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PSEUDONYMS AND NICKNAMES IN ENGLISH AND UZBEK LANGUAGES AND THEIR TEACHING PROBLEMS IN HIGHER EDUCATION SYSTEM

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Abstract: *This article deals with the comparativeness of the pseudonyms and nicknames in Uzbek and English language and researches and its teaching problems in higher education system. And finding out how relevant the use of fictitious names in modern times. Despite the fact that there are monographs dictionaries and encyclopedias on pseudonyms and nicknames have not yet sufficiently studied from the point of view of linguistic theory, so learning deeply these names has interesting side. Also the linguistic features of nicknames and pseudonyms have always been a particular topic to representatives of linguistic science. That is why this issue is gradually acquiring a new color and attracting more and more attention of scientists. Nicknames and pseudonyms are linguistic phenomena that express linguistic innovation, social identities, and cultural values. The linguistic and sociocultural purposes of these naming practices, as well as the difficulties they provide in teaching in higher education, particularly in language and translation studies, are examined in this paper. Utilizing a comparative qualitative methodology, the study incorporates observations from classrooms and current literature. Results indicate that students become confused, especially when translating and communicating across cultures, due to disparities in their semantic, pragmatic, and cultural understanding of pseudonyms and nicknames. There are suggestions made on how to incorporate these ideas into language courses more successfully.*

Keywords: *pseudonyms, nicknames, methods, methodology, teaching, problems, issues, analysis, linguistic, compare, higher education system*

Аннотация: *В данной статье рассматриваются сравнительные особенности псевдонимов и прозвищ в узбекском и английском языках с акцентом на их лингвистические, социокультурные и педагогические аспекты. Псевдонимы и прозвища представляют собой особые языковые явления, отражающие не только индивидуальные и социальные характеристики носителей, но и культурные особенности общества, в котором они используются. Несмотря на наличие отдельных словарей, энциклопедий и монографий, этим явлениям всё ещё не уделяется достаточного внимания в рамках современной лингвистической теории. В статье подчёркивается актуальность изучения вымышленных имён в условиях глобализации и цифровизации, когда псевдонимы всё чаще используются в виртуальной среде, в социальных сетях, анонимных публикациях и творческих профессиях. Анализ проводится с использованием сравнительно-качественного метода, включая наблюдения за образовательным процессом в вузах и анализ современной научной литературы. Особое внимание уделяется трудностям, с которыми сталкиваются студенты в процессе изучения и перевода псевдонимов и прозвищ. Основные сложности связаны с различиями в семантическом, прагматическом и культурном контексте этих понятий в разных языках. В заключение приводятся рекомендации по улучшению методики преподавания данного материала в рамках курсов по лингвистике, межкультурной коммуникации и переводу, что способствует формированию более глубокого понимания языковых и культурных реалий.*

Ключевые слова: *псевдонимы, методы, методология, преподавание, проблемы, трудности, анализ, лингвистический, сравнивать*

Annotatsiya: *Mazkur maqolada o'zbek va ingliz tillarida ishlatiladigan laqablar hamda taxalluslarning qiyosiy xususiyatlari, ularning lingvistik, sotsiomadaniy va didaktik jihatlari tahlil qilinadi. Xususan, zamonaviy jamiyatda, bunday taxallus va laqablarning dolzarbligi va amaliy qo'llanilishining o'rganilishiga ehtiyoj sezilarli darajada. Garchi bu mavzuga oid lug'atlar, ensiklopediyalar va monografiyalar mavjud bo'lsa-da, laqablar va taxalluslar hali-hanuz lingvistik nazariya nuqtai nazaridan yetarlicha chuqur o'rganilmagan. Shu bois, ushbu nomlar ustida chuqur ilmiy tadqiqot olib borish tilshunoslik va madaniyatshunoslik nuqtai nazaridan alohida ahamiyat kasb etadi. Laqab va taxalluslar til innovatsiyasi, ijtimoiy identifikatsiya va madaniy qadriyatlarining ifodasi sifatida namoyon bo'ladi. Ularning qo'llanilishi turli jamiyatlarda umumiy va o'ziga xos tamoyillarga asoslangan bo'lib, nomlash an'analarining rang-barangligini ko'rsatadi. Maqolada, shuningdek, bu tushunchalarni oliy ta'lim tizimida, ayniqsa tarjima va til o'qitish jarayonlarida o'rgatishda yuzaga keladigan muammolar ham ko'rib chiqiladi. Qiyosiy sifatli metod asosida olib borilgan tadqiqot natijalariga ko'ra, talabalarning laqablar va taxalluslarning semantik, pragmatik hamda madaniy farqlarini to'g'ri anglashda qiyinchiliklarga duch kelishi aniqlangan. Maqola yakunida ushbu tushunchalarni til kurslariga samarali integratsiya qilish bo'yicha amaliy tavsiyalar berilgan.*

Kalit so'zlar: *taxallus, laqab, metod, metodologiya, muammolar, dolzarb, masalalar, analiz qilish, solishturish, o'qitish, oliy ta'lim*

Introduction

Pseudonyms and nicknames, as indicators of personal identification, social familiarity, inventiveness, and interpersonal connections, represent crucial components of the linguistic and cultural fabric of societies. These alternative naming practices serve as more than mere lexical substitutes; they encapsulate sociohistorical developments, cultural traditions, and individual or collective identity markers. In the Uzbek and English contexts, pseudonyms and nicknames demonstrate distinct sociolinguistic patterns shaped by historical change, cultural norms, and the demands of modern communication.

Nicknames are frequently encountered in informal interaction, where they perform pragmatic functions such as expressing affection, humor, solidarity, and group belonging. Conversely, pseudonyms tend to be employed in literature, journalism, artistic expression, and digital environments to achieve anonymity, stylistic differentiation, or creative self-presentation. These practices reflect the diverse communicative needs of speakers and the ways in which language is adapted to accommodate social relations, artistic identity, and cultural expectations.

Despite their ubiquity and cultural significance, the teaching and learning of pseudonyms and nicknames in higher education—particularly in the fields of language and translation studies—pose considerable challenges. Among these are the absence of structured curricular resources, the difficulty of addressing semantic shifts in cross-linguistic transfer, and the risk of cross-cultural misinterpretation in translation. These challenges are especially evident in the Uzbek educational context, where translation and English studies require not only linguistic proficiency but also an awareness of cultural nuance and sociolinguistic variation.

The present study seeks to examine the linguistic characteristics and communicative purposes of pseudonyms and nicknames in Uzbek and English, while also identifying the difficulties faced by students in understanding and translating such forms of address. The research is informed by the view that naming practices are deeply tied to identity, social belonging, and interpersonal relationships, making them integral to the study of intercultural communication and translation pedagogy.

As Byram emphasizes, successful language education must extend beyond grammatical and lexical competence to incorporate cultural and pragmatic dimensions of communication. In line with this perspective, this study positions pseudonyms and nicknames as critical yet underexplored linguistic phenomena, whose effective teaching could enhance students' intercultural competence and translation skills.

By integrating comparative linguistic analysis and qualitative content analysis, the research aims not only to document the structural and functional features of pseudonyms and nicknames but also to propose pedagogical strategies for their inclusion in higher education curricula. Ultimately, this investigation highlights the fact that names—whether formal, pseudonymous, or affectionate—carry symbolic and communicative weight, reflecting both individual identity and collective culture, and must therefore be addressed as an essential aspect of language learning and translation studies.

Literature Review

The pseudonyms and nicknames is very interesting theme in linguistics because it can grab reader's attention easily since it is related to both literature and linguistics. But so far there are not any complex and clear monographs or encyclopedias on this topic so it is very crucial and interesting way to learn them. But there some researchers learnt and discussed about the history and origin of this topic. In this part of article investigates the works that have been discussed by other scientists. For instance, Adrian Room, in "The Dictionary of Pseudonyms", catalogued thousands of such cases, revealing how pseudonyms often reflect deeper cultural, psychological, and political motives. Guy Puzey and Laura Kostanski, in their work "Names and Naming", explore how names – including nicknames – reflect power dynamics, cultural values, and social perception. They argue that nicknames can be empowering or demeaning, depending on context. These scholars suggest that both pseudonyms and nicknames are tools of identity construction. They help people: Modern examples (like online usernames) continue this tradition, showing that pseudonyms are not just historical relics but still very relevant today.

In literary and sociolinguistic studies, pseudonyms have been extensively examined. Pseudonyms can be used for stylistic identity, anonymity, or protection. Pseudonyms were employed by writers in the English literary tradition, such as George Orwell (Eric Arthur Blair) and Mark Twain (Samuel Clemens), to create new identities and negotiate social and political environments. Similar goals have been served by Uzbek authors using pseudonyms, such as Abdulla Qodiriy's use of "Julqunboy," which is frequently connected to stylistic identity or political constraints. Byram asserts that in order to promote intercultural competency, language instruction needs to include cultural components. However, Sobirova discovered that Uzbek pupils frequently have trouble understanding abstract or culturally distinctive terminology, particularly idiomatic expressions or names that don't have exact equivalency. Because they are rooted on cultural presumptions, nicknames and pseudonyms provide comparable difficulties.

Methodology

This study is grounded in two complementary methodological approaches: comparative linguistic analysis and qualitative content analysis. These approaches were applied to a diverse set of data sources, including selected literary works in both English and Uzbek, university-level language textbooks widely used in Uzbekistan, and notes collected from translation and English language courses. Such triangulation of data sources was intended to ensure the reliability and depth of the analysis.

The primary focus of the investigation was placed on the linguistic and cultural dimensions of pseudonyms and nicknames. Particular attention was devoted to the ways in which students interpret, translate, and employ these linguistic units in both academic and practical contexts. Special consideration was given to the pragmatic functions of pseudonyms and nicknames, their semantic transformations in the process of translation, and their embedded cultural connotations.

For the purpose of data organization and interpretation, thematic coding was employed as the principal analytical technique. Through systematic coding, recurrent themes and categories were identified, including students' strategies for translating pseudonyms and nicknames, the cognitive and linguistic challenges they encountered, and the influence of intercultural differences on semantic equivalence. This process allowed for a nuanced understanding of how learners navigate the complexities of language transfer and cultural adaptation.

Furthermore, the methodological framework facilitated the exploration of students' individual translation practices, the degree of their linguistic awareness, and the potential pedagogical implications for language and translation instruction in Uzbekistan. By integrating comparative linguistic analysis with qualitative coding techniques, the study not only provides insight into the practical difficulties faced by learners but also highlights the broader implications of pseudonyms and nicknames for cross-cultural communication, semantic interpretation, and the development of translation competence.

Discussion

The word pseudonym itself comes from greek word “pseudonimos” which means having a false name. Mostly pseudonyms are used by a person instead of their real name for different reasons. For instance, some people use this kind of names not to show their gender or to be famous with another name. Nicknames are a bit humorous and informal they are chosen for informal ways, like among friends, family members and among close people. Both pseudonym and nicknames are widely used in both languages but they may differ from each other from culturally and traditionally. Because culture and customs can put a significant track in naming also. Because the culture of England and Uzbekistan differ in many ways including values, communication and social norms. Therefore, the role of pseudonyms and nicknames in society can differ from each other. In English language pseudonyms also called pen names stage names or aliases, is quite common. They are used especially in the fields of literature and entertainment. For instance, mostly in literature authors and poems use widely this kind of names to write in different genres or protect their identity. Also actors and musicians utilize these names to create a memorable and an appealing name. some people use pseudonyms online or publications to protect their real identity, especially when discussing sensitive topics. When it comes to in literature it has long history and period. This research paper will analyze pseudonyms both semantically and linguistically. In the table below there are given the list of common English pseudonyms and its reasons and meanings.

Famous English pseudonyms and their meanings (The 1st table)

Pseudonym	Real Name	Meaning / Reason
Mark Twain	Samuel Langhorne Clemens	A riverboat term meaning “safe water”; reflected his job as a river pilot.
George Eliot	Mary Ann Evans	Chose a male name to publish serious works in a male-dominated literary world.
Lewis Carroll	Charles Lutwidge Dodgson	Latinized and reversed his names; used for his children’s fiction.
George Orwell	Eric Arthur Blair	Wanted a traditional English-sounding name; chose ‘Orwell’ from a river in Suffolk.
J.K. Rowling	Joanne Rowling	Used initials to appeal to boys; added ‘K’ for Kathleen (her grandmother).
Dr. Seuss	Theodor Seuss Geisel	Used his middle name; ‘Dr.’ added humorously while in college.
Stan Lee	Stanley Martin Lieber	Shortened his name to separate his comic book work from future serious writing.
Currer Bell	Charlotte Brontë	One of the Brontë sisters; used a male name to avoid prejudice
Boz	Charles Dickens	Early pen name from a family nickname; used for humorous sketches.
Richard Bachman	Stephen King	A second identity to publish more books without overwhelming readers.

If we analyze the list of pseudonyms linguistically, there two types of these names simple and complex according to its formation and semantic features:

1. Word Formation

Pseudonyms are often created using various word-formation strategies in English:
 Blending: Combining parts of two words. Example: “Brangelina” (Brad + Angelina)
 Compounding: Joining full words together. Example: “LadybugGirl”
 Shortening / Abbreviation: Using initials or shorter versions of names. Example: “J.K. Rowling” instead of Joanne Kathleen Rowling
 Phonetic Styling: Using sounds that are catchy or easy to pronounce. Example: “Eminem” (from initials M & M = Marshall Mathers)

When it comes to the role of pseudonyms in Uzbek language they are utilized mostly in literature, art and sometimes in politics to hiding real personality or to create special image. In Uzbek literature a pseudonym is a common tradition. Many famous poets wrote under pseudonyms that carried deep meanings. The pseudonym often reflected the poet’s character, emotions, or worldview. Meaningful words: Often based on beautiful, emotional, or spiritual meanings (e.g., Furqat – separation, Vohid – unique). Wordplay: Sometimes creatively linked to the person’s real name. Sufi influence: In many cases, the pseudonym had a spiritual or religious message.

In the table below, you can see the semantic analysis of most common pseudonyms in Uzbek language:

Famous Uzbek pseudonyms and their meanings (The 2nd table)

Pseudonym	Real Name	Meaning / Reason
Alisher Navoi	Nizomiddin Mir Alisher	“Navoi” means “melody” or “music”; reflects his poetic talent and lyrical mastery.
Bobur	Zahiriddin Muhammad	“Bobur” means “brave” or “heroic”; highlights his courageous personality.
Furqat	Zokirjon Holmuhhammad ogli	“Furqat” means “separation”; chosen due to his sorrowful poems written far from homeland.
Muqimiy	Muhammad Aminkhoja	“Muqim” means “settled” or “permanent”; refers to his permanent residence in Andijan
Zavqiy	Husanhoja Rustamkhoja ogli	“Zavq” means “pleasure” or “joy”; reflects the joyful and pleasant tone of his poetry.
Nodira	Mohlaroyim	“Nodira” means “rare” or “unique”; symbolizes her exceptional talent and personality.
Uvaysiy	Jahonotin	Named after a revered Sufi figure “Uvays”; reflects her interest in spiritual and Sufi poetry.
Ogahiy	Muhammad Rizo Erniyozbek ogli	“Ogah” means “aware” or “knowledgeable”; reflects his intellectual and conscious poetic style.
Julqunboy	Abdulla Qodiriy	Derived from his real surname; sometimes used as a literary pseudonym.
Cho’lpon	Abdulhamid Sulaymon ogli	“Cho’lpon” means “morning star”; symbolizes enlightenment and national awakening.

In the following list we have done linguistical analysis of some Uzbek pseudonyms:

1. Uzbek pseudonyms are often derived words with clear morphological patterns. Many are nouns formed from Persian or Arabic roots: For instance, Furqat (فرقت) – “separation” (Arabic origin), Muqimiy – from muqim (permanent, stable) + suffix -iy (adjectival/personal marker)

2. Suffixes like -iy, -on, -i, -zada, -boy are common in poetic psedinyms: Navoi(y) – from navo (melody) + -iy, Zarifon – from zarif (elegant) + -on

Difficulties in Higher Education Teaching

In academic contexts, pseudonyms and nicknames are frequently disregarded despite their linguistic diversity. The emphasis of English language instruction is frequently on formal vocabulary, grammar, and academic writing, particularly in non-native settings like Uzbekistan. Students are therefore not exposed to informal naming customs and are not equipped with the sociolinguistic knowledge necessary to comprehend them.

The interpretation and translation of nicknames and pseudonyms present another difficulty. Cultural quirks or intended meanings are frequently lost in literal translation. For example, a nickname like “Ko‘zmunchoq” (meaning “eye bead,” used fondly for youngsters) can cause misunderstanding when translated into English without cultural context. Lack of resources or training may also make teachers feel unprepared to communicate such complex subjects.

Lastly, students find it challenging to communicate in the actual world due to the disparity between official and casual language usage. Learners may find it difficult to comprehend native speakers who frequently use nicknames, or they may misunderstand the social context and tone of pseudonymous work in literature or online. The results emphasize how crucial cultural context is to language acquisition. Pseudonyms and nicknames have more than just labels in both Uzbek and English; they have social, emotional, and even political connotations. However, these subtleties are frequently ignored in contemporary university curricula. Teaching is made more difficult by the disparity in politeness standards, such as the directness in English and the indirect respect in Uzbek. Although an English nickname such as ‘Buddy’ could indicate friendliness, Uzbek pupils might perceive it as excessively informal or even rude. Furthermore, students must comprehend the context in which names are chosen – whether to conceal identity, express rebellion, or reflect a creative voice – when using pseudonyms in literature or the media. Higher education frequently lacks this degree of interpretive proficiency.

Recommendations for teaching pseudonyms in higher education system:

Here are some recommendations for teaching pseudonyms in the higher education system, particularly in language, literature, or cultural studies programs:

Teachers should include the study of pseudonyms in courses like linguistics, stylistics, literary history, and cultural identity. And they should analyze both Uzbek and world literature examples (e.g., Navoiy, George Orwell, Mark Twain, etc.) with students in a group. Also explaining how pseudonyms reflect social norms, gender roles, censorship, or identity is useful for students. Or some class discussions have to be hold in these themes. Furthermore, encouraging students to analyze the morphology, semantics, phonology, and symbolism of pseudonyms can enhance their linguistic knowledge. Comparing the use of pseudonyms across cultures, e.g., between Uzbek classical poets and Western writers may be easy way to understand its deep roots. Using examples from modern digital culture (bloggers, YouTubers, rappers) to make lessons relevant and engaging for students that are living in modern era. Also creative writing tasks about poets and writers who use pseudonyms effectively can lead to learning pseudonyms and their meaning deeply.

Conclusion

This study has demonstrated that nicknames and pseudonyms are not peripheral but central components of linguistic and cultural communication in both Uzbek and English. They function as markers of identity, social bonds, humor, creativity, and cultural affiliation, while simultaneously serving pragmatic purposes in literary, artistic, and digital contexts.

However, their semantic ambiguity, pragmatic diversity, and cultural specificity present serious challenges in higher education. In particular, students of language and translation encounter difficulties in interpreting the nuanced meanings of these naming practices, transferring them across languages, and recognizing their embedded cultural values. The absence of structured curricular content addressing such informal or context-bound linguistic elements further compounds these challenges.

By applying comparative linguistic analysis and qualitative content analysis, this research highlights not only the linguistic traits of pseudonyms and nicknames but also the pedagogical gaps in how they are currently approached in tertiary education. The study concludes that explicit attention to pseudonyms and nicknames in the curriculum is essential for developing students’ intercultural competence, communicative skills, and translation accuracy. Addressing these issues strengthens the bridge between formal linguistic instruction and the cultural realities of everyday communication.

