguish among them; modeling after them, he returned with the intention of creating a second Bukharan order—namely the Order of the Crown-which would rank higher in significance than the Order of the Star of Bukhara[59]. According to recent research, the new order to be established in 1893 was designated under the name "Crown" and, in accordance with the Emir's plan, was intended to comprise three classes distinguished by different ribbons, with the award documentation being submitted to the Emperor. The Emperor rejected this proposal, expressing the view that the order should be instituted in only a single class, worn on a blue ribbon, and adorned with diamonds at the Emir's discretion. As a result, it was determined that the Order of the "Crown" would be established with only one class[60].

The order was first awarded on October 11, 1893, to the Minister of War of the Empire, General P. S. Vannovsky. Recognized as a supreme honor, the Bukharan Order of the Crown was conferred upon high-ranking officials of the emirate's administration who had rendered service to the Emirate of Bukhara, as well as dignitaries of the Russian government. Unlike the Star of Bukhara, the Order of the Crown featured the traditional insignia-its own star, badge, and sash ribbon[61]. According to research by A. Mirzairov, the star of this second order was rhombus-shaped, crafted with rays and set with four large diamonds. The badge consisted of a gold openwork rhombus; radiating from its light-blue circular center toward the corners of the rhombus were diamond cross-rays, with ruby triangles depicted between them. The order was worn on a light-blue sash with white borders draped over the shoulder. The Order of the Crown held a higher rank than the previous order, and the influence of Russian order traditions was clearly evident in its design[62]. By shape, this order was rhombic, adorned with 4 large and 3 small diamonds[63]. At the center of the order was the inscription *"Nishoni todji buxoroi dor-us-saltanat 1303"* ("Insignia of the Crown of the Noble State of Bukhara, 1303")[64].

It was noted that there was an intention to institute an order ranked below the Order of the "Crown" but above the 1st-class Order of the Golden Star. This proposal was rejected by the Emperor, who emphasized that the new order should be of the highest rank, conferred exclusively upon members of the imperial family and high-ranking dignitaries of the Empire. As a result, this recommendation was accepted by the Emir[65]. In 1898, the third and supreme Order of the "Sun of

[58] Мирза Салимбек. Тарих-и Салими. – Ташкент: "Akademiya", 2009. – С.275.
[59] Ионина Н.А. 100 Великих наград. - Москва: «Вече», 2003. - С. 116.
[60] ЎзМА, И-1-фонд, 29-рўйхат, 1049-иш, 1-27-варақлар
[61] Музалевский М. Бухара под Россиской короной и ее награды. – Москва: РИЦ "Кавалеръ", 2006. – С.65
[62] Мирзаиров А. Награды благородной Бухары. Правда Востока, 22 декабря 2000 года // http://www.badges-uz.narod.ru/txt1/blagorodnaja.htm (Мурожаат санаси 23.08.2021)
[63] Саламов Ш. (Shuhrat Barlas): Туркестан и Южный Кавказ XIX – XX вв. Дашнаки от Ферганы до Карабаха. – Ташкент: Янги аср авлоди, 2015. - С. 48. Спасский И.Г. Иностранные и русские ордена до 1917 года. И.Г.Спасский. – Москва: Вече, 2009. -С. 201.
[64] Музалевский М. Бухара под Россиской короной и ее награды. – Москва: РИЦ "Кавалеръ", 2006. – С.65
[65] ЎзМА, И-1-фонд, 29-рўйхат, 1191-иш, 1-8-варақлар

Alexander" (*Solntse Aleksandra, Iskandar Salis*) was instituted in the emirate, dedicated to the memory of Emperor Alexander III. According to reliable sources, the Order of the "Sun of Alexander," the third to be established in the emirate, was regarded as the highest distinction. The Emir of Bukhara conferred this order upon the most prominent officials of the Russian government and senior military general[66]. The order was presented exclusively to high-ranking dignitaries of the Russian Empire, and Bukharan officials were never decorated with this award[67]. As reported in the newspaper *Tarjimon*, the order was presented by the Emir of Bukhara on May 16, 1898, to Nicholas II, the last monarch of the Russian Empire[68]. The Order of the "Sun of Alexander" was crafted from pure gold, embellished with enamel patterning, and designed in the form of an eight-pointed star with short rays. In the middle was a circular medallion, at the center of which were four diamonds arranged in a triangle representing the letter "A." Beneath it, set within a smaller circle and encircled by diamonds, was the numeral "III." Inscribed around it was the legend *"Asl Buxoro poytaxt shahrining Iskandar Salis ordeni"* ("Order of Alexander III of the Capital City of Noble Bukhara"). The gold suspension clasp of the order was likewise triangular and framed with enameled ornamentation; the order's ribbon was dark red with a white stripe down the center[69]. Due to the scarcity of surviving archival documentation concerning this order, scholar I. Spassky, drawing on photographs of the Emir, noted that the star of the order was worn on the right side of the chest[70], whereas M. Muzalevsky asserted that the sash ribbon was worn over the right shoulder and the star on the left side of the chest[71].

Russian military figures were also decorated with this order; recipients notably included General-Feldzeugmeister, General Field Marshal, Grand Duke Mikhail Nikolaevich (1898), the Empire's last Minister of the Navy, Admiral I. K. Grigorovich (1911), Ministers of War General of the Infantry A. N. Kuropatkin (1898), A. A. Polivanov (1910), A. F. Roediger (1907), Lieutenant General V. V. Sakharov (1902), and General of the Cavalry V. A. Sukhomlinov (1909), as well as State Comptroller, General of the Infantry P. L. Lobko (1902)[72]. In 1905, the Order of "Iskandar Salis" was also conferred upon Adjutant General Stoessel (Stessel)[73].

In the course of scholarly research on this subject, new data regarding the award system of the emirate was revealed for the first time. Specifically, on June 16, 1894, the Emir sent a letter addressed to the Emperor inquiring whether orders for women existed in Russia and other regions, and expressing an intention to institute such an award in Bukhara. However, the Ministries of War and Foreign Affairs deemed the institution of such an order unnecessary[74]. This information was not documented in any of the literature examined by the author of the dissertation.

At the end of the 19th century, medals awarded for various services were also instituted in Bukhara, their obverses coated with enamel of various colors. The first medal in the Emirate of Bukhara was designated "For Zeal and Merit" (*Za userdiye i zaslugi* / *Say-harakatlari va xizmatlari uchun*) and was conferred for meritorious

[66] Амир Саййид Олимхон. Бухоро халқининг ҳасрати тарихи. – Тошкент: "Фан", 1991. – Б.18.
[67] Спасский И.Г. Иностранные и русские ордена до 1917 года. И.Г.Спасский.- Москва: Вече, 2009. -С. 201.
[68] Амири Бухорои шариф. "Таржимон" газетаси 18.05.1898. № 19 сони.
[69] Мирзаиров А. Награды благородной Бухары. Правда Востока, 22 декабря 2000 года // http://www.badges-uz.narod.ru/txt1/blagorodnaja.htm (Мурожаат санаси 23.08.2021)
[70] Ионина Н.А. 100 Великих наград. - Москва: «Вече», 2003. - С. 116.;
[71] Музалевский М. Бухара под Россиской короной и ее награды. – Москва: РИЦ "Кавалеръ", 2006. – С.67.
[72] Музалевский М. Бухара под Россиской короной и ее награды. – Москва: РИЦ "Кавалеръ", 2006. – С.68.
[73] ЎзМА, И-2-фонд, 2-рўйхат, 266-иш, 2-варақ
[74] ЎзМА, И-1-фонд, 29-рўйхат, 1075-иш, 1-7-варақлар

service. Lower-ranking officials of the emirate's army, postal and railway employees, and palace servants were decorated with this medal[75]. Specifically, during his journeys to Russia, the Emir of Bukhara also bestowed this medal upon palace servants and lower-class personnel serving on steamships and railways[76]. This medal was created in three classes: the highest class was octagonal in shape and worn around the neck on a red ribbon, while the second-class medal was circular with a diameter of 45 mm and worn on the chest on a red ribbon.

The first and second classes of the medal were initially produced in gold, and in the final years of the Emirate of Bukhara, in gilded bronze. The third-class medal was likewise circular and worn on the chest on a red ribbon, but was crafted exclusively from silver[77]. The first class of these medals is preserved in the Hermitage Museum in Saint Petersburg, while the second and third classes are held in the State Historical Museum in Russia[78] and in the holdings of the Bukhara State Museum-Reserve. According to research, archival documents indicate that 39 individuals were decorated with honors of the Emirate of Bukhara in 1913; among them, officials of the Chancellery of the Governor-Generalship of Turkestan and administrative chiefs of the Transcaspian Oblast included 4 individuals awarded the large gold medal, 7 the small gold medal, and 18 the silver medal[79]. Furthermore, it is recorded that Mirza Abdulla Isomukhamedov, a merchant of the 2nd Guild in Tashkent, was awarded the breast-worn Bukharan gold medal by the Emir[80], and in 1918, Ryabushenk, a station conductor in Samarkand, was decorated by the Emir with the Bukharan gold medal[81].

In the course of archival research conducted by historian O. Qlichev, records were encountered indicating that in 1910, representatives of the Political Agency established in Bukhara were awarded jubilee medals issued to commemorate the 25th anniversary of the reign of the Emir of Bukhara, Abdulahad Khan. It is also noted that I. Sevastyanov, A. Yelisov-Bayskiy, Ye. Samoylenko, A. Ahmad-Gerey, and A. Rakhimbekov were decorated with this medal[82]. From this, it can be inferred that a jubilee medal was indeed instituted in the emirate. Further details regarding the medal have not been disclosed, and investigating its phaleristic characteristics remains an important objective for future research.

In 1916, a medal titled "In Memory of the War to Devoted Warriors" *V pamyat o voyne predannym rabam*) was also instituted, crafted from silver in an oval shape and coated with light blue and lilac enamel. Bukharan soldiers mobilized into the Russian army were decorated with this medal[83]. The obverse of the medal bore the inscription: "In memory of the war to devoted warriors. The Noble Emirate of Bukhara. Years 1915–1916," and it was instituted during the reign of Emir Olimkhan[84]. Phaleristics scholar A. Mirzairov described the data concerning this medal as follows: "...In 1915, the Emir instituted another teardrop-shaped medal

[75] Музалевский М. Бухара под Россиской короной и ее награды. – Москва: РИЦ "Кавалеръ", 2006. – С.70-71.
[76] Спасский И.Г. Иностранные и русские ордена до 1917 года. И.Г.Спасский.- Москва: Вече, 2009. -С. 202.;
[77] Мирзаиров А. Награды благородной Бухары. Правда Востока, 22 декабря 2000 года // http://www.badges-uz.narod.ru/txt1/blagorodnaja.htm (Мурожаат санаси 23.08.2021)
[78] Спасский И.Г. Иностранные и русские ордена до 1917 года. И.Г.Спасский.- Москва: Вече, 2009. -С. 202.
[79] ЎзМА, И-1-фонд, 28-рўйхат, 1400-иш, 5-6-варақлар
[80] ЎзМА, И-1-фонд, 28-рўйхат, 281-иш, 79-варақ
[81] ЎзМА, И-3-фонд, 2-рўйхат, 853-иш, 2-варақ
[82] Қличев О.А. Россия императори сиёсий агентлиги ва Бухоро амирлиги ўртасидаги ёзишмалар Россия-Бухоро муносабатлари тарихини ўрганиш манбаси. Тарих фанлари бўйича фалсафа доктори (Doctor of Philosophy) илмий даражасини олиш учун тайёрланган диссертация. Бухоро, 2018. - Б.25-27.
[83] Музалевский М. Бухара под Россиской короной и ее награды. – Москва: РИЦ "Кавалеръ", 2006. – С.71.
[84] Спасский И.Г. Иностранные и русские ордена до 1917 года. И.Г.Спасский.- Москва: Вече, 2009. -С. 202.

with Arabic script [titled] “In memory of the war to devoted servants.” It was awarded to Bukharans enlisted into the army of the Russian Empire”[85]. Furthermore, research conducted by German scholar A. Tamman provides limited details regarding the medal he examined, noting merely that it was a silver triangle bearing the date 1338 [AH] at the bottom[86].

Conclusion. The medals analyzed above were conferred by the Emir upon prominent figures in Bukhara, Governors-General who administered the Turkestan region, political agents, Russian officers, senior and junior officials of the Ministry of Foreign Affairs, and representatives of the diplomatic corps. Furthermore, the examination of archival documents indicates that Russian officials who received various classes of the Emirate of Bukhara’s honors were also nominated for special gifts presented by the Emir. These included personnel who served at the Russian residency in Bukhara. Among the gifts bestowed were gold pocket watches, gold neck medals, and cuts of traditional Bukharan *shoyi* (indigenous silk) and silk fabrics[87].

The orders and medals of the Emirate of Bukhara described and classified above were utilized for award conferrals from the 1880s until the abolition of the emirate and the establishment of the Bukharan People’s Soviet Republic (BPSR) in 1920. In subsequent periods, awards were no longer conferred with these decorations.

Most notably, the orders and medals of the Emirate of Bukhara were distinguished by their striking and, in certain cases, exceptionally rare characteristics - above all, by their remarkable diversity. Some of them were crafted directly in Bukhara by local jewelers, whereas others were manufactured abroad upon the commission of Russian patrons.

[85] Мирзаиров А. Награды благородной Бухары. Правда Востока, 22 декабря 2000 года // http://www.badges-uz.narod.ru/txt1/blagorodnaja.htm (Мурожаат санаси 23.08.2021)
[86] Tammann A. Die Orden von Buchara. In: OuE-Magazin 10. Jg., Heft 54 (April 2008). S. 65.
[87] ЎзМА, И-3-фонд, 2-рўйхат, 810-иш, 2-3-варақлар

ISSUES OF DIGITALIZATION OF ASSET REALIZATION PROCESSES IN ENFORCEMENT PROCEEDINGS AND IMPROVEMENT OF ELECTRONIC ONLINE AUCTION MECHANISMS

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Abstract. *This article examines the legal and institutional framework governing the realization of seized, confiscated, and state-transferred property within enforcement proceedings in the Republic of Uzbekistan. Particular attention is devoted to the functioning of electronic auction mechanisms as the primary instrument for asset disposal, as well as to the digital tools employed for monitoring, accounting, and managing such property. The study provides a comprehensive analysis of the applicable legal framework, including Article 56 of the Law of the Republic of Uzbekistan "On the Execution of Judicial Acts and Acts of Other Bodies," which establishes the legal basis for the realization of seized property through authorized electronic auction operators. In addition, subordinate regulatory acts governing the organization and conduct of electronic auctions—particularly those relating to the "E-auksion" platform—are examined in detail. The research identifies a number of systemic institutional and technological challenges affecting the efficiency and transparency of property realization within enforcement proceedings. These include the insufficient digitalization of certain trading organizations, the lack of full integration between their information systems and state electronic databases, and the absence of a unified electronic accounting system for assets realized through both digital and non-digital channels. As a consequence, significant difficulties arise in monitoring asset movement, ensuring transparency in pricing (including price reductions and re-listing), and exercising effective control over financial flows derived from asset sales. Furthermore, the study highlights regulatory constraints related to the minimum number of participants required for auction validity. In particular, the requirement of at least two bidders often results in auctions being declared unsuccessful in cases where only one qualified participant is present, thereby delaying asset realization and negatively affecting state revenue collection. To address these issues, the article proposes the introduction of more flexible mechanisms within the "E-auksion" platform, including allowing transactions with a single bidder under predefined conditions. It further emphasizes the need for system integration, the creation of a unified digital database, and the implementation of artificial intelligence technologies for asset–investor matching, automated documentation, and analytical support. In conclusion, the digitalization of processes, integration of information systems, and enhancement of electronic trading platforms are essential for improving efficiency, increasing state revenues, and ensuring transparency in enforcement proceedings.*

Keywords: *enforcement proceedings; asset recovery; confiscated assets; electronic auction systems; digital transformation; public asset management; Bureau of Compulsory Enforcement; state revenue generation; data integration.*

Introduction

In recent years, the Republic of Uzbekistan has undertaken a series of consistent and systematic reforms aimed at enhancing the effectiveness of enforcement of judicial acts and acts of other bodies, improving the governance of state assets, and modernizing mechanisms for the realization of property transferred to state revenue. Particular emphasis has been placed on the integration of digital technologies into enforcement proceedings, the promotion of transparency and accountability in public administration, and the prevention of corruption. These priorities reflect the broader strategic direction of administrative reform and institutional modernization.

The enforcement of judicial decisions and acts of other competent authorities constitutes a fundamental function of the state within the framework of enforcement proceedings. These relations are governed by the Law of the Republic of Uzbekistan "On the execution of judicial acts and acts of other bodies" (August 29, 2001, No. ORQ–258-II). Pursuant to Article 56 of this Law, the realization of seized property is carried out in accordance with procedures established by legislation. The law provides that motor vehicles, immovable property (including land plots), unfinished construction objects, long-term lease rights, property rights related to land plots, and intellectual property rights are to be realized through electronic online auctions conducted by authorized operators. This mechanism ensures transparency in the sale process, promotes equal access for participants, and contributes to increased state revenues.

Furthermore, the procedure for organizing and conducting electronic auction sales is regulated by Resolution No. 18 of the Cabinet of Ministers of the Republic of Uzbekistan dated January 12, 2022, "On additional measures to improve the procedure for organizing and holding electronic online auctions and contests." This resolution establishes the legal and organizational framework for conducting electronic trading, clearly defining the rights and obligations of auction participants, the stages of the trading process, and the powers of the electronic trading operator.

In addition, in order to improve the management and realization of state assets, a number of decrees and resolutions of the President of the Republic of Uzbekistan have been adopted, aimed at ensuring the effective management of state property, organizing privatization processes transparently, and widely introducing electronic trading mechanisms. These documents contribute to the digitalization of state asset sales processes, the development of electronic trading platforms, and the creation of a convenient and transparent market environment for investors.

From this perspective, the scientific study of mechanisms for the realization—through electronic auctions—of property that has been seized, confiscated by court decision, and transferred to state revenue within enforcement proceedings, as well as the analysis of the current legal framework and the improvement of these processes based on digitalization, is of significant scientific and practical importance.

Research Objectives

The primary objective of this study is to conduct a comprehensive analysis of the legal and organizational foundations governing the realization of seized, confiscated, and state-transferred assets within enforcement proceedings in the Republic of Uzbekistan. To achieve this objective, several interrelated research tasks are identified. First, the study examines the legal framework regulating the realization of seized assets, with particular attention to normative legal acts governing enforcement proceedings. This includes an in-depth analysis of legislative provisions that define procedures for asset realization and their practical implementation.

Second, the research seeks to identify and analyze systemic challenges in current asset realization practices. These include issues related to asset registration, monitoring of asset

movement, organization of auction processes, and the accounting and distribution of proceeds. Institutional barriers and operational inefficiencies are critically assessed.

Finally, the study aims to develop scientifically grounded recommendations for improving the system. These include proposals for the digitalization of asset accounting and control processes, enhanced integration of state information systems, and further development of electronic trading mechanisms. The implementation of these measures is expected to increase transparency, improve revenue collection, and enhance the overall efficiency of enforcement proceedings.

Materials and Methods

In the course of conducting this research, a комплекс set of scientific methods was employed to ensure a comprehensive examination of the legal, organizational, and practical aspects of the system for the realization of property within enforcement proceedings. The methodological framework of the study incorporates comparative legal analysis, systems analysis, statistical data analysis, and the doctrinal examination of normative legal acts. The application of these methods enabled a multifaceted assessment of both the regulatory environment and its practical implementation.

