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Dr. Giuseppe Chiaramonte

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DESIGNING AN ENGLISH-UZBEK PHRASAL VERBS DICTIONARY: A LEXICOGRAPHIC APPROACH

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ABSTRACT
Phrasal verbs, integral to English yet challenging due to their idiomaticity and syntactic variability, pose significant difficulties for Uzbek learners. This study proposes a lexicographic framework, tested through sample entries, for an English-Uzbek phrasal verbs dictionary, featuring alphabetically organized entries with stress patterns, phonetic transcriptions, grammatical indicators, and contextual examples. Drawing from Oxford, Longman, and R. Courtney's dictionaries, the design categorizes phrasal verbs by transitivity, includes synonyms, antonyms, and usage notes, and aims to enhance comprehension and practical use. The approach offers a tailored resource for Uzbek speakers, with potential for broader application in bilingual lexicography.

KEYWORDS: Phrasal Verb, Particle, Lexicography, Bilingual Dictionary.

INTRODUCTION

Phrasal verbs, combining verbs with adverbs or prepositions, are a fundamental yet intricate feature of English, often bearing idiomatic meanings that diverge from their components. For bilingual learners, particularly those navigating English and Uzbek—a Turkic language with distinct grammatical structures—these verbs present unique obstacles due to their context-specific nuances and lack of direct equivalents. The absence of comprehensive bilingual tools exacerbates this difficulty, hindering effective translation and usage.

This research seeks to address these issues by developing a structured English-Uzbek phrasal verbs dictionary. The primary goal is to provide Uzbek learners with accurate translations, pronunciation aids, and contextual insights, drawing on established lexicographic practices to create a user-friendly and linguistically rich resource. By outlining a methodical approach, this study aims to improve English proficiency among Uzbek speakers and contribute to bilingual lexicographic scholarship. To tackle this, a systematic lexicographic design was developed, as detailed below.

METHODS

The development of the English-Uzbek phrasal verbs dictionary employed a systematic lexicographic process designed to balance depth and accessibility, thereby addressing the specific learning needs of Uzbek speakers.

1. Entry Design: Entries were organized alphabetically, incorporating:
- Phonetic transcriptions (e.g., /tʌtʃ/ for *touch*) and stress markers (e.g., ˌtouch ˈdown).
- Verb conjugations (e.g., *touched, touched, touching*).

- Grammatical labels (e.g., [IØ] for intransitive, [T] for transitive).
- Uzbek translations with italicized example sentences.
- Synonyms ([SYN]), antonyms ([OPP]), and usage notes (e.g., *figurative, informal*).

2. Classification: Phrasal verbs were categorized by transitivity (intransitive, e.g., *touch down*; transitive, e.g., *switch on*) and syntactic patterns (e.g., *subject-verb-object, inversion*).

3. Contextual Support: Entries included:
- Idiomatic markers (✱) per R. Courtney's tradition.
- Typical subjects ([SUBJ]) and objects ([OBJ]).
- Derived forms (e.g., *touchdown* as a noun) with countability ([C,U]).
- Inversion examples (e.g., *On and on Jane went*) for grammatical nuance.

4. Sample Development: Full entries were crafted for *touch down, go on, switch on, put out, put off, get off,* and *hit off*, integrating conventions from *Oxford, Longman,* and *Courtney's dictionaries*.

5. Theoretical Basis: The model was informed by references such as Abduraxmonova (2017), Courtney (2000), Quirk et al. (1985), and electronic dictionaries (Merriam-Webster, Cambridge), ensuring alignment with linguistic standards.

This methodology aimed to balance depth and accessibility, meeting the specific needs of Uzbek learners.

RESULTS

The lexicographic framework generated detailed entries, as exemplified below, effectively addressing phrasal verb complexities for Uzbek learners.

One of the most prevalent types of phrasal verbs is the intransitive phrasal verb, which comprises a verb and an adverb. Below is a sample dictionary entry for the phrasal verb *touch down*. In the English-Uzbek dictionary of phrasal verbs translation of this combination is "yerga qo'nmoq (tushmoq)" (Abduraxmonova, 2017).

touch /tʌtʃ/ *touched, touched, touching*
✱ **touch** ˈ**down 1.** (samolyot, kosmik kema, qayiq va b.) yerga qo'nmoq (tushmoq): [IØ] *The spacecraft touched down on the lunar surface, ...* (*figurative*) *A severe thunderstorm touched down in Oklahoma, causing widespread damage to homes.* **[SUBJ] plane, ... [SYN] land. [OPP] take off. 2.** (regbi va Amerika futbolida) to'pni raqib jamoaning darvoza chizig'idan o'tkazib qo'yib ochko olish: [IØ] *The rugby player touched down right before the final whistle, ...* [T] *The rugby player touched the ball down just before the final whistle, ...*
[G] v + adv
► ˈ**touchdown** *n* [C,U] 1. samolyot yoki kosmik kema qo'nayotgan payt. 2. (regbida) to'pni raqib jamoaning darvoza chizig'i orqasidagi maydonga tushirish orqali ochko to'plash harakati. 3. (Amerika futbolida) to'pni olib yurish paytida raqib jamoaning darvoza chizig'ini kesib o'tish yoki raqib jamoaning darvoza chizig'idan o'tib ketganingizda to'pni qabul qilish orqali ochko to'plash harakati.

This entry demonstrates the structure of a phrasal verb entry in the proposed dictionary. The basic form of the main verb is provided along with its phonetic transcription to aid in pronunciation. In accordance with the conventions of the Longman Dictionary, the conjugation of the verb is indicated. The use of an asterisk (✱) before the verb phrase in the subsequent line emphasizes its idiomatic nature, a practice found in R. Courtney's dictionary (Courtney, 2000). Following the construction tradition of the Oxford dictionary, the stress patterns of the phrasal

verb (primary stress indicated by ' ˌ ' and secondary stress by ' ' ') are presented, followed by a corresponding translation.

To prevent potential misunderstandings regarding certain usages, any explanations related to specific contexts were provided in parentheses before the translation. Each meaning includes example sentences, grammatical codes ([IØ] for intransitive, [T] for transitive), based on R. Courtney's lexicographical tradition as "**care for** *v prep* **1**. любить (кого-л. или что-л.): [IØ + *for* (*simple tenses*)] *...*" [4: 88]. Based on Oxford dictionary lexicographical tradition, subject indicators ([SUBJ]) were used, facilitating correct usage. Synonyms ([SYN]) and antonyms ([OPP]) are listed for comparative understanding, respectively, based on Oxford dictionary lexicographical tradition as "ˌ**get** ˈ**on**; ˌ**get** ˈ**on sth 1**. (also ˌ**get** ˈ**onto sth**) <...> [SYN] **board, board sth** (*more formal*)**. [OPP] get off, get off sth**" (Oxford Phrasal Verbs Dictionary for Learners of English, 2001). The derived noun *touchdown* is also included, with its meanings and grammatical notes.