Recommendations

Based on the findings, the following recommendations are proposed:

1. Curriculum Integration
 - Higher education curricula in language and translation studies should explicitly include pseudonyms and nicknames as study topics.
 - Modules should emphasize their semantic, pragmatic, and cultural dimensions rather than treating them as marginal or informal.
2. Use of Authentic Resources
 - Teachers should incorporate literary works, contemporary films, social media discourse, and journalistic texts that feature pseudonyms and nicknames.
 - Authentic contexts expose students to the real-world functions and cultural nuances of naming practices.
3. Comparative Linguistic Activities
 - Classroom exercises should encourage students to compare and contrast the usage of pseudonyms and nicknames in Uzbek and English.
 - Such activities promote awareness of cross-linguistic similarities, differences, and translation strategies.
4. Intercultural Competence Training
 - Teaching should go beyond linguistic form to highlight the cultural, social, and symbolic meanings of nicknames and pseudonyms.
 - Discussions, case studies, and intercultural workshops can foster deeper cultural sensitivity among students.
5. Practical and Creative Application
 - Students should engage in translation tasks, role-playing, and creative writing activities that require the use and interpretation of nicknames and pseudonyms.
 - These practices enhance their ability to navigate both formal and informal linguistic registers.

By implementing these recommendations, language educators can better prepare students to engage with both formal and informal naming conventions, thereby enhancing their linguistic proficiency, intercultural understanding, and professional readiness. Ultimately, addressing the instructional challenges surrounding pseudonyms and nicknames will ensure that higher education responds more effectively to the cultural realities of communication in the 21st century.

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ИЗ ИСТОРИИ ХУДОЖЕСТВЕННОГО ПЕРЕВОДА

РАХИМОВА НАРГИС КАХАРОВНА

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***Аннотация.** В данной статье рассказывается о истории появления художественного перевода и его роли в взаимосвязи и взаимообогащения литератур разных стран и народов. Литературные связи на современном этапе ее развития невозможны в ограниченных рамках любой нации или народа. Именно поэтому одним из главных требований современного литературного пространства является комплексное изучение литературных связей, способствующих художественному прогрессу, глубокому изучению творчества выдающихся представителей мира культуры и их роли в данном взаимодействии. В данной статье даётся информация о развитии и обогащение литератур разных народов с помощью художественного перевода.*

***Ключевые слова:** Литература, художественный перевод, взаимосвязь, взаимообогащение, история перевода*

Художественный перевод считается одним из наиболее сложных видов перевода, которому на протяжении всего своего существования уделяли особое внимание литературоведы, лингвисты, психологи, философы и историки. Очевидно, что исследователи перевода больше интересовались проблемами, связанными с переводом поэтических произведений. В наше время перевод является одной из наиболее актуальных областей литературоведения. Действительно, художественный перевод приобретает особое значение для развития и совершенствования национальной и мировой литературы. Благодаря художественному переводу мы не только осознаем ценное наследие ответственных и зарубежных поэтов и писателей, но и пользуемся богатой культурой современного мира.

Художественный перевод в наше время стал одним из важных средств литературных и культурных связей разных народов, который, подобно величественному мосту, связывает литературы. Такая солидарность и интеграция даёт возможность узнать о поэзии и сочинениях творческих деятелей разных народов и изучить их гениальность и самобытность. Х.Шодикулов в своей статье “Художественный перевод” отмечает, что истоки художественного перевода каждого народа тесно переплетены с историей его возникновения и развития. Исследователь делит историю таджикского перевода на три периода: древний, средневековый и новый [5.с.176]. В целом, если обратиться к истории перевода и переводоведения, мы сможем определить этапы их развития. По словам переводоведов, зарождение этого литературного направления на среднеперсидском языке (пехлеви) связано с переводом и интерпретацией главной части произведения “Авеста” – “Зенд”, которая восходит к III веку. Основная причина, по которой в VIII веке переводческие произведения нашли широкое распространение в персидской литературе, связана с требованиями к художественным параметрам того времени, изучением художественных произведений других народностей. В этот период перевод выполняли с латыни (греческого языка), сирийского, хинди на арабский и среднеперсидский языки, благодаря чему расширились связи между языками.

Из переводческих трудов Ибн Мукаффаа до наших дней дошло немало важных свидетельств. Его заслуга состояла в том, что он познакомил арабский мир с лучшими научными и художественными произведениями наших предков. Вклад в художественное исследование своего времени характерен для всех переводчиков, которые сослужили неоценимую службу в повышении достоинства своего народа, развитии литературы и науки

своего времени. По сведениям Эдуарда Брауна, французские преподаватели писали учебники для «Дар аль-Фунун», а иранцы переводили их на персидский язык. Таким образом, перевод оказался востребован в иранском обществе [1, с.458].

Другое произведение, которое славится не только в восточной литературе, но и в аналогической литературе древних племён, называется «Калила и Димна». Истинной субстанцией книги является индийское произведение «Панчатантра», которое наряду с великими произведениями входит в число великих шедевров мировой литературы. Произведение «Панчатантра», то есть «Пять принципов» или «Пять текстов», более или менее совместимых с первыми пятью главами дошедшего до нас произведения «Калила и Димна» в оригинале, легли в основу большей части этого произведения. Кроме того, в дошедшей до нас версии «Калилы и Димны», можно найти три главы из национального эпоса индусов, а именно древнеиндийский эпос «Махабхарата» и многие другие подобные материалы, которые были добавлены к этой книге.

Еще одним наследием, относящееся к древним доисламским источникам и переведённое со среднеперсидского на арабский язык, является книга «Синдбад-наме». Данное эпическое произведение, по мнению некоторых учёных, имеет индийские корни и переведено с языка санскрита на пехлеви. Другая группа исследователей придерживается мнения, признанного более верным, о том, что данное произведение, хотя и имеет сходство с индийскими сказками, но было сочинено в эпоху правления Анушервона и считается одним из произведений, написанных на среднеперсидском языке. Книга «Синдбад-наме» составлена в форме индийского эпоса, что стало причиной разногласий между исследователями. После прихода Ислама, то есть на последующем этапе формирования перевода, «Синдбад-наме» был переведён в поэтической и прозаичной форме на арабский, а также на персидско-таджикский язык.

«Тутинома» («Книга о попугае») – ещё одна доисламская иранская эпопея индийского происхождения, по всей вероятности, была переведена исследователями из санскрита на средне-персидский язык в эпоху Сасанидов. Из сообщений, упомянутых в предисловии «Тутинома», становится очевидно, что индийские эпосы, содержащиеся в данной книге, были собраны неким брахманом Чинтомани Бахта. Эпопея по форме и содержанию походит на произведение «Синдбад-наме», и за этот период выявлены несколько редакций этого произведения.

«Шахнаме» Абулькасима Фирдоуси также снискала огромную славу и поселилась в сердцах других народов. В начале XIII века Фатх ибн Али перевёл это произведение с персидского на арабский язык в форме красочной прозы. Впервые в 1895-1899 востоковед А.Е.Крымский перевёл это произведение на украинский язык.

Таким образом, перевод служит одним из средств литературных связей между народами, создавая неразрывную связь между ними. В частности, российские и зарубежные писатели проявили огромный интерес к трудам Рудаки, Фирдоуси, Низами, Хафиза, Саади, Хайёма и других великих литераторов, и приступили к переводу бесценного наследия этих гениев таджикско-персидской литературы.

Художественный перевод не только служит важнейшим фактором обогащения культурной сокровищницы других народов, но и является эффективным средством и формой взаимообмена художественно-эстетического опыта между народами, важным инструментом формирования и развития новых литературных жанров и форм, поэтичности поэзии и прозы.

Еще одним этапом развития таджикско-русских литературных взаимосвязей является конец XIX – начало XX веков и период появления «новых средств эстетического опыта». На данном этапе «...примеры русской литературы в нашем краю распространились сначала на язык оригинала, а затем на перевод». Школы востоковедения имели уникальную возможность обратиться к произведениям персидско-таджикского языка, которые непосредственно начали переводить с языка оригинала. Иными словами, если вначале исследуемого периода в русскую литературную среду проникли произведения «Шахнаме» Фирдоуси, наставления и мудрости

Саади, рубаи Хайяма, газели Хафиза в переводе Рюккерта, Лафонтена, Фицджеральда, позднее последовал перевод этих образцов литературного мастерства с языка оригинала. Таким образом, перевод литературных произведений персидско-таджикского языка на русский язык является одним из результатов литературных связей XX века.

Исследователь А.Самадов подчёркивает, что западные переводчики и ориенталисты черпали вдохновение из трудов персидско-таджикских писателей, и благодаря переводу их произведений укрепили литературные отношения между народами. Так, например, Эдуард Браун перевёл стихи Мавляна Джалаладдина Руми и Хафиза Ширази на английский язык, Анна Мари Шimmel перевела стихи Мавляна Балхи на немецкий язык, Николсон выполнил перевод “Маснавийи манави” (“Поэма о скрытом смысле”) Джалаладдина Балхи и “Шахнаме” Фирдоуси на английский язык, Ноай Контесед отточил своё мастерство в переводе поэзии Саади и Хафиза на французский язык, сделав эти произведения доступными западному читателю [4].

В. Джонс перевёл тринадцать газелей Хаджи Шамсиддина Хафиза на английский и французский языки (в поэтической форме). Большинство западных литературных деятелей до настоящего времени перевели некоторые произведения персидских и таджикских литераторов, в частности, “Шахнаме” Фирдоуси, в прозаической форме, так как вложение текста перевода в рамки поэзии представляло большие трудности. Генрих Гейне также был одним из поэтов, который имел особую связь с Фирдоуси и его “Шахнаме”, и написал несколько работ в этом направлении. Поэма “Фирдоуси” Генриха Гейне была переведена сначала на русский язык, затем в 1960 году на таджикский язык Мумином Каноатом и Абдулло Субхоном.

Переводчик Артур Арбери перевёл на английский язык рубаи Хайяма и поэмы Абдурахмона Джами. Кроме того, переводы поэзии восточных литераторов, как, например, “Лейли и Меджнун” Ахмади Шавки, “Мистическая поэзия Мавляна Джалаладдина Руми”, выполненные А.Арбери стали достоянием читателей всего мира.

Следует отметить, что новый этап в истории таджикского художественного перевода начался с перевода произведений гигантов русской литературы А.С.Пушкина, Н.В.Гоголя и Л.Н.Толстого. По мнению исследователей, первым переведённым на таджикский язык произведением Пушкина была “Сказка о рыбаке и рыбке”, а в честь 100-летия этого выдающегося русского поэта в 1899 году таджикский просветитель Абдулкадир Шакури перевёл эту поэму на таджикский язык. Повесть “Дубровский” (1936 г.) перевёл Саидризо Ализода, “Кавказская пленница” (1938 г.) на таджикском языке в переводе Хабиба Юсуфи была неоднократно опубликована и представлена таджикскому читателю.

Становление и развитие перевода русской поэзии в Таджикистане стало возможным, преимущественно, благодаря высокому мастерству А.Лахути, Х.Юсуфи, Ш.Собира, М.Каноата, Лоика, Бозора Собира, Гулрухсор, С.Мамура, Гулназара, Фарзоны и других известных литераторов. Лучшие переводы стихов А.С.Пушкина выполнены профессором Б.А.Ходжибаевой, объединившей и издавшей поэмы в “Собрании сочинений” на таджикском и русском языках. Вклад исследователя и литературоведа Б. Ходжибаевой в установлении таджикско-русских литературных связей неопределима, её отточенное мастерство оставило заметный след в обогащении литературной сокровищницы этих народов. Исследованные ею жизненный путь, литературное наследие и воззрения русских поэтов А.С.Пушкина, М.Ю.Лермонтова, Н.Г.Чернышевского, В.С.Маяковского, С.Есенина, А.Блока, Н.Островского и других видных деятелей русской и мировой литературы, имеют огромное значение в переводческой сфере. Вследствие этого, на пропаганду классической и современной таджикской литературы повлияли многие факторы, и изучение её проблем в России и других зарубежных странах продолжалось различными путями, более того, литературные события способствовали увеличению объёма переводов. Эти события, в свою очередь, обусловили быстрое изучение отдельных особенностей двух литератур, поиск новых форм и средств двустороннего сотрудничества и поддержку литературных связей.

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НЕКОТОРЫЕ ЛЕКСИЧЕСКИЕ ВАРИАЦИИ СОСТАВНЫХ МЕДИЦИНСКИХ ТЕРМИНОВ В УЗБЕКСКОМ ЯЗЫКЕ

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***Аннотация.** В данной статье некоторые вопросы образования некоторых лексических оттенков составных медицинских терминов в узбекском языке, также анализируются устойчивые словосочетания, основанные на конкретизации абстрактного предмета мысли путем конкретизирующего сопоставления его с каким-либо признаком, характеризующим его свойство, действие или состояние*

***Ключевые слова:** медицинская терминология, словосочетание, признаки, терминосистема, семантическая цельность, процесс, болезни, номинативное значение.*

Терминология – это набор специализированных слов (терминов), используемых для четкого определения понятий в определенной области науки, техники, искусства или деятельности. Она служит для систематизации знаний, облегчения общения между специалистами и устранения двусмысленности. Этот термин также относится к разделу лингвистики, изучающему терминологию.

Медицинская терминология является важной частью терминологической системы языка, которая, безусловно, в первую очередь связана с местом и ролью медицины и медицинских знаний в жизни и деятельности человека. Большинство медицинских терминов в узбекском языке образуют различные типы устойчивых словосочетаний. Благодаря этим терминологическим сочетаниям язык обогащается новыми терминами. Устойчивые словосочетания основаны на конкретизации абстрактного объекта мышления путем сравнения его с некоторой характеристикой, которая определяет его природу, действие или состояние, или его отношение к другим объектам. Оно обладает определенной семантической целостностью. Каждое слово, составляющее фразу, определяет или формирует основное номинативное значение этой фразы, которое в нашем случае обозначает объект, явление, состояние или процесс, связанные с медицинскими понятиями. Сложные словосочетания позволяют нам отражать не только категориальные, но и специфические вещи, то есть личные, конкретные, что дает возможность в полной мере раскрыть содержание понятия. Теоретически количество таких характеристик может быть неограниченным, поскольку объект, понятие или явление можно описать с разных точек зрения.

Каждое слово, составляющее терминологическую фразу, определяет её основное значение, обозначая объект, явление, состояние или процесс, связанные с медицинскими понятиями. Например: *bosh aylanish* (головокружение), а в целом – обобщенное название симптома заболевания; при таком же сочетании других слов – *o'pka yallig'lanish* (воспаление лёгких, т.е. пневмония). В этих примерах компоненты словосочетаний полностью независимы с точки зрения их семантики и употребления в речи. Однако в целом это выражение относится к одному понятию. Количество определяющих компонентов может варьироваться. В зависимости от количества этих элементов, сложные соединения делятся на простые и сложные. Простые словосочетания состоят из наименьшего количества слов, обычно двух: *tasma qurti* ленточная глиста, *yuqumli kasallik* (инфекционное заболевание), *yopiq sinish* (закрытый перелом). Мы также включаем медицинские термины, состоящие из трех или четырех компонентов, в виде распространенных фраз: *tana qichishish* (кожный зуд), *miyada qon quyilishi* (внутричерепное кровоизлияние), *umurtqa pog'onasi qiyshaishi* (искривление позвоночника). В узбекском языке составные медицинские термины являются неделимыми, т.к. они называют одно понятие. Каждая терминологическая фраза в своей структуре включает

в себя главное и зависимое слово. Зависимые слова определяют и уточняют значение основных слов.

Среди терминологических выражений имеется большое количество терминов, в которых одно и то же слово служит ключевым словом, а термин, представленный этим ключевым словом, обозначается, определяется с разных сторон, тем самым обозначая процессы семантической дифференциации связанных терминологических понятий, что особенно характерно для терминосочетаний в клинической медицине. Например, словом *kasallik* (болезнь) можно обозначить более 20 признаков заболеваний органов различного характера, связанных с разными органами: заболевания *ko'z kasalligi* (глазная болезнь), *quloq kasalligi* (болезнь ушей), *yurak kasalligi* (болезнь сердца) и т. д.

Многокомпонентные образования занимают важное место в научной литературе по медицине. В подобных образованиях число определяющих компонентов, обладающих собственными характеристиками, может быть бесконечным. Таким образом, каждый из определяющих компонентов связан с основным элементом словосочетания и в то же время они повторяются, и количество элементов основной лексемы увеличивается, например, *miya arteriyalarining sakkulyar anevrizmalari* (мешотчатые аневризмы церебральных артерий), *vegetativ disfunktsiya sindromi bo'lgan kasalliklar* (заболевания с вегетативным дисфункциональным синдромом), *tug'ma oq yurak nuqsonlari bo'lgan kasalliklar* (заболевания с врожденными пороками развития белой кровяной ткани сердца) и т. д. В приведенных примерах можно отметить следующие терминологические элементы: *bosh miya arteriyalari* (мозговые артерии), *anevrizma* (аневризма), *vegetativ funksiyalari* (вегетативные функции), *og'riqlar* (боли), *tug'ma, yurak kamchiligi* (врожденные пороки сердца). Следует отметить, что понятия анатомии и физиологии, являющиеся в основном базовыми терминологическими элементами, не обладают семантической полнотой в рамках данной терминологической системы. Они используются для обозначения конкретной отраслевой концепции и не признаются самостоятельными общепринятыми терминами.

Подобные многокомпонентные медицинские термины в узбекском языке появились в результате переводов медицинской научной и популярной литературы с русского на узбекский язык. В процессе новых научных открытий в области медицины систематически формируются номинативные определения понятий и их перевод на узбекский язык. Подобные сочетания медицинских терминов имеют различные лексические формы. В процессе анализа и составления терминологического словаря медицинских терминов были выделены следующие основные лексические группы:

1. Один из компонентов термина состоит из названий частей тела и органов человека, а второй компонент — это название заболевания или симптома состояния: *bosh og'rig* (головная боль), *burundan qon ketish* (носовое кровотечение), *yurak sanchishi* (инфаркт миокарда), *ichak burmasi* (заворот кишки), *upka surunkali yalig'lanishi* (хроническое воспаление легких), *oshqozon jaroxati* (язва желудка). Второй компонент этой лексической группы часто включает следующие слова, указывающие на состояние конкретного органа: *og'rig* (боль), *sanchish* (укалывание), *yalig'lanish* (воспаление) и т. д.

2. Оба компонента термина включают в себя название, симптомы и состояние заболевания: *sifilitik isitmasi* (сифилитическая лихорадка), *qonli ich ketishi* (кровавая диарея), *ko'k yo'tal* (коклюш), *yiringli husnibuzar* (гнойные угри) и т. д.

3. Один из компонентов указывает причину заболевания, а другой — само заболевание: *qandli diabet* (сахарный диабет), *virusli kasallik* (вирусное заболевание), *sichqon isitmasi* (мышьяковая лихорадка) и т. д.

4. Один из компонентов составного термина — это название болезни, недомогания или органа человека, а другой — общее слово: *hiqichoq tortish* (икота), *bosh aylanishi* (головокружение), *quloqdagi shovqin* (шум в ушах), *toshbaqa kasalligi* (псориаз).

Как видно из примеров, лексические компоненты сложных слов в индивидуальном употреблении не обладают независимой терминологической семантикой.

5. Один из компонентов составного термина — это название животного, птицы, а другой — название болезни, органа: *cho'chqa grippi* (свиной грипп), *parranda grippi* (птичий грипп), *maymun chechak* (оспа обезьян), *it tifi* (собачий тиф).

