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THE IMPORTANCE OF CONNOTATIVE MEANING IN TRANSLATION FROM ENGLISH INTO UZBEK

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Abstract. The present study investigates the role and functional significance of connotative meaning in translation from English into Uzbek within the framework of contemporary translation theory and semantic analysis. While denotative meaning ensures referential equivalence, connotative meaning carries evaluative, emotive, stylistic, and cultural components that significantly influence communicative impact.

Keywords: connotation, denotation, translation equivalence, semantic shift, pragmatic effect, stylistic meaning, intercultural communication.

Annotatsiya. Ushbu tadqiqot zamonaviy tarjimashunoslik nazariyasi va semantik tahlil doirasida ingliz tilidan o'zbek tiliga tarjima jarayonida konnotativ ma'noning roli va funksional ahamiyatini o'rganadi. Denotativ ma'no referensial ekvivalentlikni ta'minlasa-da, konnotativ ma'no kommunikativ ta'sirga sezilarli darajada ta'sir etuvchi baholovchi, emotsional, uslubiy va madaniy komponentlarni o'z ichiga oladi.

Kalit so‘zlar: konnotatsiya, denotatsiya, tarjima ekvivalentligi, semantik siljish, pragmatik ta’sir, uslubiy ma’no, madaniyatlararo muloqot.

Аннотация. Настоящее исследование изучает роль и функциональное значение коннотативного смысла в переводе с английского на узбекский язык в рамках современной теории перевода и семантического анализа. В то время как денотативное значение обеспечивает референциальную эквивалентность, коннотативное значение несёт в себе оценочные, эмоциональные, стилистические и культурные компоненты, которые существенно влияют на коммуникативное воздействие.

Ключевые слова: коннотация, денотация, переводческая эквивалентность, семантический сдвиг, прагматический эффект, стилистическое значение, межкультурная коммуникация.

Introduction. Translation, as an interlingual communicative act, extends beyond lexical substitution and structural transformation. It involves the reconstruction of semantic, stylistic, and pragmatic dimensions embedded in the source text. In semantic theory, meaning is conventionally divided into denotative (referential) and connotative (associative, evaluative, or emotive) components [5; p. 292]. Whereas denotative meaning ensures objective reference, connotation reflects cultural values, emotional undertones, ideological positioning, and stylistic nuance.

In English-Uzbek translation practice, translators frequently prioritize denotative equivalence, often at the expense of connotative depth. Such reduction may lead to partial semantic transfer and pragmatic misalignment. This issue becomes particularly salient in literary discourse, media texts, and persuasive communication, where connotation functions as a primary vehicle of aesthetic and ideological expression.

For instance, the lexical pair “home” and “house” demonstrates how denotative overlap may conceal substantial connotative divergence. While both may be rendered as “uy” in Uzbek, “home” encapsulates affective and relational dimensions absent in the neutral architectural reference implied by “house”. Failure to account for such distinctions may diminish interpretive accuracy and reader response.

Materials and Methods. This study adopts an interdisciplinary methodological framework combining semantic theory and translation studies. The following methods were employed:

- Descriptive-analytical method to systematize theoretical interpretations of connotation;

- Comparative linguistic analysis to examine cross-linguistic semantic correspondences;
- Contextual analysis to determine connotative meaning within discourse;
- Semantic-pragmatic analysis to identify shifts in evaluative and expressive meaning during translation.

The corpus of analysis consisted of selected English literary excerpts, journalistic texts, and media discourse samples alongside their published Uzbek translations. Textual fragments exhibiting evaluative or emotive lexical units were isolated and examined for equivalence patterns.

Results. The analysis reveals several recurrent patterns of connotative transformation in English-Uzbek translation.

Cultural reframing of lexical connotation. Certain lexical items demonstrate culturally embedded connotations that lack direct equivalence in the target language [2; p. 103]. For example, the English word “fox” may imply not only cunning but also physical attractiveness in colloquial discourse. In Uzbek, the corresponding lexical unit primarily retains the semantic feature of cunningness. The evaluative extension related to attractiveness is typically absent, resulting in partial semantic transfer [4; p. 84].

Evaluative polarity shift. Lexical pairs such as “slim” and “skinny” illustrate polarity-based connotative contrast. While both denote physical thinness, “slim” carries positive evaluative connotations, whereas “skinny” may suggest frailty or unattractiveness. In Uzbek translation, failure to differentiate these evaluative nuances may neutralize the expressive contrast embedded in the source text.