The feature of changing the position of the subject and object in free combinations through inversion is typically not applicable in sentences containing phrasal verbs. Nevertheless, the boundary between a free combination and a phrasal verb remains somewhat abstract.

For example, inversion can occasionally be observed in phrases when the particle is repeated according to an iterative coordination pattern. To illustrate this, let us examine a recommended dictionary entry for the phrasal verb *go on*.

go /*BrE*, gəʊ/ /*AmE*, goʊ/ (**going**, **went**, **gone**)

ˌ**go** ˈ**on** *v adv*

1. yo'lda davom etmoq; davom ettirmoq, (yo'l, hudud va sh.k.) cho'zilmoq, yo'nalmoq: [L9 + ON (*often simple tenses*)] *The hikers checked their maps and then went on their journey.* **[SYN] carry on, keep on (1).**

2. oldinda ketmoq: [L9 + ON] *You go on ahead, and I'll catch up with you later.*

3. (poyabzal, kiyim) sig'moq, kiyib ko'rmoq, kiygizmoq; ilmoq: [L9 + ON (*simple tenses*)] *This jacket won't go on, I think it's too small for me.*

***4**. o'zini tutmoq; yashamoq, hayot kechirmoq: [L9 (*usu. simple tenses*)] *After the disagreement, can we go on as if nothing happened?*

***5**. (asosan tanaffusdan keyin biror narsa qilishni) davom ettirmoq: [IØ (*to, with*) (*often simple tenses*)] *Please go on, I am very interested in your story.* [I3] *After welcoming the guests, the host went on to explain the schedule for the day.* [I4] *She went on criticizing the project ... .* **[SYN] carry on**.

***6**. (asosan oldinga) shoshilmoq: [IØ (*often simple tenses*)] *Go on! We don't have ...*

***7**. *not fml* ko'p va charchatadigan darajagacha gapirmoq: [IØ (*about, at*)] *He goes on and on about his new car.* [2] *On and on Jane went about her husband.* **[SYN] bang on about sb/sth** (*BrE, informal*).

***8**. o'tmoq; (vaqt haqida) davom etmoq, cho'zilmoq: [IØ] *As the months went on, we still had no news about the project.* ► **ongoing** *adj* davomiy, doimiy: ... .

***9**. ro'y bermoq, sodir bo'lmoq, yuz bermoq: [IØ (*usu. continuous tenses*)] *There's a party going on at the neighbor's house.* ► **goings-on** *n* [PLURAL] bo'lgan g'alati voqea: *There have been some unusual goings-on at the office recently.*

***10**. (odatda elektr asbob haqida) ulanmoq, ishga tushmoq: [IØ] *The security lights go on automatically when someone approaches.* **[SYN] put on**[1]**. [OPP] go off.**

*11. esp. *NEngE* olg'a siljimoq, muvaffaqiyatga erishmoq: [IØ (*with*) (*usu. continuous tenses*)] *She's going on nicely with her new role at the company.*

*12. esp. *NEngE* (ijobiy, samarali) natijaga erishmoq; muyassar bo'lmoq: [L9] *How did you go on in the competition?*

*13. eplamoq, muomala qilmoq: [L9 (*for*)] *How did you go on financially while you were traveling?*

*14. (biror vaqtga, yoshga, raqamga) yaqinlashmoq; ulg'aymoq: [L9 (*for*) (*continuous tenses*)] *It's going on for midnight; we should head home.* **[SYN] get on.**

*15. (*informal*) o'zini nojo'ya yoki g'alati tutmoq: [IØ] *Why does he always go on like that in meetings?*

*16. sahnaga yoki sport maydoniga chiqmoq: [IØ] (*often simple tenses*)] *I felt nervous when I went on stage for the first time.*

*17. (kimdir bilan) do'stona munosabatda bo'lmoq, til topishmoq, totuvlikda (bahamjihatlikda) yashamoq: [L9 (*with*)] *We all go on well with each other in the office.* **[SYN] get along with.**

18. **go on** (with you)! (*old-fashioned, BrE, spoken, informal*) Qo'ysangchi! Bo'lishi mumkin emas!: *Go on with you! I don't believe a word of that story.* **[SYN] get away (with you), come on**, **come off it!** *spoken informal.*

The entry for *go on* illustrates the versatility of phrasal verbs, with multiple meanings and grammatical patterns. The verb *go* is presented with British and American pronunciations and conjugations (going, went, gone). The phrasal verb *go on* is marked with stress patterns and grammatical codes ([L9 + ON]), [L] indicates that *go* functions as a linking verb. The notation [9] indicates the presence of an adverbial phrase.

Example sentences demonstrate usage in context, and synonyms (**[SYN]**) are included for clarity. Lexicographers adopt varying designs when providing phrasal verbs with similar and opposite meanings in entries. Some dictionaries utilize labels such as **[SYN]** and **[OPP]**, while others may employ annotations like [*compare* **run down]** (Cullen et al., 2000), "SIMILAR TO: **bring on**" [5: 41], or simply refer to the relevant language unit with a pointer '→'. In our case, we employed **[SYN]** for similar verbs and phrasal verbs and **[OPP]** for opposites. If a phrase with multiple meanings is identified as a synonym or antonym, the number of meanings it encompasses is specified in parentheses (e.g., *keep on (1)*). The notation (1) following the referenced combination indicates that it is synonymous or opposite to the first meaning of the phrase.

In the examples, the inclusion of repeated inversion sentences according to the particle iterative coordination pattern, as seen in the seventh sense, such as *On and on Jane went about her husband*, demonstrates a structural variation that illustrates how the phrasal verb can be used in different constructions. Inversions serve to emphasize specific parts of a sentence, thereby enriching the dictionary entry and providing greater context for users, particularly in understanding various grammatical patterns. Including such examples demonstrates how 'go on' is applied when a common subject follows the verb in literary or formal styles. It is designated as (Cullen et al., 2000), the *inverted variant*, allowing users to see how it differs from standard usage. The note at the end of the synonym (*BrE, informal*) indicates that this usage is characteristic of informal language in British English. Additionally, it is pertinent to mention the adjective *ongoing* and the noun *goings-on* derived from the phrasal verb, which can be found in meanings 8 and 9. In cases where both the phrasal verb (*v adv*) and the prepositional verb (*v prep*) share the same form, they are distinguished by Arabic numerals in sequential order (as in *put on[1], put on[2]*). This is evident in the synonyms of meanings 10, 14, and 18 in our example, effectively avoiding misunderstandings.