The **comparative legal method** was utilized to analyze the national legislative framework governing the realization of property in enforcement proceedings. Particular attention was devoted to evaluating the substance of legal norms, their practical application, and their overall effectiveness. Within this context, specific emphasis was placed on legal provisions regulating the stages of property seizure, storage, valuation, and realization, as well as their enforcement in practice.

The **systems analysis approach** facilitated an integrated examination of interrelated processes, including property registration, the listing of assets for electronic auctions, the organization of sales procedures, and the accounting and distribution of proceeds derived from such sales. This approach further enabled the analysis of the institutional structure of the asset realization system, mechanisms of inter-agency cooperation, and processes of information exchange among state authorities. In addition, **statistical data analysis** was conducted using data related to enforcement proceedings. On this basis, the study assessed the practical implementation of property realization through electronic auctions, including indicators such as auction efficiency, the number of participants, and the dynamics of auction outcomes.

The study also relied extensively on the **existing normative legal framework** as a primary source of analysis. In particular, the provisions of the Law of the Republic of Uzbekistan *"On the execution of judicial acts and acts of other bodies"* governing the procedure for property realization were examined, alongside the Resolution of the Cabinet of Ministers No. 18 dated January 12, 2022, which regulates the organization and conduct of electronic auctions. These legal instruments were analyzed from a doctrinal and practical perspective.

Furthermore, data relating to the operation of electronic trading platforms were incorporated as empirical sources. These data enabled an assessment of the organizational mechanisms of electronic auctions, participant engagement, auction outcomes, and the overall level of digitalization in asset realization processes.

Results and Analysis

The findings of the study indicate that, although a mechanism for the realization of property through electronic auction trading has been formally introduced in the Republic of Uzbekistan, a number of institutional and technological challenges continue to affect the overall efficiency of

this system in practice. In particular, within the framework of enforcement proceedings, a certain proportion of confiscated assets or property transferred to state revenue is realized through trading organizations operating on the basis of contractual arrangements with the Bureau of Compulsory Enforcement. However, in practice, the information systems of these trading entities are not fully integrated with the electronic databases of state authorities.

As a result, several deficiencies arise in the processes of asset registration and control. These include, inter alia, the absence of a fully developed unified electronic accounting system for sold assets; the continued use, in certain cases, of paper-based records concerning price reductions or the re-listing of assets for auction; and limited capacity for real-time monitoring of financial flows derived from asset sales. Furthermore, the fragmented nature of information exchange systems among state bodies constitutes a significant institutional constraint within this domain.

Another pressing issue observed in enforcement practice relates to participation requirements in auction procedures. Under the current regulatory framework, a minimum of two participants is required for an auction to be deemed valid. Where only a single application for participation is submitted, the auction is considered not to have taken place.

In practice, this requirement has resulted in a significant number of assets remaining unsold for extended periods. For instance, during the first ten months of **2025, auctions involving 10,779 asset** units with a total **estimated value of 2.097 trillion** Uzbek soums were declared invalid due to the submission of only one application for participation. This situation has led to delays in the inflow of revenues to the state budget and has negatively affected the efficiency of state asset utilization.

Additionally, the Decree envisages the gradual reduction of the human factor through the introduction of artificial intelligence technologies into relevant software systems. These measures are intended to improve operational efficiency, ensure greater transparency, and strengthen the reliability of enforcement-related processes. At the same time, Presidential Decree of the Republic of Uzbekistan No. PF–22 dated February 16, 2026, *“On the state program for the implementation of the 'Uzbekistan — 2030' strategy and reform programs in priority areas in the year of 'mahalla development and social prosperity”* also provides for a number of key measures aimed at advancing the digital transformation of enforcement bodies.

In particular, the Decree provides for the introduction of artificial intelligence technologies into the activities of compulsory enforcement authorities, as well as for the establishment of mechanisms ensuring the execution of enforcement documents with minimal human intervention. Furthermore, it предусматривает the integration of the **“E-auksion”** electronic trading platform with the information systems of key state institutions, including the Cadastre Agency, the Bureau of Compulsory Enforcement, the Inspection for Supervision over the Agro-Industrial Complex, banking institutions, internal affairs bodies, tax authorities, courts, investigative authorities, and notarial bodies.

The foregoing analysis demonstrates that there remains a clear need for further **enhancement** of the system for the realization of property within enforcement proceedings. In particular, priority directions include the development of electronic trading platforms, the integration of information systems across state bodies, and the digitalization of asset registration and control processes. From this perspective, it is both justified and necessary to further improve the procedures governing auctions conducted via the **“E-auksion”** platform, including those involving the sale of state assets, land plots, and assets realized on the basis of enforcement documents. In particular, it is proposed to introduce a mechanism whereby, if only one bidder

submits an application to participate in an auction, such participant may be offered the opportunity to purchase the asset at a price increased by one auction increment above the starting price within a specified period. The implementation of this mechanism would significantly enhance the efficiency of auction procedures.

Moreover, the introduction of artificial intelligence technologies into the **"E-auksion"** platform is of strategic importance for increasing transparency in state asset management, reducing the human factor, and fostering economic efficiency through the digitalization of the investment environment.

In particular, the application of artificial intelligence in the following areas is expected to elevate the system to a qualitatively new level:

First, the development of intelligent systems for identifying and matching assets with potential investors. Such systems would analyze user behavior and preferences, thereby enabling the platform to recommend relevant assets. This would significantly enhance investor engagement, improve the efficiency of capital attraction, and increase competition in auction processes.

Second, the automation of financial and administrative procedures, including the generation of payment orders and invoices at all stages of the auction process, as well as the systematic distribution of proceeds. This would reduce reliance on human intervention, ensure transparency, minimize operational costs, and decrease the likelihood of errors.

Third, the establishment of an analytical information base aimed at reducing the scale of the shadow economy and identifying additional sources of budget revenues. This reform would enable state authorities to adopt **data-driven decision-making**, thereby strengthening economic stability and enhancing anti-corruption efforts.

International Experience

Traditionally, auction mechanisms are designed to foster competition among multiple participants in order to achieve optimal price discovery. However, contemporary approaches in many jurisdictions increasingly emphasize not the number of participants, but rather the legality, transparency, and procedural integrity of the auction process. Where an auction has been duly announced, conducted in compliance with applicable legal requirements, and made openly accessible to all potential participants on equal terms, the presence of only a single bidder is interpreted not as a procedural failure, but as a reflection of prevailing market conditions.

In such cases, where the sole participant satisfies all qualification requirements and submits a bid that complies with pre-established conditions, the auction is generally deemed valid. A key safeguard mechanism applied in this context is the **reserve price**, which represents the minimum acceptable value predetermined by the seller. Where a single bidder offers a price equal to or exceeding this threshold, the auction is concluded and the bidder is declared the winner. This mechanism ensures protection against the sale of assets below acceptable value while simultaneously avoiding the need for repeated auction procedures. Conversely, where the reserve price is not met, many systems allow the auction to be declared unsuccessful and rescheduled, thereby balancing efficiency with economic safeguards.

The core principles of this mechanism may be illustrated through the following comparative models:

1. **"Single Bidder Agreement"** Model (Germany)

In Germany, where an auction procedure has been conducted in full compliance with all legal requirements but only one bidder participates, the auction may formally be declared "unsuccessful." Nevertheless, the right to conclude a sale contract remains vested in that bidder,

provided that the offered price is not lower than the starting value. This approach preserves formal legal distinctions while preventing unnecessary repetition of procedures.

2. Anglo-Saxon Model: **"Reserve Price"** (United States and United Kingdom)

In Anglo-Saxon legal systems, auctions are largely governed by market-based principles.

Reserve Price: The seller determines the minimum acceptable price. If a single bidder submits an offer exceeding this threshold, the transaction is considered valid and completed.

Stalking Horse Bid: Commonly applied in bankruptcy proceedings, this mechanism allows an initial (and potentially sole) bidder to establish a baseline price. If no higher bids are received within a specified timeframe, the asset is awarded to that bidder.

3. **Scandinavian Model** (Norway, Sweden, Denmark, Finland)

The Scandinavian approach is characterized by a strong emphasis on transparency and procedural openness. Where it can be demonstrated that access to the auction platform was equally available to all interested parties, the number of participants is not considered legally significant. The absence of multiple bidders is not treated as a procedural deficiency. Even where only one participant takes part, acceptance of the starting price is sufficient for the transaction to acquire full legal validity.

4. **Hybrid Models** (South Korea and Russia).

Hybrid mechanisms are observed in jurisdictions such as South Korea and Russia, where auction outcomes may not formally be recognized as competitive in the absence of multiple bidders. However, where all procedural requirements are met, the sole bidder may still be granted the right to acquire the asset. In particular, South Korea has developed an advanced system of electronic auctions administered through the ONBID platform. If no participants are present in the initial auction, and only one bidder applies in subsequent rounds, the system permits the conclusion of a direct contract with that participant.

The widespread adoption of such mechanisms across jurisdictions is primarily driven by practical considerations. Repeated auctions conducted in the expectation of attracting additional participants often result in increased administrative costs, delays in asset realization, and reduced efficiency in both public and private sectors. Recognizing a single bid as sufficient under clearly defined legal safeguards contributes to the simplification of procedures, reduction of unnecessary expenditures, and timely execution of transactions. This approach ultimately enhances the overall efficiency and effectiveness of asset realization systems.

Conclusion

The results of the conducted research indicate that, in recent years, the Republic of Uzbekistan has implemented substantial institutional and organizational reforms in the system governing the realization of property seized, confiscated, or transferred to state revenue within the framework of enforcement proceedings. In particular, legal and organizational mechanisms have been established to facilitate the introduction of electronic auctions, the digitalization of state asset disposal processes, and the обеспечение openness and transparency of trading procedures.

At the same time, the study has identified a number of institutional and technological challenges in the practical functioning of this system. In particular, the lack of full integration between the information systems of certain trading organizations involved in asset realization and the electronic databases of state authorities limits the ability to maintain a unified electronic accounting system for realized property. This, in turn, complicates the monitoring of asset movement, the prompt analysis of price reductions or the re-listing of assets for auction, and the effective control over financial flows generated from such sales.

The findings further demonstrate that existing requirements regarding the minimum number of participants in auction proceedings may, in certain cases, hinder the timely realization of property. Specifically, the requirement for the participation of at least two bidders results in auctions being declared invalid even where a single interested participant is present. This leads to delays in state budget revenues and reduces the efficiency of the utilization of state assets.

In this regard, it is considered expedient to introduce a more flexible mechanism within the "E-auksion" electronic trading platform. It is proposed to revise Clause 23 of the Regulation on the Procedure for Organizing and Conducting Electronic Online Auctions and Tenders on the "E-auksion" Electronic Trading Platform (approved by Resolution of the Cabinet of Ministers No. 18 dated January 12, 2022) as follows:

23. On the trading platform:

When organizing an electronic online auction, if an application is submitted by only one bidder, such bidder shall be sent an offer to purchase the object at a price increased by one auction increment above the appraised value, subject to payment within the prescribed period;

In the case of an auction conducted under a descending price mechanism (Dutch auction), if an application is submitted by only one bidder, such bidder shall be sent an offer to purchase the object at its appraised value, subject to payment within the prescribed period;

In the event that the sole participant declines the offer, the deposit (earnest money) paid by the participant shall be refunded.

An online auction shall be deemed duly conducted provided that the value of the object is paid by the auction participant within the установленный timeframe.

Furthermore, it is proposed to delete from sub-clause (b) of Clause 37 the wording: "if an application for participation in the auction is received from only one participant."

Additionally, property transferred to state revenue shall be subject to realization through the "E-auksion shop" electronic marketplace based on simplified auction principles, by trading organizations selected in accordance with the установленный procedure by the Bureau of Compulsory Enforcement under the Prosecutor General's Office, its territorial subdivisions, as well as the state institution "Bojxona-servis" and/or its territorial branches.

In this context, information regarding transferred, listed, and sold property, as well as proceeds derived from such sales, shall be exchanged between customs authorities, the Bureau of Compulsory Enforcement, other authorized bodies, and the operator via an integrated information system on a quarterly basis—no later than the fifth day of the month following the reporting quarter.

Based on the conducted analysis, it is concluded that a comprehensive set of organizational and legal measures should be adopted to further improve the system of property realization within enforcement proceedings. Priority should be given to the digitalization of property accounting and control processes, as well as to the integration of information systems of state authorities and trading organizations in order to establish a unified electronic database for tracking asset movement.

At the same time, enhancing electronic trading mechanisms, simplifying auction procedures, and creating transparent conditions for participants will contribute to increasing the efficiency of asset realization. In particular, the implementation of Artificial Intelligence (AI) technologies on the "E-auksion" platform—for asset–investor matching, automated generation of payment orders and invoices, systematic distribution of proceeds, and development of analytical tools aimed at reducing the shadow economy—should be regarded as a strategic priority.

Overall, the digitalization of asset realization processes, the integration of information systems, and the expansion of the institutional capacity of electronic trading platforms will contribute to improving the efficiency of public administration in this field, increasing state budget revenues, and ensuring transparency within the enforcement system.

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TYPES OF IMAGE: ANALYSIS OF THEORETICAL APPROACHES, CLASSIFICATION CRITERIA, AND TYPOLOGICAL MODELS

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Abstract. *The article presents a comprehensive analysis of the theoretical and methodological foundations of the concept of "image," its socio-psychological nature, and multi-component structure. The study systematically examines acmeological, functional, contextual, comparative, axiological, internal-external, emotional-cognitive, as well as personal and corporate types of image. Based on theoretical models of foreign scholars, the formation of personal and corporate image, audience perception, and management mechanisms are analyzed in depth. The study also explores the role of image in contemporary communication strategies and PR activities.*

Keywords: *image, typology, personal image, corporate image, acmeological approach, functional approach, emotional-cognitive image, internal and external image, socio-psychological analysis, communication strategy, PR.*

Introduction

In recent years, various new approaches to interpreting the concept of "image" have emerged. One such conceptual approach is the acmeological approach. Supporters of this approach include A.A. Derkach, V.G. Zazykin, E.B. Perelygina, and E.P. Kostenko. The essence of the acmeological approach is that it interprets image not as an artificially created means of external influence, but as a phenomenon inextricably linked to indicators of an individual's internal development. Within this approach, special attention is paid to criteria such as professionalism and competence, self-awareness (self-knowledge), self-development, self-improvement, and self-realization. Thus, the acmeological approach evaluates image not as an external effect, but as a form of manifestation of the individual's level of maturity and internal potential [2].

Methodology

In addition to the acmeological approach, researchers also identify three main approaches to classifying images. These are [14; 10]:

The *contextual approach* to imagery requires that the image be holistic and systematic, with its individual elements consistent and harmonized within a single conceptual framework. ***The comparative approach*** is a methodological approach based on the systematic comparison of closely related or content-similar image manifestations. This process analyzes the structural elements of images, their functional purposes, and the characteristics of their audience perception [16; 11].

The functional, contextual, and comparative approaches discussed above allow for the interpretation of images from different theoretical perspectives. Each reveals a specific aspect of the image phenomenon and serves as a complementary methodological foundation. ***The functional approach*** is important when analyzing images from a practical management

perspective. This, in turn, helps develop specific criteria for strategic planning. ***The contextual approach*** is important because it considers images as inextricably linked to the sociocultural and political environment. ***The comparative approach*** serves to identify common and distinct aspects of similar images and to refine the theoretical model through their comparison.

- **Functional approach –** in which different forms of image are defined based on the functions they perform. That is, the image is classified according to the social or communicative role it performs.
- **Contextual approach –** in this approach, types of image differ according to the environment and conditions in which they are realized. That is, the image is analyzed according to how it manifests itself in different social, political, cultural, or professional contexts.
- **Comparative approach –** within the framework of this approach, similar or similar images are compared. In this way, their common and different aspects are identified and typological conclusions are drawn.

Frank Jeffkins, a supporter of ***the functional approach***, identifies the following types of images [3]:

A mirror image is a person's or organization's perception of itself, formed based on the subject's self-perception.

Present image is the image that exists in the external environment, that is, in the eyes of the audience or the public. This type reflects the real views and assessments of others regarding the subject.

A desired image is an image that an individual aims to achieve, viewed as ideal. It is important in the process of strategic planning and self-presentation.

Corporate image is the overall image of the entire organization, not the individual divisions or results of its activities.

A multifaceted image is an image that is formed in an environment where there are several independent structures instead of a single corporation. In this case, the overall image is created as a result of the activities of various independent entities.

Analysis of the relevant literature. L.I. Skurtova and E.V. Fedorova also explain the classification of images proposed by Frank Jeffkins in their article “Basic approaches to the interpretation of the concept of “Image” and the typology of images” as follows [10; 32-33].

This classification of image types allows for a deep and multifaceted analysis of the organization. It is important to understand the image not only as an external appearance or advertising product, but as a complex and systematic phenomenon that is formed in the social consciousness. The formation and management of the image is of strategic importance for any organization, it is a factor determining not only reputation, but also internal stability and competitiveness.

The alternative classifications of the image are also widely covered in the scientific literature. For example, according to the concept of R.A. Depelyan, the image can be manifested in a positive or negative form, depending on its axiological (evaluative) character.

The perceived image is the perception of the company's management and employees about how the public thinks about the company. In practice, such perceptions of the organization's image are often artificially overestimated or the company's image is not perceived objectively enough.

Presemt image is the real image of the organization in the eyes of customers, investors, competitors, and the general public. This image is formed based on the assessments and experiences of the external audience.

A desired image is a strategically designed image that an organization aims to achieve. It is closely linked to the company's long-term development concept and communication policy.

Corporate image is a holistic image that embodies the historical development of a company, the quality of its products or services, its corporate social responsibility, and the professional reputation of its employees.

A multi-component image is an image that consists of a set of elements that form the corporate style of an organization. It includes employee uniforms, building design and interior layout, symbols and signs, identification attributes, employee qualifications, and other factors that determine the visual and institutional identity of the organization.

POSITIVE IMAGE is a set of assessments, perceptions, and social opinions formed about the activities of an organization, which interprets this entity as an institution that meets modern management requirements and standards.

Such an image is determined primarily by criteria such as the organization's ability to effectively organize management processes, establish constructive and systematic cooperation with the external environment, and implement business processes on a strategic basis.

From this perspective, a positive image is not limited to external attributes or communicative presentation, but is interpreted as a complex socio-psychological phenomenon that reflects the institutional maturity, management culture, and functional effectiveness of an organization.

The negative image encompasses shortcomings in the organization's activities, shortcomings in the management system, existing problems, and the deepening of internal conflicts. Such an image leads to the formation of distrust, suspicion, and negative stereotypes (stereotypes) in the minds of the audience towards the organization. The consequences of a negative image are also felt at the institutional level. It can mainly lead to a decrease in employee motivation, increased staff dissatisfaction, a weakening of corporate culture, and a decrease in overall efficiency. Therefore, it is of strategic importance for companies to form a stable and positive public opinion about their activities and consistently support it [4].