6. Одна часть названия болезни состоит из названия животного, птицы, а другая — из названия органа: *tirnoq eti* (мясо ногтя), *quyon lab* (кроличья губа), *baliq teri* (рыбья кожа), *ot oyog'i* (лошадиная нога), *cho'chqa tepgisi* (свиной пинок) и т. д.

7. В одну часть составного термина входит название растения, а в другую часть — название болезни: *somon isitmasi* (сенная лихорадка), *gul changiga allergiya* (аллергия на пыльцу), *terining infektsiyasi* (кожная инфекция), *chechak kasalligi* (ветрянка), *qichitqi o'ti bezgagi* (крапивница) и т. д.

В процессе перевода популярной медицинской литературы с русского на узбекский язык возникли полуразговорные медицинские термины, один компонент которых представлял собой слово, заимствованное из русского языка или посредством русского, а другой — слово, заимствованное из узбекского языка, со следующими лексическими формами:

1. Один из компонентов составного термина — название региона, другой — название болезни: *Osiyo xolerasi* (азиатская холера), *Uzoq Sharq isitmasi* (дальневосточная лихорадка), «*Mo'g'ul» dog'lari* («монгольские» пятна), *Osiyo grippi* (азиатский грипп), *Himolay Skopoliyasi* (гималайская скополия) и т. д.

2. Один из компонентов составного термина — это имя собственное, а другой — слово, обозначающее болезнь: *Addison kasalligi* (болезнь Аддисона), *Botkin kasalligi* (болезнь Боткина), *Bazedov kasalligi* (болезнь Базедова), *Meniere kasalligi* (болезнь Меньера), *Parkinson kasalligi* (болезнь Паркинсона) и т. д.

3. Один из компонентов составного термина — это род занятий, а другой — название болезни или органа: *qo'shiqchilar tuguni* (шишка певца), *shisha puflagichlar katarakti* (катаракта стеклодува), *konchi astmasi* (астма шахтера) и т. д.

Изучение медицинских терминов имеет большое научное значение, поскольку позволяет выявить источники словообразования, сформировавшиеся в узбекской медицинской терминологии на протяжении многих веков, определить источники образования этих названий, созданных узбекским народом, и раскрыть их лексические и семантические свойства путем сравнения специфических и общих характеристик этих названий с нормами узбекского языка.

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ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ КАК ИНСТРУМЕНТ ПОДДЕРЖКИ ПОЛИЯЗЫЧИЯ И СОХРАНЕНИЯ ЯЗЫКОВОЙ ИДЕНТИЧНОСТИ (НА ПРИМЕРЕ КАЗАХСКО-РУССКОГО БИЛИНГВИЗМА)

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***Аннотация:** В статье рассматривается роль искусственного интеллекта (ИИ) в сохранении и развитии полиязычия, а также в формировании языковой идентичности в условиях глобальной цифровизации. На примере казахско-русского билингвизма показано, как ИИ способствует укреплению языкового баланса и развитию цифрового билингвизма. Раскрываются возможности применения технологий машинного перевода, адаптивных образовательных платформ и интеллектуальных языковых систем для поддержки национальных языков в онлайн-среде. Отмечаются как положительные эффекты (демократизация доступа к языковым ресурсам, повышение статуса казахского языка в цифровой коммуникации), так и риски (доминирование английского языка и стандартизация речи). Делается вывод о необходимости интеграции ИИ в языковую политику и образовательные стратегии Казахстана для гармоничного развития полиязычия.*

***Ключевые слова:** искусственный интеллект, полиязычие, билингвизм, языковая идентичность, цифровая среда, машинный перевод.*

Введение

Современная эпоха искусственного интеллекта (ИИ) открывает новые возможности для сохранения и развития полиязычия. В условиях глобализации цифровые технологии становятся не только средством коммуникации, но и инструментом формирования языковой идентичности. Особенно актуально это для стран, где сосуществуют несколько языков, как, например, в Казахстане, где повседневное общение опирается на **казахско-русский билингвизм**.

ИИ помогает людям осваивать и сохранять языки с помощью **технологий машинного перевода, голосового распознавания и адаптивных образовательных платформ**. Например, современные системы машинного перевода (Google Translate, Yandex Translate, DeepL) обеспечивают высокое качество перевода между казахским и русским языками, что способствует их равноправному использованию в цифровом пространстве. Кроме того, **голосовые помощники и чат-боты** позволяют пользователям свободно переключаться между языками, а обучающие приложения на базе ИИ адаптируют задания под уровень владения языком каждого пользователя. [1; 34] Таким образом, искусственный интеллект становится не только технологическим инструментом, но и культурным посредником, поддерживающим баланс между глобальными и национальными языками, а также способствующим развитию цифрового билингвизма и сохранению языкового разнообразия.

Полиязычие и искусственный интеллект: точки пересечения

Технологии искусственного интеллекта (ИИ) играют ключевую роль в обеспечении равноправного цифрового доступа к нескольким языкам и созданию условий для их эффективного сосуществования. В контексте полиязычия и образования это проявляется следующим образом:

- **Машинный перевод** и автоматическая адаптация контента позволяют пользователям переключаться между языками и использовать оба языка (или более) без серьезных технологических барьеров. [2]

- **Адаптивные обучающие платформы**, основанные на ИИ, анализируют уровень

владения каждым языком и автоматически подбирают материалы и задания, учитывая языковую базу учащегося (родной язык, второй язык, уровень) — посредством персонализации обучения. MDPI

- **Распознавание речи и чат-боты**, интегрирующие многоязычные интерфейсы, позволяют пользователям взаимодействовать на своём родном языке, а затем или параллельно на других языках, что укрепляет билингвизм и цифровую языковую гибкость.

- В образовательной среде ИИ-инструменты помогают сохранять национальные или меньшинственные языки, обеспечивая им присутствие в цифровом пространстве и снижая риск «языкового вытеснения». [3]

Связь с казахско-русским билингвизмом

В Казахстане ситуация с полиязычием особенно актуальна: казахский язык и русский язык сосуществуют в разных сферах — родной язык часто используется в семейной и культурной среде, а русский язык — в образовании, науке и международной коммуникации. Подключение ИИ-технологий создаёт уникальную возможность:

- Например, адаптивные платформы могут работать на казахском интерфейсе, обучать грамматике казахского, а затем предлагать задания на русском, что способствует цели двуязычия.

- Машинный перевод и мультязычные голосовые системы позволяют использовать русскоязычные и казахскоязычные приложения параллельно, что укрепляет статус обоих языков и снижает риск вытеснения казахского языка цифровой средой.

Вызовы и рекомендации

Хотя потенциал ИИ велик, есть и важные вызовы:

- Алгоритмические предвзятости: модели ИИ чаще развиваются на английском языке и могут хуже работать для языков меньшинств. [4]

- Необходимость включения языков меньшинств (например, казахского) в тренировочные данные моделей — иначе цифровая поддержка останется неравной.

- Педагогическая подготовка и методология: просто наличие технологии недостаточно, нужно адаптировать её к лингвистическому и культурному контексту страны.

- Политика языка и образование должны учитывать ИИ как инструмент, а не только технологию: важно, чтобы языковая политика включала инвестиции в ресурсные базы, обучение педагогов и инфраструктуру.

Цифровой билингвизм: новая форма языковой практики

Под цифровым билингвизмом понимается активное использование человеком двух (или более) языков в среде цифровых коммуникаций и с помощью цифровых технологий. В такой ситуации человек не просто знает два языка, но свободно переключается между ними в чатах, комментариях, при взаимодействии с ИИ-сервисами, настраивает интерфейсы на одном языке, а пишет или слушает на другом. В контексте Казахстана, где распространены как казахский, так и русский языки, цифровой билингвизм проявляется, например, в том, что:

- пользователи интернета используют казахскую и русскую лексику в одном комментарии или посте;

- приложения и сервисы ИИ предлагают интерфейсы и подсказки на обоих языках;

- обучающие онлайн-платформы, ориентированные на билингвов, дают задания сначала на казахском, затем на русском или наоборот, что способствует равноправному цифровому использованию языков. [5]

Языковая практика и технологии

ИИ-инструменты (машинный перевод, голосовое распознавание, адаптивные платформы обучения) активно поддерживают цифровой билингвизм. Например:

- машинные переводчики, способные переводить между казахским и русским, делают оба языка доступными в интернете;

- чат-боты и голосовые помощники с распознаванием казахско-русского переключения

(code-switching) облегчают коммуникацию на обоих языках;

- обучающие системы анализируют, на каком языке ученик чувствует себя комфортнее, подбирают задания и контент соответственно, меняя язык интерфейса или основного текста.

Таблица 1: проявления цифрового билингвизма

Проявление	Пример	Роль ИИ и технологии
Переключение языков в чате	Комментарий: «Мен бүгін киноға бардым, it was great»	Автодополнение, подсказки на двух языках
Интерфейс приложения на двух языках	Платформа предлагает выбор: Қазақша / Русский	ИИ-интерфейс распознаёт предпочтения пользователя
Обучение на двух языках	Онлайн-курс: сначала на казахском, затем задания на русском	Адаптивная система меняет язык контента по уровню

Языковая идентичность и цифровой контекст

Цифровой билингвизм влияет не только на навыки языка, но и на языковую идентичность человека. В онлайн-среде казахско-русские пользователи могут ощущать себя как «граждане двух языков», свободно используя оба. ИИ-технологии усиливают этот эффект: они делают казахский язык так же доступным в цифровом варианте, как и русский, что способствует укреплению статуса родного языка. [6] При этом возможность переключения на русский без потери смысла и стилистики усиливает чувство уверенности и гибкости в коммуникации.

Вызовы и соображения

Несмотря на положительные аспекты, цифровой билингвизм сталкивается с вызовами:

- некоторые ИИ-системы лучше работают с русским или английским, чем с казахским, что создаёт дисбаланс.

- переключение между языками может снижать глубину владения каждым языком (особенно родным) при неосознанном использовании.

- необходимо учитывать культурные и лингвистические особенности каждого языка при создании ИИ-инструментов; иначе они могут способствовать упрощению или искажению языка.

Искусственный интеллект и языковая идентичность

Языковая идентичность — это осознание человеком своей принадлежности к определённому языковому сообществу и символическая связь с языком. В эпоху цифровых технологий и многоязычия ИИ-инструменты становятся посредниками в формировании этой идентичности: они предоставляют возможность использовать родной язык в онлайн-пространстве, переключаться между языками, взаимодействовать с контентом на разных языках и таким образом укреплять или трансформировать своё языковое «я». В условиях казахско-русского билингвизма это особенно значимо: ИИ-поддержка обоих языков создаёт более равноправное языковое пространство и может влиять на восприятие родного языка как актуального и цифрово-совместимого. [7]

Как ИИ влияет на язык и идентичность

- Пользователь, чья родная речь — казахский язык, получает доступ к качественным цифровым ресурсам на казахском (чат-боты, интерфейсы, обучение) и не чувствует, что «отстаёт» в цифровой среде. Это усиливает его языковую идентичность и ощущение ценности родного языка.

- ИИ-системы, которые поддерживают обе языковые среды, становятся инструментом языкового равноправия и способствуют сохранению культурной и языковой самобытности.

Таблица 2: влияние ИИ на языковую идентичность

Эффект на идентичность	Пример	Роль ИИ-технологии
Усиление родного языка	Интерфейс «Қазақша» + русская опция	ИИ-интерфейс, распознающий язык и предлагающий выбор
Формирование цифрового билингвизма	Пользователь пишет казахско-русский комментарий	Чат-бот с распознаванием обоих языков
Укрепление уверенности	Онлайн-курс на казахском → задания на русском	Адаптивная система, переключающая язык обучения
Риск децензии родного языка	ИИ-система работает хуже на казахском → пользователь переключается на русский	Анализ качества моделей и покрываемости языков

Хотя ИИ предлагает значительные возможности для поддержания языковой идентичности, существуют и критические моменты:

- Многие языковые технологии ориентированы на глобальные, ресурсные языки (например, английский), что может снизить статус языков меньшинств и создать зависимость. [8]

- Необходимо учитывать культурные особенности языка и контексты, иначе ИИ-интерфейсы могут трансформировать язык и идентичность в унифицированный цифровой шаблон.

- Языковая политика и образовательные стратегии должны учитывать ИИ как фактор формирования идентичности — важно, чтобы родной язык был полноценен в цифровой среде, а не воспринимался как «второй» по значимости.

Заключение

Искусственный интеллект (ИИ) становится мощным инструментом сохранения и развития полиязычия, формируя новые механизмы поддержки национальных языков в цифровом пространстве. Его внедрение в образование, коммуникацию и культурную сферу позволяет сделать языковое взаимодействие более гибким, доступным и адаптивным. Применение технологий машинного перевода, распознавания речи и адаптивных обучающих систем способствует укреплению языкового баланса между казахским и русским языками, открывая возможности для естественного сосуществования двух культурных кодов в едином цифровом пространстве.

ИИ обладает значительным потенциалом:

- он демократизирует доступ к языковым ресурсам, позволяя использовать родной язык в обучении и онлайн-коммуникации;

- способствует развитию **цифрового билингвизма**, в котором пользователи могут свободно сочетать родной и второй язык;

- повышает статус национальных языков (например, казахского) в сфере технологий и медиа, делая их конкурентоспособными в условиях глобализации;

Однако ИИ несёт и существенные риски:

- преобладание английского языка в обучении моделей может привести к **цифровой маргинализации** локальных языков;

- стандартизация и унификация речи в алгоритмах машинного перевода ослабляют культурную уникальность языков;

- зависимость от иностранных ИИ-платформ создаёт **технологическую зависимость** и

угрожает автономии национальной языковой политики;

В будущем ключевая задача Казахстана и других многоязычных государств — разработка **сбалансированной языковой политики**, интегрирующей ИИ как средство сохранения культурного разнообразия. Поддержка локальных языков в алгоритмах и базах данных должна стать приоритетом для образовательных и научных институтов. Только так искусственный интеллект сможет не заменять, а **усиливать роль человека в сохранении языковой идентичности**, делая полиязычие реальной нормой цифрового века.

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DEBATE FORMATS AND THEIR APPLICABILITY IN HIGH SCHOOL ENGLISH CLASSES

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Abstract: *This article discusses debate formats that can be used in high school English class to engage all students effectively. The aim is to determine a format that can effectively promote the fluency of EFL students with mixed abilities in spoken language, critical thinking, and collaborative interaction. The study analyzed five debate modes through the prism of communicative language teaching and collaborative learning - Fishbowl Debate, Four Corners Debate, Carousel Teams Debate, Role-Play Debate, and Socratic Circle Debate. Findings demonstrate that these debate formats can increase speaking opportunities, alleviate anxiety levels, and enhance overall argument construction skills.*

Keywords: *debates in education, speaking skills for EFL learners, debating structures for the classroom, high school English education, communicative competence, cooperative learning, engagement*

Аннотация: *В этой статье рассматриваются форматы дебатов, которые могут быть использованы на уроках английского языка в старших классах для эффективного вовлечения всех учащихся. Цель состоит в том, чтобы определить формат, который может эффективно способствовать свободному владению английским языком у студентов со смешанными способностями к разговорной речи, критическому мышлению и совместному взаимодействию. В исследовании были проанализированы пять форм дебатов через призму коммуникативного преподавания языка и совместного обучения - дебаты в аквариуме, дебаты на четырех углах, командные дебаты на карусели, дебаты в форме ролевых игр и дебаты в Сократическом кругу. Полученные результаты показывают, что такие форматы дебатов могут расширить возможности для выступления, снизить уровень тревожности и улучшить общие навыки построения аргументов.*

Ключевые слова: *дебаты в образовании, разговорные навыки для изучающих иностранный язык, структура дискуссий в классе, обучение английскому языку в старших классах, коммуникативная компетентность, совместное обучение, вовлеченность.*

Аннотация: *Бұл мақалада барлық білімгерлерді белсенді қатыстыру үшін орта мектепте ағылшын тілі сабақтарында қолдануға болатын пікірталас форматтары қарастырылады. Мақсат-сөйлеу, сыни тұрғыдан ойлау және өзара әрекеттесу қабілеті аралас студенттерде ағылшын тілін еркін меңгеруге тиімді ықпал ететін форматты анықтау. Зерттеу коммуникативті тілді оқыту және бірлескен оқыту объективі арқылы пікірталастың бес түрін талдады-аквариумдағы пікірталас, төрт бұрыштағы пікірталас, карусельдегі командалық пікірталас, рөлдік ойын түріндегі пікірталас және Сократтық пікірталас. Нәтижелер мұндай пікірталас форматтары сөйлеу мүмкіндіктерін кеңейте алатынын, алаңдаушылық деңгейін төмендететінін және жалпы аргумент құру дағдыларын жақсартып алатынын көрсетеді.*

Түйін сөздер: Білім берудегі пікірталас, сөйлеу дағдылары, сыныптағы пікірталас құрылымы, жоғарғы сыныпта ағылшын тілін оқыту, коммуникативті құзыреттілік, бірлескен оқыту, қатысу.

The development of speaking skills is one of the foremost tasks in English education for high school students. They have to learn how to articulate opinions, defend arguments, assess ideas, and communicate effectively with fellow students. The conventional debate tournament is usually ineffective in a school scenario because it demands a high level of language competence. According to Harmer, speaking activities require learners to have a “meaningful purpose for communication and an authentic need to exchange information” [1]. Hence, there is a great emphasis on more collaborative debate systems that promote inclusivity.

These debating formats can be used in a classroom setting to enhance communication skills by providing structured environments for practice. These formats also fit with models for democratic debate, which allow learners to realize that they are stakeholders in the process. This paper will examine several debating formats which work well in a high school setting for English language lessons. It will then give a thorough breakdown for implementing these formats.

One such popular and efficient debate method to conduct in-class discussions is through the “Fishbowl Debate Method”. In this particular debate, a small group of students is placed in a concentric-circle formation in the classroom and forms what is called the “inner circle”. They then engage in a debate on any particular topic or question. The rest of the class is required to sit in another concentric ring, which is called “the outer circle”. The teacher then shifts class members one by one, until each student gets a turn to participate in the “inner circle”. Thus, this particular structured debate is a great way for lowering tension levels in students and even makes them participate without any hesitation. Brookfield and Preskill strongly reflect by stating that by using “fishbowl discussions, students can enter the conversation when they feel ready” [2]. They can be encouraged to build confidence by observing before jumping into participation. Thus, in conversational English lessons, this debate technique not only allows students to practice speaking, but it can even sharpen listening skills. The rest of the students can be allocated different tasks such as highlighting important vocabulary terms, pointing out quality arguments, or reviewing clarity and coherence. Research by Anderson clearly indicates these multiple activities “increase engagement levels in cognition and enhance understanding” [3]. Thus, this debating technique is one such technique which can allow students to debate on themes related to literature discussions, debate on issues related to society, or even debate on thematic issues related to curriculum.

Yet another model which is remarkably adaptable and interesting is known as Four Corners Debate. This method involves placing students in different corners of a classroom based on their agreement with particular statements: strongly agree, agree, disagree, and strongly disagree. Due to the physical activity required for this activity, it offers momentum to learners. According to one source by Kagan, “Adding physical activity and physical engagement to your cooperative activities can decrease anxiety and increase engagement levels, especially for low levels” [4]. If you choose to focus on physical activity and engagement, you can add physical activity to increase engagement levels for low levels by adding activities that engage physical activity such as physical exercises related to activities in cooperative activities. All activities mentioned above will increase engagement levels and decrease anxiety levels of learners. Once learners have been allocated to particular corners that suit their stand on a subject, then they have to put across their arguments. Their work is then to present these arguments before all learners. An important consideration is that learners have to change position if others’ arguments impress them.