Meanings 4 through 17 in the entry are marked as idiomatic with an asterisk '*' preceding them. Lastly, it is worth noting the role of parenthetical predicates (such as *about*), which may or may not follow the phrasal verb.

Phrasal verbs with a direct object, such as *make out* and *call off*, are considered transitive verbs, providing flexibility in the placement of the particle. Specifically, the particle can be positioned either after or before the direct object. In this context, we present a recommended dictionary entry for one such verb:

ˌswitch ˈon; ˌswitch sth ˈon; ˌswitch itself ˈon
1. (chiroq, radio kabi elektr jihozlarni asosan tugmachani bosish orqali) yoqmoq, ishga tushirmoq: *He walked into the room and switched on the television. ◊ They switched it on. ◊ The computer switches (itself) on every morning at 8 a.m.* [X9 + ON] *Could you switch the fan on? It's too hot in here.* [L9 + ON] *With this timer, you can program the lights to switch on automatically at sunset.* **[SYN] turn on, turn itself on, turn sth on, put on. [OPP] switch off, switch itself off.**
***2.** (*informal*) toʻlqinlantirmoq, ragʻbatlantirmoq: [IØ] *These days, many people are turning to meditation to switch on to mindfulness.* [T1] *It requires an engaging mentor to switch the trainees on.*
► **switched-on** *adj* hushyor, ziyrak, tez e'tibor qaratadigan: *Pupils get switched on by that song.*

This entry highlights the flexibility of phrasal verbs in both literal and idiomatic contexts. The verb *switch* is presented with stress patterns and grammatical codes ([X9 + ON]). The label [X] indicates a transitive verb that requires a direct object. Two meanings are provided: (1) turning on electrical devices, and (2) inspiring or motivating someone (informal usage). Example sentences illustrate usage, and synonyms ([SYN]) and antonyms ([OPP]) are included for comparison. The derived adjective *switched-on* is also listed, demonstrating how phrasal verbs can generate new lexical forms.

A free combination consists of a verb and an adverb used together in such a way that their meanings can be comprehended independently. The following dictionary entry exemplifies how the combination 'put out' is presented in the English-Uzbek dictionary of phrasal verbs:

put out *v adv*
1. choʻzmoq, (tilini) chiqarmoq, koʻrsatmoq: [X9 + OUT] *He put his arm out to shake hands with the guest.* **[OBJ] hand, tongue. [SYN] stick out (your tongue).** → see also **hold forth, hold out, put forth, reach out, shoot out, shove out.**
2. (choyshab, bayroq va boshq.ni) osmoq, ilib chiqmoq; tashqariga qoʻymoq: [X9 + OUT] *We put out the beach towels after the rain stopped.* → see also **take out.**
3. (likopcha va boshq.ni) olmoq, sugʻurmoq; (ovqatlanish va bosh.ga) hozirlik koʻrmoq; (narsalarni) tayyorlamoq: [X9 + OUT (*often simple tenses*)] *Could you put out the silverware for the dinner party?* → see also **drag out, get out, lay out, set forth, set out**.

So, this indicates that the verb *put* with adverb *out* retains its original meaning. Similarly, verbs such as *send, push, turn,* and *take* with *out* do not lose their inherent meanings in some contexts. Furthermore, this characteristic persists when the verb *put* is used with other adverbs (like *down*).

When it comes to the labels, [OBJ] within a dictionary entry indicates the object(s) primarily associated with the phrasal verb in the specified sense. In sense 3 the note *often simple tenses* signify that the phrases are typically expressed in simple tenses.

Some combinations are so idiomatic that replacing their components with alternative words while retaining the same meaning becomes impossible. One such stable combination is the phrasal

verb *put off*, which warrants inclusion in the dictionary as follows. In J. Erejepova's manual called *English phrasal verbs in translation* this combination has only one translation "qaldiriw (jumisti, ushrasiw)" (Erejepova, 2023).

ˌ**put** ˈ**off** *v adv*

1. *old use* (kiyim, poyabzal va boshqalarni) yechmoq, yechib tashlamoq: [X9 + OFF] *Please put off your jacket before sitting down on the couch.* [SYN] **take off**.

2. (*BrE*) (transportdan) tushirmoq, tushirib qoʻymoq, tashlab oʻtmoq: [X9 + OFF (*at*)] *The driver was asked to put us off at the next intersection.* [SYN] **drop off, set down.** [G] v + n/pron + adv ♦ v + adv + n (*less frequent*).

3. (especially *BrE*) (chiroq va h.k.) oʻchirmoq: [X9 + OFF] *Please put off the heater when you leave the office.* [OBJ] **lights.** [SYN] **put out.** [OPP] **put on.**

***4**. (*also* ˌ**put** ˈ**off doing sth**) (kechroq muddatga) surmoq, kechiktirmoq, qoldirmoq: [T1 (*till, to, until*)] *They put off the event till next month due to the weather.* [T4 (*till, to, until*)] *She put off writing the report until the very last day.* [SYN] **delay sth.**

[G] *also* v + adv + -ing. ►**put-off** *n* kechikish, kechiktirish.

***5**. (kema haqida) bandargohni tark etmoq, joʻnab ketmoq: [IØ (*often simple tenses*)] *The yacht put off at sunrise, sailing toward the open sea.* [SYN] **put forth, put out.**

***6.** qutulmoq, bekor qilmoq, rad etmoq: [T1b] *The student put off his tutor with a series of excuses.*

***7.** *not fml* nafratlantirmoq, bezdirmoq: [T1b (*usu. simple tenses*)] *His rude behaviour put everyone off at the meeting.* [G] v + adv + n (*rare*).

► ˈ**off-putting** *adj* (*informal, especially BrE*) yoqimsiz, gʻashga tegadigan: *She finds it off-putting to have someone watching her all the time.*

***8**. (*especially BrE*) xalaqit qilmoq, alaxsitmoq, (diqqatni) boʻlmoq: [T1 (*often simple tenses*)] *The noise from the construction site put her off her reading.* [SYN] **distract sb (from sth).** [G] v + adv + n (*rare*).

off-putting *adj* kesent etiw, kesent beriw: *Their parents are slightly aggressive, which children find a bit off-putting when they first meet them.*

***9.** nimadandir qutulmoq, xalos (forigʻ) boʻlmoq; tonmoq, rad etmoq; tashlab yubormoq: [T1 (*usu. simple tenses*)] *She put off her worries and focused on the task at hand.* [SYN] **put away.**

***10.** *not fml* uxlab qolmoq, koʻzi ilinmoq, uxlatmoq: [T1 (*to*) (*usu. simple tenses*)] *She found a lullaby that helped put the baby off quickly.* [SYN] **doze off**.