The negative image is especially widely used in the political sphere. It is often formed by the opposition in the process of political competition through anti-advertising and "black PR" technologies. In this case, the image becomes a means of manipulative communication and manifests itself as a mechanism for targeted influence on public consciousness [17; 332-337]. According to the criterion of emotional diversity, L. Elizarova, the founder of the Image Corporation, the image is divided into three types:

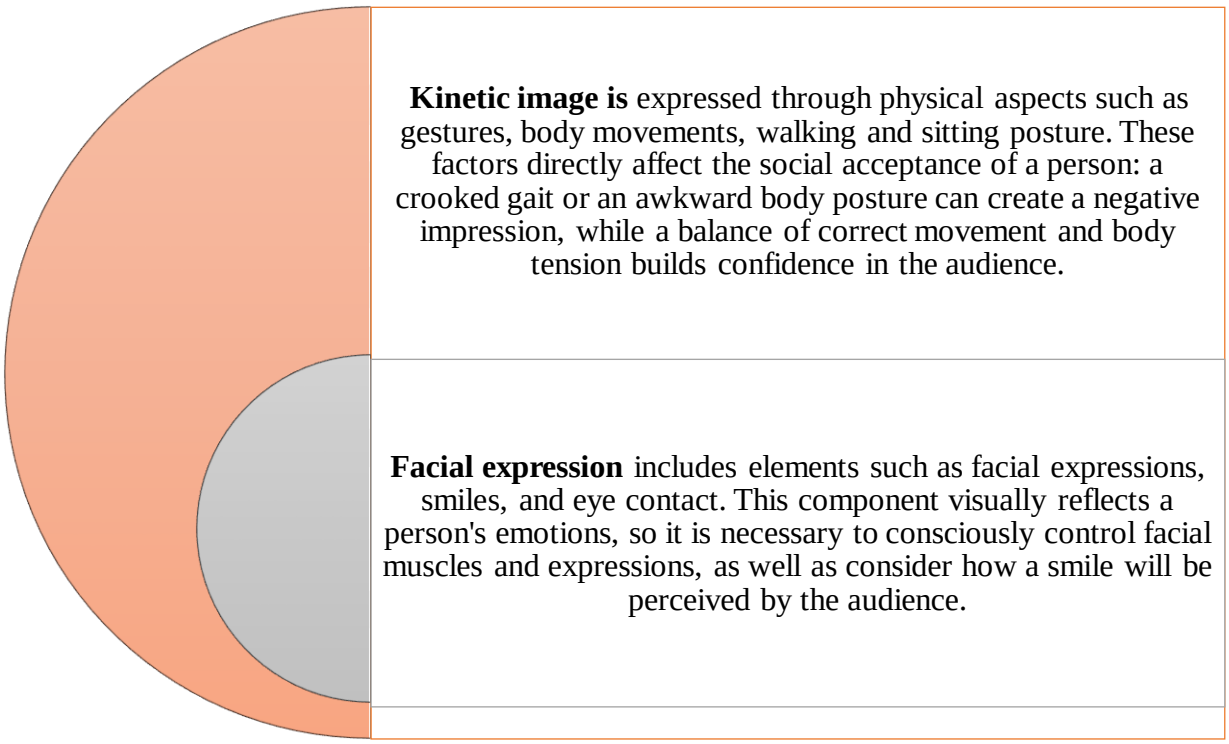
- Positive image - creates positive emotions, trust, sympathy, support or encouraging attitudes in the audience.
- Negative image - stimulates negative emotions, distrust, critical attitude or resistance.
- Neutral image - has minimal emotional diversity and presents the audience with an objective, fact-based or neutral assessment. More precisely, this image does not evoke a strong emotional impact [5].

The author also notes that the image should be classified depending on the object to which it is directed when forming the image, and gives his own definition of personal and corporate image:

1. Personal image - this is the image of a person, including a businessman, teacher, politician, public figure, creator or artist, created in relation to individuals. Personal image serves to strengthen the social acceptance of the subject, his professional and personal reputation.

2. Corporate (organizational) image is an image that reflects the social and professional image of a company, political party, organization or state. Corporate image is of decisive importance in the formation of the public reputation, brand value and public acceptance of the organization.

Research methodology. The process of forming a personal image requires the systematic and comprehensive development of its structural components. Each element of the image has a separate psychological and social function that determines the impression that the person makes in the minds of the audience [6]:



Verbal image is formed through speech style, voice timbre, and intonation. More important than the content of speech is its pronunciation, rhythm, and tone of voice. A logically connected, grammatically correct speech structure is a key condition for strengthening a personal image.

Mental image is expressed through a person's beliefs, worldview, and values. The mental component shapes the subject's decision-making mechanisms, professional, and personal behavior.

Latent (background) image – formed by third parties who are not in direct contact with the individual, through the media. This component helps determine the general social perception that the audience has of the individual.

Material image is related to the material resources and attributes surrounding an individual, and is expressed through elements such as a car, a home, and household appliances. This component visually reflects an individual's social status and style.

External image includes elements of clothing, personal style, and appearance. Often, image makers focus on this element, but it is only one part of the personal image, which is implemented in harmony with other components.

Analysis and results. E.N. Bogdanov and V.G. Zazykin used the following criteria in developing their image classification:

• Direction of formation – explained by the signs on the basis of which the image is formed (external and internal images);

• Emotional component – the emotional impact of the image, i.e., it can have a positive or negative tone.

• Target orientation – the natural or artificial nature of the image.

• Level of rationality – cognitive or emotional analysis plays a key role in image perception [1].

It is known that V.M. Shepel divides images into two main types: corporate and personal. A corporate image is the image of a company, firm, enterprise, institution, political party, or public organization. A personal image reflects the personal image of a politician, entrepreneur, artist, leader, or leader of a social movement [18].

From this orientation criterion, L.I. Skurtova and E.V. Fedorova divide images into external and internal types [11; 34]:

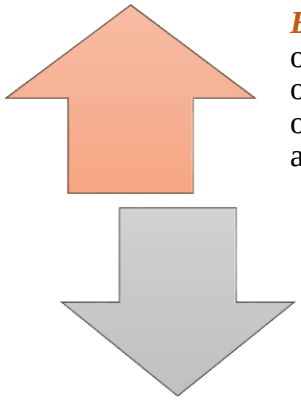
V.N. Cherepanova, reinterpreting Western studies of imagery, proposes the most effective system for analyzing image. According to her, this system includes two main components. The first component is the internal image. This is the core of the image, representing the individual's self-confidence (self-esteem, as defined by E. Sampson). The main elements of the internal image include the concept of "I," the psyche, value orientations, attitudes, and skills. It also consists of several levels:

1. The first is the superficial level, encompassing the totality of knowledge, ideas, and perceived information about the image;

2. The second level includes socially formed and stabilized relationships;

3. The third level consists of a system of value orientations, representing the individual's basic life principles and religious views;

4. The fourth, deepest level is the "concept of Self," which is the central and integrating element of the core image. This level links the previous three levels and ensures the internal integrity and stability of the system [13; 10-12].



External image includes the set of perceptions of an organization that are formed in the minds of external observers, partners, and the general public. It represents the organization's image, prestige, and level of public acceptance in the social environment.

Internal image is a system of opinions and assessments formed in the minds of the direct participants of the organization (employees, managers and owners). This type of image is closely related to the socio-psychological environment within the organization, corporate culture and management effectiveness.

The second component is the external image, which includes a set of signs and expressive means aimed at the perception of the subject by others. The foundation of the external image is formed by factors of external expressiveness. The structure of the external image includes the following images: visual image (appearance, clothing style, facial expression, and general appearance), auditory image (voice pitch, speech culture, intonation), olfactory image (sensory factors associated with odor), and kinetic image (movement, gesture, body position, and nonverbal behavior). These components play a significant role in shaping the external image and create a specific image in the minds of the audience [8; 55].

Although the content of the image and the mechanisms for its classification differ, they are inextricably linked. We can speak of external and internal manifestations of the image both in relation to an organization and in relation to an individual (personality).

An organization's external image is its image formed in the environment, that is, the totality of perceptions about it, and these perceptions are formed in the minds of those who interact with the organization (clients, consumers, competitors, government agencies, the media, and the general public).

An individual's external image is formed based on their verbal (speech), visual (appearance), ethical (moral), and aesthetic (taste and style) forms of expression and behavior. The subjects who receive and evaluate this image are those who directly or indirectly interact with the individual [15; 10].

According to the criterion of the purposefulness of advertising and PR activities, the image is divided into natural and artificial types [19]:

According to rationality criteria, images are divided into two main types: emotional and cognitive. The primary goal of an emotional image is to generate strong emotional effects in the audience, aimed at creating a positive attitude toward a person or object. This type of image is formed primarily through symbolism, visual, and verbal expression, and is intended for a general public. Its primary goal is to create meaningful emotional experiences, such as trust, emotion, surprise, or inspiration. A cognitive image is intended for a narrow circle of specialists or a professional audience and serves to convey information based primarily on logical facts and devoid of emotional content [20].

NATURAL IMAGE – this is an image that is formed spontaneously, naturally, without any specially planned communicative influence. It is formed on the basis of the real activities of an organization or individual, daily practice, direct experience and oral communication. Managing this type of image is complex, and it depends more on the independent assessments of the audience and the influence of the social environment.

ARTIFICIAL IMAGE is consciously created through a specially developed strategy, communicative policy, PR and advertising technologies. It is aimed at a specific target audience and is formed through special methods and techniques (visual identification, branding, media campaigns, image materials, etc.).

In addition to the above classifications, images are also divided into actual and potential types [4]:

ACTUAL IMAGE	is a system of social perceptions, assessments, and stereotypes formed in the minds of internal and external stakeholders during a certain period of an organization's activity. It is formed on the basis of indicators such as the organization's economic efficiency, strategic development prospects, management model, corporate culture, and institutional stability.
POTENTIAL IMAGE	it refers to the construction of social visions that are expected to form in the future, based on the future development trends of the organization. It relies on strategic planning, innovative capacity, and institutional transformation processes.

English scholar E. Sampson interprets personal image as a socio-psychological phenomenon and divides it into three types based on the interaction of internal self-awareness processes and external social evaluation mechanisms:

SELF-IMAGE

PERCEIVED IMAGE

• REQUIRED IMAGE

Self-presentation refers to an individual's system of conceptual representations of their self. It is formed through processes of self-awareness, self-identification, and self-assessment and constitutes the internal, reflective component of self-image. The perceived image is a model of an individual's perception that is formed in the social environment and ingrained in the public consciousness. The desired image represents a system of normative requirements formed in relation to a particular social role or professional status [16;11]. In our opinion, the triadic typology of the English researcher E. Sampson is a very useful and practical approach to understanding personal image. It does not limit image to mere appearance or audience interpretation, but also reveals the complex relationship between an individual's self-image, the perception of others (the perceived image), and the desired image (the desired image). It is worth noting that in the context of modern digital platforms, this triadic model has become even more complex. Thus, although E. Sampson's typology is relevant as a theoretical framework, it is advisable to expand it in the context of the modern information and communication environment and enrich it with empirical research.

The approach presented by the English scientist E. Sampson is also advanced by the color researcher G.G. Pocheptsov. Using more expressive terminology in Russian, he divides image into three types [9; 41]:



This classification allows for a systematic study of image and serves to identify differences and relationships between its current state, social acceptance, and purposeful formation. Another researcher, Z.A. Toboeva, in her scientific article "Approaches to Defining Image and Its Structure," also divides image into the following types, based on the classification of a foreign scholar: Self-image is a system of a person's socio-psychological self-concepts, in which the main factors reflect the individual's subjective qualities, previously accumulated experience, level of self-esteem, and personal competencies. A perceived image is the perception and evaluation of an individual or organization by an external audience. This type is formed through social perception and interactive evaluation and is directly linked to the subject's social acceptance. A desired image is a set of standards established in the minds of others based on an individual's social status, profession, age, or other factors. It serves to define the ideal-typical social image of an individual or organization [12; 337-348].

Conclusion. Summarizing scientific and theoretical views and data, we can conclude that:

First, the theoretical and methodological foundations of the concept of "image" have been comprehensively analyzed, substantiating its multi-level and integrative socio-psychological phenomenon. It has been demonstrated that image is not only an external communicative construct but also a complex systemic phenomenon formed through interaction with the internal content, value orientations, professional potential, and social environment of an individual or organization.

Secondly, several approaches to image are analyzed, with the acmeological approach revealing the mechanisms of image formation as an indicator of a person's level of maturity, professional competence, and self-awareness.

Thirdly, the functional approach is based on the classification of image in terms of management and communication strategies. The contextual and comparative approaches serve to refine the theoretical model, based on the relationship of image with the sociocultural environment and a comparative analysis of similar images.

Fourthly, the multicomponent nature of image is revealed through axiological (positive-negative), systemic (internal-external), functional (natural-artificial), perceptual (emotional-cognitive), and subject-oriented (personal-corporate) classifications. In particular, the one proposed by E. Sampson and G.G. Pocheptsov's triple typology systematizes its ontological and communicative aspects, identifying the self-presentation of the image, and the acceptable and required dimensions of the image.

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THE EVOLUTION OF BINOMINAL SYNTACTIC THEORIES: FROM TRADITIONAL PHRASE STRUCTURE TO FUNCTIONAL AND COGNITIVE PERSPECTIVES

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Abstract. *This article explores the historical and theoretical development of binominal constructions — linguistic structures where two nouns or noun phrases are linked within a single constituent. While early generative grammar struggled to reconcile these structures with standard X-bar theory, subsequent decades have seen a shift toward more nuanced analyses. The study adopts a diachronic literature review methodology, tracing the evolution of binominal theories from the early "Small Clause" analyses of the 1980s to the "Predicate Inversion" models proposed in the 1990s and early 2000s. Furthermore, we examine the recent shift toward functional and constructionist approaches, which prioritize the pragmatic and evaluative functions of binominals over purely formal syntactic constraints. Our analysis reveals that the development of these theories mirrors a broader transition in linguistics: moving from rigid, hierarchical structures toward more flexible, multidimensional models that account for lexicalization and metaphor. The results of this review indicate that while a unified theory of binominality remains elusive, the integration of cognitive linguistics provides the most robust framework for explaining the "non-canonical" behavior of these phrases. This paper concludes by identifying remaining gaps in the research, particularly regarding cross-linguistic variations in binominal typology.*

Keywords: *binominal constructions, syntax, predicate inversion, generative grammar, cognitive linguistics, phrase structure, grammaticalization, noun phrases.*

Introduction. The structural organization of the noun phrase has long been a cornerstone of generative inquiry. However, few structures have challenged the universality of X-bar theory as persistently as the Qualitative Binominal Noun Phrase (QBNP). Typically exemplified by constructions such as *a jewel of a city* or *that idiot of a doctor*, the QBNP consists of two nouns (N_1+N_2) mediated by a functional element, usually the preposition "of" in English or "de" in Romance languages. The primary theoretical problem posed by binominality lies in the determination of the syntactic head. In a standard extended projection of a noun, the first noun is expected to be the head; yet, in QBNPs, N_1 functions as an attributive or evaluative predicate, while N_2 retains the referential properties of the phrase [2] (Abney, 1987). For instance, in "a gem of a book", the speaker is referring to a "book", not a "gem". This "mismatch" between semantic headedness and syntactic position has led to a proliferation of competing models over the last four decades.

Early generative accounts treated these structures as simple PPs (Prepositional Phrases), but this failed to explain the obligatory presence of the indefinite article before N_2 and the strict constraints on definiteness [6]. The 1990s marked a shift toward Predicate Inversion theories, most notably championed by Den Dikken (1995, 2006). Under this view, the QBNP is derived from an underlying "Small Clause" structure where N_1 starts as a predicate and moves to a higher

functional position, with the particle “of” acting as a “nominal copula [4]. However, as linguistic theory moved toward the Minimalist Program and later into Cognitive Grammar, the focus shifted. Researchers began to question whether a purely hierarchical derivation could capture the idiomatic and expressive nature of binominals. Modern functionalist perspectives suggest that binominality is not merely a syntactic mutation but a grammaticalized strategy for expressing speaker attitude [1,5]. This article aims to synthesize these developments. We will first examine the formalist attempts to “tame” the binominal through movement rules, followed by an analysis of how functional and cognitive paradigms have broadened the scope of the debate to include pragmatics and metaphor. By tracing this trajectory, we demonstrate how the study of binominality has served as a catalyst for rethinking the very nature of the Noun Phrase in modern linguistics.

Methods. The present study employs a qualitative meta-analytical approach to trace the evolution of binominal theories. Given the theoretical nature of the topic, the research methodology is divided into three primary stages:

1. Theoretical Sampling and Corpus Selection

To ensure a comprehensive overview, we selected key linguistic frameworks spanning four decades (1980–2024). The primary “data” for this study consists of seminal works in Generative Grammar (e.g., Chomsky, 1995; Kayne, 1994), Functional Grammar (e.g., Halliday, 2004), and Cognitive Linguistics (e.g., Langacker, 2008).

2. Comparative Syntactic Analysis

The core of the methodology involves a comparative analysis of how different theories handle the “Head-Complement” relation in QBNPs. We used a standardized set of “diagnostic” examples, such as:

1. A gem of a book (Qualitative)
2. A mountain of a man (Metaphorical)
3. That disaster of a concert (Evaluative)

Each theory was tested against its ability to explain three syntactic phenomena: agreement (number/gender), article repetition, and extraposition.

3. Diachronic Mapping

Finally, we applied a diachronic mapping technique to visualize the shift from structuralist models (focusing on the tree architecture) to constructionist models (focusing on the idiomatic nature of the phrase). This allows for a clear identification of “theoretical pivots” where the academic consensus shifted significantly.

Results. The evolution of linguistic thought regarding binominal constructions can be categorized into three distinct theoretical shifts: the early configurational period, the predicate inversion era, and the modern constructionist turn. Our analysis of these periods reveals a progressive movement toward recognizing the lexical-semantic complexity of N_1. In the late 1980s and early 1990s, the primary challenge was to fit QBNPs (Qualitative Binominal Noun Phrases) into the rigid structure of X-bar theory. Early researchers, such as Moro (1991) and Hoekstra (1988), proposed that the relation between N_1 (*gem*) and N_2 (*book*) is fundamentally that of a “Small Clause” (SC). According to this view, the two nouns are not in a simple head-complement relationship. Instead, they form a underlying propositional unit where N_1 acts as a predicate of N_2. Kayne (1994) further refined this by arguing that the particle “of” is not a true preposition but a functional “complementizer-like” element that surfaces to support the relationship between the two nouns within the DP (Determiner Phrase). This period established that N_1 is not a standard modifier but carries “predicative weight”.

The most significant theoretical breakthrough occurred with the introduction of Predicate Inversion (PI). Den Dikken (1995, 2006) argued that in a phrase like "a jewel of a city", the predicate (N_1) undergoes a syntactic movement, jumping over the subject (N_2). Our review of this era shows that the particle "of" serves as a Relator or Linker. This linker is necessary to "license" the movement of the predicate to a higher position (the Specifier of a Functional Projection). This theory successfully explained why N_1 always precedes N_2 and why the construction feels "inverted" compared to a standard NP like *a beautiful city*. However, critics like Bennis et al. (1998) pointed out that this purely syntactic movement model struggled to account for the semi-idiomatic nature of many binominals, where N_1 loses its literal meaning (e.g., *a hell of a time*).

The latest stage in the development of binominal theories (2010–2024) is characterized by a shift toward Construction Grammar (CxG) and Functionalism. Researchers such as Traugott (2008) and Jackendoff (2007) argue that binominals are better understood as "templates" or "constructions" rather than products of live syntactic movement. Our analysis identifies three key findings in modern research:

1. Lexicalization: N_1 often undergoes "de-semantization", where it stops being a noun and starts behaving like an intensifier or a quantifier (e.g., *a mountain of evidence*).

2. Subjectivity: The binominal structure is increasingly viewed as a tool for expressive morphology. As noted by Vangsnes (2008), the choice of a binominal over a standard adjective-noun pair (e.g., *that disaster of a meeting** vs. *that disastrous meeting*) serves to highlight the speaker's emotional stance.

3. Cross-linguistic Variation: Recent studies in typology (e.g., Matushansky, 2019) show that while the "linker" "of" is common in English, other languages use different strategies (case-marking, juxtaposition), suggesting that "binominality" is a functional category that manifests differently across languages.