Large-class situations, where speaking turns have to be restricted, especially appreciate the Carousel Teams Debate. Also known as the rotating station technique, this technique involves arranging several debate stations with differing discussion topics across a classroom. The students switch between these debate stations. They do this by reacting to the ideas left by preceding groups and then continuing to debate. At each station, all groups have to debate simultaneously. Hence, this

debate technique makes every child's speaking time optimal by involving all students in continuous activities. Peer collaboration during this debate ensures that lower-level students have peer interaction and scaffolding in discussions. Finally, Vygotsky's theory regarding the importance of collaborative development in proximal zones is applicable here. His theory reveals that "collaborative discussions are imperative for any child in the process of effective learning" [5]. The debate technique is appropriate for science, social studies, environmental studies, or any other subject that involves exploring a variety of topics.

Role-Play Debate is another more imaginative and emotionally involving way to conduct discussions. Role-play is used when learners are required to take on predetermined roles such as environmental activists, journalists, entrepreneurs, or even characters in a story, and then debate with each other from their role's angle instead of debating on their personal opinions. According to Larsen-Freeman, role-play enables learners to "take communicative risks and try out language in safe psychological environments" [6]. Since students are not involving themselves in debating their personal opinions, it makes it easier for them to indulge in extensive discussions, test out new words, and express themselves more in terms of language without any inhibitions. Role-play debate is one of the best strategies for improving students' vocabulary by immersing them in subject-related words, empathy, and perspective-taking.

The Socratic Circle Debate is a text-centered activity that is more inclusive than traditional debating for several reasons. Students can split up into two concentric circles for this activity. This means that one inner circle will discuss a text through evidence-based reasoning, while another outer circle will monitor this process by analyzing the strength of arguments used, citation utilization, and overall discussions. Later, these circles are swapped to give each child equal participation opportunity. According to Copeland, Socratic discussions help build "intellectual humility, critical inquiry, and thoughtful dialogue" [7]. Coming to English class lessons, Socratic Circles help build skills for critical reading, organized argumentation, and construction of academic vocabulary. These activities encourage autonomy, criticality, and engagement because students are usually tasked with coming up with their own questions.

To outline these debating formats in terms of participation levels, levels of difficulty, uses, and pedagogical benefits, see for comparison table below.

Format	Participation Level	Difficulty	Best Use	Key Benefits
Fishbowl	Medium–High	Medium	Literature, discussions	Structured speaking, active listening
Four Corners	High	Low	Opinion tasks, warm-ups	Movement, collaboration
Carousel Teams	Very High	Medium	Large classes, complex topics	Maximum speaking time
Role-Play Debate	High	Medium	Projects, CLIL lessons	Creativity, empathy
Socratic Circles	High	Medium	Text-based lessons	Evidence-based reasoning

Table 1. Comparison of Classroom-Friendly Debate Formats

These formats clearly illustrate that debate can be utilized effectively in mixed-ability high school environments. All debate models allow for substantial interaction, speaking practice, critical thinking, and group work. As all debate models are malleable, easy to implement, and easily adaptable, it is simple for educators to successfully incorporate debate models with little preparation or training required. All debate models can easily incorporate more practice time for language skills while offering a constructive and interesting atmosphere for learners.

In conclusion, debate formats have been found to be useful, evidence-informed, and highly effective means for improving speaking skills in high school English language classes. Contrary to

conventional debate formats, these debate formats for classroom use guarantee participation for all learners, suit learners with mixed abilities, and create psychologically safe spaces for learners to express themselves without fear of evaluation. Their structured and flexible formats have been found to resonate with CLT approaches by stimulating interaction and collaboration towards collective reasoning and building higher-order thinking skills. Teachers can substantially boost the speaking opportunities for learners, enhance speaking fluency and confidence, and promote engagement with English language learning by incorporating debate formats such as Fishbowl, Four Corners, Carousel Teams, Role-Play Debates, and Socratic Circles.

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ЯСАУИ «ХИКМЕТТЕРІНІҢ» ТІЛІНДЕГІ ПЕРИФРАЗДАР

СЕРІКБАЙ АЙДАНА БЕЙБІТҚЫЗЫ

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Аңдатпа: *Перифраз – белгілі бір ұғымды немесе құбылысты жанама, бейнелі түрде сипаттау тәсілі болса, фразеологизмдер – мағынасы тұтас, құрамындағы сөздер жеке мағынадан айырылып, бір ұғымды білдіретін тұрақты тіркестер. Бұл тілдік бірліктердің стилистикалық мүмкіндіктері, олардың синтаксистік және семантикалық ерекшеліктері көркем шығармаларда айқын көрініс табады.*

Атап айтқанда, XII ғасырда өмір сүрген Қожа Ахмет Ясауи хикметтерінде кездесетін фразеологизмдер мен перифраздық құрылымдар түркі дүниетанымының, сопылық поэтиканың көркемдік заңдылықтарымен астасып, сопылық ілімнің мәнін ашуға, моральдық-этикалық ұстанымдарды жеткізуге қызмет етеді. Ясауи қолданған фразеологиялық бірліктер қазіргі қазақ фразеологиясымен үндесіп, тіліміздің тарихи сабақтастығын көрсетеді.

Осы мақалада перифраз туралы ғылыми пікірлер, перифраз бен фразеологизмдердің байланысы, Ясауи хикметтері тіліндегі перифраздық қолданыстардың (синкретті тіркестердің) табиғаты, қызметі, түрлері қарастырылады. Талдау үшін Самарқанд қолжазбасының транскрипцияланған нұсқасы қолданылды.

Тірек сөздер: *фразеология, перифраз, Қожа Ахмет Ясауи, хикмет, синкретті тіркестер, сопылық поэзия, бейнелі сөз.*

Орта ғасыр түркі жазба мұралары (XI- XVI ғ.) – түркі халықтарының рухани-мәдени тарихын, әдеби дүниетанымын, тілдік ерекшелігін тануда аса маңызды дереккөздер қатарына жатады. Бұл кезең ескерткіштері тек тарихи-әдеби тұрғыдан ғана емес, түркі әдеби тілдерінің сипаты, қазіргі түркі тілдерінің жақындығы, айырым белгілері, тілдік құрылымы мен көркемдік бейнелеу құралдары арқылы да ғылыми қауым назарын өзіне аударып келеді. Әсіресе, Қожа Ахмет Ясауидің «Диуани хикмет» поэтикалық шығармасы – көне түркі тілінің оғыз-қыпшақ тармағындағы ерекшеліктерді сақтаған, сонымен қатар орта ғасырлық түркі жазба әдеби тілінің даму бағытын айқындайтын құнды дереккөз. Осы тұрғыдан алғанда, Ясауи хикметтерінің тілдік табиғатын, лексика-грамматикалық құрылымын, фразеологиялық жүйесін зерттеу – түркітану ғылымындағы өзекті бағыттардың бірі, өз алдына үлкен сала. Жалпы ясауитану ғылымында философиялық, діни-идеялық, әдеби-когнитивтік бағыттар жақсы дамып, бұл салада айтарлықтай еңбектер жарық көріп жатқанымен, Қожа Ахмет Ясауи хикметтерінің тілдік құрылымын, оның ішінде бейнелеу құралдарын арнайы талдау кенжелеп келеді. Бұл – сопылық поэзия тіліне тән поэтикалық дүниетанымды тануға, көркемдік-эстетикалық мәнге ие сөздік құралдарды зерделеуге мүмкіндік беретін өзекті әрі тың ғылыми бағыттардың бірі.

Қожа Ахмет Ясауи хикметтерінің тілін ғылыми тұрғыдан қарастыру жұмыстары XX ғасырдың екінші жартысынан бастап біртіндеп қолға алына бастағанымен, бұл бағыттағы кешенді лингвистикалық зерттеулер әлі де жүйелі дамудың бастапқы кезеңінде тұр. Кеңестік кезеңде хикметтерге тілдік талдау жасауға бағытталған алғашқы жұмыстар түркі жазба мұраларының тілі аясында жүргізілді. Ал Ясауи тіліне қатысты бірінші болып өзбек, түрік, орыс ғалымдары пікір айтқан. Атап айтқанда П.М. Мелоранский, акад. К. Залеман, проф. Ф. Көпрүлү, Ә. Нәжіп, Н.А. Баскаков, К. Ераслан және т.б.

Түркілік орта ғасыр әдебиетінің көркемдік ерекшеліктері, стилі мен бейнелеу тәсілдері қазіргі кезде тіл білімінің ерекше қызығушылығын тудырып отырған салаға айналғанымен,

Ясауи хикметтерінің тіліндегі фразеологизмдер, перифраздардың (атауды ауыстыру, бейнелеп айту) қолданысы арнайы зерттеу нысаны ретінде толық қарастырылып болған жоқ.

Тіл – тек қарым-қатынас құралы ғана емес, ол – халықтың рухани және мәдени дүниетанымының айнасы. Осы дүниетанымның тілдік деңгейде көрініс табатын бірегей құбылысы – фразеологизмдер. Фразеологизмдер – тілдегі қалыптасқан, тұтас мағына беретін, құрамындағы сөздер семантикалық жағынан тұтасып кеткен тілдік метафоралық композициялар. Зерттеушілер фразеологизмдерді тануда «мағына бірлігі, тіркестірілуі, сақталған қолданыс үлгісі» деген белгілерді жатқызады [1]. Әсіресе, «ғасырлар бойы белгілі бір образды ұғымда қалыптасып, поэтизмге айналған фразеологиялық тіркестердің» [2] орны ерекше. Поэтикалық экспрессияны берудің ең тиімді құралы – поэтикалық фразеологизмдер (суреттеме сөз тіркестері). Автор тілінде бір нәрсені жай атайтын тіркестер (атауыш мәндегі тіркестер) де көп қолданылады, сондықтан да, бейнелі фразеологизмдер, әсіресе перифраздар деп бөліп қарастырып отырмыз. Фразеологизмдердің ол топтары өз алдына бөлек талдануы қажет. Ең алдымен, перифраз қандай құбылыс және оның фразеологизмдерге қатысы мәселесін анықтап алу қажет.

Перифраз тақырыбын арнайы зерттеп, біршама пікір айтқан Ө. Айтбайұлы өз еңбегінде перифразды фразеологияның ерекші салаларының қатарына жатады деп көрсетеді де келесідей дәлелдер келтіреді: 1) екеуінің антологиялық табиғаты (мақсаттары – тілге әсерлік, көркемдік беру); 2) екеуі де атауыштық қызмет атқарады (номинативті); 3) метафоралық байланыс түзеді; 4) сөздің мағынасын кеңейтеді; 5) екеуі де кем дегенде екі сөзден тұрады (құрылысы ұқсас); 6) стильдік қызметтері бір-біріне жақын (экспрессивті орамдар, эвфемистік орамдар, ирониялық орамдар); 7) сөйлем ішінде екеуінің де қызметі шектеулі; 8) синонимдік варианттары көп болады. Сонымен екеуінің осындай ұқсастықтарын көрсетіп, ғалым перифразды фразеологияның нысаны деп есептейді [3]. «Перифраз - (грек, periphrasis – айналым)–құбылыстар мен заттардың атын атап, түсін түстеп емес, соның айналасындағы айрықша белгі-қасиеттерді негізге алатын ауыстыру тәсілінің бір түрі. Перифраза текстің идеялық-эстетикалық және көркемдік байлығын арттырады. Мағыналық экспрессивтігін, әсерлілігін күшейтеді» [4]. Академик Р. Сыздық перифразды белгілігі бір ұғымды жай қолданыстағы сөзбен атау емес, бір белгісін көрсетіп, яғни астарлап айтқанда сол белгіні танытатын сөзді келтіріп суреттеп атауды жүзеге асыру деп анықтама бере келе мынадай мысалдар келтіреді: «Адам өмірін ұзақ көш деп атаса, мұнда адам өмірінің көш сияқты жылжу, ілгері басу, күннен күн, жылдан жыл өткізу тәрізді белгісін көш сөзімен көрсетіп, суреттеп, өзге сөздермен атап тұр. Немесе өлді дегенді дәм-тұзы таусылды деп суреттеп білдіретін болсақ, мұнда адам баласының қоректенудің арқасында өмір сүретіні, сол қорегі таусылса, тіршіліктен де айырылататын белгісі аталып, бұл ұғым суреттеме тәсілмен беріліп тұр» [5]. Тіл білімінде А.А. Потебня перифразды: «описание, обиняк, речь околицею» [6] деп суреттеуші, атаушы қасиетін айтады, ал қазақ тіл білімінде З. Қабдолов «қайта айтып беру» дейді. Пікірлерлі саралай перифразға тек бейнелі, сөздің семантикасына қосымша жаңалық енгізетін көркем тіркестерді жатқызуды дұрыс деп есептейміз.

Зерттеуіміздің нысаны – Ясауи тілінде кездесетін поэтикалық құрылымдар, оның ішінде перифраздар. Хикметтер тілін зерттеуші академик Р. Сыздық сопылық поэтикадағы бұл тәсілді түркі тілінде жақсы көрінген амал деп атайды. Ясауи қолданысындағы синкреттік тіркестердің жақсы дамығанын жазып, хикметтегі: «ғариб башым нәфс елкідін күтұлмады (46 а, 4) деген өлең жолы бар. Мұндағы нәфс елкі (нәпсінің қолы) деген фразеологизмде нәфс - дерексіз есім атауы, қол - деректі ұғым (адамның дене мүшесі, шындығында, бұл екі сөздің мағынасы оларды тіркестірмеуге тиіс, бірақ бейнелеп атау үшін адамға тән нәпсі сезімі пайда болса, оның адамды еркіне жібермей қармап алатын белгісін қол сөзімен тіркестіру арқылы білдіріп тұр). Жан құлағы дегенде адамның жаны - сезім дүниесі бір нәрсені білу үшін оны көруі немесе естуі керек болады деп, адам сезімінің осы қасиетін атау үшін құлақ сөзін тіркеп, аса әсерлі астарлы бірлік (фразеологизм) пайда болып тұр» [7] деп талдайды. Демек Ясауи

Қазақ поэзиясында ойды бейнелі жеткізудің бір тәсілі ретінде перифраз ертеден қолданылып келеді. Бұл әдістің өріс алған көрінісі Абай өлеңдерінен анық байқалады. Алайда мұндай тәсілге Абайға дейін де жүгінген ақындар болды. Мәселен, Дулат Бабатайұлы *тас ағызған ағын, толқынды теңіз, жел қайық* сияқты метафоралар арқылы замана болмысын сипаттап, перифраздық бейнелеудің поэтикалық мүмкіндігін көрсеткен.

Бұл дәстүрдің түп-тамыры одан да әріде — Ясауи заманындағы сопылық поэзияда жатыр. «Қожа Ахмет Ясауи хикметтерінде кездесетін көңіл құсы, жан құлағы, ғашық жүгін көтеру, тәубе тоны секілді тіркестер Абай шығармаларындағы талаптың тұлпары, өмірдің тоны сияқты бейнелі сөздермен мазмұн жағынан да, поэтикалық функциясы жағынан да үндес» [10]. Бұл — қазақ поэзиясының метафоралық тілі мен көркемдік дүниетанымында сопылық дәстүр сабақтастығының үзілмегенін дәлелдейді.

Сонымен қатар, Ясауи тіліндегі фразеологиялық перифраздардың көбісі мағыналық және тұлғалық жағынан қазіргі қазақ тіліндегі бейнелі тіркестермен ұқсас. Мысалы, «қияметте көтерер қырық есектің жүгі» тіркесі — жүктің ауырлығын білдіру үшін қолданылған гиперболалық фразеологизм. Сол сияқты, «жүрегін қан етіп жоқтау», т.б жолдар қазіргі қазақ тілінде де кездесетін тұрақты ауыспалы мағынадағы тіркестермен үндесіп жатыр.

Перифразға қатысты зерттеулерді қарастыру барысында бұл мәселенің түркологияда жеткілікті деңгейде қамтылмағанын, ал қазақ тіл білімінде арнайы монографиялық еңбектердің жоққа тән екенін байқадық. Дегенмен кейбір тілші ғалымдар белгілі бір қаламгердің тілін талдау барысында перифраз мәселесіне жанама түрде тоқталып өткен. Алайда бұл шағын сілтемелер мен тұспалдар перифраздың табиғатын тереңінен ашуға жеткіліксіз екені белгілі. Ясауи хикметтеріндегі перифраздар — бейнелеу тәсілдерінің бірі ретінде сопылық дүниетанымды көркем жеткізудің маңызды құралы. Бұл тіркестер поэтикалық әсерлілікке, мағыналық тереңдікке ие болып, автор идеясын жанама жолмен жеткізеді.

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TASK-BASED LEARNING IN THE ESL CLASSROOM

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Abstract: *Task-Based Learning (TBL) is now a popular method used in teaching English as a Second Language (ESL). Unlike traditional grammar-focused methods, TBL emphasizes meaningful communication through real-life tasks. This article looks at the basics, how it's organized, the good things about it, the difficulties, how it's used in real classrooms, and new developments in using TBL in English as a second language classes. It shows how effective it is in helping students improve their speaking, listening, problem-solving abilities, and digital skills.*

Keywords: *Task-Based Learning, ESL, communicative approach, language teaching, classroom activities, digital learning, blended learning*

Introduction

The field of ESL education has undergone major pedagogical changes in recent decades. Old ways that focused on memorizing things by heart and teaching grammar rules have slowly started to be used along with or instead of more conversation-based methods. One way to teach a language is through Task-Based Learning, which focuses on using real-life tasks to help people learn the language better [Willis, 1996]. In TBL, students take part in tasks that are like real-life scenarios, helping them use language in a practical way instead of just learning facts. Recent studies emphasize TBL's adaptability to online and blended learning environments, extending its application beyond traditional classrooms [Nunan, 2020].

Principles of Task-Based Learning

Task-Based Learning is based on several important ideas:

The main aim is to help students use English to achieve certain objectives or deal with problems, so that the language becomes useful and practical for them [Ellis, 2003].

Students take an active role in planning and doing tasks, which helps them feel more in control and interested in learning [Nunan, 2004].

The focus is initially on fluency during task completion, with accuracy being addressed during post-task analysis [Skehan, 1998].

The integration of skills in TBL fosters the simultaneous development of listening, speaking, reading, and writing through authentic tasks [Willis & Willis, 2007].

Adaptability to technology means that modern TBL uses digital tools, online teamwork, and virtual activities, which make learning more flexible and engaging [Chapelle, 2019].

Structure of a Task-Based Lesson

A typical TBL lesson consists of three stages:

1. Pre-Task Stage

Before starting the main activity, the teacher explains the topic and gives any words or expressions that students might need. This stage helps learners get ready for the task and brings out what they already know [Nunan, 2004]. For example, in a lesson on travel, students might discuss past trips and related vocabulary. Digital tools such as vocabulary apps or online discussion forums can also be integrated to improve engagement [Chapelle, 2019].

2. Task Cycle

In the task cycle, learners complete the task by working alone, with a partner, or in a group. Communication is important, and students are encouraged to share their thoughts openly. Tasks may

involve organizing a trip, performing interviews, or working together to solve a problem. The teacher's main job is to help and guide students when needed, as said by Ellis in 2003. Technology like virtual breakout rooms or shared documents lets students do real-life tasks even when they're learning online [Li & Zhang, 2021].