It is noteworthy that the original meaning of the phrasal verb derives from Old English, as indicated by the note *old use*. The label *less frequent* that follows the last grammatical pattern in the second sense signifies that it is rarely utilized. The third meaning is predominantly characteristic of the British variant of English (especially BrE). The code [T4] in the fourth sense indicates that the transitive phrasal verb can be followed by a gerund. In this context, when the sentence is concise, the particle (*off*) is not positioned after the gerund, which functions as an object. Furthermore, the *b* in the grammatical code of the sixth and seventh meanings [T1b] denotes that the verb is used independently from the preposition or adverb. Lastly, the informal usage of the latter meaning is indicated by the note *not fml*.

Some phrasal verbs do not readily permit the particle to be placed before the object. In certain cases, the subject + verb + adverbial + object order may lead to misunderstanding. This phenomenon can be observed in the phrase *get off*. Accordingly, the following sample dictionary entry will be created for this phrasal verb.

ˌ**get** ˈ**off** *v adv*

*1. tozalamoq; artmoq, o'chirmoq: [T1] *I used some cleaner to get the paint off the floor. → see* also **come off, come out, get out, take out, take out of, wash off, wash out.**

*2. jo'namoq, ketmoq, yo'l olmoq: [IØ (*on, to*)] *We need to get off early tomorrow to avoid the traffic.* [T1] *Getting the workers off to the factory every morning requires a lot of effort. → see* also **go away.**

*3. harakat qila boshlamoq, (bellashuv paytida) start olmoq: [IØ (*usu. simple tenses*)] *The runners got off as soon as the signal sounded. → see also* **be off, get away.**

*4. (g'arq bo'layotgan kemadan) qutqarib qolmoq: [T1] *The rescue team got the last few passengers off the sinking ship just in time.*

*5. (pochta orqali) jo'natmoq, yubormoq: [T1] *Get that package off right away!* [IØ] *Please make sure that this urgent package gets off by the end of the day.* **[SYN] send sth off**.

*6. (ishdan) bo'sh vaqti bo'lmoq: [T1b (*simple tenses*)] *She's hoping to get some time off next week for a vacation.* **[OBJ] time, day, week. [SYN] take sth off.** *→ see also* **have off, take off, get sth off sth. [NOTE]** 'Get sth off' majhul nisbatda qo'llanilmaydi.

7. get off (with you)! *infml* Sizga ishonmayman!; Meni tinch qo'ying!; Qo'ysang-chi!, Bo'ldi, bas qil!: [*imper.*] *Come on, get off! I've heard that excuse a hundred times before! → see also* **come on.**

8. get off with you! *not fml* Chiqib ket!, Yo'qol!: [*imper.*] *Get off with you – I need some peace and quiet to finish this. → see also* **push off.**

9. (*AmE,* **[!]**) orgazmga erishmoq: *After a romantic evening together, they felt close enough to share an intimate moment, leading them to get off together.*

[IDM] get off to a flying start; get off to a flyer juda yaxshi/yomon boshlamoq: *The company's new product got off to a flying start in the market.* **get off to a good, bad, slow, etc. start** [*informal* (*usu. simple tenses*)] yaxshi/yomon/sekin boshlamoq: *The most effective way to complete a project is to get off to an early start.* **get off on the right/wrong foot** [*informal* (*usu. simple tenses*)] ilk o'zaro munosabatlarning ijobiy yoki salbiy boshlanishi: *The new employee and I got off on the wrong foot during our first meeting. → see also* **start off, step off.**

After the *see also* note at the end of the 1-2-3-6-7-8 meanings of this phrasal verb and idiom [IDM], there are other combinations to compare with this phrasal verb. In the sentence *Get that package off right away!* from the fifth sense, which means *to send by mail*, placing the particle before the object could imply that someone is requesting the package to be removed rather than sent. Meanings between the first and sixth are idiomatic. According to the NOTE, the 6th meaning does not permit the phrasal verb to be used in the passive form. The meanings in points 7 and 8 convey expressions such as *Meni tinch qo'ying!; Qo'ysang-chi!,* (*I don't believe you! Leave me alone!*) respectively, indicating displeasure or disbelief, similar to the English expression *Oh, stop it!* Additionally, point 8 means *Get out!* The exclamation point [!] in point 9 serves as a label that emphasizes a very rude word or phrase that should be avoided for reasons of decency. At the end of the entry, idioms containing this phrasal verb are listed, complete with their translations and examples following the [IDM] tab.

Another restriction regarding phrasal verbs pertains to the use of the passive voice, "these are principally combinations for which the object is idiomatically limited to a particular noun or pronoun" (Quirk et al., 1985). In such cases, the construction will not retain the same meaning if rearranged. As an illustration, we will create a dictionary entry for *hit off* and analyze the examples.

ˌ**hit ˈoff** *v adv*

*1. (*BrE not fml*) oʻxshatmoq, taqlid qilmoq: [T1 (*usu. simple tenses*)] *Nice work, you've precisely hit off the musician's rhythm!*

2. ˌhit it ˈoff (with *sb*) (*informal*) doʻstona munosabatda boʻlmoq: *John and the project manager hit it off during their first collaboration.* → *see also* **get on well** (*esp. BrE*). [**G**] v + it + adv

The examples of the expression *hit it off* do not lend themselves to the passive voice, as seen in point 2, which cannot be phrased as *It was hit off with each other*, leading to confusion regarding who is being referred to. However, it is acceptable to say, *The two hit it off with each other*.

The definitions provided above illustrate that some phrasal verbs do not lend themselves to passive constructions and suggest a pragmatic analysis approach to their meanings. Further research is needed to clarify how phrasal verbs can be effectively integrated into dictionaries while considering their unique characteristics.

These entries collectively highlight the framework's strengths: comprehensive coverage, grammatical clarity, and contextual richness, tailored to Uzbek learners' needs.

DISCUSSION

This study presents a robust lexicographic model for an English-Uzbek phrasal verbs dictionary, effectively addressing the complexities of phrasal verbs for Uzbek learners. The detailed entries in the Results integrate pronunciation aids, grammatical markers, and contextual examples, drawing on Oxford, Longman, and Courtney's traditions while adapting to bilingual needs. Features like inversion examples and transitivity labels provide nuanced insights, critical for a language pair with divergent structures like English and Uzbek. Compared to existing resources (e.g., Abduraxmonova, 2017), this model offers greater depth—full conjugations, stress patterns, and derived forms—enhancing usability. However, the numerous senses, such as 18 for 'go on' (as detailed in Results), may pose difficulties for beginners due to potential complexity, prompting the need for simplified approaches. Future iterations could streamline entries or expand the verb corpus based on learner input, refining the framework to better serve its audience. The framework's adaptability suggests potential for other language pairs, advancing bilingual lexicography. Next steps include compiling a pilot dictionary and evaluating its impact on learners' proficiency to further validate and optimize this approach.