Discussion

The transition from early configurational models to modern constructionist perspectives on binominality represents a fundamental shift in how linguists perceive the internal architecture of the Noun Phrase. Our analysis of the theoretical trajectory highlights several critical points of contention and progress. The most persistent issue in binominal theory remains the "Headedness Paradox". Traditional accounts (e.g., Chomsky, 1995) prioritize the first noun (N_1) as the syntactic head due to its position and agreement features. However, as our results indicate, the semantic weight almost always resides in N_2. The Predicate Inversion model was a revolutionary attempt to bridge this gap by suggesting that N_1 is a "displaced" predicate. Yet, as we discussed, this formal solution often fails to account for the lexicalization seen in phrases like *a hell of a party*. In such cases, *hell* has lost its status as a noun entirely, functioning instead as a degree modifier or intensifier. This suggests that the development of binominal theory is moving away from purely structural "tree-building" toward a model that incorporates grammaticalization scales (Hopper & Traugott, 2003). A significant takeaway from the recent literature (e.g., Aarts, 1998; Vangsnes, 2008) is that binominality is not just a syntactic "accident" but a functional choice. Why would a speaker say *that disaster of a meeting* instead of *that disastrous meeting*? The discussion in modern linguistics suggests that the binominal structure allows for a higher degree of subjectivity. By placing the evaluative noun (*disaster*) in the N_1 position, the speaker foregrounds their emotional response. This supports the Construction Grammar view (Goldberg, 2006) that certain syntactic patterns are stored in the mental lexicon as holistic "form-meaning pairs" specifically designed for expressive functions. Despite the advancements made by Matushansky (2019) and others in cross-

linguistic analysis, a "Universal Theory of Binominality" is still missing. Most existing theories are heavily biased toward Germanic and Romance languages. Future research needs to investigate how languages with complex case systems (e.g., Slavic or Finno-Ugric) handle qualitative predication within the DP without the use of a "linker" like "of". Furthermore, the rise of Computational Linguistics and large-scale corpora presents an opportunity to test these theories. While traditional generative grammar relies on native speaker intuition, corpus-based studies can reveal the actual frequency and productivity of binominal templates in real-world usage, potentially validating the constructionist shift we have observed.

Conclusion. The development of linguistic theories regarding binominality serves as a microcosm of the broader evolution in modern syntactic theory. As this article has demonstrated, the transition from rigid X-bar configurations to dynamic Predicate Inversion models and, finally, to Constructionist paradigms, reflects a growing recognition of the interface between syntax, semantics, and pragmatics. Our review concludes that while formalist accounts have successfully mapped the internal movement of the Noun Phrase, they often overlook the "expressive" function that drives the use of binominals like *a gem of a book* or *that devil of a man*. The most robust future for binominal research lies in a hybrid approach: one that maintains the structural rigor of the Minimalist Program while incorporating the cognitive insights of Construction Grammar. Ultimately, the binominal construction is more than a syntactic anomaly; it is a sophisticated linguistic tool that allows speakers to merge reference and evaluation into a single, cohesive unit. As we move further into the 21st century, cross-linguistic and corpus-based studies will be essential in determining whether these "double-headed" structures are a universal feature of human language or a specialized product of specific grammatical traditions.

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DIGITAL TECHNOLOGIES IN TEACHING THE TRANSLATION OF ENGLISH MILITARY ABBREVIATIONS INTO RUSSIAN AND UZBEK

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Abstract. *The article examines the features of rendering English military abbreviations into Russian and Uzbek within the context of the development of modern philological education. Particular attention is paid to the linguodidactic potential of digital technologies and computer programs used in teaching the translation of specialized terminology. The purpose of the study is to identify the most effective methods for translating English military abbreviations and to analyze the possibilities of digital educational tools in developing professional translation competencies among philology students. The methodological framework of the study includes comparative analysis, translation analysis methods, and quantitative analysis of translation transformations. The research material consists of abbreviations taken from the U.S. Army Field Manual. The analysis identified 182 examples of initial abbreviations translated using various translation techniques, including calque translation, modulation, explication, compression, decompression, concretization, transliteration, and others. The results of the study show that the most common methods of rendering abbreviations are calque translation and modulation. The use of digital technologies, including electronic corpora, terminological databases, and computer translation programs, contributes to a more effective acquisition of military terminology and to the development of students' translation skills.*

Keywords: *military abbreviations, terminology translation, English language, Russian language, Uzbek language, digital technologies, linguodidactics, philological education, computer programs, translation transformations.*

Introduction

In the context of globalization and the rapid development of international cooperation, the importance of accurate and adequate translation of specialized terminology has significantly increased. A special place in this system is occupied by the translation of military abbreviations and acronyms, which are widely used in professional communication, documentation, and scientific and technical texts. The system of abbreviations is an integral part of the lexical and semantic system of any language. At the same time, different languages are characterized by different models of abbreviation. For example, the English language is widely known for its extensive use of acronyms, whereas in some other languages the frequency of such forms may be considerably lower. This creates additional challenges in translation and requires the application of specific translation strategies.

In modern philological education, the training of specialists capable of working with such units of professional vocabulary plays an important role. In this regard, the use of digital technologies and computer programs becomes particularly relevant, as they significantly expand the possibilities of teaching the translation of specialized texts. The purpose of this article is to

analyze the methods of rendering English military abbreviations into Russian and Uzbek and to identify the linguodidactic potential of digital technologies in teaching philology students the translation of specialized terminology.

Literature Review

The problem of translating abbreviations and shortened units occupies an important place in modern linguistics and translation studies. It is particularly relevant in the sphere of scientific, technical, and military communication, where abbreviations serve the function of linguistic economy and ensure the accuracy of information transmission. Research shows that the translation of such units requires consideration of structural, semantic, and pragmatic features of the languages involved [Komissarov, 1990; Garbovsky, 2020].

The theoretical foundations of translating terminological vocabulary were established in the works of classical translation scholars. For instance, L. S. Barkhudarov in his fundamental monograph *Language and Translation* notes that the translation of abbreviations requires the application of various translation transformations such as concretization, generalization, and modulation, since the structures of the source and target languages may differ significantly [Barkhudarov, 1975]. According to the researcher, when translating terminological units it is necessary to take into account their place within the lexical and semantic system of the language.

The works of V. N. Komissarov are also of great importance for the development of translation theory. He considers translation as a process of achieving equivalence between the source text and the target text [Komissarov, 1990]. The scholar emphasizes that the translation of abbreviations presents particular difficulties because such units have a high degree of informational density and often function as terms. The choice of translation strategy, according to Komissarov, depends on the context of usage and the traditions of terminology in the target language.

The problems of rendering terminological vocabulary are also discussed in the works of Ya. I. Retsker, who identifies various methods of translating terms and abbreviations, including calque translation, transcription, and descriptive translation [Retsker, 1974]. The researcher notes that when translating specialized texts the translator should strive to preserve the functional equivalence of terminological units. The features of translating scientific, technical, and specialized terminology are analyzed in detail in the works of L. L. Nelyubin, who views translation as a complex interlingual process involving the analysis of the structure and meaning of the unit being translated [Nelyubin, 2009]. According to the scholar, abbreviations are an essential element of professional communication and require a specific approach in translation.

A significant contribution to the development of terminology studies was made by S. V. Grinev-Grinevich, who considers a term as an element of professional communication and emphasizes the systemic nature of terminological units [Grinev-Grinevich, 2008]. The researcher notes that abbreviations constitute an important part of the terminological system and should be examined within the context of the entire system of scientific concepts. Modern research on translation activities is presented in the works of N. K. Garbovsky, who considers translation as a multi-level process of interpreting a text [Garbovsky, 2020]. The scholar emphasizes that the translation of specialized texts requires consideration of pragmatic factors as well as cultural and linguistic characteristics.

In recent years, considerable attention has been paid to the digitalization of translation activities and the use of information technologies in translator training. For example, the studies of I. S. Alexeyeva examine modern approaches to translator education, including the use of

electronic corpora and terminological databases [Alexeyeva, 2020]. Similar issues are explored in the works of O. V. Alexandrova, who highlights the importance of digital tools for terminological analysis and professional translation training [Alexandrova, 2019]. In the research of Uzbek scholars, significant attention is also devoted to the problems of translation and terminology. For instance, Sh. Safarov in his works on cognitive linguistics analyzes the functioning of terminological vocabulary in different languages and emphasizes the necessity of considering cultural and linguistic factors in translation [Safarov, 2021].

Methodological aspects of foreign language teaching and translator training are discussed in the works of B. Jalolov, who stresses the importance of integrating modern technologies into the educational process [Jalolov, 2020]. According to the researcher, the use of digital educational platforms contributes to the development of students' professional competencies. Issues related to the digitalization of philological education and the application of information technologies in foreign language teaching are also investigated in the works of N. Yuldashev and D. Hasanova. These scholars emphasize that the use of electronic dictionaries, online corpora, and specialized programs significantly increases the effectiveness of teaching terminology translation [Yuldashev, 2020; Hasanova, 2022].

Thus, the analysis of scholarly literature demonstrates that the problem of translating abbreviations lies at the intersection of several academic fields, including translation studies, terminology studies, and linguodidactics. Contemporary research confirms the need for a comprehensive approach to studying this issue, combining traditional methods of translation analysis with the use of digital technologies in the educational process. This is especially important for the training of future philologists and translators who must work with specialized terminology in the context of the digitalization of education and the development of the information society.

Research Methodology

The methodological framework of this study is based on a comprehensive approach that combines methods from translation studies, comparative linguistics, and linguodidactics. Such an approach makes it possible to conduct a thorough analysis of the ways English military abbreviations are rendered into Russian and Uzbek, as well as to determine the potential of digital technologies in teaching the translation of specialized terminology. The research material consists of abbreviations and shortened lexical units recorded in the **U.S. Army Field Manual**, as well as in other English-language military sources. During the analysis, **182 examples of initial abbreviations** representing different types of military terminology were identified and selected. For each example, existing or possible translation equivalents in Russian and Uzbek were examined.

The following research methods were employed in the study.

1. Continuous sampling method. This method was used to extract abbreviations from the selected texts. All abbreviations found in the sources were identified and systematically recorded in a separate database. This procedure made it possible to create a representative corpus of the units under investigation.

2. Comparative analysis method. This method was applied to examine the structural and semantic characteristics of abbreviations in English, Russian, and Uzbek. The comparison made it possible to identify differences in abbreviation formation and to determine the most effective strategies for their translation.

3. Translation analysis method. Each abbreviation was analyzed in terms of the translation transformations used in its rendering. Particular attention was paid to strategies such as

calque translation, modulation, explication, transliteration, compression, decompression, concretization, and generalization. This analysis helped determine the frequency of various translation strategies and identify the most productive ones.

4. Quantitative analysis method. To identify patterns in the translation of abbreviated units, a quantitative analysis was conducted. Statistical processing of the data allowed the calculation of the percentage distribution of different translation strategies. This approach provided an objective evaluation of the frequency of particular translation techniques.

5. Linguodidactic analysis. This method was applied to evaluate the potential use of the research findings in the educational process. Modern digital resources used in translation training were analyzed, including electronic terminological databases, online text corpora, and specialized computer programs. The analysis demonstrated that such tools significantly facilitate students' acquisition of specialized terminology.

Digital technologies played an important role in the study by enabling the systematization and analysis of the research material. Electronic dictionaries, online terminology databases, and digital text corpora were used for data processing. These tools significantly accelerated the process of searching for translation equivalents and made it possible to more accurately determine the functioning of abbreviations in different contexts. Thus, the application of a comprehensive methodology combining linguistic, translation, and statistical analysis made it possible to identify the main patterns of rendering English military abbreviations into Russian and Uzbek and to determine promising directions for the use of digital technologies in teaching the translation of specialized terminology.

Research Results

As a result of the conducted study, a corpus of **182 English military abbreviations** recorded in the U.S. Army Field Manual and a number of English-language military documents was analyzed. The main purpose of the analysis was to identify the most effective methods of rendering these abbreviations into Russian and Uzbek, as well as to determine the frequency of various translation transformations. The analysis demonstrated that translating military abbreviations is a complex process that requires consideration of the structural, semantic, and pragmatic features of both the source and the target languages. During the study, the following main methods of rendering English abbreviations were identified.

The most common translation method was **calque translation**, which was used in 80 cases (43.95%). This method involves translating the full form of the abbreviation while preserving the structure of the original phrase. Calque translation is most often used when translating terminological units that have stable equivalents in the target language. Examples include:

AM (Amplitude Modulation) → Russian: *amplitude modulation* → Uzbek: *amplituda modulyatsiyasi*

FDC (Fire Direction Center) → Russian: *fire control center* → Uzbek: *o't ochishni boshqarish punkti*

FLOT (Forward Line of Own Troops) → Russian: *forward line of own troops* → Uzbek: *qo'shinlarning old chizig'i*

The high frequency of this method can be explained by the need to preserve the accuracy of military terminology.

The second most common method was **modulation**, identified in 54 cases (29.67%). This technique involves semantic transformation of the source unit, where the meaning of the abbreviation is conveyed through a logically related concept. Examples include:

ADA (Air Defense Artillery) → Russian: *anti-aircraft artillery* → Uzbek: *havo hujumidan mudofaa artilleriyasi*

BTC (Bridge Team Commander) → Russian: *bridge unit commander* → Uzbek: *kechuv guruh komandiri*

MRE (Meal Ready to Eat) → Russian: *field ration* → Uzbek: *eyishga tayyor quruq ovqat*

The use of modulation is обусловлено differences in the lexical and semantic structures of English, Russian, and Uzbek.

The next most frequent method was **explication**, used in 27 cases (14.83%). This technique involves providing a detailed explanation of the abbreviation's meaning. Explication is typically used when there is no direct equivalent in the target language. For example:

HALO (High Altitude Low Opening) → Russian: *a parachute jump with parachute opening at low altitude*

LBE (Load Bearing Equipment) → Russian: *equipment for carrying military gear*

This method is particularly common when translating terms related to military equipment and special operations.

In addition to these methods, several other translation strategies were identified.

Compression was used in 12 cases (6.59%). This method involves reducing the structure of the original unit while preserving its core meaning. Examples include:

BDU (Battle Dress Uniform) → *combat uniform*

EPW (Enemy Prisoner of War) → *prisoners of war*

Decompression was recorded in 5 cases (2.74%). This technique involves expanding the translated unit in order to convey its meaning more accurately. Example:

RAAMS (Remote Anti-Armor Mine System) → *a system for remote deployment of anti-tank mines*

Concretization was identified in 4 cases (2.19%), when the meaning of the source unit is expressed through a more specific concept. Example:

ROE (Rules of Engagement) → *rules of combat operations*

Calque translation with the creation of a new abbreviation was also used in 4 cases (2.19%). In this case, the full form of the term is translated and a new abbreviation is created in the target language. Examples include:

TOC (Tactical Operations Center) → *combat operations center* – Russian abbreviation **ЦБУ**

NOD (Night Observation Devices) → *night vision devices* – Russian abbreviation **ПНВ**

Transcription and transliteration were used in **3 cases (1.64%)**, mainly when translating the names of military units. Examples include:

ATL (Alpha Team Leader) → *Alpha team commander*

BTL (Bravo Team Leader) → *Bravo team commander*

Finally, **generalization** was identified in only **one case (0.54%)**. Example:

CLGP (Cannon-Launched Guided Projectile) → *guided artillery projectile*

The obtained results indicate that the most effective methods of translating military abbreviations are **calque translation and modulation**, which together account for more than 70% of all translation cases. This can be explained by the need to preserve the accuracy of terminology and ensure the adequacy of translation. Furthermore, the study showed that expanded descriptive translation is used more frequently when translating into Uzbek, since many military abbreviations

do not have established equivalents in the Uzbek terminological system. In such cases, translators employ descriptive constructions to ensure better comprehension of the terms.

It was also established that the use of digital technologies, such as electronic dictionaries, terminology databases, and online text corpora, significantly facilitates the search for translation equivalents and contributes to more efficient analysis of terminological vocabulary. Thus, the research results made it possible to identify the main patterns in rendering English military abbreviations into Russian and Uzbek and to determine the most productive translation strategies used in specialized texts.

Discussion

The results obtained in the study confirm that translating English military abbreviations is a complex multi-level process that requires consideration of the structural, semantic, and pragmatic characteristics of the languages involved. The analysis has shown that the most productive methods of rendering abbreviated units are **calque translation and modulation**. This finding corresponds to the conclusions of many scholars in translation studies, who emphasize that these techniques allow for the most accurate transmission of specialized terminology (Komissarov, 1990; Garbovsky, 2020). The high frequency of calque translation can be explained by the fact that many military terms have an international character and possess relatively stable structural patterns. In such cases, translating the full form of the abbreviation helps preserve the accuracy of meaning and ensures compliance with the terminological norms of the target language. However, the use of calque translation is possible only when semantic equivalence exists between the source and target languages.

Modulation, which ranks second in frequency, is applied in situations where the structure of the original expression cannot be directly transferred into the target language. This method allows the meaning of the term to be adapted to the lexical and semantic features of Russian and Uzbek. The use of modulation supports the idea that the translation of terminology often requires semantic interpretation rather than literal reproduction of the original form. An important finding of the research is the identification of specific features in translating military abbreviations into Uzbek. Unlike Russian, which has a relatively developed system of terminological abbreviations, many military terms in Uzbek are rendered in an expanded descriptive form. This is due to the specific features of the formation of the national terminological system and the need to ensure clarity and accuracy in conveying meaning.

In modern conditions, the use of digital technologies plays a particularly important role in teaching the translation of specialized terminology. Electronic dictionaries, terminological databases, corpus systems, and specialized computer programs significantly facilitate the process of searching for translation equivalents. The use of such tools enables students to navigate terminological systems more efficiently and contributes to the development of their analytical skills. Within the framework of the linguodidactic approach, digital technologies can be considered an effective tool for developing professional translation competence. Their integration into the educational process helps students acquire skills in working with terminological resources, increases their level of independence in translation activities, and expands opportunities for analyzing specialized texts.

Thus, the results of the study confirm that the integration of traditional translation analysis methods with modern digital technologies can significantly enhance the effectiveness of teaching the translation of specialized terminology.

Conclusion

The conducted study made it possible to identify the main features of rendering English military abbreviations into Russian and Uzbek and to determine the most effective translation strategies. The analysis of a corpus consisting of 182 abbreviations demonstrated that the most common translation methods are calque translation and modulation, which together account for more than 70% of all translation cases. These methods ensure the accurate transmission of the content of terminological units and help preserve their functional meaning in the translated text.

Furthermore, the study showed that the choice of translation strategy depends on several factors, including the structural characteristics of the abbreviation, the features of the terminological system of the target language, and the context of use. In some cases, it becomes necessary to apply descriptive translation, transliteration, or the creation of new abbreviations. Special attention in the study was given to the role of digital technologies in teaching the translation of specialized terminology. The use of electronic terminological resources, corpus databases, and computer programs significantly expands the possibilities for analyzing and systematizing terminological vocabulary. This contributes to the more effective development of professional competencies among future philologists and translators.

The practical significance of the research lies in the fact that its results can be used in designing academic courses on translation theory and practice, as well as in creating electronic terminological databases for training philology students. Prospects for further research include expanding the corpus of analyzed abbreviations, studying the translation features of other types of abbreviated units, and developing digital educational platforms aimed at improving the methodology of teaching the translation of specialized terminology.