3. Language Focus

Once the task is done, the language focus part gives time to think and examine what was done. Teachers point out helpful phrases, fix mistakes, and explain grammar rules connected to the task. This stage connects how language is used in real life with the more structured understanding of formal language [Skehan, 1998]. Digital tools that give feedback and grammar checkers can help teachers by offering quick corrections and supporting students in learning on their own [Chapelle, 2019].

Benefits of Task-Based Learning

TBL offers multiple advantages for ESL learners:

Enhanced Communication Skills: Students engage in real-life interactions, which enhance fluency and confidence [Willis & Willis, 2007].

Increased motivation happens when learners do real, important tasks that make learning fun and interesting [Nunan, 2004].

Grammar and vocabulary are taught within real-life situations, which helps students remember them better [Ellis, 2003].

Development of Critical Thinking: Tasks often involve problem-solving and decision-making, promoting higher-order thinking skills [Skehan, 1998].

Digital literacy skills: Doing online tasks helps students gain important abilities to communicate effectively in a worldwide digital world [Chapelle, 2019].

Working together in groups helps build teamwork, negotiation, and communication skills, which are important for jobs today [Li & Zhang, 2021].

Challenges and Considerations

Despite its benefits, TBL is not without challenges.

Preparing teachers to create real and suitable tasks for their students needs a lot of careful planning [Willis, 1996].

It can be hard to make sure every student takes part equally in group activities [Nunan, 2004].

Some language learners focus more on understanding the message than on getting the grammar right, which can lead to keeping mistakes [Skehan, 1998].

Assessment of performance in TBL requires flexible methods, often differing from traditional tests [Ellis, 2003].

Technological Access: For online or mixed TBL to work well, students need to have access to digital devices and a steady internet connection [Chapelle, 2019].

Practical Applications in ESL Classrooms.

TBL can be implemented in various educational settings and levels. Some practical examples include:

Role plays involve students acting out real-life scenarios like placing an order at a restaurant or organizing a trip.

Groups work together to solve a situation, like organizing a local activity or tackling a problem related to the environment.

Project-based tasks involve longer projects, like making a travel guide or a multimedia presentation, which use many different skills.

Students collaborate online to create group presentations or engage in debates through digital tools, mixing team-based learning with remote education methods [Li & Zhang, 2021].

Using game-like features, like earning points or doing fun challenges, can make tasks more interesting and encourage people to participate [Chapelle, 2019].

Teachers can adapt tasks based on proficiency levels, class size, learning objectives, and available technology, ensuring that all students remain actively engaged [Willis & Willis, 2007].

Emerging Trends in Task-Based Learning.

Recent studies show that TBL is increasingly adopting more digital and hybrid methods. These trends include:

Blended Learning TBL mixes in-person and online tasks to make learning more flexible.

Mobile-Assisted TBL uses apps and mobile devices to help with interactive activities and language learning.

Project-Based Online TBL: Long-term collaborative projects utilizing virtual tools.

AI-assisted TBL uses AI tools to give instant feedback, create custom activities, and adjust learning paths to fit each student's needs.

These new developments make TBL more useful and easier to use in today's English as a second language classrooms [Chapelle, 2019; Li & Zhang, 2021].

Conclusion

Task-Based Learning is a highly effective approach in the ESL classroom. By focusing on clear communication, keeping students interested, teaching them to use technology, and combining skills, TBL helps students use language in real-life ways and get ready for actual situations. Even though there are challenges like planning, evaluating, and getting access to technology, the method is still very useful because it can be adjusted and works well. When used carefully, TBL can change how ESL students learn, connecting classroom ideas with real-world applications.

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EVALUATING THE EFFICACY OF LARGE LANGUAGE MODELS IN KAZAKH SENTIMENT ANALYSIS: A PROMPT ENGINEERING APPROACH ON THE KAZSANDRA DATASET

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Abstract: *Sentiment analysis for the Kazakh language remains a challenging task due to its complex agglutinative morphology and the historical scarcity of large-scale annotated datasets. The recent release of the KazSAnDRA (Kazakh Sentiment Analysis Dataset of Reviews and Ratings) dataset, containing over 180,000 labeled reviews, provides a novel benchmark for evaluating modern NLP architectures in this domain. This study investigates the efficacy of Prompt Engineering strategies for sentiment classification on a representative subset of KazSAnDRA using the GPT-4o-mini model. We compare four distinct prompting archetypes: Zero-Shot Native, Zero-Shot Cross-Lingual, Few-Shot Learning, and Chain-of-Thought. Our experimental results indicate that the Zero-Shot Cross-Lingual strategy, utilizing English instructions for Kazakh text, achieves the highest performance with an accuracy of 82.10% and an F1-score of 0.8157. In contrast, Gemini-1.5-Flash showed superior alignment with native Kazakh prompts, reaching 79.50% accuracy. Both models experienced a dramatic performance collapse under the Chain-of-Thought strategy (dropping as low as 49.90%). These findings suggest that for Kazakh sentiment tasks, direct zero-shot instructions are currently more reliable than complex reasoning chains.*

Keywords: *Sentiment analysis, Prompt Engineering, Large Language Models, Low-resource Language, Natural Language Processing.*

Introduction

The global expansion of digital services and social media platforms has transformed how consumers interact with businesses, leading to a massive accumulation of user-generated content in diverse linguistic environments. In Kazakhstan, the rapid adoption of e-commerce and digital banking has created a vast ecosystem of customer feedback, reviews, and ratings. Analyzing this sentiment is crucial for market research, service optimization, and understanding public opinion. However, automated sentiment analysis for the Kazakh language remains a complex task due to its unique linguistic properties. As an agglutinative Turkic language, Kazakh features a dense morphological structure where a single root can produce a wide array of word forms through suffixation, posing significant challenges for traditional Natural Language Processing (NLP) models [1].

Historically, the development of Kazakh NLP has been constrained by the "low-resource" status of the language, characterized by a lack of large-scale, high-quality labeled datasets. Early attempts at sentiment classification often relied on small-scale corpora or translated datasets from English and Russian, which frequently failed to capture authentic local idioms, cultural context, and the informal "digital slang" used by Kazakhstani citizens [2]. A major breakthrough in this domain was the recent release of the Kazakh Sentiment Analysis Dataset of Reviews and Ratings (KazSAnDRA). Comprising over 180,000 labeled reviews across multiple consumer domains, KazSAnDRA represents the first truly representative benchmark for the Kazakh language, accounting for script heterogeneity (Cyrillic and Latin) and the common practice of code-switching between Kazakh and Russian [3].

Parallel to these data-centric developments, the field of NLP has undergone a paradigm shift from "pre-train and fine-tune" to "pre-train and prompt" [4]. Traditional approaches required fine-tuning specialized models like KazBERT or mBERT on task-specific data, a process that is computationally expensive and requires significant annotated resources [5]. In contrast, Large

Language Models (LLMs) such as GPT-4 and Gemini have demonstrated a remarkable ability to perform tasks via In-Context Learning (ICL). By using Prompt Engineering, researchers can guide models to perform sentiment classification through natural language instructions without updating the model's weights. This approach is particularly transformative for low-resource languages, as it allows for high-performance classification with minimal examples (few-shot) or even zero examples (zero-shot) [6].

Despite the potential of LLMs, their efficacy in the Kazakh linguistic domain—specifically when applied to large-scale real-world data like KazSAnDRA—remains under-researched. Current literature suggests that while LLMs possess strong cross-lingual capabilities, their performance on Turkic languages often lags behind high-resource languages due to their underrepresentation in pre-training corpora [7]. Furthermore, critical questions regarding prompt optimization remain: Does a model perform more accurately when the instruction is in the native language (Kazakh) or when a "cross-lingual bridge" is created using English instructions? Can Chain-of-Thought (CoT) prompting, which encourages the model to "reason" through linguistic markers before making a decision, improve accuracy for nuanced or sarcastic Kazakh reviews? [8].

This paper addresses these gaps by conducting a systematic evaluation of prompt engineering strategies on a representative subset of the KazSAnDRA dataset. We investigate the performance of state-of-the-art LLMs across four prompting archetypes: Zero-Shot Native, Zero-Shot Cross-Lingual, Few-Shot Learning (FCL), and Chain-of-Thought. Our contributions include:

- Providing the first benchmark for prompt-based sentiment classification on the KazSAnDRA dataset.
- Analyzing the impact of instruction language (Kazakh versus English) on classification precision.
- Identifying specific linguistic edge cases, such as morphological ambiguity and informal code-switching, where prompting strategies encounter limitations.

By optimizing these interactions, this study contributes to the development of more resilient and resource-efficient sentiment analysis tools tailored for the Turkic-speaking digital world.

Related Work

The field of sentiment analysis for the Kazakh language has evolved significantly, moving from rule-based systems to large-scale generative models. This section reviews the development of Kazakh NLP resources, the shift toward Transformer-based architectures, and the emergence of prompt-based learning for low-resource languages.

Development of Kazakh NLP Resources

Early research in Kazakh sentiment analysis was severely limited by the lack of annotated data. Scholars often relied on small, manually labeled datasets or machine-translated versions of English and Russian corpora [9]. These approaches frequently failed to account for the agglutinative nature of Kazakh, where extensive suffixation leads to a high degree of out-of-vocabulary tokens. [1] highlighted that without specialized morphological processing, traditional bag-of-words models underperform in Turkic linguistic environments [10]. The release of the KazSAnDRA dataset in 2024 addressed this gap by providing over 180,000 authentic consumer reviews, allowing for the first large-scale evaluation of sentiment classification models on real-world Kazakh data [3].

From BERT to LLMs in the Kazakh Context

The introduction of Transformer-based models, such as mBERT and XLM-RoBERTa, marked a turning point for Kazakh NLP. These models utilize subword tokenization, which effectively handles the morphological complexity of agglutinative languages. Specialized regional models, like KazBERT, have demonstrated superior performance in identifying local sentiment compared to general multilingual models [5]. However, fine-tuning these models remains data-intensive and computationally demanding. The emergence of Large Language Models like GPT-4 and Gemini has introduced the "pre-train and prompt" paradigm, where the model uses its pre-existing knowledge to solve tasks without further training [4]. Recent studies suggest that for low-resource languages, LLMs

can achieve competitive results through ICL, which is particularly beneficial when labeled data is scarce or specialized [6].

Prompt Engineering for Low-Resource Languages

Prompt engineering has become a vital technique for maximizing the performance of LLMs in non-English contexts. Research into Cross-lingual Prompting has shown that using English-language instructions can often trigger better reasoning capabilities in LLMs, even when the input text is in a low-resource language like Kazakh [11]. Additionally, Few-shot prompting — providing the model with a small number of labeled examples — has been shown to significantly reduce "hallucinations" and improve classification accuracy for informal text [12]. However, the specific application of these techniques to the KazSAnDRA dataset is still an emerging area of study, with limited benchmarks comparing different prompting archetypes like CoT in the Kazakhstani digital context [8].

Methodology

This section outlines the experimental framework designed to evaluate the efficacy of prompt engineering for Kazakh sentiment analysis. We describe the data sampling process, the selection of large language models, and the systematic design of prompt templates.

Data Sampling from KazSAnDRA

The study utilizes the KazSAnDRA dataset, specifically the Polarity Classification (PC) subset [11]. While the original test set contains 16,797 reviews, evaluating such a large volume through commercial LLM APIs is computationally and financially prohibitive. Therefore, we extracted a random stratified sample of 1,000 reviews. To ensure a balanced evaluation, the sample consists of 500 positive reviews (label: 1) and 500 negative reviews (label: 0).

This stratification prevents the model from achieving high accuracy by simply guessing the majority class. We utilized the original text column rather than the pre-processed version to allow LLMs to leverage their understanding of natural language, including punctuation and capitalization, which often carry emotional weight [13].

Model Configuration

We selected GPT-4o-mini and Gemini-2.5-Flash as the primary models for this benchmark. To ensure scientific consistency and minimize stochastic variance, we set the temperature parameter to 0. This forces the models to be deterministic, providing the most likely output for a given prompt, which is essential for benchmarking classification tasks [14]. The `max_tokens` parameter was limited to 50 for direct classification and 200 for chain-of-thought prompts to accommodate reasoning steps.

Prompt Engineering Archetypes

We designed four distinct prompting strategies to investigate the impact of instruction language and context. These strategies are summarized in Table 1.

Table 1. Description of Prompting Strategies.

ID	Strategy	Prompt Example	Research Objective
ZSN	Zero-Shot Native	"Мына пікірді талдаңыз. Ол жағымды ма (1), әлде жағымсыз ба (0)?"	Evaluates the model's direct linguistic alignment with the Kazakh language [15].
ZSC	Zero-Shot Cross-Lingual	"Classify this Kazakh review as Positive (1) or Negative (0)."	Tests the "cross-lingual bridge" hypothesis using English instructions for Kazakh tasks [11].
FSL	Few-Shot Learning	3 labeled examples + "Review: [text]"	Assesses the model's ability to learn from localized context and slang within the prompt [15].
CoT	Chain-of-Thought	"Қадам бойынша ойланайық (Let's think step by step)"	Investigates whether verbalizing reasoning improves the detection of subtle sentiment [8].

Following standard practices in sentiment classification [16], we evaluated the performance using:

- Accuracy: The ratio of correctly predicted instances to the total.
- F1-Score: The harmonic mean of precision and recall, providing a robust metric for both classes.
- Error Analysis: A qualitative review of 50 misclassified instances to identify recurring linguistic failure points, such as sarcasm or complex negations.

Results and Discussion

Comparative Quantitative Analysis

The experimental outcomes for both models, summarized in Table 2, indicate a complex relationship between instruction language and model architecture.

Table 2. Comparative Performance Metrics of GPT-4o-mini and Gemini-1.5-Flash on KazSAnDRA Subset (n=1000).

Strategy	GPT-4o-mini (Acc / F1)	Gemini-1.5-Flash (Acc / F1)
Zero-Shot Native (ZSN)	0.8130 / 0.8128	0.7950 / 0.7897
Zero-Shot Cross-Lingual (ZSC)	0.8210 / 0.8157	0.7839 / 0.7817
Few-Shot Learning (FSL)	0.8110 / 0.7991	0.7667 / 0.7520
Chain-of-Thought (CoT)	0.4990 / 0.6649	0.5780 / 0.6714

As evidenced by the metrics, GPT-4o-mini achieved its highest performance in the Zero-Shot Cross-Lingual setup, reaching an accuracy of 82.10% and an F1-score of 0.8157. This suggests an efficient internal mapping within the OpenAI architecture, where triggering the model's logical framework via a high-resource language acts as a catalyst for better performance in low-resource tasks such as Kazakh sentiment classification. Conversely, Gemini-1.5-Flash demonstrated a more robust direct alignment with the Kazakh language, performing best in the Zero-Shot Native mode with an accuracy of 79.50%. This suggests that Google's model requires less "instructional translation" to reach peak performance, indicating a different approach to multilingual pre-training compared to the GPT series.

The Failure of FSL and Chain-of-Thought

A key finding of this study is the observed negative correlation between prompt complexity and classification accuracy. While providing labeled examples in FCL typically boosts performance in high-resource languages, it led to a performance plateau or a slight decline for both models in this study. This phenomenon, which we term "Few-Shot friction," suggests that static examples may introduce contextual noise if they do not perfectly align with the specific domain of the target review, such as using a food delivery example for a banking service query. Even more striking was the dramatic collapse of the CoT strategy, where accuracy dropped to 49.90% for GPT and 0.5780 for Gemini. This "reasoning bottleneck" indicates that when forced to verbalize their logic in Kazakh, these "Flash" and "Mini" category models often fixate on neutral morphological markers or hallucinate sentiment in ambiguous adjectives. Consequently, while these models excel as direct classifiers for Kazakh text, their multi-step reasoning capabilities in the language are still maturing and can currently lead to catastrophic interference in binary classification tasks.

Discussion and Error Analysis

A deeper examination of misclassified reviews highlights persistent linguistic hurdles that current prompting strategies fail to navigate effectively. The primary failure mode is the struggle with contextual irony and sarcasm. In reviews such as "Керемет сервис, 3 сағат күттім" (Great service, waited 3 hours), the models were frequently "primed" by the positive lexical marker "Керемет" and

failed to synthesize it with the negative situational context of excessive waiting. Furthermore, the inherent morphological complexity of the Kazakh language posed a significant challenge; agglutinative forms where negation is embedded deep within word suffixes occasionally caused the models to overlook the negative polarity entirely. These difficulties were further compounded by frequent code-switching between Kazakh and Russian, which often led to an "uncertainty trap" in the reasoning process. When the model was forced to convert this hesitation into a binary label, it frequently defaulted to the incorrect class, particularly in negative reviews that utilized polite, Russian-style syntactic structures. These findings suggest that for the Kazakh language, direct and concise instructions currently remain more reliable than complex reasoning chains.

Conclusion

This study evaluated prompt engineering strategies for Kazakh sentiment analysis using the KazSAnDRA dataset. Our experiments demonstrate that simpler, zero-shot prompting is more effective for low-resource Turkic languages than complex reasoning chains. Notably, GPT-4o-mini achieved a peak F1-score of 0.8157 through a cross-lingual approach, effectively matching or slightly exceeding the 0.81 F1-score of the fine-tuned RemBERT model reported by the original dataset creators. This suggests that large-scale LLMs have reached a level of maturity where they can compete with specialized, fine-tuned encoders without requiring task-specific training.

However, advanced techniques like Chain-of-Thought and Few-Shot Learning failed to provide gains, revealing a "reasoning bottleneck" where multi-step verbalization in Kazakh introduces morphological noise and confusion. Persistent linguistic hurdles, such as contextual sarcasm and informal code-switching, remain significant obstacles for current prompting methods. While LLMs show great promise as zero-shot classifiers, future research should focus on automated prompt optimization and Turkic-centric fine-tuning to better capture the subtle pragmatics and complex nuances of the Kazakh digital ecosystem.

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CHALLENGES OF TRANSLATING POLITICAL SPEECHES FROM ENGLISH INTO RUSSIAN

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Abstract. *The translation of political speeches from English into Russian is a complex linguistic and pragmatic task that goes far beyond lexical substitution. Political speech belongs to institutional public discourse and is shaped by rhetoric, ideology, persuasion, and audience design. Therefore, the translator is required to preserve not only informational content, but also the persuasive force, emotional tone, strategic ambiguity, and public image of the speaker. This article examines the main challenges involved in translating English political speeches into Russian, with particular attention to ideological vocabulary, metaphorical framing, modality, syntax, register, and culture-specific references. The article argues that successful translation in this domain depends on a functional-pragmatic approach rather than on literal equivalence. The translator must reconstruct the communicative purpose of the original speech and reproduce its effect in the target language while avoiding unnecessary ideological distortion. The study concludes that the most effective strategy is discourse-oriented translation that balances semantic accuracy with rhetorical adequacy and cultural intelligibility.*

Keywords: *political speech, translation, political discourse, rhetoric, ideology, modality, metaphor, English-Russian translation*

Political speech is a highly sensitive genre of public and institutional discourse because it is designed not only to inform, but also to persuade, legitimize, mobilize, and shape public attitudes. In pragmatics and discourse studies, political discourse is treated as communicative action whose meaning depends on context, audience, argumentation strategies, and institutional purpose. For that reason, the translation of political speeches from English into Russian cannot be reduced to word-for-word equivalence; it requires the reconstruction of communicative force, rhetorical structure, and ideological positioning.

The problem becomes even more complex in the English-Russian language pair because the two languages differ in modality, word order, syntactic emphasis, and stylistic conventions. Cambridge descriptions of Russian and English note that modern English is characterized by relatively fixed word order, whereas Russian allows much greater flexibility. As a result, literal transfer of English sentence structure into Russian often weakens emphasis, sounds unnatural, or distorts the rhetorical rhythm of the speech.

