Conclusion. The comparative study of audio dictionaries in English and Uzbek lexicography unequivocally underscores the growing and indispensable role of multimedia resources in language tools. The journey from static print dictionaries to dynamic, audio-enabled digital platforms represents a paradigm shift, fundamentally altering how individuals learn, translate, and interact with languages. For English, audio integration is a well-established norm, continually refined to meet the diverse needs of a global audience. For Uzbek, while more nascent, the progress in developing audio-enhanced resources, particularly through mobile applications and online platforms, is significant and holds immense promise. The findings emphasize the critical need for dictionaries that seamlessly combine accurate and authentic audio pronunciations, often from native speakers, with robust search functionalities, intuitive user interfaces, and comprehensive vocabulary coverage. Looking ahead, the ongoing evolution of lexicography, propelled by advancements in artificial intelligence and machine learning, promises even more sophisticated and accessible dictionary resources. This includes enhanced voice recognition capabilities, more accurate text-to-speech synthesis for a wider range of dialects, personalized learning paths, and seamless integration across various devices and platforms. The future of lexicography is undeniably sonic, promising a richer, more immersive, and profoundly effective experience for language users worldwide.

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COGNITIVE FEATURES OF THE CATEGORY OF EVALUATION IN THE ENGLISH AND UZBEK LANGUAGES

Annotation. *The category of evaluation plays an important role in cognitive linguistics as it reflects the speaker’s attitude toward objects, events, and phenomena. It is closely related to human cognition, cultural perception, and linguistic worldview. This study examines the cognitive features of evaluation in English and Uzbek from a comparative perspective. It identifies linguistic and cognitive mechanisms of evaluation and reveals cultural and conceptual similarities and differences. The research uses comparative, descriptive, and cognitive-semantic methods to analyze lexical, phraseological, and contextual evaluative meanings. Results show that both languages use metaphors, stereotypes, and emotions in evaluation. However, Uzbek expressions are more emotional and collective, while English ones are more individualistic and pragmatic. Evaluation is a cognitive-cultural construct shaped by worldview and mentality.*

Keywords: *evaluation, cognitive linguistics, appraisal, conceptualization, cognitive semantics.*

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INGLIZ VA O‘ZBEK TILLARIDA BAHO KATEGORIYASINING KOGNITIV XUSUSIYATLARI

Annotatsiya. *Baholash kategoriyasi kognitiv tilshunoslikda muhim rol o‘ynaydi, chunki u so‘zlovchining obyektlar, hodisalar va voqealarga bo‘lgan munosabatini aks ettiradi. U inson tafakkuri, madaniy idrok va til dunyoqarashi bilan chambarchas bog‘liqdir. Ushbu tadqiqot ingliz va o‘zbek tillarida baholashning kognitiv xususiyatlarini qiyosiy nuqtai nazardan o‘rganadi. Unda baholashning lingvistik va kognitiv mexanizmlari aniqlanib, madaniy va konseptual o‘xshashlik hamda farqlar ochib beriladi. Tadqiqotda leksik, frazeologik va kontekstual baholovchi ma’nolarni tahlil qilish uchun qiyosiy, tavsifiy va kognitiv-semantik usullar qo‘llanilgan. Natijalar shuni ko‘rsatadiki, har ikki tilda ham metaforalar, stereotiplar va emotsiyalar baholashda keng qo‘llaniladi. Biroq o‘zbek tilidagi ifodalar ko‘proq emotsional va jamoaviy*

xarakterga ega bo'lsa, ingliz tilidagi ifodalar individualistik va pragmatik xususiyatlarni namoyon qiladi. Baholash dunyoqarash va mentalitet bilan shakllanadigan kognitiv-madaniy konstrukt hisoblanadi.

Kalit so'zlar: *baholash, kognitiv tilshunoslik, appraisal, konseptuallashtirish, kognitiv semantika.*

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КОГНИТИВНЫЕ ОСОБЕННОСТИ КАТЕГОРИИ ОЦЕНКИ В АНГЛИЙСКОМ И УЗБЕКСКОМ ЯЗЫКАХ

Аннотация. *Категория оценки играет важную роль в когнитивной лингвистике, поскольку она отражает отношение говорящего к объектам, событиям и явлениям. Она тесно связана с человеческим познанием, культурным восприятием и языковой картиной мира. Данное исследование рассматривает когнитивные особенности оценки в английском и узбекском языках с сопоставительной точки зрения. В работе выявляются языковые и когнитивные механизмы оценки, а также раскрываются культурные и концептуальные сходства и различия. В исследовании используются сравнительный, описательный и когнитивно-семантический методы для анализа лексических, фразеологических и контекстуальных оценочных значений. Результаты показывают, что в обоих языках при оценке используются метафоры, стереотипы и эмоции. Однако в узбекском языке выражения более эмоциональны и коллективные, тогда как в английском более индивидуалистично и прагматичны. Оценка является когнитивно-культурной конструкцией, формируемой мировоззрением и менталитетом.*