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PROBLEMS OF EQUIVALENCE AND CONTEXTUAL UNDERSTANDING IN TEACHING TECHNICAL TERMINOLOGY

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Abstract. *The rapid development of science and technology has significantly increased the importance of technical terminology in professional communication. For students studying technical and engineering disciplines in a foreign language, mastering specialized vocabulary is one of the most challenging aspects of language learning. A major difficulty arises from the problems of equivalence and contextual understanding of technical terms across languages. This article examines the linguistic and pedagogical challenges related to teaching technical terminology, focusing on semantic equivalence, contextual interpretation, and methodological approaches that can improve comprehension and usage. The study highlights that effective acquisition of technical terminology requires not only lexical knowledge but also conceptual understanding within professional contexts.*

Keywords: *technical terminology, equivalence, contextual meaning, professional vocabulary, language teaching, lexical competence.*

Introduction

In modern higher education, especially in technical and engineering fields, students are increasingly required to study professional subjects in a foreign language, most commonly English. Technical terminology forms the core of scientific communication, enabling specialists to exchange knowledge accurately and efficiently. However, the teaching and learning of technical terminology often present significant difficulties for both teachers and students.

One of the main challenges is the problem of **equivalence**, which arises when a technical term in one language does not have a direct or exact counterpart in another language. Another important challenge is **contextual understanding**, since many technical terms acquire their precise meanings only within specific professional contexts. These issues become particularly significant in multilingual educational environments where students must simultaneously develop linguistic competence and professional knowledge. Therefore, understanding the problems related to equivalence and contextual interpretation of technical terms is essential for improving teaching methodologies in technical language education.

Theoretical Background. Technical terminology represents a specialized layer of vocabulary used in professional and scientific communication. Unlike general vocabulary, technical terms are characterized by precision, system-based organization, and conceptual specificity. Lexical competence in the field of technical terminology includes several interconnected components:

- ✓ **Form** – phonological and orthographic representation of a term
- ✓ **Meaning** – conceptual and denotative content
- ✓ **Usage** – grammatical, collocational, and stylistic characteristics
- ✓ **Pragmatic function** – appropriateness within professional discourse

Technical terms are closely linked to scientific concepts and disciplinary knowledge. Therefore, learning them involves not only memorizing words but also understanding the underlying concepts and their relationships within a given field.

One of the most complex issues in teaching technical terminology in foreign language education is the **lack of direct equivalence between languages.** Technical vocabulary is closely connected with scientific concepts and professional practices, which may develop differently across linguistic and cultural environments. As a result, many terms cannot always be translated directly from one language into another without some degree of semantic modification or explanation.

In linguistics and translation studies, the concept of **equivalence** refers to the degree to which a lexical unit in one language corresponds in meaning, function, and usage to a unit in another language. In the context of technical terminology, equivalence is particularly important because professional communication requires accuracy and conceptual clarity. When equivalence between languages is incomplete or absent, learners may experience difficulties in understanding and using technical terms correctly.

Linguistic equivalence in technical terminology can generally be classified into **three main types: full equivalence, partial equivalence, and non-equivalence.** Each of these types presents different pedagogical implications for teaching specialized vocabulary. Full equivalence occurs when a technical term in one language has a **direct and exact semantic counterpart** in another language. In such cases, the conceptual meaning, scope, and usage of the term are preserved across languages. This type of equivalence is common in internationally standardized scientific fields, where terminology is often borrowed from the same linguistic sources, such as Latin or Greek, or adopted through international scientific communication.

Examples include:

- ✓ *algorithm* — **algoritm**
- ✓ *database* — **ma’lumotlar bazasi**

In these cases, the conceptual structure of the term remains consistent across languages. The meanings are stable, and the terms function similarly within professional discourse. Consequently, the teaching of such terminology is relatively straightforward. Teachers can introduce the term along with its direct translation and provide contextual examples to reinforce understanding.

However, even with full equivalence, it is important for students to encounter terms within authentic professional contexts, since correct usage also depends on collocations, grammatical patterns, and disciplinary conventions. Partial equivalence occurs when two terms share **similar general meanings but differ in their semantic scope, usage, or contextual application**. In these cases, the terms may correspond conceptually at a broad level, but their meanings may vary depending on the specific technical domain.

A typical example is the term:

- ✓ *system* — **tizim**

At first glance, these terms appear to be direct equivalents. However, in technical contexts the meaning of *system* may vary significantly depending on the field in which it is used. For instance:

- ✓ *computer system*
- ✓ *operating system*
- ✓ *information system*

- ✓ *control system*

While the Uzbek equivalent *tizim* can be used in many of these contexts, the precise interpretation of the term often depends on the surrounding technical discourse. As a result, students may incorrectly assume that a term has a single fixed meaning, which can lead to misunderstanding or inaccurate translation [3, 464].

From a pedagogical perspective, partial equivalence requires teachers to emphasize **contextual learning**. Students should analyze how terms function in different technical environments and understand how their meanings shift depending on the professional domain. Non-equivalence. Non-equivalence arises when a concept exists in one language but **does not have a direct lexical equivalent in another language**. This situation is particularly common in rapidly developing technological fields, where new concepts and innovations appear faster than terminology can be standardized across languages.

In such cases, translators and educators often rely on several strategies, including:

- ✓ descriptive translation
- ✓ borrowing the original term
- ✓ explanatory definitions

An illustrative example is the term:

- ✓ *debugging* — **dasturdagi xatolarni aniqlash va tuzatish jarayoni**

In this case, the English term refers to a specific process in software development. However, the Uzbek language may require a descriptive explanation to convey the full meaning of the concept. As technology evolves, some of these descriptive expressions may eventually become standardized terms [5, 138].

Non-equivalence is particularly common in fields such as:

- ➢ information technology
- ➢ artificial intelligence
- ➢ cybersecurity
- ➢ data science

For learners, this situation can create additional challenges because they must understand not only the linguistic form of a term but also the underlying technical concept. Therefore, effective instruction should focus on **conceptual explanations, contextual examples, and interdisciplinary integration with subject knowledge.** Understanding different types of linguistic equivalence is essential for designing effective strategies for teaching technical terminology. When full equivalence exists, teachers can rely on direct translation combined with contextual examples. In cases of partial equivalence, greater attention should be paid to contextual analysis and disciplinary variation. When non-equivalence occurs, explanatory teaching methods and conceptual clarification become necessary.

Thus, successful mastery of technical terminology depends on more than vocabulary memorization. It requires the development of **conceptual understanding, contextual awareness, and the ability to interpret specialized terms within professional discourse.** By addressing the challenges of equivalence in a systematic way, educators can significantly improve students' ability to use technical vocabulary accurately in academic and professional communication [1, 369]. The effective teaching of technical terminology requires carefully designed pedagogical approaches that address both **linguistic and conceptual difficulties** faced by learners. Since technical terms are closely connected with professional knowledge and disciplinary discourse, their acquisition cannot rely solely on memorization or direct translation. Instead, instructional

strategies should support the development of conceptual understanding, contextual awareness, and practical application of terminology in professional communication. To overcome the challenges related to equivalence and contextual interpretation, several effective teaching strategies can be applied.

Context-based learning is one of the most effective approaches for teaching technical terminology. In this approach, terms are introduced within **authentic professional contexts,** allowing students to observe how they function in real discourse. Authentic materials such as technical manuals, research articles, professional reports, and case studies provide meaningful examples of terminology usage. Through contextual exposure, students are able to understand not only the literal meaning of a term but also **its functional role in professional communication.** This approach helps learners recognize collocations, syntactic patterns, and discourse conventions associated with technical vocabulary. Furthermore, context-based learning encourages deeper cognitive processing, which leads to more durable vocabulary retention.

Concept-oriented instruction emphasizes the importance of understanding the **scientific or technical concept behind a term,** rather than focusing exclusively on its translation equivalent. In technical fields, terminology is closely tied to specialized knowledge structures, and students must comprehend these conceptual frameworks in order to use terms accurately [3, 463]. Teachers should therefore provide explanations, examples, and demonstrations that clarify the underlying concepts associated with each term. Concept maps, definitions, and problem-solving tasks can be used to illustrate the relationships between terms and their corresponding scientific principles. By focusing on conceptual understanding, students develop the ability to apply terminology appropriately in different professional situations.

Comparative terminology analysis involves examining technical terms across different languages in order to identify similarities and differences in their meaning, structure, and usage. This strategy is particularly useful in multilingual educational contexts, where students must navigate between their native language and a foreign language of instruction. Through comparative analysis, students gain insight into issues such as **full equivalence, partial equivalence, and non-equivalence** between languages. This awareness helps learners avoid literal translation errors and encourages them to consider the broader conceptual and contextual dimensions of terminology. Additionally, comparative analysis strengthens students' metalinguistic awareness and improves their ability to interpret specialized vocabulary accurately.

Technical concepts are often abstract and complex, making them difficult to understand through verbal explanation alone. The use of **visual and digital learning resources** can significantly enhance students' comprehension of technical terminology. Diagrams, charts, infographics, simulations, and multimedia presentations provide visual representations of processes, structures, and systems. Digital technologies also enable interactive learning environments where students can explore technical concepts dynamically. For example, simulations and virtual laboratories allow learners to observe how systems function in real time, while educational videos and animations illustrate processes that may otherwise be difficult to conceptualize. By integrating visual and digital tools into terminology instruction, teachers can facilitate deeper understanding and improve knowledge retention.

Communicative practice is essential for transforming passive knowledge of terminology into **active professional competence**. Students should be encouraged to use technical vocabulary in meaningful communicative situations that reflect real professional contexts. Such activities may include group discussions, technical presentations, collaborative projects, and problem-solving

tasks. Through communicative practice, learners develop the ability to apply terminology accurately in both spoken and written discourse. This process also strengthens their confidence in using specialized language and prepares them for participation in professional environments where clear and precise communication is essential.

Conclusion. The teaching of technical terminology in foreign language education involves complex linguistic and pedagogical challenges. Problems of equivalence arise when terms do not have direct counterparts across languages, while contextual understanding is necessary to interpret the precise meaning of specialized vocabulary. The findings suggest that successful terminology acquisition requires more than simple translation or memorization. Instead, it demands conceptual comprehension, contextual exposure, and active application within professional communication. By adopting context-based and concept-oriented teaching approaches, educators can help students develop deeper lexical competence and prepare them for effective participation in international scientific and technical discourse.

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THEORETICAL AND PRACTICAL FOUNDATIONS OF GENRE DIVERSITY IN KARIM YULDOSHEV'S CREATIVE WORK

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Abstract. *This article examines the theoretical and practical foundations of genre diversity in the creative work of Karim Yuldoshev. The study provides a comprehensive analysis of the multifaceted nature of the director's artistic activity, highlighting the methodological and aesthetic approaches applied across various theatrical genres. It explores how dramatic, musical, and large-scale theatrical performances are synthesized in Yuldoshev's work, leading to the emergence of new artistic forms and expressive possibilities. Particular attention is given to the concept of genre synthesis and its role as a defining feature of the director's creative thinking. The article analyzes how the specific expressive means, structural principles, rhythm, and compositional elements of different genres are creatively transformed within his productions. From a practical perspective, the research also investigates the impact of genre diversity on audience perception, emphasizing its role in enhancing stage dynamics, emotional depth, and visual expressiveness. The findings of the study contribute to a deeper understanding of interdisciplinary approaches in contemporary theatre and offer valuable insights into the development of innovative directing methods and artistic thinking.*

Keywords: *genre diversity, directing, genre synthesis, theatre art, dramatic genre, musical genre, mass performances, stage composition, artistic approach, creative transformation, aesthetic impact, stage dynamics, imagery, innovative methods.*

INTRODUCTION

The creative experience of Karim Yuldoshev can be described as an "inter-genre bridge": on the one hand, he translates national epic and musical traditions into the language of the stage; on the other hand, he reconstructs the poetics of classical authors such as Friedrich Schiller and William Shakespeare in an aesthetic form accessible to the Uzbek audience. This approach requires that the "theme" be revealed not only at the level of plot, but also through the system of images, rhythm, stage music, conflict dynamics, and the psychophysical expression of actors. This breadth is also evident in Yuldoshev's biography and repertoire: he staged works of various genres such as "Sarvqomat Dilbarim," "Layli and Majnun," "The Robbers," "Alpomish," and "Sohibqiron Temur." [1] This list itself demonstrates that in the director's style, the theme does not remain fixed at a single point, while genres function as interconnected layers: a romantic narrative evolves into tragedy, an epic transforms into a musical drama with a new stage rhythm, and a historical figure becomes a theatrical symbol capable of engaging in dialogue with a contemporary audience [1].

The relevance of this article lies in the fact that, through the example of Karim Yuldoshev's creativity, it is possible to demonstrate how genre synthesis operates in Uzbek theatre using concrete stage materials. For instance, historical overviews of the Namangan Regional Musical Drama Theatre highlight productions such as "Alpomish" (1965), "Tohir and Zuhra" (1966), and

"Layli and Majnun" (1973) staged by Yuldoshev as key milestones in the theatre's repertoire. [2] This fact indicates that the director viewed genre not in its "pure" form, but as a complex system uniting performance, song, dramatic conflict, and stage movement. Later sources also note that the performance "Sohibqiron Amir Temur or the Sword of Justice" received recognition at a festival, particularly for its scenographic achievements. Thus, in Yuldoshev's work, the synthesis of theme and genre does not end with the selection of dramaturgy; it is also realized through composition and stage imagery.

METHODOLOGY

The research was conducted qualitatively using a threefold analytical model: biographical-repertoire analysis, genre-compositional analysis, and descriptive analysis of stage interpretation elements. In the biographical-repertoire analysis, available sources were used to classify Yuldoshev's productions by genre: musical dramas such as "Alpomish" and "Layli and Majnun," classical drama such as "The Robbers," and historical-epic staging such as "Sohibqiron Temur" [1].

In the genre-compositional analysis, each direction was examined by distinguishing a "genre core" and "additional genre layers." For example, in epic works, the epic narrative serves as the core, while musical and dramatic elements function as additional layers; in classical tragedy, the core is complemented by national stage expression and acting traditions; in historical drama, symbolic stage details and mass scene movement act as additional layers. These distinctions were verified through data from the Namangan theatre repertoire and subsequent historical productions [2].

The description of stage interpretation elements was based on documented evidence. In particular, the recognition of "Sohibqiron Amir Temur or the Sword of Justice" at an international festival for "best scenography" highlights the emphasis on stage imagery and compositional structure. Furthermore, information about Yuldoshev's work in various theatres, including his activity at the Lenkom Theatre in Moscow, suggests that his artistic method was not limited to a single theatrical environment. This broader experience influenced his inter-genre thinking and served as a methodological background for the study [3].

RESULTS

The analysis identified three leading artistic principles that stabilize the synthesis of theme and genre in Karim Yuldoshev's directing. The first principle is the transformation of epic sources into a dramatic-musical mechanism. Productions such as "Alpomish" (1965), "Tohir and Zuhra" (1966), and "Layli and Majnun" (1973) demonstrate how epic or romantic narratives are revitalized through music, rhythm, and movement, while conflict is constructed not only through dialogue but also within musical dramaturgy.

The second principle is the integration of classical dramaturgy with national stage perception. Yuldoshev's repertoire includes works related to Schiller's "The Robbers" and Shakespearean drama, indicating his ability to adapt world classics into his own theatrical system.

The third principle is the intensification of historical themes through symbolic stage imagery and composition. Historical sources note the international recognition of "Sohibqiron Amir Temur or the Sword of Justice," particularly for its scenography. This shows that historical themes in Yuldoshev's directing are expressed not only through text but also through stage space and visual composition.

The findings also demonstrate that genre synthesis in Yuldoshev's work is not a decorative element but an internal principle of repertoire policy and stage construction. His method often

operates on two levels: the first level includes universal themes such as national identity, love, homeland, and justice; the second level connects these ideas with the contemporary psychological experience of the audience. The link between these levels is an inter-genre language expressed through musicality, mass stage movement, symbolic details, and compositional rhythm.

DISCUSSION

Karim Yuldoshev's creative work reflects a stage in modern Uzbek theatre where directing thought has expanded, genre boundaries have softened, and performance is understood as a synthesis of image, rhythm, movement, musical, and visual layers rather than merely text. His productions avoid simple narrative representation; instead, the director enriches themes through multiple genre codes, combining dramatic conflict with epic generalization, lyrical intonation, ritual elements, grotesque expression, and publicistic emphasis.

In theatrical practice, the relationship between theme and genre is often simplified, with theme defined as "what the work is about" and genre as "its form." However, in directing practice, genre often functions as a tool that shapes the internal energy of meaning, determines how a theme is expressed, influences the dynamics of conflict, and guides the audience's emotional and intellectual perception. In Yuldoshev's productions, this complex relationship is clearly evident, as themes are not confined within a single genre but expanded through inter-genre interaction.

The aim of this study is to identify the artistic principles of theme and genre synthesis in Yuldoshev's directing and to reveal their functional role in stage interpretation, compositional structure, and image creation. To achieve this, the study outlines tasks such as developing theoretical criteria for applying theme-genre synthesis in directing practice, analyzing how genre layers interact in Yuldoshev's productions, and examining elements such as rhythm, mise-en-scene, musical-plastic solutions, symbolic systems, and acting performance.

The object of the study is Yuldoshev's stage productions, while the subject is the principles and mechanisms that generate theme-genre synthesis and their impact on audience perception. Methods include compositional analysis, comparative approach, semiotic interpretation, and functional evaluation of imagery.

Karim Yuldoshev's directing practice demonstrates that inter-genre synthesis is not only an artistic strategy but also a cognitive and communicative mechanism within theatrical language. In his productions, genre operates as a dynamic system of codes that interact with each other, allowing the director to construct multilayered meanings. This interaction is particularly evident in the way epic, lyrical, and dramatic elements coexist within a single performance, creating a complex semantic field where each layer complements and transforms the others.

One of the key aspects of Yuldoshev's approach is his ability to control rhythm and tempo as structural components of genre synthesis. Rhythm in his performances is not limited to musical accompaniment; it extends to actor movement, scene transitions, and even the distribution of dramatic tension. By modulating tempo, the director shapes the audience's emotional engagement, accelerating or decelerating the perception of conflict. For instance, musical fragments may intensify dramatic peaks, while slower, visually symbolic scenes allow for reflection and deeper interpretation. This rhythmic organization ensures that different genre elements do not clash but instead merge into a coherent artistic whole.

Another important dimension is the role of mise-en-scene as a unifying framework. In Yuldoshev's productions, spatial arrangement and actor positioning are carefully designed to reflect both the thematic core and genre layering. Mass scenes often carry epic and ritualistic characteristics, while intimate scene interactions emphasize psychological depth and lyrical

expression. Through such contrasts, the director creates a visual and structural dialogue between different genre modes, reinforcing the overall dramaturgical concept.

Furthermore, the integration of musical and plastic elements plays a decisive role in shaping genre synthesis. Music is not merely an illustrative tool but a dramaturgical force that interacts with text and action. Similarly, plastic expression—gesture, movement, and bodily dynamics—serves as a bridge between narrative and visual meaning. These elements allow Yuldoshev to transcend the limitations of verbal expression and to communicate ideas on a symbolic and sensory level. As a result, the audience engages with the performance not only intellectually but also emotionally and intuitively.

The symbolic system of stage imagery also contributes significantly to the director's method. Visual details such as scenographic structures, lighting contrasts, and color palettes function as semiotic signs that encode thematic meanings. In historical productions, for example, symbolic imagery often replaces direct representation, enabling the director to universalize specific events and connect them with contemporary concerns. This approach enhances the relevance of historical narratives and strengthens their impact on modern audiences.