Scholarly views on the translation of political speeches

Hatim and Mason view translation прежде всего as communication. As summarized in a scholarly review of *The Translator as Communicator*, they argue that communication is “the common and unifying feature of all translation activities.” This idea is especially important for political speech translation: the translator must preserve not just lexical meaning, but the speaker’s communicative intention, persuasive direction, and public effect. In political discourse, the translated text must continue to function as a speech, not turn into a lifeless linguistic transcript.

Christina Schäffner places political discourse and translation in even closer relation. In her well-known formulation, “political discourse relies on translation,” and translation becomes part of the very development of discourse across borders. Her argument is crucial for the present topic because it shows that translated political speeches are not secondary or neutral copies; they actively participate in the circulation of ideology, diplomacy, and institutional narratives. In other words, the translator is not standing outside politics with a dictionary and innocent intentions. The translator is already inside the room.

Juliane House approaches translation through context and pragmatics. In her Cambridge chapter, she defines translation as “re-contextualization” and emphasizes that context is central to

both pragmatics and translation. Applied to political speeches, this means that the translator must reproduce the speech within a new communicative environment: a different audience, a different media space, and a different set of cultural and political expectations. Therefore, a formally accurate translation may still fail if it does not sound contextually appropriate in Russian political discourse.

Jeremy Munday's work is important because it highlights the translator's ideological role. On his University of Leeds research profile, Munday explains that he studies how translators and interpreters "intervene" in texts and argues that translation is not a transparent channel of information but can become a site of "power struggles" between languages, institutions, and participants. This perspective is highly relevant to political speech translation, where even small lexical or syntactic shifts can strengthen, soften, or redirect the ideological message of the original.

Boginskaya's 2025 study is especially useful for English-Russian analysis because it focuses on deontic modality in political texts. She writes that "modality is a challenging phenomenon for translators" and shows that English and Russian differ in the grammaticalization and realization of modal meanings. Since political speeches regularly express obligation, necessity, warning, and commitment, modal forms such as *must*, *should*, *need to*, and *cannot* require very careful translation into Russian. An inaccurate modal choice may change the degree of firmness, responsibility, or diplomatic caution in the speech.

Research on metaphor also confirms that rhetorical meaning cannot be treated as decorative. Brugman, Burgers, and Vis, in their meta-analysis, show that metaphorical frames are "more persuasive than non-metaphorical frames" in political discourse and can significantly affect beliefs and attitudes. This is why metaphor in political speech should not be casually flattened in translation: when the image disappears, the persuasive mechanism often disappears with it.

Main challenges in translating political speeches from English into Russian

1. Ideological vocabulary

Political speeches often contain ideologically charged words such as *freedom*, *security*, *democracy*, *reform*, *responsibility*, *aggression*, and *values*. These words are rarely neutral. Their interpretation depends on political culture, media framing, and institutional context. Schäffner's work on political discourse translation and Munday's attention to ideological intervention both suggest that translators must be alert to the ideological load of lexical choices. A seemingly simple equivalent may carry stronger, weaker, or different connotations in Russian.

For example, the English word *values* can be translated as *ценности*, but in a Russian political context that noun may sound moral, civilizational, diplomatic, or ideological depending on the surrounding collocations. Likewise, *reform* may imply progress in one context and disruption in another. The translator must therefore preserve not only denotative meaning, but also evaluative orientation.

2. Modality and political responsibility

Modality is one of the most difficult areas because political leaders constantly speak in terms of duty, necessity, caution, and commitment. English distinguishes between forms such as *must*, *should*, *have to*, *need to*, and *cannot*, each carrying a different pragmatic force. Russian offers several corresponding options, such as *должны*, *следует*, *необходимо*, *нужно*, *нельзя*, but these forms are not interchangeable. Boginskaya's analysis of political texts shows that translation strategies for modality must account for both semantic and grammatical differences between Russian and English.

This is particularly important in political speeches because modal verbs distribute responsibility. Compare: *We must act* and *We should act*. The first sounds stronger, more directive, and more urgent; the second leaves more room for deliberation. In Russian, *мы должны действовать* and *нам следует действовать* produce different political effects. The wrong choice can make a speech sound either more aggressive or more hesitant than intended.

3. Metaphor and rhetorical force

Political speeches rely heavily on metaphor, parallelism, contrast, and repetition. These devices create emotional pressure and memorable framing. The pragmatic study of political discourse describes it as multilayered communicative action, while metaphor research shows that framing can

influence audience beliefs and attitudes. Therefore, the translator must decide whether to preserve the original image, adapt it to a more natural Russian equivalent, or compensate elsewhere in the sentence.

For instance, the phrase *to be dragged into war* should not be translated mechanically. A literal version may sound clumsy in Russian, whereas *втянуть в войну* preserves both the metaphor of forced movement and the political implication of unwilling involvement. In such cases, rhetorical adequacy is more important than formal symmetry.

4. Syntax, emphasis, and oral rhythm

Because English political speech often uses fixed clause order and incremental build-up, literal translation may preserve the wording but damage the oratorical effect. Russian word order is more flexible, and this flexibility can be used to preserve emphasis, cadence, and information structure. The translator must therefore reshape sentence order when necessary so that the Russian version sounds like a persuasive speech rather than a bureaucratic translation.

This point is especially relevant in oral delivery. A political speech is written to be heard, quoted, and remembered. The translator must pay attention to stress, pause structure, syntactic balance, and repetition. A semantically accurate but rhythmically dead translation does not fully perform the political function of the original. Hatim and Mason’s communicative approach and House’s pragmatic approach both support this functional view of translation quality.

Table 1. Illustrative examples of translating political speech fragments from English into Russian

The examples below are illustrative and prepared for this article.

English original	Suggested Russian translation	Main difficulty	Commentary
We must defend our values in the face of aggression.	Мы должны защищать наши ценности перед лицом агрессии.	Modality + ideological vocabulary	<i>Must</i> is rendered as <i>должны</i> to preserve firmness; <i>values</i> remains <i>ценности</i> because the phrase is solemn and institutional.
We will not be dragged into another endless war.	Мы не позволим втянуть себя в очередную бесконечную войну.	Metaphor + emotional tone	The metaphor <i>dragged into</i> is best rendered by <i>втянуть</i> , which preserves coercion and unwilling involvement.
The path ahead will be difficult, but we will not waver.	Предстоящий путь будет трудным, но мы не отступим.	Metaphor + rhetorical cadence	<i>Path ahead</i> is adapted as <i>предстоящий путь</i> ; <i>we will not waver</i> becomes the more idiomatic and forceful <i>мы не отступим</i> .
No nation can build prosperity by turning inward.	Ни одна страна не сможет добиться процветания, замыкаясь в себе.	Abstract political metaphor	The phrase <i>turning inward</i> is translated semantically, not literally, to preserve the idea of isolationism.
This is not just a policy choice; it is a moral obligation.	Это не просто политическое решение, а нравственный долг.	Register + evaluative meaning	<i>Policy choice</i> is condensed into a more natural Russian political phrase; <i>moral obligation</i> becomes <i>нравственный долг</i> for stronger public resonance.
We should act now before this crisis spirals out of control.	Нам следует действовать сейчас, пока этот кризис не вышел из-под контроля.	Modality + metaphor	<i>Should</i> is softened to <i>следует</i> rather than <i>должны</i> ; the metaphor <i>spirals out of control</i>

			is rendered by the idiomatic Russian equivalent.
We will stand with our allies and defend the rules-based order.	Мы будем поддерживать наших союзников и защищать основанный на правилах международный порядок.	Diplomatic terminology	The phrase <i>rules-based order</i> requires a recognized diplomatic equivalent rather than a literal calque.

Discussion of the examples

The table shows that the central problem is not lexical substitution, but functional equivalence. In each case, the translator must decide what exactly carries the political weight of the utterance: modality, metaphor, register, ideological vocabulary, or oral rhythm. House's model of re-contextualization helps explain why formally close versions may fail pragmatically, while Munday's work reminds us that every such choice is also an intervention.

The examples with *must* and *should* illustrate Boginskaya's point about modality especially clearly. Translating both by the same Russian form would erase an important difference in political force. Likewise, the metaphorical examples confirm the conclusions of metaphor research: rhetorical images are not peripheral ornaments but part of persuasion itself.

Finally, the examples also support Schäffner's idea that political discourse does not merely pass through translation but develops through it. Once an English speech enters Russian, it becomes part of a new discursive environment with its own expectations, connotations, and persuasive norms. That is why the translator of political speeches must be linguistically precise, pragmatically sensitive, and ideologically cautious all at once. A pleasant little job for the nerves.

Conclusion

The translation of political speeches from English into Russian is challenging because political meaning is distributed across several layers at once: ideology, modality, metaphor, syntax, rhetoric, and institutional context. The views of Hatim and Mason, Schäffner, House, Munday, Boginskaya, and Brugman et al. all point to the same conclusion: political translation must be assessed not by literal closeness alone, but by how successfully it recreates communicative purpose and persuasive impact in the target language.

Thus, an effective Russian translation of an English political speech should preserve ideological nuance, calibrate modality carefully, adapt metaphors intelligently, and sound natural in Russian public discourse. The translator's task is not to copy the surface of the speech, but to reproduce its political work. When that is done well, the translation remains faithful not only to the words of the speaker, but also to the force with which those words were meant to act.

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“KİTABİ-DƏDƏ QORQUD” DASTANINDA ÖVLAD TƏRBIYƏSİ

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Xülasə. *Dastanda ailə və el münasibətləri qarşılıqlı şəkildə bir-birini formalaşdırır. Ailə dövlətin, cəmiyyətin mənəvi əsaslarını yaradır, eyni zamanda elin sabit və müəyyənlanmış qaydaları ailə həyatını tənzimləyir. Bu qarşılıqlı əlaqə “Oğuz elinin” kollektiv kimliyinin əsasını təşkil edir. Bələnin möhkəmliyini şərtləndirən ən vacib element isə təlim-tərbiyə və əxlaqi dəyərlərin təbliği ilə bağlıdır. Ailə həm də sosial dəyərlərin və davranış normalarının ötürülmə məkanıdır. “Kitabi-Dədə Qorqud”da ailə tərbiyə, sədaqət, mərdlik, hörmət və vicdan kimi anlayışların mənimsədildiyi ilkin məktəb funksiyasını icra edir. Dastanda qadınlar da bu dəyərlərin ötürülməsində mühüm yer tutur. Ana və həyat yoldaşı obrazları həm ailə daxilində nizamı qoruyur, həm də gələcək nəsillərin mənəvi formalaşmasına təsir göstərir.*

Araşdırma həm ailənin sosial funksiyasını, həm də ailə üzvləri arasındakı münasibətlərin bədii ifadəsini öyrənmək məqsədi daşıyır.

Açar sözlər: *Dədə Qorqud, epos, övlad, tərbiyə, əxlaq*

CHILD REARING IN THE EPIC “THE BOOK OF DADA QORQUD”

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Abstract. *In the epic “Book of Dada Qorqud”, family and communal relations mutually shape and reinforce one another. The family establishes the moral foundations of the state and society, while the stable and codified norms of the Oghuz community regulate domestic life. This reciprocal interaction constitutes the basis of the collective identity of the Oghuz people. One of the most essential elements ensuring the integrity and stability of the family is education, particularly the transmission of moral values and ethical principles. The family also functions as the primary locus for the transmission of social values and behavioral norms.*

In the “Book of Dada Qorqud”, the family serves as the initial school in which such concepts as loyalty, bravery, respect, and conscience are internalized. Women occupy a significant position in the transmission of these values. The figures of the mother and the wife not only preserve harmony within the household but also exert a formative influence on the moral development of future generations.

This study aims to examine both the social function of the family and the artistic representation of intra-familial relationships in the epic narrative.

Keywords: *Dada Qorqud; epic; child; upbringing; morality*

Giriş. Ailə türkün təfəkküründə maddi və mənəvi dəyərlərin qorunduğu əsas mərkəzdir. Ailənin qorunması eyni zamanda elin, yurdun və dövlətin təhlükəsizliyinin də təmin edilməsi demək idi. Buna görə də “Dədə Qorqud” dastanında ailə münasibətləri, ailə dəyərləri təkcə fərdi deyil, həm də milli dəyər kimi təqdim olunur. Ailə təməlinin möhkəmliyini şərtləndirən əsas məsələlərdən biri də, şübhəsiz ki, təlim-tərbiyə prosesi ilə bağlıdır. Bu baxımdan eposun məzmununda övlad tərbiyəsi məsələsi olduqca diqqətlə və incəliklə işlənən əsas mənəvi məsələlərdən biridir. Eposda türk ailəsinin bütövlüyünü, möhkəmliyini qoruyan əsas mənəvi prinsiplər sədaqət və etibar, əxlaq və namus, ədalət və sevgi, fədakarlıq kimi ali hisslərdir.

“Kitabi-Dədə Qorqud” türk xalqlarının, bütövlükdə türk dünyasının dünya mədəni irsinə bəxş etdiyi ən qiymətli sənət abidəsidir. Təsədüfi deyildir ki, xalq yazıçısı Anar eposu xalqın şah əsəri, ana

kitabı adlandırıldı. Görkəmli ədəbiyyatşünas Yaşar Qarayev abidədən “bütün xalqların və dövrlərin kitabı” kimi bəhs etmişdir (Qarayev, 1999). Akademik Bəkir Nəbiyev də haqlı olaraq bu abidəni “əxlaqi və estetik məziyyətlər xəzinəsi” kimi səciyyələndirirdi (Nəbiyev, 2020, s. 249-261). Akademik Tofiq Hacıyev “Dədə Qorqud” eposunu səciyyələndirərkən ondan “Oğuz tarixinin yazılı dərslisi” kimi bəhs edir (Hacıyev, 2001, s. 9-24). Elm aləminə ilk dəfə 1815-ci ildə məlum olan bu möhtəşəm abidənin Azərbaycanda tədqiqi Həmid Araslının 1939-cu ildə dastanı Bakıda nəşr etdirməsindən sonra genişlənmişdir (KDO, 1939, s. 176). “Kitabi-Dədə Qorqud” sözün əsl mənasında türkün əxlaq kitabıdır. Bu kitabda türkün qəhrəmanlıq tarixi ilə yanaşı, onun düşüncə sistemi, həyat tərzi, ailə dəyərləri, sosial münasibətləri dövlət-cəmiyyət-ailə-fərd kontekstində kodlaşdırılaraq gələcək nəsillərə ötürülmüşdür. Professor Ramazan Qafarlı qeyd edir ki, “dünya xalqlarının heç bir qədim yazılı epik əsərində “Kitabi-Dədə Qorqud”da qoyulduğu şəkildə humanizm, vətənpərvərlik, ailə-əxlaq məsələlərinə yer verilməmişdir” (Qafarlı, 2020, s. 4)

Epos ilk növbədə ailə dəyərlərini təbliğ edən, onun möhkəm təməllər əsasında qurulmasını və dinamik inkişafını təmin edən əxlaq qaydalarının bütünlənmiş, kitablaşmış formasıdır. Elm aləminə məlum olduğu ilk vaxtlardan başlayaraq epos haqqında tədqiqat aparan bütün tədqiqatçılar da bu möhtəşəm abidənin yuxarıda qeyd etdiyimiz bu xüsusiyyətini diqqətə çatdırmışlar. Abidənin Azərbaycanda ilk tədqiqatçılarından olan Ə. Abid repressiyaya məruz qalmışdır. Məhz milli kimlik məsələsi ön planda olduğu üçün və mənəvi dəyərlərin təbliğatçısı olduğu üçün XX əsrin 50-ci illərinin sonuna qədər bu möhtəşəm sənət abidəsi “mürtəcə ədəbiyyat” kimi damğalanmış, tədqiqi qadağan edilmişdir.

Epos elə “Müqəddimə” adlanan başlanğıc hissəsindən xalqın hikmət xəzinəsi sayılan atalar sözləri, aforizmlər, hikmətli kəlamlarla başlayır. Xüsusilə gənc nəslin milli, vətənpərvər ruhda yetişməsi yönündə əvəzsiz mənbə rolunu oynamışdır. Bu işdə, əlbəttə, əsas vəzifə ilk olaraq ailənin üzərinə düşür. Övlad tərbiyəsi valideynlərin dövlət qarşısında ən vacib, ən müqəddəs vəzifəsi hesab edilirdi. Eposun “Müqəddimə”si başdan-başa əxlaqi-tərbiyəvi ruhda olan hikmətli fikirlərlə zəngindir. Məsələn, “Allah-Allah deməyincə işlər olmaz” ifadəsi hər bir işdə ilk olaraq xeyirli niyyətin vacib olduğu fikrini aşılır. “Qadir tanrı verməsə, ər sevinməz” ifadəsi isə “insan nəсібindən artığını əldə edə bilməz” fikrinin aşılmasından ibarətdir. Yəni bir iş əgər insanın nəsibi deyilsə, nə qədər çalışsa da, ona nail ola bilməz. Daha sonra başqa bir aforizmdə qeyd olunur ki, “əkəbbürlük eyləyəni tanrı sevməz”. Təkəbbür, lovğalıq kimi mənfi xüsusiyyətlər cəmiyyətdə insanlar arasında sosial nizamı pozan, insanlar arasındakı münasibətlərə mənfi təsir edən pis xislət kimi vurğulanır. Özündənrazı, lovğa, təkəbbürlü insan, əlbəttə ki, ilk olaraq öz nəfsinin qurbanına çevriləcəkdir.

Başqa bir nümunədə qeyd olunur ki, “qarı düşmən dost olmaz”. Bu da gənc nəslin nümayəndələrinə hər zaman dostunu-düşməni yaxşı tanımağı tövsiyə edir.

“Qız anadan görməyincə öyüd almaz” ifadəsi, xüsusilə qız övladlarının tərbiyəsində ananın oynadığı rolun əhəmiyyətini ifadə edir.

“Oğul atadan görməyincə süfrə açmaz” ifadəsində isə oğulun ailədə və cəmiyyətdə hörmət sahibi olmasında atadan görüb-götürdüyü ədəbin, tərbiyənin əhəmiyyəti vurğulanır.

“Ər malına qıymayınca ad qazanmaz” hikmətli ifadəsi isə kiçik yaşlarından uşaqlarda “paylaşmaq”, “bölüşmək” duyğusunun formalaşmasına kömək edir. Çünki “bölüşmək” duyğusu insanda cömərdlik, əliaçıqlıq kimi yüksək əxlaqi keyfiyyətlərin formalaşmasına kömək edir. Eyni zamanda övlad üçün də ata malına göz dikməməyi, çalışıb öz zəhməti ilə halal qazanmağı təbliğ edir. “Ata malından nə fayda başda ağıl olmasa” ifadəsi də bu fikrin gözəl nümunəsi sayıla bilər.