CONCLUSION

This research successfully outlines a methodical approach to compiling an English-Uzbek phrasal verbs dictionary, delivering a structured, user-friendly design tailored to the needs of Uzbek learners. The resulting entries, as evidenced by the sample entries, provide comprehensive translations, pronunciation guidance, and contextual examples, effectively bridging the gap between English phrasal verbs and Uzbek linguistic norms. By incorporating established lexicographic practices and innovative features like inversion examples, the dictionary enhances both comprehension and practical application. This work not only equips Uzbek speakers with a valuable tool for mastering English but also lays a foundation for future bilingual lexicographic efforts, with opportunities for refinement through user feedback and expanded implementation.

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NEW OPPORTUNITIES FOR FUTURE TEACHERS IN UZBEKISTAN

Tajieva Aliya
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Emerging Issues in TESOL Today explores significant emerging issues in TESOL with local and global pedagogical or policy implications. Submissions should provide clear analysis and discussion informed by relevant literature, linking to ongoing debates and theories. Topics include, but are not limited to, multiliteracies, teacher preparation, technology-enhanced learning, multimodality, and assessment.

ABSTRACT
This paper examines the "4+2" teacher preparation model at Nukus State Pedagogical Institute, which combines academic coursework with weekly school-based internships. Focusing on English language teacher trainees, the study highlights how students apply theoretical knowledge in real classrooms, enhancing their pedagogical skills and professional identity. Student feedback suggests that the model strengthens motivation, creativity, and practical teaching competence, offering a promising approach for TESOL programs aiming to better integrate theory and practice.

Today, improving the education sector in our country is one of the top priorities, as it is impossible to imagine modern life without science, enlightenment, and knowledge. At a meeting organized on Teacher's and Mentors' Day 2024, the head of our state, Shavkat Mirziyoyev, noted that "science, knowledge, and upbringing are the cornerstones of progress, the things that make a country powerful, and a nation great." The development of our country is closely linked to our achievements in the field of science and education.

The purpose of our government's efforts in the field of education is to develop the knowledge and skills of youth, educate them in the spirit of loyalty to national and universal values, enhance the prestige of the teaching profession and the quality of teachers, and create a modern model of the school education system that meets international standards. For these purposes, the Decree of the President of the Republic of Uzbekistan dated May 11, 2022, No. PD-134 "On Approving the National Program for the Development of Public Education for 2022-2026," as well as the Resolution of the President of the Republic of Uzbekistan dated June 21, 2022, No. PP-289 "On Measures to Improve the Quality of Pedagogical Education and Further Development of Higher Educational Institutions for the Training of Pedagogical Personnel," identified that students of the 2nd-4th stages of full-time education of higher educational institutions for the training of pedagogical personnel should spend 2 days at preschools or general secondary educational establishments as a pedagogical internship and 4 days they can study at the University. We call this experiment as 4+2 form of studying.

So, what is pedagogical internship or pedagogical practice we usually call it in our context? It is a consistent continuation of the educational process carried out by undergraduate students in

higher education institutions. It provides an opportunity to reinforce the theoretical knowledge acquired in the bachelor's program and apply these knowledge, skills, and abilities directly to the educational process. If students learn to apply their knowledge into practice, implement it in life, and draw theoretical conclusions from this process, their acquired knowledge becomes firmly established. In the process of practice, the strengthening of self-education contributes to the formation of professional and pedagogical qualities in the personality of a future teacher.

In this essay, I would like to discuss the process and outcomes of the "4+2" form of studying at the Nukus State Pedagogical Institute, in the example of the English Language and Literature department. As all of us know any educational program is based on the State Requirements and we are organizing our learning and teaching process according to "60110900 - Foreign Language and Literature Bachelor's Program Qualification Requirements," approved by Order No. 218 of the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan dated June 25, 2024. One of these requirements is the development of future teachers' professional competencies. That is, our students should master the organization of professional activity in a multicultural environment, taking into account the peculiarities of the socio-cultural structure of society, as well as the laws and principles of national upbringing, the ability to model the educational process and implement it in educational practice, the ability to use teaching aids, taking into account age differences, language skills, individual human characteristics. Therefore, we teach students to utilize these abilities and skills throughout their practice.

The purpose of the practice is to provide professional, pedagogical, and psychological preparation for educational work in schools, fostering creative thinking, and developing professional skills and abilities. From the very first day of the internship, students are taught the main social task, that is, the formation of a comprehensively developed person, the preparation of the younger generation for life and active work. Work is being carried out here to understand the high social significance of the foreign language teacher profession and to adhere to the principles of professional ethics.

In regards to student outcomes, every year at the end of the internship we conduct a meeting with the students, where students report the results of the internship, share their experiences which are full of challenges and misunderstandings, give their opinions and suggestions on improving the internship. While analyzing students feedback, we learned that one of the advantages of this internship is the possibility of simultaneously practicing the acquired knowledge with the learners. For example, during their internships, students demonstrated their ability to select, create, adapt, and utilize learning materials for their students based on the knowledge gained from the course "Materials Evaluation and Design" taught at the institute. They also demonstrated their mastery of the methodology for developing learner critical thinking, and creativity which they learned at "Methods of Teaching a Foreign Language" course. Students mentioned that the invaluable knowledge taken from the subjects "Assessment Methods," "Classroom Observation," and "Classroom Language", "Teaching and Integrating language skills" were very helpful for them in organizing their classes, as well as designing activities aimed at developing students' language skills.

Based on the advantages of the "4+2" study program, we are witnessing the growing creative interest and motivation to solving pedagogical tasks in our students, their striving to find effective forms and methods of teaching, their attitude towards their chosen profession, their interest in pedagogical work, and their developed professional skills. From this perspective, this new approach will undoubtedly serve as one of the methods for training future competent teachers capable of developing advanced pedagogical innovations through experimental testing.

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Based on the advantages of the "4+2" study program, we are witnessing the growing creative interest and motivation to solving pedagogical tasks in our students, their striving to find effective forms and methods of teaching, their attitude towards their chosen profession, their interest in pedagogical work, and their developed professional skills. From this perspective, this new approach will undoubtedly serve as one of the methods for training future competent teachers capable of developing advanced pedagogical innovations through experimental testing.