Ключевые слова: *оценка, когнитивная лингвистика, концептуализация, когнитивная семантика.*

Introduction. Language serves not only as a means of communication but also as a tool for expressing human attitudes, emotions, and judgments. One of the most important linguistic categories connected with human cognition is the category of evaluation. Evaluation reflects how speakers perceive reality and interpret objects, people, actions, and events according to socially and culturally accepted norms. In cognitive linguistics, evaluative meaning is considered an integral part of conceptualization because human cognition is inherently subjective and value-oriented. The study of evaluation has attracted the attention of many linguists in recent decades. Scholars such as George Lakoff, Mark Johnson, Anna Wierzbicka, and M.A.K.Halliday have emphasized the relationship between language, cognition, and culture. Evaluation is closely associated with conceptual metaphors, emotional experience, and social interaction. According to Lakoff and Johnson (1980), human thinking is metaphorical in nature, and evaluative judgments are frequently formed through conceptual metaphors rooted in bodily and cultural experience. In Uzbek and English linguistics, the category of evaluation has been studied from semantic, stylistic, pragmatic, and cognitive perspectives. However, comparative studies devoted to the cognitive features of evaluation in English and Uzbek remain limited. Since the two languages belong to different language families and represent different cultural traditions, their evaluative systems reveal both universal and culture-specific characteristics. The relevance of this study lies in the growing interest in cognitive linguistics and intercultural communication. Understanding evaluative mechanisms in different languages contributes to successful translation, language teaching, discourse analysis, and intercultural competence. Moreover, comparative analysis helps identify the conceptual structures underlying evaluative meanings and explains how language reflects national mentality. The purpose of this article is to analyze the cognitive features of the category of evaluation in English and Uzbek languages. The objectives include identifying the linguistic means of evaluation, examining conceptual metaphors and cognitive models, and comparing the cultural peculiarities of evaluative expressions in both languages.

Methodology. This study employs qualitative and comparative methods within the framework of cognitive linguistics. The research materials consist of lexical units, phraseological expressions, and evaluative statements collected from literary texts, media discourse, and conversational examples in English and Uzbek. Several research methods were applied:

1. Comparative method – to identify similarities and differences between English and Uzbek evaluative systems.
2. Descriptive method – to classify evaluative lexical and semantic units.
3. Cognitive-semantic analysis – to reveal conceptual structures and mental models underlying evaluative expressions.
4. Contextual analysis – to examine how evaluative meanings function in discourse.

The theoretical basis of the study relies on cognitive linguistics, appraisal theory, and conceptual metaphor theory. The research particularly draws on the works of Lakoff and Johnson (1980), Wierzbicka (1992), Martin and White (2005), and other scholars who investigated evaluative language and cognition. The data analysis focused on positive and negative evaluation expressed through adjectives, metaphors, phraseological units, and emotional vocabulary. The study also considered cultural and social factors influencing evaluative meanings in English and Uzbek.

Results. Evaluation is fundamentally connected with cognition because humans perceive reality through subjective interpretation. Cognitive linguistics considers evaluation a mental process in which speakers categorize phenomena according to notions such as "good/bad," "beautiful/ugly," or "acceptable/unacceptable." In both English and Uzbek, evaluative meanings are often based on binary oppositions. For example:

- English: *good/bad*, *successful/failure*, *kind/cruel.*
- Uzbek: *yaxshi/yomon*, *go'zal/xunuk*, *aqlli/ahmoq.*

These oppositions reflect universal cognitive mechanisms used to classify experience. However, the cultural interpretation of these categories differs across societies. English evaluative expressions frequently emphasize individuality, practicality, and personal achievement. Uzbek evaluation, by contrast, often highlights collectivism, respect, morality, and social harmony. This difference demonstrates the influence of cultural cognition on linguistic evaluation. For instance, the English expression "He is ambitious" usually carries positive connotations associated with personal success. In Uzbek culture, however, excessive ambition may sometimes be perceived negatively if it conflicts with modesty or collective values.