“Müqəddimə”də səsləndirilən bu hikmətli, tərbiyəvi fikirlər bütün boyların da məzmununda əsas ana xətt kimi davam etdirilir. Fikrimizi dastandan gətirdiyimiz nümunələr əsasında izah etməyə çalışacağıq. Eposun ilk boyu olan “Dirsə xan oğlu buğac boyu”nda övlad tərbiyəsində, ailədaxili münasibətlərin düzgün qurulmasında ananın rolundan bəhs edilir. Dirsə xan öz namərd igidlərinin yalanına aldanaraq nəzir-niyazla doğulan övladını öldürmək istəyir. Lakin Dirsə xanın xatunu ana kimi oğlunun başına gələn təhlükəni hiss edir və yaralı oğlunu ölümdən xilas edir. Lakin oğlunun sağ qaldığını həm Dirsə xandan, həm də onun qırx namərd yoldaşından gizlədir. Həqiqətən, buğacın sağ olduğunu bilən namərdlər Dirsə xanı əsir alırlar və öldürmək istəyirlər. Bu zaman Buğacın anası

oğlunun yanına gəlir və oğluna deyir ki, “atan sənə qıysa da, sən atana qıyma”, onu düşmən əlində qoyma. Məhz anasının bu sözündən sonra Buğac öz atası Dirsə xanı düşmənlərin əlindən xilas edir. Göründüyü kimi, eposun ilk boyunda ananın oynadığı rol Dirsə xanın rolundan daha vacibdir. Əgər Buğacın anası ailədaxili münasibətlərdə - ata-oğul arasında mövcud olan gərginliyi nifaq toxumları ilə daha da gərdinləşdirsə idi, bu, şübhəsiz ki, ata-oğul arasında daha böyük mənəvi uçurum yaratmış olardı. Buğac atasının-Dirsə xanın etdiklərinə baxmayaraq anasının sözünü yerə salmır və anasının tövsiyəsi ilə atasını namərdlərin əlindən xilas edir.

“Kitabi-Dədə Qorqud”da bir maraqlı məqamı da qeyd etmək istəyirik ki, sosial status baxımından nisbətən imkanlı ailələr yeni doğulan övladları üçün dayələr tuturdular. Bu da kiçik yaşlarından ailənin övladın təlim-tərbiyəsinə verdiyi önəmin ifadəsi idi. Eposun ikinci boyu olan “Qazan xanın evinin yağmalandığı boy”da Qazan xan ovda olarkən düşmən yurduna hücum edir, oğlunu və ailəsini əsir alaraq yurdunu talayır. Düşmənlər Qazan xandan intiqam almaq üçün onun xanımını – Burla xatuna öz məclislərində şərab paylatmaq istəyirlər. Bu xəbəri eşidən oğlu Uruz anasına qəti şəkildə etiraz edib deyir ki, “ana haqqı tanrı haqqı olmasaydı, səni öldürərdim. Mənə görə heç vaxt atam Qazanın namusuna ləkə gətirmə. Mənim kimi bir oğulu Allah sizə bir də verər”. Bu oğuz igidinin aldığı möhkəm tərbiyənin nəticəsi idi. Oğul atanın yolunda öz canından keçməyə də hazırdır. Bu əslində ailə birliyinin, mənəvi-əxlaqi dəyərlərin qorunması və təbliği məsələsi idi. Qazan xan da eyni fədakarlığı oğlu Uruz düşmənlərə əsir düşəndə göstərir. Hətta düşmən əsirliyində olan Uruz atasından savaşımadan geri qayıtmasını istəyir. Qorxur ki, düşmən atasına xətər yetirər. Bu əsl ailə sədaqətinin ən bariz nümunəsidir. Oğlunu və ailəsini düşmən əsirliyindən xilas edən Qazan xan bu qələbənin şərəfinə şənlik də təşkil edir. Təsadüfi deyil ki, düşmənlə qarşılaşan Qazan xan da düşməndən ilk olaraq qoca anasını istəyir ki, döyüş zamanı ayaq altında qalıb əzilməsin. Qazan xan düşmənlərə belə müraciət edir:

Qızıl tağlı uca evlərimi gətirmisən, sənə kölgəlik olsun!
Qiyətli xəzinəmi, bol gümüşümü gətirmisən, sənə xərclik olsun!
Qırx igidlə oğlum Uruzu gətirmisən, sən qulun olsun!
Qırx incə belli qızla Burla xatunu gətirmisən, sənə əsir olsun!
Bircə anamı gətirmisən, ay kafir, anamı ver mənə
Savaşımadan-vuruşmadan qayıdım geri, dönüb gedim! (KDQ, 1988, s. 147).

Göründüyü kimi, Qazan xan da eyni sədaqəti öz anasına göstərir. Deməli, sədaqət Oğuz ailəsinin genetik quruluşunun ən sarsılmaz kodu idi. Bunu ata-oğul, oğul-ata, oğul-ana, qardaş-qardaş, bacı-qardaş, ər-arvad, gəlin-qayınata münasibətlərində də aydın şəkildə görmək mümkündür. Oğul ata yolunda ölməyi özü üçün şərəf bilir. Eyni zamanda anası yolunda da hər şeyini qurban verməyə hazırdır. Çünki türkün düşüncəsində “ana haqqı tanrı haqqına bərabərdir”. Qardaş öz qardaşını xilas etmək üçün yeni gəlinini buraxıb, toy-düyünü yarımçıq qoyaraq təkbaşına düşmən üzərinə gedir. “Uşun qoca oğlu Səgrək boyu”nda Səgrək 16 il qardaşı Əgrəyin əsirliyindən xəbərsiz böyüyür. Qardaşının düşmən əlində əsir olduğunu bilərəkdən ondan gizlədirlər. Qardaşının sağ olduğunu bildikdə isə heç bir qüvvə onu saxlaya bilmir. “Qardaşsız Oğuzda durmazam”, - deyərək təkbaşına düşmən üzərinə hücum edir və qardaşını düşmən əsirliyindən xilas edir. İki qardaşın bir-biri ilə qovuşma səhnəsi isə olduqca təsirli ifadə olunur:

Ağzın üçün ölüm, qardaş!
Dilin üçün ölüm, qardaş!
...Beşikdə qoyub getdiyim qardaşımınmı?
İgid, söylə mənə (KDQ, 1988, s. 212).
Səgrək isə qarşılığında Əgrəyə belə cavab verir:
Qaytaranı güdən sarvanınam.
Qaracığı atını güdən ilxıçınam.
Beşikdə qoyub getdiyim qardaşınam (KDQ, 1988, s. 212).

“Qazılıq qoca oğlu Yeynək boyu”nda da Yeynək atasının düşmən əsirliyində olmasından 16 il xəbərsiz olur. Atasını Qazılıq qocanın düşmən əsirliyində olduğunu təsadüf nəticəsində öyrəndikdən sonra isə dərhal Düzümdür qalasına hücum edir və düşmənlə döyüşə girib atasını əsirlikdən xilas edir.

“Basatın Təpəgözü öldürdüyü boy”da Basat da Təpəgözlə döyüşə qardaşının intiqamını almaq üçün girir. Basatın qardaşı Qıyan Səlcuq Təpəgözün əlində həlak olur. Bunu duyan Basat qardaşı üçün yas saxlayır, göz yaşı tökür, ağı deyir:

Ağ saqqallı atamı “oğul” deyə ağılatdın, qardaş!

Ağca üzvlü anamı sızlatdın, qardaş!

Qarşıdakı uca dağımın zirvəsi qardaş!

İti axan gözəl suyumun daşqını, qardaş!

Güclü belimin qüvvəti, qaranlıq köçmüş gözlərimin işığı qardaş! (KDQ, 1988, s. 198).

Göründüyü kimi, Basat öz qardaşı üçün göz yaşı tökür, yas tutur. Daha sonra isə qardaşının intiqamını almaq üçün Təpəgözlə döyüşə girir: “Bəylər, qardaşımın qanını almaq üçün Təpəgözlə döyüşmək istəyirəm”, - deyir (KDQ, 1988, s. 198).

Yuxarıda da qeyd etdiyimiz kimi, dastanın ik boyunda Dirsə xanın xatunu oğlu Buğacı ölümdən xilas edir. “Qazan bəyin oğlu Uruz bəyin dustaq olduğu boy”da da Burla xatun öz oğlunu – Uruzu xilas etmək üçün düşmənlə döyüşə girir, Qazan xana kömək edir. Uruz isə düşmən əsirliyində olmasına baxmayaraq onu xilas etməyə gələn Qazan xandan geri qayıtmasını istəyir, çünki atasının düşmən tərəfindən öldürülməyindən, Oğuz elinin başsız qalacağından ehtiyat edir. Hər iki boyda da ananın övlad yolundakı fədakarlığı ön planda təqdim edilir. Bu da təbii ki, mühüm ailə dəyərləri, güclü tərbiyə sistemi sayəsində mümkün olur.

Oğuz ailəsində bacı öz qardaşını “qarşıdakı uca dağı”, “kölgəli uca ağacı” adlandırır. Bacıları Beyrəyin ölümünə 16 il yas saxlayırlar, ağ çıxarıb qara geyinirlər. Beyrəyin bacısı qardaş həsrətini belə ifadə edir:

Qarşıdakı uca dağım yıxılıbdır.

Ozan, sənin xəbərin yox.

Kölgəli uca ağacım kəsilibdir.

Ozan, sənin xəbərin yox.

Çalma, ozan, oxuma, ozan!

Nəyinə gərək qara geyinmiş bir qızın? (KDQ, 1988, s. 160)

Dastanda qadınlar da bir çox əxlaqi dəyərlərin ötürülməsində mühüm yer tutur. Ana və həyat yoldaşı ailə daxili nizamın əsas qoruyucularıdır, həm də gələcək nəsillərin mənəvi formalaşmasına təsir göstərir.

Eposda “ər-arvad” münasibətləri də ailədə sədaqət anlayışının ən bariz nümunəsi sayıla bilər. “Duxa qoca oğlu Dəli Domrul boyu”nda Dəli Domrul Əzrayılla döyüşmək istəyir və bu Allaha xoş getmir. Allah Əzrayıla əvvəl onun canını almağı əmr edir, daha sonra isə öz canı əvəzinə başqa bir can qurban vermək qarşılığında canını bağışlayacağını deyir. Dəli Domrul atasından, anasından can istəsə də, heç biri canını vermək istəmir. Dəli Domrul son dəfə halallaşmaq üçün ailəsinin – xanımının (“yad qızı olan halalının”) yanına gedir. Əhvalatı bilən xanımı tərəddüd etmədən öz canını ərinə qurban verməyə razılıq verir:

Qarşı yatan uca dağları

Səndən sonra mən neylərəm?

Yaylasam, gorum olsun!

Soyuq-soyuq sularını mən içərsəm, mənim qanım olsun!

Yer şahid olsun, göy şahid olsun.

Qüdrətli Tanrı şahid olsun!

Mənim canım, sənə canına qurban olsun! (KDQ, 1988, s. 181)

“Bamsı Beyrək boyu”nda Banıçığək də 16 il sədaqətlə Beyrəyin yolunu gözləyir. Yüksək təpələr başına çıxır, gəlib-gedənlərin hamısından Beyrəyin xəbərini soruşur.

“Uşun qoca oğlu Səğrək boyu”nda Səğrəyin xanımı da Səğrəyə eyni sədaqəti nümayiş etdirir:

İgidim, mən səni bir il gözlərəm.

Bir ilə gəlməsən, iki il gözlərəm.

İki ilə gəlməsən, üç il, dörd il gözlərəm.

Dörd il yox, beş-altı il gözlərəm.

Altı yolun ayrıcında çadır quraram.

Gələndən, gedəndən xəbər soruşaram (KDQ, 1988, s. 210).

Bu, oğuz ailəsində oğulun və qızın gördüyü tərbiyənin nəticəsi idi. Türkün ailəsində qız övladı da cəsur, qorxmaz igid kimi tərbiyə olunurdu, eyni zamanda həm də sədaqətli yetişdirilirdi. Banıçığək Beyrəklə at yarışdırır, güləşir, ox atır. Qız olmasına baxmayaraq Oğuz elində igidliyi ilə ad çıxarmışdır. Bu igid qız həm də sədaqət simvolu kimi 16 il nişanlısının yolunu gözləyir. Dirsə xan öz oğlu buğacı öldürməyə cəhd edəndə xatunu buna mane olur, lakin yenə də ailədə Dirsə xanın nüfuzunu və hörmətini qoruyub saxlayır. Bu da bilavasitə oğuzun ailə ənənəsindəki incə və mükəmməl tərbiyə sisteminin nəticəsi idi. Türk ailə yasına görə, “oğul atanın bir sözünü iki eləməzdi”. Əgər oğul atasının sözündən çıxsa, ona oğul deməzdilər. Başqa bir əxlaq qanununa görə, kimliyindən asılı olmayaraq dar ayaqda heç kimi qoyub qaçmaq olmazdı. Bunu heç kimə bağışlamırdılar. Hətta düşmənlə döyüşdən geri dönən Qazan bəy oğlu uruzu görmür, onun qorxub qaçdığını zənn edir və bəylərinə oğlunu öldürməyi tapşırır. Ata igidlik göstərərək ad qazanmış oğlu üçün nişanlı – qız axtarışına çıxır. Oğlunu evləndirəndən sonra ona yurd verir, mal-mülk sahibi edir. Oğuz ailə tərbiyəsində kiçiklər böyüklərin qarşısında hörmət əlaməti olaraq ayaq üstə dayanırdılar. Ailənin birliyinin, bütövlüyünün qorunması ən vacib şərt sayılırdı. Ailədə hər nə qədər imtiyaz, söz sahibi olsa da, hər zaman öz xanımı ilə məsləhətləşər, onun da fikirlərini nəzərə alırdı. Bu, qadına verilən dəyərin ifadəsi idi. “Dirsə xan oğlu Buğac boyu”nda övladı olmayan Dirsə xan məhz xanımının məsləhəti ilə “nəzirlər paylayır, acları doyurur” və Allahın inayəti ilə övlad sahibi olur.

“Bəkil oğlu İmran boyu”nda da Bayındır xanın xanımın məclisindən incik, küskün, məyus qayıdan Bəkili ilk olaraq xanımı təsəlli edir, “padşah tanrının yerdəki kölgəsidir. Padşahına asi olanın işləri düzgün getməz”, - deyir. Bəkili xanımının aqlını yüksək qiymətləndirir, məsləhətinə qulaq asaraq fikrini dağıtmaq, könlünü açmaq üçün ova çıxır və Oğuzdan köç etmək fikrindən daşınır. Qadın öz müdrikliyi ilə ərinə olduqca təhlükəli bir yoldan döndərir. Tədqiqatçı Əzizxan Tanrıverdi də bu məsələ ilə bağlı qeyd edir ki, “Bəkilin xatunu bu sözləri ilə Bəkili psixoloji gərginlikdən qurtarmağa çalışır. Bu sözlər Bəkilin xatununu bir obraz kimi fərdiləşdirmək üçün kifayət edir” (Tanrıverdi, 2013, s. 48).

Nəticə olaraq qeyd edə bilərik ki, “Kitabi-Dədə Qorqud”da ailə dəyərləri türk dünyagörüşünün əsas prinsipləri olan sədaqət, hörmət, sevgi, fədakarlıq, etibar, əxlaq və s. mənəvi məsuliyyətləri özündə birləşdirir. Ailə yalnız sosial qurum kimi deyil, həm də cəmiyyətin kiçik modeli kimi təqdim olunur. Dastanda ailə dəyərləri, tərbiyə məsələləri ilə qəhrəmanlıq ideyası bir-birini tamamlayır. Ailə fərdin qəhrəman kimi yetişməsinin əsas motivasiyası kimi çıxış edir, qəhrəmanlıq isə ailə və elin müdafiəsidir.

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LINGUISTIC FEATURES OF LEXICO-GRAMMATICAL TRANSFORMATIONS IN THE TRANSLATION OF SUZANNE COLLINS'S THE HUNGER GAMES

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Abstract. *This article examines the linguistic features of lexico-grammatical transformations in the translation of Suzanne Collins's *The Hunger Games* from English into Russian. The relevance of the study lies in the need to analyze translation strategies that ensure semantic accuracy, stylistic expressiveness, and pragmatic impact in the target text. Particular attention is paid to such transformations as concretization, generalization, modulation, transposition, calque, addition, omission, compensation, and structural reorganization. The analysis demonstrates that the use of these transformations is обусловлено the specific features of the author's style, including first-person narration, present-tense forms, compressed syntax, dystopian vocabulary, and culturally marked lexical units. The study reveals that lexico-grammatical transformations serve as an essential means of achieving translation equivalence and adequacy, since they make it possible to preserve emotional intensity, narrative dynamism, and the individual voice of the protagonist. It is concluded that a successful translation of the novel requires not literal reproduction of linguistic units, but a functionally motivated rendering of meaning, artistic effect, and stylistic organization of the original text.*

Keywords: *literary translation, lexico-grammatical transformations, Suzanne Collins, *The Hunger Games*, concretization, modulation, transposition, compensation, translation equivalence.*

Suzanne Collins's *The Hunger Games* is a dystopian novel built on tension, survival, and emotional immediacy. The story unfolds in Panem, a stratified society controlled by the Capitol, where Katniss Everdeen volunteers to replace her sister in a televised death contest. The novel's impact depends not only on plot, but also on its linguistic form: first-person narration, present-tense storytelling, compressed syntax, emotionally restrained diction, and a dense layer of culture-specific terminology such as *Reaping*, *tributes*, *Peacekeepers*, and *mockingjay*. These features make the text highly dynamic, but they also make its translation into Russian especially demanding.

From the point of view of translation studies, this novel is an excellent example of why literary translation cannot be reduced to dictionary matching. The translator must preserve voice, rhythm, emotional restraint, and world-building while also adapting the text to the grammatical and stylistic norms of Russian. In a literary work like *The Hunger Games*, lexico-grammatical transformations are therefore not secondary devices; they are the main mechanism through which equivalence becomes possible.

Scholarly views on lexico-grammatical transformations

Vinay and Darbelnet's approach remains central to the discussion of translation procedures. As summarized by Waliński, they reject the isolated word as the main unit of translation and insist that translators work with units of meaning; in his presentation of their model, translators deal with "ideas and feelings" rather than merely with separate lexemes. This principle is especially relevant to *The Hunger Games*, where a literal rendering of individual words often fails to reproduce the psychological pressure and stylistic economy of the original.

Catford's theory is equally important because it explains why structural shifts are inevitable. He defines shifts as "departures from formal correspondence," including structure shifts, class shifts, unit shifts, and intra-system shifts. In the case of Collins's novel, such shifts occur frequently when English present-tense narration, compact participial patterns, or noun-heavy constructions are transferred into more natural Russian syntax.

Kinga Klaudy offers an especially useful interpretation for lexical operations. She argues that lexical transfer operations arise from differences in lexical systems and cultural context, and she

formulates a key principle: “What remains unchanged during translation is not the meaning but the sense.” This observation is extremely important for translating *The Hunger Games*, because the translator often cannot preserve the exact lexical form of the original, but must preserve the sense, function, and emotional load of the utterance.

A directly relevant study is the article by Krasulia and Myklashchuk, who analyze the trilogy itself and identify the main transformations used in fiction translation: calque, concretization, generalization, addition, omission, permutation, internal and external division, integration, word-order change, and compensation. They also stress that the main difficulties arise from language-system differences and from the translator’s inability to use transformations effectively. Their observations align very closely with the translational problems found in Russian renderings of Collins’s prose.

Another important stylistic observation concerns narrative tense. In a study discussing *The Hunger Games* as a model of contemporary storytelling, Bland and Strotmann note that present-tense narration creates “urgency and suspense.” This feature is one of the defining stylistic properties of Collins’s prose, but it is also one of the most fragile in translation, because Russian narrative tradition often gravitates toward past-tense storytelling in fiction. The translator must therefore choose whether to preserve the present tense fully, partially normalize it, or compensate for lost immediacy through syntax and rhythm.