FLIPPED CLASSROOM AND ACADEMIC ACHIEVEMENT: EVALUATING STUDENT PERFORMANCE OUTCOMES

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ABSTRACT
This study evaluates the effectiveness of the flipped classroom (FC) model in enhancing English language learning outcomes among second-year primary education majors compared to traditional classroom (TC) instruction. Using a mixed-methods approach, the research analyzed term-end results and Telegram-administered surveys assessing student perceptions, engagement, and performance. Quantitative data revealed statistically significant improvements in the FC group, with mean scores increasing from 62.00 to 68.00, while the TC group showed marginal gains (39.90 to 41.52). Effect sizes grew over time, suggesting cumulative learning benefits. The FC approach also reduced outcome variability, evidenced by lower standard deviation and coefficient of variation values. Qualitative findings highlighted enhanced speaking confidence, vocabulary retention, and comprehension, with a strong student preference for continuing the model. However, successful implementation requires targeted support, including time-management workshops and structured pre-class guidance. The results demonstrate FC's potential as a transformative pedagogical tool in language education, though careful planning and iterative evaluation remain essential to address variability in student adaptation. This study contributes to FC literature by addressing gaps in longitudinal analysis and discipline-specific applications, offering actionable insights for educators in primary education contexts.

KEYWORDS: flipped classroom, English language learning, academic performance, blended learning, pedagogical innovation

INTRODUCTION
The flipped classroom (FC) is a student-centered pedagogical approach that inverts traditional teaching methods (Algayres & Triantafyllou, 2019). Building on this foundation, the model consists of three stages: pre-class preparation, in-class application, and post-class work (Nwosisi et al., 2016). This structure allows students to engage with basic concepts before class, transforming class time into an opportunity for active learning and knowledge application (Mostafa & Elsamanoudy, 2018).

Expanding on these benefits, the FC approach promotes self-directed learning, deeper understanding, and engagement (Roehl et al., 2017). Central to this model are two core principles: active learning, which emphasizes student participation in interactive activities during class (Mostafa & Elsamanoudy, 2018), and pre-class preparation, where students independently review materials beforehand (Lewis et al., 2017). Importantly, technology serves as a key enabler of the FC process, supporting both out-of-class learning and in-class activities (Rahman et al., 2015). While student perceptions of FC are generally positive, it's worth noting that ongoing refinement of the approach remains necessary to optimize learning outcomes (Lewis et al., 2017).

LITERATURE REVIEW

Recent studies have highlighted the potential benefits of flipped classrooms in higher education, particularly for improving academic performance and fostering higher-level thinking skills. Specifically, research has shown that flipped classrooms can lead to increased semester grades, better performance on analytical questions, and improved long-term retention of knowledge (Torres-Martín et al., 2022). Notably, these benefits appear most pronounced among lower-performing students, who tend to outperform their counterparts in traditional classrooms (Day, 2018). However, challenges persist, such as motivating students to engage with pre-class materials (Zainuddin et al., 2019). While these findings are promising, there remains a need for more rigorous assessment of flipped classrooms' impact on student learning gains throughout an entire semester, comparing them with control groups in traditional lecture-based formats (Fogarty, 2017). Future research should focus on identifying the specific aspects of flipped classrooms that contribute to improved learning outcomes and how these can be leveraged in other undergraduate courses.

Building on this foundation, the flipped classroom model has gained traction in higher education as a student-centered approach, though its theoretical foundations have been questioned (Koh, 2019). This model aligns with Bloom's taxonomy, promoting higher-order thinking through problem-solving and self-directed learning (Lin, 2022). It emphasizes personalization, collaboration, and self-direction, with positive learning outcomes observed in cases supporting collaborative learning and performance review (Koh, 2019). The flipped classroom's theoretical basis includes Benjamin Bloom's Mastery Learning, which emphasizes core ideas, processing procedures, and evaluation (Deng, 2019). The model can also be connected to Gardner's multiple intelligences theory, offering opportunities for active and differentiated learning experiences (Campión, 2020).

In addition to its theoretical grounding, recent studies have explored the impact of flipped classrooms on academic performance and learning outcomes. While FC implementation has shown positive effects on student engagement, motivation, and self-directed learning skills (Zainuddin et al., 2019), there is a lack of rigorous, longitudinal research confirming its effectiveness (Bernard, 2015). Some studies indicate that FC can improve academic performance to a limited extent and make learning more enjoyable (Foldnes, 2016). However, a longitudinal study by Torres-Martín et al. (2022) found statistically significant improvements in academic performance using FC methodology compared to traditional teaching. The success of FC in higher education depends on careful planning, implementation, and evaluation (Mupita et al., 2020). Despite these findings, there remains a need for more robust, long-term studies to fully understand the impact of FC on academic performance and to address the current gaps in research (Bernard, 2015; Zainuddin et al., 2019).

Moreover, the flipped classroom approach has shown significant potential in enhancing higher-order thinking skills (HOTS) among students. Multiple studies have demonstrated its effectiveness in improving problem-solving, critical thinking, and creative thinking abilities (Alsowat, 2016; Suprapti et al., 2021). This instructional strategy involves students engaging with lecture materials outside of class, allowing for more interactive and collaborative activities during class time (Priyaadharshini & Sundaram, 2018). Research has found that flipped learning not only enhances HOTS but also increases student engagement and satisfaction (Alsowat, 2016). The use

of content videos in flipped learning has been particularly effective in developing HOTS (Suprapti et al., 2021). Furthermore, students generally perceive the flipped classroom approach positively, appreciating the opportunity for deeper discussions, debates, presentations, and project-based learning (Kusmiyati & Martani, 2023). These findings suggest that the flipped classroom model is well-suited for fostering HOTS in 21st-century education.

Expanding on this, meta-analyses on flipped classroom efficacy reveal positive effects across various educational contexts. The approach significantly improves student achievement in secondary education compared to traditional instruction (Wagner et al., 2020). At the university level, flipped classrooms enhance academic performance, although potential publication bias favoring the method is noted (Martínez et al., 2018). A comprehensive meta-analysis across disciplines and education levels found a moderate positive effect on student performance, with humanities showing the strongest benefit. The primary factor contributing to this effect is the opportunity for structured, active learning and problem-solving (Strelan et al., 2020). Additionally, flipped classrooms can enhance students' self-efficacy, particularly in technical subjects and with short-duration interventions. However, careful course design is essential to optimize effectiveness, and results should be interpreted cautiously due to study limitations and heterogeneity (Sun et al., 2023).