Finally, Yuldoshev's work highlights the importance of the actor as the central mediator of genre synthesis. The actor's psychophysical performance integrates different expressive modes—speech, movement, and emotional intensity—into a unified artistic presence. Actors in his productions are required to navigate between various genre conventions, shifting from epic narration to lyrical introspection or dramatic confrontation. This versatility not only enriches character development but also reinforces the overall integrity of the performance.

CONCLUSION

The comprehensive analysis of Karim Yuldoshev's directing practice confirms that the synthesis of theme and genre constitutes a central and system-forming principle of his artistic thinking. His work demonstrates that genre is not a fixed formal category, but a flexible and dynamic instrument through which deeper semantic layers of a performance are revealed. By integrating epic narratives, romantic plots, classical dramaturgy, and historical themes into a unified stage system, Yuldoshev constructs a multidimensional theatrical language capable of addressing both traditional and contemporary audiences.

A key outcome of the study is the identification of genre synthesis as a constructive mechanism rather than a decorative feature. In Yuldoshev's productions, the interaction of genres shapes the dramaturgical structure, determines the rhythm and tempo of stage action, and influences the organization of visual and spatial composition. This confirms that genre functions as an internal regulator of meaning, guiding how themes are developed, conflicts are intensified, and characters are interpreted. As a result, the performance becomes a holistic artistic system in which all elements—text, music, movement, scenography, and acting—operate in close interconnection.

The analysis also highlights the importance of visual and musical components in reinforcing thematic expression. Symbolic scenography, rhythmic organization, and plastic solutions expand the expressive capacity of theatre beyond verbal narration. In this context, Yuldoshev's directing method can be seen as an example of synthetic theatre, where different artistic languages merge into a unified aesthetic experience. This approach not only enhances the emotional impact on the audience but also deepens their intellectual engagement with the performance.

From a methodological perspective, the study provides a set of analytical criteria for examining theme–genre synthesis in directing practice. These include the identification of genre cores and additional layers, the analysis of rhythm-tempo structures, the evaluation of mise-en-scene logic, and the interpretation of symbolic systems. Such criteria can be applied in theatre studies, performance analysis, and directing pedagogy, contributing to the development of more systematic and comprehensive approaches to theatrical research.

Moreover, the findings underline the broader cultural significance of Yuldoshev's work. His ability to reinterpret national traditions within a modern theatrical framework demonstrates how genre synthesis can serve as a bridge between heritage and innovation. This not only preserves cultural identity but also allows it to evolve in response to changing artistic and social contexts. In this sense, Yuldoshev's directing practice offers valuable insights into the future development of Uzbek theatre and its integration into global artistic processes.

In conclusion, the expanded understanding of Karim Yuldoshev's creative method shows that genre synthesis is a powerful tool for shaping theatrical meaning, enhancing artistic expressiveness, and strengthening audience communication. The principles identified in this study can serve as a theoretical and practical foundation for further research, as well as for the training of future directors seeking to develop innovative and contextually relevant theatrical forms.

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STYLISTIC FUNCTIONS OF BASIC COLOR TERMS IN LITERARY TEXTS

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Abstract. *This article analyzes the stylistic functions of lexemes expressing the main color meaning in the content of the literary text. It also addresses the scientific and theoretical views of scientists about the specific properties of colors and their impact on the human mind. The stylistic functions of lexemes expressing the main color meaning in poetry are illustrated using examples.*
Keywords: *lexeme, primary colors, white, black, red, yellow, pink, blue, stylistic task, feature.*

Introduction. Information from online sources indicates that there are three primary colors: red, blue, and yellow [6. Internet source]. All other colors are formed by mixing these. However, we know that our world is perceived through seven colors: white, black, red, yellow, blue, and green. These colors are closely connected with human psychology. Therefore, we perceive the world in various colors—for example, we associate the sky with blue, spring with green, autumn with yellow, and winter with white. Such perception demonstrates the influence of colors on human consciousness and their harmony with it.

Literature review. Scholars have presented various scientific and theoretical perspectives on colors and their specific characteristics. Academic opinions have also been expressed regarding the semantic analysis of basic colors used in different nations [4.11; 5.38]. Information about the influence of colors on human psychology, including the positive or negative effects of certain colors, is also provided in online sources [1.16].

It is even possible to observe the use of colors in our national symbol—the state flag. For example, the blue color on the flag represents vitality and symbolizes goodness, wisdom, honesty, glory, and loyalty.

The white color represents sacred peace and is mainly associated with purity, innocence, and clarity.

The green color on the flag symbolizes the renewal of nature and, in many cultures, represents youth, hope, and joy.

The red stripes on the flag symbolize the power and life force flowing vigorously through the human body.

Thus, colors are not merely visual signs but phenomena closely connected with human lifestyle, traditions, and psychology. Each color carries its own semantic meaning. The functions of colors can be observed in various fields, such as fine arts, artistic creativity, scientific discoveries, psychology, and even in literary texts.

In this article, we discuss the stylistic functions of basic colors within literary texts.

Methodology and analysis. The color white is generally used across all cultures as a symbol of purity, innocence, and clarity. For this reason, it performs a distinct stylistic function in literary texts. Writers and poets employ it in connection with human emotions and psychological states—for example, associating youth with spring and a melancholic mood with autumn.

Let us analyze lexemes denoting basic colors through examples from poetry. In one of Guljahon Asqarova's poems, the following lines appear:

Men bulutni oq deb yuribman,
Yuragingiz buncha oq, ota?
Toshkentida o'ynab yuribman,
Dunyo menga o'yingoh, ota.(Guljamol Asqarova)
I keep thinking the cloud is white,
How pure your heart is, father?
I wander and play in Tashkent,
The world is my playground, father.

In this poem, the word *white* is used stylistically to convey a positive connotation. Although clouds are associated with a whitish color, they may also carry negative shades of meaning. However, the poet seeks goodness in this image. In the next line, *"How pure your heart is, father"*, the word *white* expresses the meaning of a kind, innocent, and pure-hearted person.

However, in literary texts, the word *white* can also carry a negative connotation. For example, the phrase *"to white someone"* (*oq qilmoq*) can mean *to curse or disown*. As illustrated in the sentence: *"While living in Syrdarya, one day I met a girl disowned by her parents and brought her to my home"* (A. Qorjovov).

Muhammad Yusuf also writes:

Har kimning ham sochlariga oq tushsin,
Ajin tushsin yuzlariga, dog' tushsin.
Har kimning ham quvvat ketib belidan,
Qo'llariga aso – bir tayoq tushsin. (M.Y.)
May everyone's hair turn white,
May wrinkles and marks appear on their faces.
May strength leave their bodies,
May a staff fall into their hands.

In these lines, *white* (referring to gray hair) symbolizes aging and the hardships of life, thus carrying a more negative or somber connotation.

In these poetic lines, the word *white* is used with a positive connotation, expressing wishes for people to experience the blessings of old age, to mature, and to live a long life.

In a poem by Xosiyat Bobomurodova, the word *white* is used to indicate aging:

Sen meni unutding,
Yillar unutmadi.
Hadya qildi sochlarimga oq,
Manglayimga sendan xotira chizdi,
Tinmayin o'rgatdi yashamoqni toq. (X.B.)
You forgot me,
But the years did not.
They gifted my hair with white,
Drew your memory upon my forehead,

And tirelessly taught me how to live alone.

Here, *white* symbolizes the passage of time and the process of growing older.

Human psychology is closely connected with colors. Such harmony can be observed in literary works through characters, while in poetry it is revealed through the inner world of the poet:

Oqqushlarim, oq yomg‘irda ucharlar,
Saharlardan shudring-sharob icharlar.
Tanlamayin qabrlarni qucharlar,
Kapalaklar odamlardan mehribon…(M.Y.).
My swans, they fly in white rain,
At dawn they drink the wine of dew.
They embrace graves without distinction,
Butterflies are kinder than humans… (M.Y.)

In reality, we all know that rain is not white. However, in the perception of the lyrical hero, there is a tendency to associate it with whiteness. Therefore, the poet deliberately employs the lexeme *white* to reflect this subjective emotional state.

In another poem, Muhammad Yusuf effectively uses color lexemes *white* and *black* in place of the words *people* and *nation*:

...Millatlar,
Elatlar.
Oq tan, qora tan.
Hammasi.
Bir tan. (M.Y.)
…Nations,
Peoples.
White bodies, black bodies—
All of them,
One body.

According to online sources, the color terms included in the basic color system—blue, red, yellow, white, black, and brown—are considered to be of pure Turkic origin. It is also emphasized that the colors *blue* and *green* were historically used with overlapping meanings. For instance, the expression *Kök Tengri* referred to the sky, while *köklem* denoted the early days of spring when the earth becomes covered with greenery [2. Internet source].

As a linguistic unit, the lexeme *blue* (*ko‘k*) is also used in the meaning of *sky*. In a poem by Guljahon Asqarova, the color-denoting lexeme *ko‘k* is used in this sense:

…Artolsaydim etigingizni,
Yer qattig‘-u, ko‘k yiroq, ota.
O‘pib yashar oyog‘ingizni,
Tuproq mendan baxtliroq ota….(Guljamol Asqarova)
…If only I could carry your boots,
The earth is hard, and the sky is far, father.
The soil that kisses your feet and lives,
Is happier than I am, father…

It can also be observed that Alisher Navoi made extensive use of basic colors in his literary heritage:

Qizil, sorig‘, yashi

Xil’atin to aylamish jonon qizil, sorig‘, yashil,
Shu’layi ohim esar har yon qizil, sorig‘, yashil.
Gulshan etdim ishq sahrosin, samumi ohdin,
Kim esar ul dasht aro har on qizil, sorig‘, yashil.
Orazi, xoling oila xatting xayolidin erur,
Ko‘zlarimning oldida davron qizil, sorig‘, yashil.
Shishadek ko‘nglimdadir gulzori husning yodidin
Tobadoning aksidek alvon qizil, sorig‘, yashil...
La’lgun may tutqil oltin jom birlan sabzada,
Kim bulardin yaxshi yo‘q imkon qizil, sorig‘, yashil:
Faqr aro beranglik dushvor erur behad, valek,
Hirqada tikmak erur oson qizil, sorig‘, yashil.
Ey, Navoiy, oltinu shingarfu zangor istama,
Bo‘ldi nazming rangidin devon qizil, sorig‘, yashil...

Red, Yellow, Green
When my beloved adorned herself in garments of red, yellow, green,
The flames of my sighs spread everywhere—red, yellow, green.
I turned the desert of love into a blooming garden with the heat of my sighs,
Wherever the wind blows across that land—red, yellow, green.
From the vision of your face, your beauty mark, and your hair,
Before my eyes, the whole world appears—red, yellow, green.
In my glass-like heart lives the memory of your garden-like beauty,
Like reflections in a cup, shimmering—red, yellow, green…
Offer ruby-colored wine in a golden cup upon the greenery,
For nothing is more fitting than these—red, yellow, green.
In poverty, colorlessness is unbearably difficult, yet
To stitch a patched cloak is easy—red, yellow, green.
O Navoi, do not seek gold, cinnabar, or azure,
Your divan is already filled with colors—red, yellow, green.

This ghazal is considered one of the finest works of the great poet. Many poets have composed *muhammas* based on it. Throughout the ghazal, the basic color lexemes *red*, *yellow*, and *green* are consistently employed. Through his inner spiritual world, Alisher Navoi perceives the entire existence in these three colors.

Using these colors, the poet conveys the uniqueness and mystery of human psychological states, harmonizing the universe with the human image. Furthermore, through these three colors, deeper meanings are expressed: the beloved’s suffering, appearance, and beauty; the lover’s condition; and the nature of the times. All these are philosophically interpreted through the interconnected concepts of the human being and the universe [3.11].

Conclusion. In conclusion, it can be stated that lexemes expressing basic color meanings are used in literary texts to convey various stylistic nuances. Their use, especially in poetry, is closely connected with the poet’s inner world and emotional state. Basic colors can be found not only in classical literature but also in the works of contemporary poets. This indicates that lexemes denoting basic colors possess a wide range of stylistic functions. Therefore, analyzing the connotative meanings of basic colors remains an important issue in linguistic and literary studies.

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RESEARCH TRENDS IN COMMUNICATIVE COMPETENCE DEVELOPMENT IN ENGLISH LANGUAGE TEACHING AND RELATED CONTEXTS: A BIBLIOMETRIC REVIEW

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Abstract. *This study presents a focused bibliometric review of research trends in the development of communicative competence in English language teaching and related educational contexts. The data were retrieved from the Scopus database and covered English-language journal articles published between 2016 and 2025 in the Social Sciences subject area. After applying inclusion and exclusion criteria, 33 articles were retained for the final analysis. Microsoft Excel was used for data screening and descriptive bibliometric analysis, while VOSviewer was employed to visualise keyword co-occurrence patterns and identify the conceptual structure of the field. The findings show that research on communicative competence development has remained active during the analysed period, with publication output fluctuating across years and reaching its highest point in 2025. The results also indicate that the field is not limited to EFL contexts, but includes studies related to ESP, CLIL, Business English, professional communication, intercultural communication, and technology-enhanced language learning. Keyword co-occurrence analysis reveals that the main thematic directions are connected with English language teaching, foreign language learning, students, communicative language teaching, curricula, e-learning, and professional communication. The study concludes that communicative competence development is a multidimensional and practice-oriented research area. However, the field remains relatively fragmented in terms of contexts, methods, and research focus. Future studies should develop more systematic models for teaching, assessing, and integrating communicative competence across English language teaching and applied educational settings.*

Keywords. *communicative competence development; English language teaching; communicative language teaching; bibliometric review; foreign language education; professional communication; digital language learning*

1.Introduction

Communicative competence has remained one of the central constructs in language education, applied linguistics, and English language teaching. The concept originally emerged as a response to narrow views of linguistic competence that treated language knowledge mainly as mastery of grammatical rules. Hymes argued that knowing a language involves not only the ability to produce grammatically correct forms, but also the ability to use language appropriately in specific social and cultural contexts [1]. This idea later became a foundation for communicative approaches to language teaching, where successful language learning is understood as the ability to communicate meaningfully, appropriately, and strategically in real-life situations.

The theoretical development of communicative competence was further expanded by Canale and Swain, who proposed that communicative competence consists of several interrelated components, including grammatical competence, sociolinguistic competence, discourse competence, and strategic competence [2]. Canale later refined this model by giving clearer

attention to discourse competence as a distinct dimension of communication [3]. Bachman also contributed to the field by conceptualising communicative language ability as a complex interaction of language competence, strategic competence, and contextual factors [4]. These models show that communicative competence is not a single skill, but a multidimensional construct involving linguistic knowledge, pragmatic appropriateness, discourse organisation, interactional ability, and compensatory strategies.

In English language teaching, communicative competence has become closely associated with communicative language teaching, learner-centred pedagogy, authentic interaction, task-based learning, and the development of practical language use. Richards emphasises that communicative language teaching aims to enable learners to use language for meaningful communication rather than only to practise isolated grammatical structures [5]. Similarly, Celce-Murcia argues that communicative competence should be understood through an integrated pedagogical model that includes linguistic, sociocultural, actional, discourse, formulaic, interactional, and strategic dimensions [6]. This broader understanding is particularly important in contemporary English language teaching, where learners are expected to communicate not only in classroom activities, but also in academic, professional, intercultural, and digital environments.

Recent changes in education have made the development of communicative competence even more significant. Globalisation, international academic mobility, digital communication, and labour-market demands have increased the need for learners who can use English effectively across different contexts. As a result, communicative competence is now studied not only in general English language teaching, but also in English as a foreign language, English for specific purposes, CLIL, Business English, professional discourse, intercultural communication, and technology-enhanced language learning. This expansion shows that communicative competence has moved beyond a traditional classroom-based concept and has become a key educational outcome in diverse learning and professional settings.

Despite the importance of communicative competence, the existing literature is highly dispersed. Studies examine different learner groups, educational contexts, teaching methods, assessment practices, and digital tools. Some research focuses on EFL learners and speaking development, while other studies examine professional communication, ESP contexts, curriculum design, multimodal learning, or digital platforms. This diversity is valuable, but it also creates a fragmented research landscape. Without a systematic bibliometric overview, it is difficult to identify how the field has developed, which countries and institutions contribute most actively, which authors are visible, and what research themes dominate the literature.

Bibliometric analysis offers a useful approach for addressing this gap. Unlike traditional narrative reviews, bibliometric studies use publication metadata to examine the structure, development, and intellectual patterns of a research field. Donthu et al. describe bibliometric analysis as a rigorous method for exploring large bodies of scientific literature and identifying publication trends, influential contributors, and emerging themes [7]. Zupic and Čater also note that bibliometric methods can reveal the intellectual structure of a field by analysing relationships among publications, authors, keywords, and citations [8]. In addition, visualisation tools such as VOSviewer make it possible to map keyword co-occurrence networks and identify conceptual clusters within a dataset [9].

Although communicative competence has been widely discussed from theoretical and pedagogical perspectives, there is still a need for bibliometric evidence showing how research on its development has evolved in recent years. Existing studies often focus on specific methods,

learner groups, or local educational contexts, but they rarely provide a broader overview of publication trends and thematic directions. Therefore, a bibliometric review can help clarify the current state of research and identify both dominant and underexplored areas within the field.

The present study aims to analyse research trends in the development of communicative competence in English language teaching and related educational contexts. The review is based on Scopus-indexed English-language journal articles published in the Social Sciences subject area between 2016 and 2025. The study does not limit the scope only to EFL; rather, it examines communicative competence development across English language teaching and adjacent applied contexts, including EFL, ESP, CLIL, Business English, professional communication, intercultural communication, and technology-enhanced language learning.

The study is guided by the following research questions:

1. What are the annual publication trends in research on the development of communicative competence?
2. Who are the most productive authors in this research area?
3. Which institutions and countries contribute most actively to the field?
4. What are the dominant research themes based on keyword co-occurrence analysis?
5. What does the bibliometric structure of the field suggest about current directions and future research needs?

By answering these questions, the study provides a systematic overview of recent research trends in communicative competence development. The findings are expected to contribute to English language teaching research by identifying publication patterns, major contributors, thematic clusters, and potential gaps in the field. The review may also be useful for researchers, teacher educators, curriculum designers, and language teaching practitioners who seek to understand how communicative competence is being conceptualised and investigated in contemporary educational research.

2. Methodology

This study employed a bibliometric review design to examine research trends in the development of communicative competence in English language teaching and related educational contexts. The data were retrieved from the Scopus database, which was selected because of its broad coverage of peer-reviewed publications in education, social sciences, linguistics, and applied language studies.

The search was conducted using the query **“communicative competence” AND “development” AND “English language teaching”**. The search was limited to publications indexed in the **Social Sciences** subject area and published between **2016 and 2025**. Only **English-language journal articles** were included. Conference papers, book chapters, reviews, non-English publications, and documents outside the selected time period were excluded.

The initial exported CSV file contained **51 records**. After applying the inclusion and exclusion criteria, **33 English-language journal articles** were retained for the final analysis. The final dataset was screened for publication year, document type, language, author information, institutional affiliation, source title, citation count, abstract, and keywords.

The analysis was conducted in two stages. First, descriptive bibliometric analysis was performed to identify annual publication trends, productive authors, leading institutions, country-level scientific production, and citation patterns. Second, keyword co-occurrence analysis was carried out using **VOSviewer** in order to identify the conceptual structure and dominant themes of

the research field. Microsoft Excel was used for data cleaning, filtering, and descriptive statistics, while VOSviewer was used to visualise keyword relationships and thematic clusters.

The scope of the review was not limited only to EFL. Although several articles focused directly on EFL learners, EFL students, and pre-service EFL teachers, the final dataset also included studies related to ESP, CLIL, Business English, professional communication, intercultural communication, and technology-enhanced language learning. Therefore, the study examines communicative competence development within English language teaching and its related applied contexts.