Conceptual Metaphors in Evaluation

Conceptual metaphors play a crucial role in evaluative cognition. Lakoff and Johnson (1980) argued that metaphors structure human thought and shape evaluative judgments. One common metaphor in both English and Uzbek is the association between **up** and positive evaluation:

- English: *high status*, *rise in life*, *uplifting experience.*
- Uzbek: *yuqori martaba*, *ko'tarilmoq*, *ruhi baland.*

Similarly, downward movement is associated with negativity:

- English: *fall into despair*, *low behavior.*
- Uzbek: *tushkunlikka tushmoq*, *pastkash odam.*

Another widespread cognitive metaphor is the connection between light and positivity:

- English: *bright future*, *shining personality.*
- Uzbek: *yorqin kelajak*, *nurli inson.*

Darkness, in contrast, symbolizes negativity:

- English: *dark thoughts.*
- Uzbek: *qora niyat.*

These metaphors demonstrate that evaluative cognition is grounded in universal bodily and perceptual experiences. Nevertheless, the frequency and cultural interpretation of metaphors differ between languages.

Emotionality and Evaluation. Emotions constitute an essential component of evaluation. Uzbek evaluative discourse tends to be more emotionally expressive than English discourse. Uzbek speakers often use affectionate suffixes, poetic metaphors, and emotionally rich vocabulary.

For example:

- *jonim*, *azizim*, *mehribon;*
- English equivalents: *dear*, *kind*, *beloved.*

Although English also possesses emotional vocabulary, it often appears less intense in everyday communication. English discourse tends to favor restraint and indirectness, especially in formal contexts. Negative evaluation in Uzbek can also be highly expressive: *betamiz*, *vijdonsiz*, *pastkash.* English negative expressions such as *rude*, *dishonest*, or *immoral* may appear comparatively neutral in tone. This difference reflects broader cultural communication styles. Uzbek culture values emotional closeness and interpersonal warmth, whereas English-speaking cultures frequently emphasize politeness and emotional moderation.

Phraseological Expressions and Cultural Cognition

Phraseological units reveal national patterns of evaluative cognition. Many idioms in English and Uzbek contain evaluative meanings rooted in cultural experience. English examples include:

- *a heart of gold* – positive evaluation;
- *cold-hearted* – negative evaluation;

• *a bright mind* – intellectual admiration.

Uzbek phraseological expressions include:

• *ko'ngli oq* – kind-hearted;

• *ichi qora* – malicious;

• *boshi osmonda* – arrogant or overconfident.

These examples demonstrate how evaluation relies on culturally shaped conceptual imagery. In Uzbek culture, color symbolism plays an especially important role. White often symbolizes purity and sincerity, while black symbolizes evil intentions. English also employs color symbolism, but its cultural nuances may differ. For instance, "feeling blue" indicates sadness in English, whereas blue does not carry the same emotional association in Uzbek.

Gender and Evaluation. Gender also influences evaluative cognition. In many English-speaking contexts, women's speech is associated with softer evaluative forms such as *lovely*, *adorable*, or *wonderful*. Men may prefer more direct or neutral evaluations. Similar tendencies are observed in Uzbek. Female speakers often use emotionally expressive and polite evaluative vocabulary, whereas male speech tends to be more concise and direct. However, these patterns are shaped not only by language but also by social expectations and cultural norms. Evaluation therefore reflects both cognitive and sociocultural dimensions.

Discussion. The comparative analysis demonstrates that evaluation is a multidimensional phenomenon involving cognition, language, emotion, and culture. Both English and Uzbek share universal evaluative mechanisms rooted in human perception and conceptualization. Nevertheless, cultural worldview significantly influences how evaluation is linguistically expressed. One important finding is the role of conceptual metaphors in organizing evaluative meaning. Metaphorical patterns such as "up is good" and "light is positive" appear in both languages because they derive from universal bodily experiences. This supports the cognitive linguistic theory proposed by Lakoff and Johnson (1980). At the same time, the study reveals considerable cultural specificity. Uzbek evaluative expressions tend to reflect collectivist values, emotional warmth, and moral judgment. English evaluation often prioritizes individuality, pragmatism, and personal autonomy. These differences align with intercultural communication theories distinguishing collectivist and individualist cultures. The findings also confirm the close relationship between evaluation and emotion. Emotional intensity varies across languages and cultures, influencing the choice of evaluative vocabulary and discourse strategies. Uzbek speakers frequently employ emotionally rich expressions to strengthen interpersonal relationships, while English speakers may rely more on indirect or moderated evaluation. Another significant aspect is the connection between evaluation and social norms. Evaluative meanings are shaped by cultural expectations regarding politeness, morality, gender roles, and acceptable behavior. Therefore, evaluation cannot be studied independently from sociocultural context. The results have practical implications for translation studies and foreign language teaching. Translators must consider not only literal meaning but also cognitive and cultural nuances of evaluation. Similarly, language learners should understand how evaluative expressions reflect cultural worldview and communicative conventions.