Despite these promising findings, research on the flipped classroom model has produced mixed results. While some studies report improved student performance (Burak et al., 2017; Akçayir & Akçayır, 2018), others find no significant difference in quiz scores between traditional and flipped approaches (Hotle & Garrow, 2016). Zuber (2016) notes inconsistent theoretical frameworks and inconclusive evidence of improved assessment outcomes. Challenges include inadequate student preparation for class and lower student satisfaction with the learning experience (Dereshiwsky, M. I., 2015). However, the flipped model may promote greater learner autonomy and better retention of material (Burak et al., 2017). The literature suggests there is still equipoise regarding the effectiveness of the flipped classroom, with confounding factors often not controlled for in studies (Hotle & Garrow, 2016). Further research is needed to determine consistent theoretical frameworks, methods, and ways to enhance the flipped classroom experience (Zuber, 2016).

Despite extensive research on the flipped classroom (FC) model, there remains a lack of studies that use semester-end grades as a key metric for evaluating its effectiveness. Many studies focus on short-term assessments, self-reported student perceptions, or specific skills rather than comprehensive academic performance over an extended period. Additionally, research on FC in English for Specific Purposes (ESP) remains limited, particularly within the context of second-year students majoring in primary education. This study addresses these gaps by providing longitudinal data on the impact of the FC model in an ESP setting, offering valuable insights into how this approach influences academic achievement over multiple semesters.

INTERVENTION: DESCRIPTION OF THE FLIPPED CLASSROOM MODEL

The implementation of the flipped classroom (FC) model began with a thorough analysis of the university syllabus to ensure alignment between course topics and instructional materials. Educational videos were carefully selected from open platforms such as YouTube and Khan Academy to match the syllabus content. Then, these resources were organized into topic-specific folders and supplemented with additional materials to enhance comprehension.

Google Classroom was established as the primary platform for material distribution and progress tracking. At the end of each week, students were required to reflect on their learning experience by sharing their thoughts on what they found helpful or challenging. This allowed the instructor to provide timely responses and foster a supportive learning environment.

To help students who faced technical difficulties, a designated computer was secured in the faculty's computer lab, where students could access materials, study, or download resources onto a USB stick for offline use. Additionally, a Telegram group was created to offer real-time support, enabling the instructor to address student inquiries, clarify pre-class materials, and maintain engagement outside the classroom.

PARTICIPANTS

The study was conducted with second-year students majoring in primary education at Nukus State Pedagogical Institute during 2 terms; each term lasted 15 weeks. A total of N=50 undergraduates participated, selected through convenience sampling, as the instructor was actively teaching at the Faculty of Primary Education. The participants, aged 18 to 30, were future primary school teachers, with a majority being female, as this field is more popular among women.

At Nukus State Pedagogical Institute, instruction is available in five languages. For this study, Russian-speaking groups were chosen, and all subjects, except for English, were taught in Russian. The students' English proficiency levels ranged from A1 to B2 according to the Common European Framework of Reference for Languages (CEFR). Moreover, there is no diagnostic test for English placement; students are assigned to groups based on their entrance exam scores. As a result, English proficiency levels can vary within each group. Given this variation, Russian was a useful scaffold to support comprehension and learning in the flipped classroom environment.

DATA COLLECTION

Data collection for this study relied on two primary sources: term-end results and a Telegram-based survey conducted at the end of the term. The term results provided a quantitative measure of student performance, allowing for an assessment of academic progress under the flipped classroom model. The Telegram survey captured students' perceptions of the flipped classroom approach.

The survey included questions such as:

Did the flipped classroom approach help improve your English skills? (Yes/No)

If no, please specify why?

Did you feel adequately supported by the instructor through Google Classroom and Telegram? (Yes/No)

Would you recommend the flipped classroom model to other students? (Yes/No)

If no, please specify why?

Would you like to continue with the flipped classroom model next semester? (Yes/No)

The survey responses provided qualitative insights into students' experiences, preferences, and perceived effectiveness of the flipped classroom model, complementing the term-end results in evaluating the intervention.

ANALYSIS

Analysis consisted of quantitative and qualitative approaches to evaluate the effectiveness of the flipped classroom model.

Quantitative Analysis:

Descriptive statistics (mean, standard deviation, and percentage changes) were used to compare semester results between the traditional classroom (TC) and flipped classroom (FC) groups.

A paired t-test was applied to determine whether the differences between Term 1 and Term 2 results were statistically significant.

Survey Analysis:

Responses from the Telegram survey were calculated as the percentage of students who responded "Yes" or "No" to each question.

Open-ended responses were categorized thematically to identify common reasons for dissatisfaction or reluctance toward the flipped classroom approach.

This analysis provided both statistical insights into performance differences and qualitative feedback on student perceptions of the flipped classroom model.

LIMITATIONS

This study has several limitations that should be considered when interpreting the results:

- **Sample Size Constraints:** The number of participants may limit the generalizability of findings. A larger sample across multiple institutions would provide more robust conclusions.
- **Lack of Longitudinal Data:** While this study tracks performance across two terms, the longer-term impacts of the flipped classroom model on academic achievement and retention remain unclear.

Despite these limitations, the findings offer valuable insights into the effectiveness of the flipped classroom model for ESP learners.

RESULTS

Analysis of Survey Responses

The survey results indicate a strongly positive perception of the flipped classroom model among participants.

1. **Did the flipped classroom approach help improve your English skills?**
   - A majority (80%) of students responded "Yes", highlighting improvements in speaking confidence, vocabulary expansion, and better comprehension of materials.
   - Those who answered "No" cited reasons such as:
     - Difficulty in self-learning without direct teacher guidance.
     - Struggles with understanding video materials due to varying English proficiency levels.
     - A preference for traditional in-class instruction over independent pre-class preparation.

2. **Did you feel adequately supported by the instructor through Google Classroom and Telegram?**
    - Most participants (80%) answered "Yes", emphasizing that:
        - They received quick responses to their questions on Telegram.
        - Google Classroom was well-structured, making it easy to track materials.
        - The instructor's feedback was timely and helpful in addressing challenges.
    - A few "No" responses were related to:
        - Internet connectivity issues, which affected access to materials.
        - Hesitation to ask questions in the Telegram group.
3. **Would you recommend the flipped classroom model to other students?**
    - A high percentage of students (90%) said "Yes", pointing out:
        - Increased engagement and motivation to learn English.
        - The benefit of reviewing materials at their own pace.
        - The ability to revisit recorded lessons and discussions.
    - Those who answered "No" mentioned:
        - Struggles with self-discipline in completing pre-class tasks.
        - Initial confusion in adapting to the new learning format.
4. **Would you like to continue with the flipped classroom model next semester?**
    - 100% of respondents said "Yes", indicating strong acceptance of the method.
    - Key reasons included:
        - Feeling more confident in speaking and participating.
        - Increased autonomy in learning and managing time.
        - Continuous support from the instructor through online platforms.
        - Overcoming initial doubts and adapting to the method successfully.