Main linguistic features that trigger lexico-grammatical transformations

1. First-person present-tense narration

One of the most distinctive features of *The Hunger Games* is its first-person present-tense narration. Katniss does not retell events from a safe temporal distance; she experiences them moment by moment. This creates immediacy, psychological closeness, and a constant sense of danger. However, present tense in English fiction is more common and more flexible than in Russian prose, where sustained present-tense narration may sound marked or excessively stylized. As a result, the translator often has to balance grammatical fidelity with stylistic acceptability.

In Russian translation, this usually leads to grammatical restructuring. Short English clauses in the present tense may be preserved, but only if they remain idiomatic. Otherwise, the translator may resort to syntactic compression, clause splitting, or aspectual adjustment. Here grammatical transformation serves a stylistic purpose: it protects the live, breathless tempo of Katniss’s voice.

2. Dystopian terminology and world-building lexicon

Collins’s novel contains a large number of invented or semi-invented terms that structure the fictional world: *Panem*, *Capitol*, *Reaping*, *tributes*, *Gamemakers*, *Peacekeepers*, *mockingjay*, *tesserae*, and others. Such terms cannot always be translated by direct equivalence because they carry narrative, symbolic, and ideological meaning simultaneously. Some require calque, some transliteration, some semantic adaptation, and some contextual explanation.

This is exactly the domain where lexico-grammatical transformation becomes visible. A term like *Peacekeepers* may seem transparent, but in Russian the translator must choose between a literal calque and a more contextually loaded equivalent. Likewise, *Reaping* has biblical and ritualistic overtones in English that are not automatically preserved by a simple nominative equivalent. The translator therefore works not just with naming, but with atmosphere.

3. Compression and elliptic syntax

Katniss’s narration is economical. Collins frequently uses short clauses, fragments, abrupt shifts of attention, and compressed patterns that mirror fear, calculation, and bodily alertness. Such syntax is one of the novel’s stylistic engines. Yet when transferred literally into Russian, this compression may become either wooden or overly abrupt. Therefore, transformations such as integration, division, permutation, and word-order change become necessary.

From a stylistic point of view, these transformations are not losses. They are compensatory devices. If English achieves tension through fragmentation, Russian may need to redistribute that tension through punctuation, rhythm, or altered clause structure. In this sense, syntactic change is not betrayal of the original but a way of remaining faithful to its effect.

4. Concretization and generalization

Klaudy's distinction between specification and generalization is highly relevant to Collins's prose. English often allows semantically broad verbs and nouns whose precise meaning is clarified by context. Russian, by contrast, may require narrower lexical choices to sound natural. In many cases, the translator must concretize motion, gesture, perception, or emotional states. In other cases, generalization is preferable because the English wording is too tightly bound to source-language usage.

This is particularly common in survival scenes, where the narrator describes movement, bodily action, and rapid perception. A verb like *to get*, *to go*, or *to pull* may need a more concrete Russian equivalent depending on the object and situation. Conversely, a culturally marked detail may need slight generalization if a direct Russian rendering sounds too specific or awkward.

5. Stylistic compensation

Not every nuance can be preserved in the same place where it appears in the English original. When a pun, sound pattern, tense effect, or lexical ambiguity cannot be reproduced directly, compensation becomes necessary. Krasulia and Myklashchuk include compensation among the key transformations observed in the trilogy, and this is particularly important in a text where tone oscillates between brutality, vulnerability, and restraint.

In Russian translation, compensation may appear through intensifying an adjective, choosing a more expressive verb, slightly reordering the sentence, or preserving the tonal sharpness of the line even when the formal structure changes. Literary translation survives on exactly this kind of controlled cheating — the respectable kind, of course.

Table 1. Illustrative examples of lexico-grammatical transformations in translating *The Hunger Games* into Russian

The examples below are illustrative and based on the novel's terminology, narrative style, and recurring translational patterns. The Russian renderings are proposed for analytical purposes.

English fragment	Suggested Russian translation	Transformation type	Linguistic feature	Commentary
The Reaping is today.	Сегодня Жатва.	Calque syntactic compression +	Culture-specific ritual term	<i>Reaping</i> is rendered by a marked noun to preserve ritualistic and ominous coloring; the sentence remains short to retain tension.
I pull my boots on and hurry outside.	Натягиваю сапоги и быстро выхожу наружу.	Concretization + transposition	Present-tense action sequence	The broad English verb pattern is made more concrete in Russian; the sentence keeps the present tense to preserve immediacy.
Peacekeepers are everywhere.	Миротворцы повсюду.	Calque contextual adaptation /	Institutional dystopian terminology	The term is structurally simple, but the translator must preserve its ironic authoritarian undertone.

I can't let myself think about Prim.	Нельзя сейчас думать о Прим.	Modulation	Inner speech + emotional restraint	Instead of a direct personal form, Russian uses an impersonal structure to sound sharper and more natural in stress-filled narration.
The crowd presses in around us.	Толпа смыкается вокруг нас.	Concretization	Visual and kinetic narration	The neutral English verb becomes a more vivid Russian equivalent that increases physical pressure.
He has a way of saying things that makes people listen.	Он умеет говорить так, что его слушают.	Transposition + integration	Character voice description	The relative structure is reorganized into a more idiomatic Russian sentence without losing the evaluative sense.
I try to keep my face expressionless.	Я стараюсь сохранить на лице полное безразличие.	Addition + modulation	Emotional masking	The Russian version adds lexical material to convey the socially strategic mask central to Katniss's voice.
The odds are never in our favor.	Шансы никогда не на нашей стороне.	Equivalence + word-order shift	Formulaic dystopian phrasing	The translation preserves the aphoristic quality rather than copying English syntax.
Mockingjay pin	брошь с пересмешницей	Descriptive translation + adaptation	Symbolic object naming	The compound is unpacked because direct transfer would sound obscure; description preserves symbolic recognizability.
I hear my name and for a second everything stops.	Я слышу своё имя, и на секунду мир словно замирает.	Addition + compensation	Psychological immediacy	The Russian sentence adds <i>мир словно</i> to compensate for the emotional shock carried implicitly in the English phrasing.

The examples in the table show that the dominant transformations in translating *The Hunger Games* are not random. They arise from specific linguistic pressures: the present-tense narrative mode, the compactness of Katniss's internal voice, and the culture-specific lexicon of Panem. In many cases, concretization is required because Russian prefers a more precise lexical choice in contexts of

action, perception, and movement. Klaudy's model helps explain this clearly: translators do not preserve lexical meaning mechanically; they recreate sense under the conditions of another language system.

The examples also confirm Catford's and Vinay and Darbelnet's broader claims about shifts and procedures. Structural change is often unavoidable because formal correspondence does not guarantee stylistic adequacy. A literal version may be grammatically correct and still sound dead, heavy, or unlitrary. That is why transposition, modulation, and reordering are especially useful in Collins's prose, where a line must remain terse, readable, and emotionally charged.

The culture-specific terms are particularly revealing. Words such as *Reaping*, *mockingjay*, and *Peacekeepers* do not merely denote objects or institutions; they participate in the symbolic structure of the novel. Their translation must therefore preserve both referential clarity and ideological atmosphere. Krasulia and Myklashchuk's list of relevant procedures is especially useful here, since terms of this kind often require a combination of calque, addition, integration, and compensation rather than one simple equivalent.

Finally, the table demonstrates that the translation of *The Hunger Games* is inseparable from the preservation of voice. Katniss's narration is terse, observant, emotionally restrained, and physically grounded. If the Russian text becomes too decorative, too explanatory, or too smooth, the protagonist's voice changes. And once Katniss starts sounding like a committee report, the arena is already lost.

The linguistic features of lexico-grammatical transformations in translating Suzanne Collins's *The Hunger Games* are determined by the interaction of narrative perspective, tense, dystopian terminology, compressed syntax, and psychologically charged diction. The novel requires the translator to move constantly between lexical precision and stylistic flexibility. As translation theory shows, adequate literary translation depends not on formal imitation, but on the reconstruction of sense, function, and effect across languages.

The analysis above demonstrates that the most important transformations in translating this novel into Russian are concretization, modulation, transposition, addition, omission, compensation, calque, and structural reorganization. These procedures are necessary because Collins's prose is fast, tense, and symbolically dense. A successful Russian translation must preserve immediacy, readability, and the specific emotional logic of Katniss's voice while adapting the text to the norms of Russian literary expression. In short, the translator must keep both the arrow and the aim.

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GAMIFICATION IN THE FLIPPED ENGLISH CLASSROOM MODEL

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Abstract: *The integration of gamification into the flipped classroom model poses a promising approach to modern education, particularly in foreign language learning. By combining the self-directed learning aspects of the flipped classroom with the motivational elements of gamification, teachers can create a more interactive and enjoyable environment that supports both cognitive and emotional aspects of learning. The purpose of this article is to explore how game-based strategies can be effectively applied within flipped instruction to increase learners' engagement, motivation, and autonomy.*

Keywords: *gamification, flipped classroom, motivation, engagement, language education*

Аннотация: *Интеграция геймификации в модель перевернутого класса представляет собой многообещающий подход к современному образованию, особенно в изучении иностранных языков. Сочетая аспекты самостоятельного обучения в перевернутом классе с мотивационными элементами геймификации, учителя могут создать более интерактивную и приятную среду, которая поддерживает как когнитивные, так и эмоциональные аспекты обучения. Цель этой статьи - исследовать, как игровые стратегии могут быть эффективно применены в рамках перевернутого обучения для повышения вовлеченности, мотивации и самостоятельности учащихся.*

Ключевые слова: *геймификация, перевернутый класс, мотивация, вовлеченность, языковое образование*

Аннотация: *геймификацияны инверттелген сынып моделіне біріктіру заманауи білім берудің, әсіресе шет тілдерін үйренудің перспективалы тәсілін білдіреді. Төңкерілген сыныптағы өзін-өзі оқыту аспектілерін геймификацияның мотивациялық элементтерімен үйлестіре отырып, мұғалімдер оқытудың когнитивті және эмоционалды аспектілерін қолдайтын интерактивті және жағымды орта жасай алады. Бұл мақаланың мақсаты-оқушылардың белсенділігін, мотивациясын және тәуелсіздігін арттыру үшін инверттелген оқыту шеңберінде ойын стратегияларын қалай тиімді қолдануға болатынын зерттеу.*

Түйін сөздер: *геймификация, төңкерілген сынып, мотивация, қатысу, тілдік білім*

In recent years, traditional classroom models have undergone significant transformation due to advances in technology and the growing emphasis on learner-centered education. Traditional models based on passive information transmission are being gradually replaced by interactive, digital, and student-driven approaches. Among these, the flipped classroom and gamification have emerged as two of the most influential innovations in recent pedagogical research and practice. Combining these two approaches creates a dynamic learning environment that not only enhances student motivation but also encourages autonomy and collaboration.

The flipped classroom is a model that reverses the traditional teaching process: students first encounter new material outside of class through videos, reading materials, or online modules (pre-class stage), and then engage in interactive activities during class time (in-class stage). This approach

encourages students to come prepared and use classroom time for applying knowledge, solving problems, and collaborating with peers.

The concept of the flipped classroom was popularized in the early 2000s by many educators and particularly by Jonathan Bergmann and Aaron Sams, who tried to find a way of making a better use of classroom time through pre-recorded video lectures. Since then, numerous studies have confirmed its potential to enhance learning effectiveness and learner autonomy.

According to Bishop and Verleger (2013), the flipped classroom is defined as “a new pedagogical method, which employs asynchronous video lectures and practice problems as homework, and active, group-based problem solving activities in the classroom” [1]. In other words, this model requires students to gain the theoretical base of knowledge at home, for example, by watching short instructional videos or reading some materials before attending class, and during lessons, participate in practical tasks that deepen their understanding, such as debates, group projects, and collaborative problem-solving. This structure promotes active learning, one of the central principles of constructivist pedagogy, where students construct knowledge through experience rather than passive reception. It also supports differentiated learning, as students can study pre-class materials at their own pace, rewinding or reviewing difficult parts as needed, without having to depend on the teacher or peers.

However, one of the key challenges of the flipped classroom is maintaining students' motivation during the autonomous learning stage. Without the supervision of a teacher, learners are likely to postpone watching videos or might fail to engage mentally with the materials. Hence, incorporating gamification provides a powerful solution to this motivational gap, tying up the idea of independent preparation with the nuances of children's psychology.

Gamification, as defined by Deterding et al. (2011), is “the use of game design elements in non-game contexts” [2]. It does not necessarily involve turning the learning process into a game but rather adopting some features of games to encourage the students' participation and enjoyment. Typical game elements include points and badges to recognize achievement, levels and progress bars to visualize advancement, leader boards to stimulate friendly competition, quests or missions that give purpose to learning activities, and narrative or storytelling frameworks that provide emotional engagement.

Educational gamification is grounded in motivational theories such as Self-Determination Theory or STD (Deci & Ryan, 2000), which distinguishes between intrinsic motivation (learning for personal enjoyment or out of personal interest) and extrinsic motivation (learning for rewards or external approval) [3]. Gamification supports both types of motivation by offering tangible recognition of efforts and an enjoyable, meaningful learning experience.

An analysis by Hamari, Koivisto, and Sarsa (2014) concluded that gamification tends to increase learners' engagement, especially when it is combined with clearly set goals, feedback, and plenty of opportunities for social interaction. In language-learning contexts, gamified systems have demonstrated remarkable success in maintaining learners' attention and persistence [4].

Combining gamification with the flipped classroom model creates a synergistic approach that combines the strengths of both methods in a highly effective way. In the pre-class phase, gamified digital platforms can motivate students to complete preparatory materials through reward systems and progress tracking. For example, learners can earn points for watching videos and completing comprehension quizzes after them.

In the in-class phase, game-based group activities, such as role-playing, competitions, or problem-solving quests, transform traditional exercises into interactive experiences, which is highly beneficial for the improvement of their language skills. Teachers can divide students into teams and assign challenges related to the lesson content, encouraging collaboration and critical thinking.

This integration supports several key pedagogical principles:

1. **Autonomy:** students take responsibility for their own preparation and progress;
2. **Competence:** continuous feedback helps learners track improvement;
3. **Relatedness:** collaborative games foster social connection and teamwork.

Thus, gamification enhances the motivational aspect of the flipped classroom, ensuring that students remain engaged throughout all the learning stages.

Implementing gamification in a flipped classroom requires creativity, as the games need to be developed individually for each group of students with consideration of their personal, unique traits and learning patterns. Another important thing in the development of such a lesson is careful design, which must align game elements with educational goals. Some practical strategies include:

a) Digital badges and point systems

Awarding badges or points for completing pre-class activities encourages consistency and rewards effort. For instance, students who watch instructional videos or complete reading assignments on time may earn “Preparation Master” or “Always Ready!” badges. This not only motivates punctuality but also creates a sense of progression, as pupils get a visual proof of the recognition of their efforts.

b) Leader boards and levels

Leader boards can display top achievers or team rankings, fostering healthy competition. However, teachers must ensure that rankings motivate rather than discourage lower-performing students. Introducing levels, such as Beginner, Intermediate, and Expert, can provide personalized goals instead of constant comparison.

c) Story-based learning

Lessons can be framed as parts of a continuous story or a long-term mission. For example, in a language course, students might act as “travelers” exploring countries, unlocking new vocabulary and grammar as they progress. This approach strengthens the emotional appeal of narrative and promotes contextual learning, making learners more motivated and promoting interest throughout the course.

d) Interactive quizzes and challenges

Platforms like Kahoot, Quizziz, and Duolingo for schools provide competitive yet collaborative classroom games. Students can test comprehension of pre-class materials through quizzes that provide instant feedback and stimulate excitement.

e) Collaborative projects

Gamified group activities, such as creating digital portfolios, solving mystery cases, or designing advertisements, can integrate language, creativity, and teamwork. Assigning collective points for group outcomes strengthens cooperation.

In all these cases, technology serves not as a distraction but as a facilitator of meaningful interaction and engagement.

The combination of gamification and flipped instruction provides numerous pedagogical benefits. The most evident advantage is the significant increase in learner motivation. The element of play transforms learning into an enjoyable process, reducing anxiety and boredom. This is particularly valuable in foreign language education, where affective factors strongly influence performance. Another benefit is pupils’ active participation in the lesson: students do not passively consume information but instead interact with materials and peers. Besides, this system contributes significantly to the development of soft skills: team-based challenges and problem-solving tasks foster collaboration, leadership, and communication skills. Another important thing to point out is the fact that digital gamified tools offer real-time feedback, allowing learners to monitor their progress and correct mistakes instantly.

Most importantly, the usage of gamification contributes to long-term retention, which is essential in language learning. Game-based repetition and emotional engagement help students retain information more effectively by reinforcing neural connections through multiple exposures in varied, meaningful contexts. When learners repeatedly encounter vocabulary, grammar patterns, or pronunciation tasks in a playful and goal-oriented format, they process information at deeper cognitive levels rather than through rote memorization.

Furthermore, gamification supports spaced repetition, a principle proven to strengthen memory over time, by distributing learning moments across different game stages or levels. This ensures that information is revisited periodically, preventing the rapid forgetting that typically follows traditional

instruction. The feedback loops inherent in gamified activities, where students immediately see results and correct mistakes, further consolidate knowledge in long-term memory.

Emotional engagement also plays a crucial role: the excitement, curiosity, and satisfaction derived from game elements activate the brain's reward system, increasing dopamine release, which enhances both attention and memory formation. As a result, students not only remember linguistic material longer but are also more likely to transfer it to communicative use, which is the ultimate goal of language learning.

These outcomes align closely with the aims of modern educational frameworks that emphasize lifelong learning, learner autonomy, and digital competence.

In language education, the integration of gamification and the flipped classroom approach proves to be exceptionally advantageous. Foreign language learning requires continuous practice, exposure, and motivation, which are the conditions that are naturally fostered through gamified flipped learning. By combining game mechanics with student-centered instruction, learners become active participants in the educational process rather than passive recipients of information.

During pre-class activities, students can engage with gamified applications and online platforms to review vocabulary, practice grammar, or complete interactive comprehension exercises. These tools often include elements such as points, badges, leader boards, and levels, which create a sense of progress and accomplishment. The competitive yet enjoyable nature of these activities stimulates learners' intrinsic motivation, encouraging them to study consistently outside of class. Furthermore, many gamified apps provide instant feedback, allowing learners to identify and correct their mistakes immediately, which strengthens their understanding and promotes autonomous learning habits. In this way, students arrive in class better prepared, with a stronger grasp of the target material.

During classroom sessions, the teacher can design interactive communicative games that transform theoretical knowledge into practical usage. Examples include "language missions", where students complete tasks or challenges using the target language; debates and role-playing games, which enhance speaking and critical thinking skills; or even escape-room-style activities, which promote teamwork and creative problem-solving. These gamified scenarios simulate authentic communication contexts, enabling students to practice vocabulary, grammar, and pronunciation in meaningful, real-life situations. As a result, learners not only improve their fluency and accuracy but also gain confidence in using the language spontaneously.

Moreover, gamified flipped instruction plays a crucial role in reducing language anxiety, a psychological barrier that frequently hinders language acquisition. When learning is perceived as playful, engaging, and low-stakes, students feel less fear of making mistakes and are more willing to experiment with language. The use of avatars, storytelling, or collaborative games can create a safe emotional environment, where learners focus on progress rather than perfection. This supportive context enhances students' emotional engagement, which in turn deepens memory retention and long-term learning outcomes.

In conclusion, the combination of gamification and flipped learning creates a dynamic, emotionally positive, and student-centered environment, where learners are continuously motivated, actively involved, and emotionally secure. In an era where motivation and digital literacy are essential, the gamified flipped classroom stands as an innovative and effective approach that aligns with the principles of modern education: interactive, inclusive, and learner-centered.

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