Conclusion. The category of evaluation represents a complex cognitive and linguistic phenomenon reflecting human attitudes, emotions, and cultural values. The comparative analysis of English and Uzbek demonstrates that evaluative meanings are formed through conceptualization, metaphorical thinking, and sociocultural experience.

Both languages share universal cognitive mechanisms, including binary oppositions and conceptual metaphors based on bodily perception. However, cultural differences strongly influence evaluative discourse. English evaluation tends to emphasize individuality and pragmatic communication, whereas Uzbek evaluation is characterized by emotional expressiveness, collectivist orientation, and moral sensitivity. The study confirms that evaluation is deeply connected with cognition and worldview. Linguistic evaluation reflects how speakers interpret reality through culturally conditioned mental models. Consequently, the analysis of evaluative language contributes to a broader understanding of cognitive linguistics, intercultural communication, and national mentality. Future research may investigate evaluative cognition in other discourse types such as political speech, social media communication, and gender-based interaction. Comparative studies involving additional languages would also help reveal universal and culture-specific patterns of evaluative conceptualization.

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THE ROLE OF TASK-BASED LEARNING IN TEACHING SPEAKING SKILLS

Annotation. *This article examines the role of Task-Based Learning (TBL) in developing speaking skills in foreign language education. The study analyzes the theoretical foundations of TBL, its contribution to communicative competence, and its impact on learners' oral participation. The advantages and challenges of implementing TBL in language classrooms are also discussed. The findings indicate that TBL effectively improves learners' fluency, confidence, and communicative abilities through meaningful interaction and authentic language use.*

Keywords: *Task-Based Learning, speaking skills, communicative competence, fluency, interaction, communicative language teaching.*

QORAQALPOQ ANTROPONIMIYASI RIVOJLANISHINING TARIXIY VA NAZARIY ASOSLARI

Annotatsiya. *Mazkur maqolada chet tilida gapirish ko'nikmalarini rivojlantirishda Task-Based Learning (TBL) yondashuvining o'rni va ahamiyati tahlil qilinadi. TBLning nazariy asoslari, kommunikativ kompetensiyani rivojlantirishdagi roli hamda talabalarning nutqiy faolligini oshirishga ta'siri yoritilgan. Shuningdek, mazkur yondashuvning afzalliklari va amaliyotda uchraydigan muammolari ko'rib chiqilgan. Tadqiqot natijalari TBLning o'quvchilarning og'zaki nutq ravonligi, ishonchi va kommunikativ malakasini rivojlantirishda samarali metod ekanligini ko'rsatadi.*

Kalit so'zlar: *Task-Based Learning, speaking skills, communicative competence, fluency, interaction, communicative language teaching.*

РОЛЬ TASK-BASED LEARNING (TBL) В РАЗВИТИИ НАВЫКОВ ГОВОРЕНИЯ

Аннотация. *В данной статье рассматривается роль подхода Task-Based Learning (TBL) в развитии навыков говорения при обучении иностранным языкам. Анализируются теоретические основы метода, его влияние на формирование коммуникативной компетенции и повышение речевой активности учащихся. Также рассматриваются преимущества и трудности применения данного подхода на практике. Результаты исследования показывают, что TBL способствует развитию беглости речи, уверенности и коммуникативных навыков обучающихся.*

Ключевые слова: *Task-Based Learning, навыки говорения, коммуникативная компетенция, беглость речи, взаимодействие, коммуникативное обучение.*

Introduction. The development of speaking skills remains one of the primary objectives of foreign language education. In today's globalized world, learners are expected not only to understand a foreign language but also to communicate effectively in real-life situations. However, many language learners experience difficulties in oral communication despite possessing adequate grammatical knowledge. This challenge has encouraged educators to search for innovative teaching approaches that promote active language use and meaningful interaction.

Task-Based Learning (TBL) has emerged as one of the most influential communicative approaches in language teaching. Unlike traditional methods that focus primarily on grammar instruction, TBL emphasizes the completion of meaningful tasks through communication. By engaging learners in authentic activities, TBL creates opportunities for developing speaking skills in a natural and interactive environment. Therefore, investigating the role of Task-Based Learning in teaching speaking skills is of considerable theoretical and practical importance.