3. Results

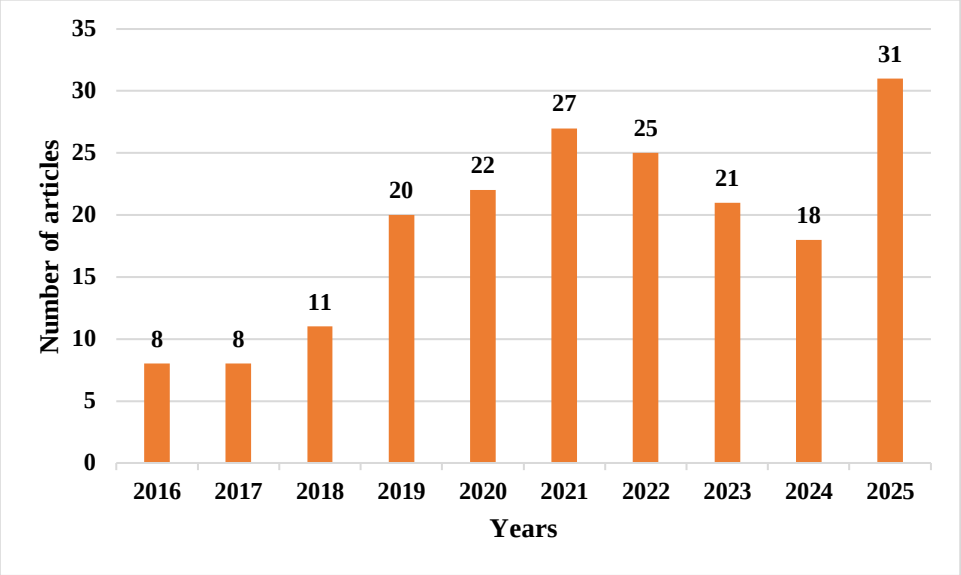


Figure 3.1. Annual publication trend

Figure 1 presents the annual distribution of publications on the development of communicative competence from 2016 to 2025. Overall, the dataset includes **191 articles** published during this period. The results indicate a generally upward trend, although the growth pattern is not completely linear. In 2016 and 2017, the number of publications remained stable, with **8 articles** recorded in each year. A slight increase was observed in 2018, when the number of publications reached **11 articles**.

A more noticeable rise began in 2019, with **20 articles**, followed by **22 articles** in 2020 and **27 articles** in 2021. This suggests that scholarly interest in communicative competence development became more visible during the later stages of the analysed period. After reaching 27 publications in 2021, the number of articles decreased slightly to **25 in 2022**, **21 in 2023**, and **18 in 2024**. However, the highest publication output was recorded in **2025**, with **31 articles**. This final increase indicates that the topic remains highly relevant in recent educational and applied linguistic research.

Importantly, the trend shows that communicative competence has moved from being a relatively limited research focus in 2016–2018 to a more established area of inquiry after 2019. The increase in publications may reflect growing academic attention to learner-centred language teaching, competence-based education, and the need to prepare learners for authentic communication in English.

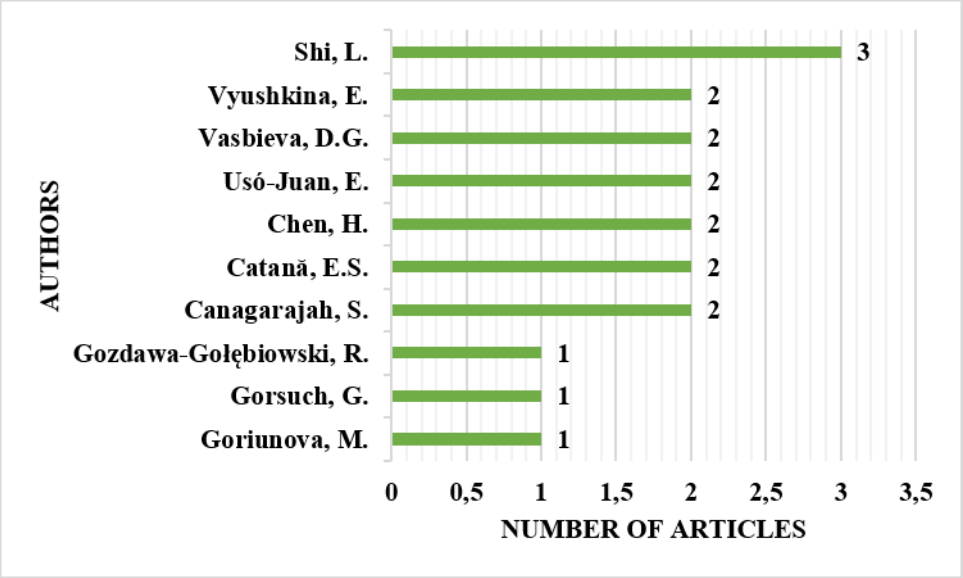


Figure 3.2. Most productive authors

Figure 2 shows the most productive authors in the analysed dataset. The results demonstrate that publication output is relatively dispersed among individual researchers. **Shi, L.** appears as the most productive author, with **3 articles**. Several authors, including **Vyushkina, E., Vasbieva, D.G., Usó-Juan, E., Chen, H., Catană, E.S., and Canagarajah, S.**, contributed **2 articles** each. Other authors, such as **Gozdawa-Gołębiowski, R., Gorsuch, G., and Goriunova, M.**, are represented by **1 article** each.

This distribution indicates that no single author dominates the field. Instead, the research landscape is characterised by contributions from multiple scholars working across different areas of language education, communicative competence, English as a foreign language, and professional communication. The relatively low number of publications per author also suggests that the topic is interdisciplinary and has attracted researchers from different academic traditions rather than being concentrated within one narrow research group.

The presence of authors such as **Canagarajah, S.** and **Usó-Juan, E.** is particularly notable because their work is associated with communicative competence, language use, and applied linguistics. However, the overall author productivity pattern shows that the field still lacks a small group of highly dominant authors, which may indicate that research on communicative competence development remains broad and methodologically diverse.

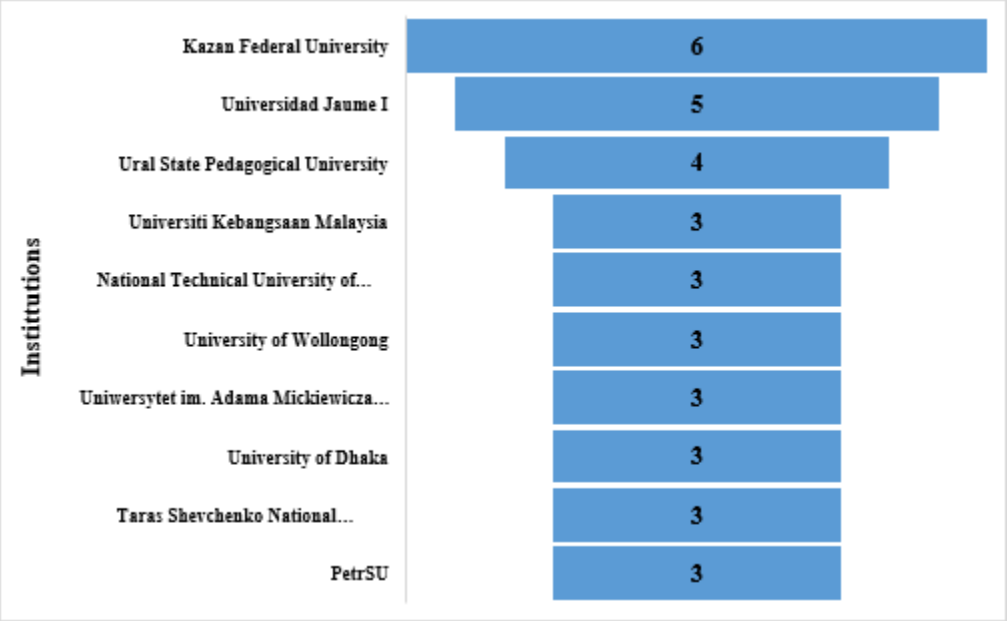


Figure 3.3. Institutional contribution

Figure 3 presents the most productive institutions contributing to research on communicative competence development. **Kazan Federal University** ranks first, with **6 articles**, followed by **Universidad Jaume I** with **5 articles** and **Ural State Pedagogical University** with **4 articles**. Several institutions produced **3 articles** each, including **Universiti Kebangsaan Malaysia**, **University of Wollongong**, **University of Dhaka**, and other universities shown in the figure.

The institutional distribution demonstrates that research activity is concentrated in a limited number of universities, although the leading institutions are geographically diverse. The presence of universities from Russia, Spain, Malaysia, Australia, Bangladesh, Ukraine, Poland, and other countries suggests that communicative competence development is not restricted to one national or regional academic context.

At the same time, the relatively small difference between the leading institutions indicates that institutional dominance is moderate. Kazan Federal University leads the dataset, but the gap between the first and second institutions is only one article. This means that institutional productivity is distributed across several academic centres rather than being monopolised by a single university. Such a pattern reflects the global relevance of communicative competence in English language teaching, teacher education, and professional communication studies.

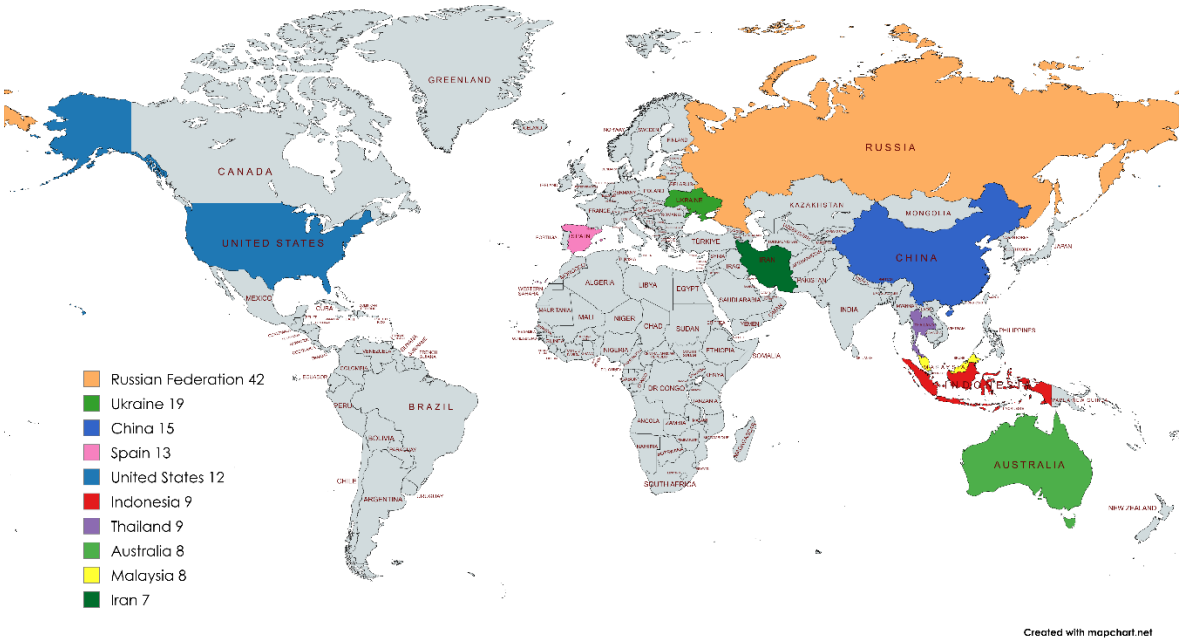


Figure 3.4. Country-level scientific production

Figure 4 illustrates the geographical distribution of publications by country. The results show that the **Russian Federation** is the leading country, with **42 articles**, followed by **Ukraine** with **19 articles** and **China** with **15 articles**. Other productive countries include **Spain** with **13 articles**, the **United States** with **12 articles**, **Indonesia** and **Thailand** with **9 articles** each, **Australia** and **Malaysia** with **8 articles** each, and **Iran** with **7 articles**.

The country-level analysis indicates that research on communicative competence development has a broad international distribution, but the output is uneven. The dominance of the Russian Federation suggests strong academic interest in communicative competence, language education, and professional communication within that context. Ukraine's position as the second most productive country also shows that Eastern European scholarship plays an important role in this research area.

The presence of China, Indonesia, Thailand, Malaysia, and Iran confirms that Asian countries are actively engaged in research related to communicative competence, particularly in English as a foreign language contexts. Meanwhile, contributions from Spain, the United States, and Australia show that the topic is also significant in Western and international applied linguistics research. Overall, the geographical distribution suggests that communicative competence development is a globally relevant topic, although research productivity remains concentrated in a relatively small number of countries.

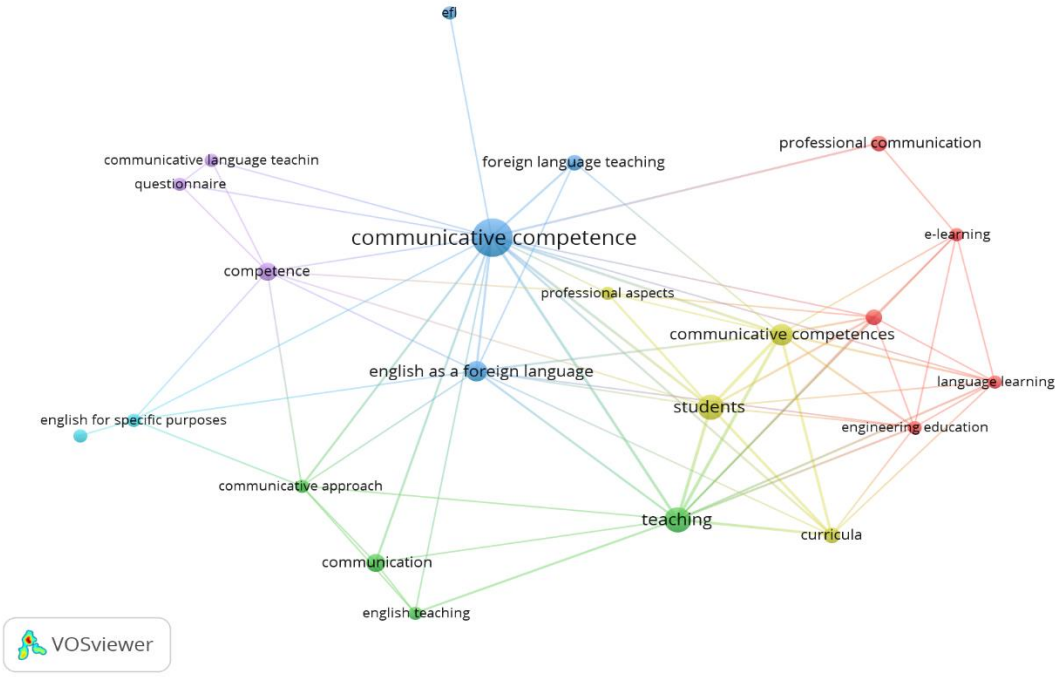


Figure 3.5. Keyword co-occurrence analysis

Figure 5 presents the keyword co-occurrence network generated through VOSviewer. The network reveals the main conceptual structure of the research field. The most central keyword is **"communicative competence"**, which has strong links with **"foreign language teaching," "English as a foreign language," "teaching," "students," "communication,"** and **"communicative approach."** This confirms that communicative competence functions as the core concept around which the field is organised.

The keyword network consists of several interconnected clusters. One cluster is centred on **communicative competence**, **foreign language teaching**, and **English as a foreign language**, showing the close relationship between communicative competence and EFL pedagogy. Another cluster includes terms such as **teaching**, **communication**, **English teaching**, and **communicative approach**, indicating the methodological orientation of the field. These terms suggest that researchers commonly examine communicative competence in relation to classroom practice, teaching strategies, and communicative language teaching.

A further cluster includes **students**, **curricula**, **professional aspects**, and **communicative competences**, which reflects the connection between communicative competence and curriculum design, learner development, and educational outcomes. Another visible thematic direction is associated with **e-learning**, **language learning**, **professional communication**, and **engineering education**. This shows that communicative competence is increasingly studied not only in general language learning contexts, but also in professional and technology-supported learning environments.

The presence of terms such as **questionnaire**, **competence**, and **communicative language teaching** also indicates that empirical studies frequently rely on survey-based methods and classroom-oriented research designs. Overall, the keyword co-occurrence analysis demonstrates that the field is structured around three major dimensions: communicative language teaching, EFL learner development, and professional or technology-mediated communication.

Taken together, the bibliometric results reveal several important patterns. First, research on communicative competence development has increased considerably between 2016 and 2025, with the highest number of publications recorded in 2025. Second, author productivity is relatively dispersed, suggesting that the field is broad and not dominated by a small number of scholars. Third, institutional contributions are distributed across universities from different regions, although Kazan Federal University, Universidad Jaume I, and Ural State Pedagogical University are among the most productive institutions.

Fourth, country-level analysis shows that the Russian Federation, Ukraine, and China are the leading contributors to the dataset. Finally, keyword co-occurrence analysis confirms that communicative competence is strongly connected with foreign language teaching, English as a foreign language, teaching methodology, students, curricula, e-learning, and professional communication. These findings indicate that communicative competence development has become a multidimensional research area located at the intersection of language pedagogy, teacher education, curriculum studies, and digital learning.

4. Discussion

This bibliometric review examined research trends in the development of communicative competence in English language teaching and related educational contexts based on 33 English-language articles indexed in Scopus between 2016 and 2025. The findings show that the field has developed steadily, although it remains relatively small in terms of publication volume. Rather than forming a highly saturated research area, the development of communicative competence appears as an emerging and expanding topic within English language teaching, foreign language education, ESP, CLIL, professional communication, and technology-enhanced learning.

The annual publication trend indicates that scholarly interest in communicative competence development has been sustained throughout the analysed period. Although the number of publications fluctuated from year to year, the highest output was recorded in 2025. This suggests that the topic continues to attract academic attention, particularly in relation to contemporary educational priorities such as learner-centred instruction, digital learning, intercultural communication, and professional language use. However, the total number of articles remains modest, which means that the field should not be overrepresented as a fully mature or extensively consolidated research domain. A more accurate interpretation is that communicative competence development is a growing research direction with increasing relevance but still limited bibliometric density.

One important finding is that communicative competence is no longer treated only as a theoretical construct in language education. Earlier conceptualisations of communicative competence emphasised the ability to use language appropriately in social contexts, including grammatical, sociolinguistic, discourse, and strategic dimensions. The articles in the present dataset show that this concept has increasingly been translated into practical pedagogical concerns, including speaking tasks, textbook evaluation, task-based learning, scaffolding, role-playing games, curriculum design, and assessment criteria. This shift is significant because it demonstrates that current research is less concerned with defining communicative competence in abstract terms and more concerned with how it can be developed, taught, observed, and assessed in real educational settings.

The thematic structure of the dataset also shows that English language teaching is the central context of the field, but it is not the only one. Several studies focus directly on EFL learners,

EFL students, or pre-service EFL teachers. However, other studies examine ESP, Business English, occupational English, professional discourse, CLIL classrooms, academic leadership, and intercultural communication. This broader distribution is important. It shows that communicative competence is understood not merely as general English proficiency, but as the ability to use English for specific academic, professional, intercultural, and workplace-related purposes. Therefore, limiting the interpretation of the dataset only to EFL would be too narrow. The more accurate conclusion is that the field is organised around English language teaching and its applied subfields.