Stylistic register distortion. Informal lexical markers such as “kid” introduce register-specific connotation. Translating such units into stylistically neutral or formal equivalents disrupts textual coherence and pragmatic intent. Maintaining register equivalence is thus essential for preserving communicative authenticity [7; p. 45].

Phraseological and idiomatic intensification. Phraseological units represent a particularly sensitive domain of connotative meaning. Literal translation of idiomatic expressions often preserves denotative reference but attenuates emotional intensity [8; p. 253]. Functional equivalents that replicate expressive force are therefore preferable to structural literalism.

Discussion. The findings underscore that connotative meaning constitutes a semiotic layer shaped by sociocultural conventions and discourse norms. Unlike denotation, which tends to exhibit relative cross-linguistic stability, connotation is inherently context-dependent and culturally variable. From a theoretical perspective, the preservation of

connotative meaning aligns with the principle of dynamic equivalence, which prioritizes equivalent reader response over formal similarity [1; p. 304]. Translators must therefore operate not only as linguistic mediators but also as cultural interpreters. Neglect of connotative meaning may lead to:

- Pragmatic weakening of persuasive or emotive discourse;
- Stylistic flattening of literary narrative;
- Ideological reinterpretation of evaluative statements;
- Reduced reader engagement.

To mitigate these risks, translators should apply adaptive strategies, including contextual substitution, evaluative compensation, and functional equivalence [6; p. 218]. Such approaches enhance communicative adequacy while preserving semantic integrity.

The study further indicates that translator competence must encompass intercultural awareness, discourse sensitivity, and pragmatic reasoning. Connotative meaning cannot be retrieved solely through lexical reference; it requires interpretative analysis grounded in socio-cultural literacy.

Conclusion. The research demonstrates that connotative meaning plays a structurally and functionally significant role in translation from English into Uzbek. It shapes evaluative orientation, emotional resonance, and stylistic configuration of the text. Effective translation requires balanced integration of denotative accuracy and connotative adequacy. The translator’s task extends beyond lexical correspondence to the reconstruction of expressive and pragmatic equivalence. Future research may employ corpus-based methodologies to quantify connotative shifts across broader textual datasets and to establish systematic patterns in English-Uzbek translation practice.

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INNOVATIVE TEACHING METHODOLOGIES IN HIGHER EDUCATION: ENHANCING STUDENTS' CRITICAL THINKING SKILLS

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Abstract. In this article investigates innovative teaching methodologies in higher education and their impact on students' critical thinking skills. Methods such as Problem-Based Learning, Project-Based Learning, Collaborative Learning, and Technology-Enhanced Learning actively engage students and foster analytical and problem-solving abilities. These approaches enhance academic performance while developing essential cognitive and practical competencies.

Key words: *Innovative teaching methodologies, PBL(Problem-Based Learning), triggers, critical thinking skills, PjBL(Project-Based Learning), CL(Collobrative Learning)*

Annotatsiya. Ushbu maqolada oliy ta'limda innovatsion ta'lim metodologiyalari va ularning talabalar tanqidiy fikrlashini rivojlantirishdagi ta'sirini o'rganiladidi. Muammoga asoslangan, loyihaga asoslangan, hamkorlikda o'rganish va texnologiyaga asoslangan yondashuvlar talabalarni faol jalb qiladi hamda analitik va muammo yechish ko'nikmalarini shakllantiradi. Ushbu metodologiyalar akademik natijalarni yaxshilash bilan birga kognitiv va amaliy kompetensiyalarni rivojlantiradi.

Kalit so'zlar: *Innovatsion ta'lim metodologiyalari, tanqidiy fikrlash ko'nikmalari, (PBL)muammoga asoslangan ta'lim, (PjBL)loyihaga asoslangan ta'lim (CL)hamkorlikda o'rganish*

So'nggi yillarda oliy ta'lim muassasalarida talabalarning tanqidiy fikrlash ko'nikmalarini rivojlantirish muhim ta'lim natijalaridan biri sifatida qaralmoqda. An'anaviy o'qitish usullari har doim ham talabalarning tahliliy va mustaqil fikrlashini yetarli darajada rivojlantira olmaydi. Shu sababli, ushbu muammoni hal etishda innovatsion o'qitish metodologiyalari muhim ahamiyat kasb etmoqda. Bunday yondashuvlar faol ta'lim, muammoli vazifalar va talaba markazli o'qitishni rag'batlantiradi. Zamonaviy pedagogik strategiyalar