A strong tendency in the dataset is the growing role of digital and multimodal learning environments. Studies on multimedia-assisted language learning, Skype technology, social media, WhatsApp-integrated STAD, ICT-enabled teaching methods, media education, and multimodal communicative competence indicate that researchers increasingly connect communicative competence with technology-supported interaction. This reflects a broader transformation in language education: communication is no longer limited to face-to-face classroom interaction, but also takes place through digital, visual, multimodal, and socially mediated channels. The implication is that communicative competence in contemporary English language teaching should include not only oral and written interaction, but also the ability to communicate effectively through digital tools, multimodal texts, and online collaborative environments.

Another important pattern is the connection between communicative competence and professional communication. Several articles in the dataset address job interviews, occupational English, Business English, professional discourse, hospitality, health sciences, software engineering students, and academic leadership. This suggests that communicative competence is increasingly framed as a practical competence required for employability and professional performance. In this sense, the field moves beyond traditional classroom-based language learning and becomes connected with higher education, labour-market needs, and discipline-specific communication. This finding is particularly relevant for universities, where English language teaching is expected to prepare students not only for exams but also for authentic academic and professional communication.

The geographical distribution of the cleaned dataset shows contributions from a range of countries, including the Russian Federation, Ukraine, Malaysia, Indonesia, Colombia, Spain, China, Kazakhstan, Thailand, Vietnam, South Korea, Lithuania, Switzerland, Pakistan, India, and Italy. However, the production is uneven, with several countries contributing only one article. This suggests that research on communicative competence development has international relevance, but the field is still fragmented. There is no clear evidence of a strongly integrated global research network based on this dataset. This fragmentation may limit theoretical consolidation and cross-contextual comparison. Future studies would benefit from stronger international collaboration, especially comparative research across EFL, ESP, CLIL, and professional English contexts.

The citation pattern also reveals that highly cited articles tend to focus on technology-enhanced learning, professional discourse, multimodality, and EFL-oriented communicative competence. This suggests that studies become more visible when they address concrete pedagogical problems or emerging educational needs. For example, research on multimedia-assisted language learning, professional discourse, ESP job interviews, social media, and role-playing games appears to attract more attention than purely conceptual discussions. This pattern supports the idea that the field is practice-oriented: scholars are interested not only in what

communicative competence is, but also in what methods, tools, and learning environments can effectively support its development.

The findings also point to a methodological issue. Many studies in the dataset appear to focus on local classroom contexts, specific groups of learners, or small-scale pedagogical interventions. This is useful for generating practical insights, but it also creates a limitation. If the field relies too heavily on isolated case studies, small samples, or context-specific interventions, it becomes difficult to generalise findings across educational systems. Future research should therefore place greater emphasis on larger empirical designs, longitudinal studies, mixed-methods research, and comparative studies across countries and institutional contexts. Without this, the development of communicative competence will remain a widely discussed but methodologically fragmented area.

For teacher education, the findings have direct implications. Since communicative competence is frequently linked with task-based learning, role play, scaffolding, speaking tasks, multimodal texts, ICT, and professional communication, future English teachers need more than theoretical knowledge of communicative language teaching. They need methodological preparation to design communicative tasks, manage classroom interaction, integrate digital tools, assess communicative performance, and adapt activities to learners' academic or professional needs. This is especially important for pre-service English teachers, who must learn not only to communicate in English themselves, but also to create conditions in which their future students can develop communicative competence through meaningful interaction.

Overall, the review demonstrates that research on communicative competence development has become a multidimensional field located at the intersection of English language teaching, applied linguistics, digital pedagogy, curriculum studies, professional communication, and intercultural education. The main strength of the field is its practical orientation: researchers increasingly examine how communicative competence can be developed through concrete teaching methods, tasks, technologies, and learning environments. Its main weakness is fragmentation: the literature is dispersed across contexts, countries, learner groups, and methodological approaches. Therefore, future research should move toward more systematic models of communicative competence development, stronger assessment frameworks, and greater integration between EFL, ESP, CLIL, and digital communication research.

4.1. Limitations and future research

This study has several limitations. First, the dataset was limited to Scopus-indexed English-language articles in the Social Sciences subject area. Therefore, relevant studies published in other databases, languages, disciplines, or document types may not have been included. Second, conference papers, book chapters, and reviews were excluded in order to maintain a focused dataset of peer-reviewed articles. While this improved consistency, it may have reduced the breadth of the analysis. Third, the search query focused on "communicative competence," "development," and "English language teaching," which means that studies using related terms such as "interactional competence," "oral communication," "pragmatic competence," or "communicative language ability" may have been missed.

Future research should expand the search strategy by including related constructs and comparing results across Scopus, Web of Science, ERIC, and other databases. Further bibliometric studies could also examine co-authorship networks, citation structures, thematic evolution, and methodological trends in more detail. In addition, future empirical research should investigate how communicative competence is developed in different educational contexts, especially in pre-

service teacher education, ESP programmes, digital classrooms, and intercultural communication settings.

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MORPHOLOGICAL MEANS AND THEIR POETIC POSSIBILITIES IN MUHAMMAD ISMAIL'S POEMS

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Abstract. *The article examines the morphological features of the poetry of the poet Muhammad Ismail. The study discusses the means of expression and their poetic possibilities. Morphological features in poetic works Special attention is paid to the morphological means and their poetic possibilities. The article examines the morphological features in Muhammad Ismail's poems. The tools and their poetic possibilities are analyzed. Morphologically rhymed lines in the poet's works serve as illustrative material for the article.*

Key words: *poetic device, morphological device, artistic text, means of artistic analysis, artistic form, grammatical stylistics, poetic speech, etc.*

In this article, we will focus on the problems of Uzbek linguistics, in particular, the poet Muhammad Ismail. Let's think about the linguopoetic properties of the lyrics. The linguopoetic system is a separate and complex layer of the vocabulary of a language, which has its own linguistic characteristics.

As Professor M.Yuldoshev noted, " Since the literary text itself is extremely complex and cannot (and should not) be interpreted in the same way by readers and perceivers, a clear model of its linguopoetic analysis has not been created. In the practice of linguistics and language education, clear principles and methods of examination, such as phonetic analysis, morphological analysis or syntactic analysis, have become established. However, linguopoetics has not yet reached this level. In various educational literature, the principles of linguistic analysis of literary texts are generally recommended. " [88]Indeed, perfect principles of literary text analysis have not been developed. However, a number of scientists have carried out research in this area. In particular, linguist I.Mirzayev was one of the first to introduce the concept of linguopoetics in Uzbek linguistics. initiated the research, later research was carried out on a large scale in this area, in particular, in the doctoral dissertations of S. Karimov, M. Yoqubbekova, M. Yo'ldoshev, G. Muhammadjonova, D. Shodi eva, D. Jamolidinova, Sh. Toshkhojeva, S. Maksumova, S. Boymirzaeva, M. Qosimova, F. Ibragimova, S. Umirova, and the monographs of M. Muhiddinov, S. Karimov, and B. Yo'ldoshev, Z. Shodi ev, and G. Jumanazarova, the semantic-grammatical, stylistic, linguopoetic properties, and artistic-aesthetic functions of language units in the text of prose and poetry works were specially studied in a monographic plan [89].

[88]Yuldashev M. Linguopoetics of the literary text. – Tashkent: Fan, 2008. – P. 147.
[89] Mirzaev I. Problemy lingvopoeticheskoy interpretatsii stikhotvornogo texta: Autoref. dis... d-ra. Philol. science - Tashkent, 1992. - 43 p.; Karimov S. Artistic style of the Uzbek language: Filol. science. Ph.D. diss. - Tashkent, 1994. -292 p.; Yakubbekova M. Linguistic features of Uzbek folk songs: Philol. science. dr.... diss. autoref. -Tashkent, 2005. -27 p.; Yoldoshev M. Lingupoetic study of the literary text: Philol. science. dr.... diss. -Tashkent, 2008. -313 p.; Boymirzaeva S. Linguistic study of Oybek's prose: Philol. science. name... diss. autoref. – Samarkand, 2004. – 23 p.; Toshkhujaeva Sh. Linguopoetics of Erkin Azam's works: Philol. fan. fals. dr. (PhD)... diss. author's ref. – Fergana, 2017. – 50 p.; Muhammadjonova G. Linguopoetic study of Uzbek poetry of the late 80s and early 90s: Philol. fan.

All phonetic, morphological, syntactic and lexical units of the language can become the subject of stylistics in the process of speech. However, in order for these units to have the power of aesthetic influence, mainly in poetic texts, their primary meaning must be expanded and enriched with a certain emotional-expressive tone. The use of various stylistic variants of morphological forms and stylistic devices in expressing a certain thought, as well as the presence of syntactic and morphological synonymy in the language, is the basis for the study of grammatical stylistics.

Morphological means (adjectives, series) are the main means of creating stylistic coloring, emotionality and poetic expressiveness in a literary text. They perform an aesthetic function by giving the word additional meaning (affection, respect, contempt, solemnity), creating rhythm and rhyme, and revealing the individual characteristics of images.

Many researchers have emphasized that linguopoetics is integrated with language and literature, and that the two form a single, extremely significant whole. The aesthetic significance of morphological devices in literary texts has been described in many scientific research works in world linguistics.

This article attempts to express the aesthetic worldview of the author of the work and the aesthetic impact that the reader receives from the poems of Muhammad Ismail through the use of morphological means and various word classes. The development of events and processes, as well as the appearance, internal experiences, emotions and other states of the lyrical hero are analyzed through verb tenses, basic and relative adjectives, nouns and adverbs. “ Morphological tools linguistics main from parts one was linguopoetics artistic value and subject is also called linguopoetics. units through artistic of the text aesthetic the composition learns. Aesthetic tools through and author his/her own emotional-expressive status expression possible. With this together prose and poetic in the works various morphological tools aesthetic through the situation manifestation to grow possible will be.

For example, the verb time forms, person -number forms unusual application, inclination and ratio categories, confirmation and denial reverse expression, quality and a proverb to the category incoming units many and repetition application, exclamation and entrance of words productive usage, syntactic in terms of word combination and of words to oneself typical expression, in the context of a sentence quotation mark inside some word and phrases, term and terms or similar active application and their comments to be brought, morphological tools through student's to the mood negative or positive impact through some emotional-expressive also express situations possible.

One word in the work over and over again usage and then morphological of tools various manifestation to be artistic both linguistic and poetic to the value the impact see possible. Usually, in the work of the word expression author's word application to the skill For example, from repetitions escape for the purpose one of the word one how many synonymous from units or

candidate's... diss. author's ref. – Tashkent, 2004. –25 p.; Shadieva D. Linguopoetics of Muhammad Yusuf's poetry: Philol. fan. candidate's... diss. author's ref. – Tashkent, 2007. –26 p.; Muhiddinov M., Karimov S. Gafur Ghulom's poetic skill. Monograph. – Samarkand: SamDU Publishing House, 2003. –126 p.; Yuldashev B., Shodiev Z. Issues of linguopoetic study of the “Horizon” trilogy. – Samarkand, 2006. – 126 p.; Kasimova M. Linguistic features of the individuality of artistic speech (on the example of the works of Togay Murad): Philol. science. candidate.... diss. author's ref. – Tashkent, 2007. – 23 p.; Maksumova S. Expression of connotativity in the works of E.Vohidov: Philol. science. candidate.... diss. autoref. -Tashkent, 2012. -25 p.; Umirova S.M. Linguistic means and poetic individuality in Uzbek poetry (on the example of Usman Azim's poetry): Doctor of Philosophy in Philology (PhD)... dissertation. – Samarkand, 2019. – 137 p.

expressiveness harvest doer tools, tropes and syntactic from figures use possible. However, the author own discretion and to the style according to one the word own work inside one how many there is repetition apply in any case possible. Author of the work morphological from tools in use his/her grammatical to the characteristics not much importance does not give.

That's why for of the work substantive aspect perfect output necessary. Linguistic in terms of analysis when done and morphological of tools right and appropriate application his/her every one-sided perfect that open give takes.

Artistic the work linguistic analysis in doing word of the categories place extremely important. Because they through author work plot complete illuminating give takes. Analyses In the process, we never one word category out of consideration aside leave we can't, that is which one of them very important and which one of them relatively less used saying We can't. Because this work author's style and word in use to the skill is related.

Works linguistic in the analysis words of use statistic analysis is also important role plays and exactly then of words to categories according to application Professor S.Karimov some famous Uzbek poet and writers one how many artistic in his works word application statistics working In particular, " The Works of Abdullah Qahhor " of the language dictionary " frequency " in the dictionary writer in his works used of words alphabetic, frequency and reverse dictionary working Also published [90]is the scholar's " Works of Zulfiya" The poet is also mentioned in the monograph " Linguistics " Zulfiya's from the language in use skill and to oneself typical style, Uzbek language to the development added contribution, language elements poetic text in formation services linguist and linguostatistics methods based on analysis made [91].

In the history of Uzbek linguistics, there are also many articles and books devoted to linguistic analyses of the language of literary works, with the help of which one can learn about the authors of the works and the events reflected in the works, about the history of the development of this language based on the speech of the characters in the works, about the realities used in them (national identity), and much more.

The grammar of the current Uzbek literary language has also been thoroughly studied, showing the emergence, development and sharp decline of all morphological devices in the language during its gradual development. The etymology of these devices indicates that some of them have been used unchanged from the distant past to the present, while others have been assimilated into our speech with changes.

As is known, the languages of the world are divided into groups of amorphous languages, inflectional, agglutinative, and polysynthetic languages, according to their morphological classification.

Agglutinative languages. Word formation and form construction agglutination way with to be languages. For example, Turkish languages, Finno- Ugric languages.

Agglutination (Latin: Agglutinare – to stick together). 1. Word to make or form to make basis unchanged without new word or word shape harvest (to be) In this case, every one affix known one meaning, task know participates. For example, Turkish in languages including Uzbek Don't make it in the language. words and word forms to the base known consistency with affixes add through harvest will be done and this affixes every one own meaning with participates: ter -

[90]Karimov S., Qarshiyev A., Isroilova G. Dictionary of the language of the works of Abdulla Qahhor. Frequency dictionary. -T.: " Uzbekistan national Encyclopedia " State Scientific publishing house, 2007. – 420 p.
[91]Karimov S. Works by Zulfiya Linguistics. Monograph. – Samarkand: SamSU. edition, 2006. –120 p.

im-chi-lar- imiz -ga. 2. A morphological process consisting of the transformation of two words (bases) into one word, one word form. For example, echkini emar > echki emar > echkemar [92]. In particular, the Uzbek language belongs to the group of agglutinative languages, according to which it is recognized that new words are formed as a result of the addition of affixes to the root or stem of a word. Lexical and grammatical form maker additions word and of texts emotional expressiveness increase or reduce possible. To the words added some morphological tools of words lexical also affects the meaning does and this situation, not only word, maybe whole one of the word grammatical and syntactic to nature itself the impact will hold. Uzbek in the language to lexemes lexical form maker additions when added only lexeme lexical to the meaning impact does, but they syntactic task to communicate even if it doesn't work to enter for ground creating gives. Today on the day to belittle-to be pampered additions artistic in the works the most active used morphological tools is considered.

National from mentality come come out and say the names various respect and to caress expressive additions add since ancient times Turkish of the peoples in all become arrived. Uzbek in the language -oy, - khan, -toy, - jon, -boy (- voy), - bek such as additions to names when added, -oy: Sarbaroy, Kumushoy, Dilbaroy; - khan: akaxon, kitobhon, gazetxon, Bedilxon; - jon: bolajon, opajon, Salimjon; -boy: Temirboy, Orokboy, Barotboy; -toy: erkatoy, kichkintoy, etc.; -bek: Salimbek, Jasurbek, Shodmonbek, etc. their gender and pragmatic features open is given [93].

The extremely diverse morphological and grammatical means in the Uzbek language greatly contribute to increasing the aesthetic value of a work of art. For example, in the Uzbek language today there are 6 cases, 5 of which have their own indicators. Some of them, in particular, such as the accusative case -ni, -n, -in, the accusative case -ning, -nin (poetic), express both the originality of the literary text and whether it is written in a modern or classical manner, and at the same time indicate its style.

I loved it too, this of the world your joys,
What is beautiful, sorry. what, what spring.
I said, " Stay forever, my love
But still I went, surprised, and I was [94]shocked.

Your joys *joy* + **-s** (plural) + **-i** (third person **)** ownership) + **- ni** (income agreement; poetic in the form **-n**). stone vaginas *flood* + -s + -i (III person) ownership) + - ni (income agreement; poetic shrunk form -n). Poetic style because of your joys and stone walls in his words income agreement suffix – ni short –n form This weight is and the tone storage for used artistic is an event.

The child's head is close to the heart,
A mother's heart is broken.
The child wishes peace, noise,
The mother lives in peace [95].

Because of the poetic style In the words bashin, aromin, shavqin, the accusative suffix (-ni) is shortened to -n (bashini – bashin, aromoni – aromin, shavqini – shavqin). This poem weight

[92]Khojiev A. Explanatory dictionary of linguistic terms. – Tashkent, 2002. – P. 9.
[93]Berdialiev A., Ermatov I. Current Uzbek literary language (Morphemics, word formation h i, Morphonology) Textbook for bachelor's students of the Uzbek language and literature of universities and pedagogical higher educational institutions. – Tashkent: Turon-iqbol, 2022. – P. 27.
[94]Muhammad Ismail. My chest. burnt flame. – Tashkent: - Gafur Slave publishing house, 2008. – P.76.
[95]Muhammad Ismail. Give me the floor. – Tashkent: MASHHUR-PRESS, 2020. – P. 47.

and the tone storage for used artistic is a form.

This brought -in in verses is separate affix This form is not two addition from joining harvest was poetic abbreviation is considered.

Poetry style because of head, calm, noisy in his words income agreement The suffix (-ni) is shortened to -n. used (bashini – bashin, aromoni – aromin, shavqini – shavqin). This poem weight and the tone storage for used artistic is a form.

This brought -in in verses is separate affix This form is not two addition from joining harvest was poetic abbreviation They are considered to analysis we draw: head – head+i+ni, head – stem; -i – III person ownership suffix; -ni – income agreement suffix. In poetry head – head in the style of abbreviated. Above such as: aromin = arom+i+ni – aromini; shodliklarin = shodlik+lar+i+ni - their joys; tasqınlarin = tasqın+lar+i+ni - their floods.

In poetry weight, rhyme and the tone storage in order to in the appendix I vowel is dropped. The result is the appearance of -n to the surface comes: head – head; calm – calm; eyes – your eyes; heart – your heart. **In** these verses, -in is independent. affix not. -in form: - i (III person ownership) + - ni (income (consonance) suffixes poetic shrunk shape It is mainly classic and modern in poetry weight and melody on demand according to used. Grammatically and complete shape - ini is considered.

In Uzbek, gi -ni The accusative case is sometimes used in oral or poetic speech in the shortened form -in and has poetic possibilities. This form served not only to enhance the grammatical meaning, but also to enhance the aesthetic and emotional effect. The replacement of the -ni form with the -in form softens the tone in poetic speech and serves to ensure its musicality. We observe that the poet Muhammad Ismail was able to create an individual style by using the -in form. The poet used the -in (-ni) form as a unique stylistic device.

Muhammad Ismail, morphological means (word forms, suffixes, grammatical categories) appear not only as a structural element of language, but also as a powerful means of poetic expression. As a poet, he skillfully uses morphological means to deepen the content and spirit.

In conclusion, we observe that in the work of Muhammad Ismail, -in (i.e., the poetic variant of the accusative case -ni) gave musicality and melody to the poems, served to adjust the meter and rhythm, and to refine and enhance the emotional impact of his poems. Of course, it is necessary to emphasize the skillful use of morphological means by the poet Muhammad Ismail.

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