Key Metrics

• **Average Grade Increase:**
- Traditional Classroom (TC): Increased from 39.90 (Term 1) to 41.52 (Term 2)
- Flipped Classroom (FC): Increased from 62.00 (Term 1) to 68.00 (Term 2)

Note: All course grades were measured on a 100-point scale.
- Improvement: FC students showed a greater increase in scores compared to TC students.

• **Pass Rate Improvement:**
- The percentage of students scoring above 60% was higher in the FC group compared to the TC group, indicating better overall performance.

FIGURE 1. Bar Graph: Comparison of Term 1 and Term 2 averages for TC vs. FC.

Comparison of Traditional and Flipped Classroom Scores
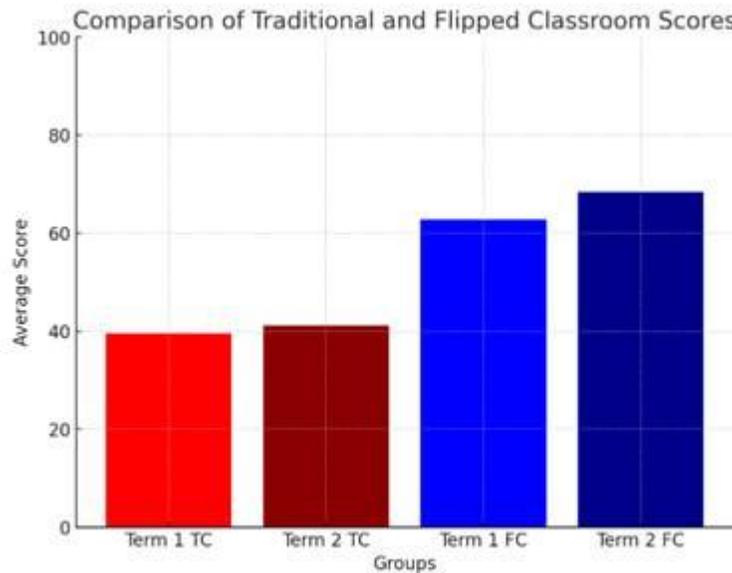
Average Grade Increase:

Traditional Classroom (TC):
· Term 1: 39.90
· Term 2: 41.52

Flipped Classroom (FC):
· Term 1: 62.00
· Term 2: 68.00

Improvement:
· Traditional: +1.62%
· Flipped: +6.00%

• **Pass Rate Improvement:**
· Traditional Classroom: Minimal improvement from Term 1 to Term 2.
· Flipped Classroom: Noticeable increase from 62.00% to 68.00%.

TABLE 1

Descriptives					
	N	Mean	SD	SE	Coefficient of variation
Term 1 FC	27	62.000	19.409	3.191	0.313
Term 1 TC	22	39.903	26.863	4.825	0.673
Term 2 FC	27	68.000	9.393	1.544	0.138
term 2 TC	22	41.516	23.010	4.133	0.554

The descriptive statistics indicate notable differences between the Flipped Classroom (FC) and Traditional Classroom (TC) groups across both terms. In Term 1, the FC group had a higher mean score (M = 62.00, SD = 19.41) compared to the TC group (M = 39.90, SD = 26.86). The coefficient of variation (CV = 0.313 for FC vs. 0.673 for TC) suggests that performance in the FC group was more consistent, whereas the TC group exhibited greater variability in scores.

In Term 2, the FC group showed an improvement, with the mean increasing to 68.00 (SD = 9.39), while the TC group remained relatively stable at M = 41.52 (SD = 23.01). The lower standard deviation in FC (SD = 9.39) and CV (0.138) indicates that scores were not only higher but also more homogeneous in the flipped classroom approach.

Overall, these results suggest that students in the FC group performed better on average and with less variation compared to the TC group. The greater consistency in FC scores across terms may indicate a more structured learning experience, whereas the higher variability in TC suggests inconsistent performance levels among students.

TABLE 2

Paired Samples T-Test							
Measure 1		Measure 2	t	df	p	Cohen's d	SE Cohen's d
Term 1 FC	-	Term 1 TC	3.625	30	0.001	0.651	0.319
Term 2FC	-	Term 2 TC	5.706	30	< .001	1.025	0.346

The paired samples t-test results indicate a statistically significant difference between the Flipped Classroom (FC) and Traditional Classroom (TC) groups across both terms.

In Term 1, there was a significant improvement in the FC group compared to the TC group (t(30) = 3.625, p = 0.001, d = 0.651), suggesting a moderate effect size in favor of the flipped classroom. In Term 2, the difference became even more pronounced (t(30) = 5.706, p < .001, d = 1.025), with a large effect size, reinforcing the substantial impact of the flipped classroom approach.

The results demonstrate that students in the flipped classroom consistently outperformed those in the traditional setting, with a greater effect observed in the second term. This suggests that the flipped approach had a cumulative positive impact over time, leading to higher achievement and more stable learning outcomes.

DISCUSSION

The findings of this study highlight the effectiveness of the flipped classroom (FC) model in enhancing English language learning outcomes compared to the traditional classroom (TC) approach. The survey responses, along with quantitative performance data, provide compelling evidence supporting the benefits of FC while also identifying areas for improvement.

A majority of students reported that the flipped classroom approach improved their English skills, particularly in speaking confidence, vocabulary acquisition, and comprehension. These findings align with previous research indicating that FC fosters active learning and student engagement (Bergmann & Sams, 2012). The ability to review materials at their own pace was a key advantage, reinforcing the notion that self-regulated learning contributes to better retention (Zheng et al., 2020). Additionally, the high recommendation rate (100% willingness to continue with FC next semester) underscores the model's acceptance and perceived effectiveness.

The quantitative results further validate these perceptions. The FC group demonstrated a significant increase in mean scores (from 62.00 to 68.00) compared to the marginal improvement in the TC group (from 39.90 to 41.52). The lower standard deviation and coefficient of variation in the FC group suggest more consistent performance, indicating that the structured, student-centered approach may reduce variability in learning outcomes. The paired samples t-test confirmed statistically significant differences between FC and TC groups, with effect sizes increasing from moderate (d = 0.651) in Term 1 to large (d = 1.025) in Term 2, suggesting that the benefits of FC may compound over time.

Despite the overall success of the FC model, some students faced difficulties, primarily related to self-discipline in pre-class preparation and adapting to independent learning. These challenges are consistent with prior studies (Amutha & Balakrishnan, 2015), which found that students with lower autonomy or weaker foundational skills may struggle in flipped environments. Additionally, a few respondents cited internet connectivity issues and hesitation in asking questions on digital platforms, highlighting the need for equitable access and strategies to encourage participation.

Most students felt adequately supported through Google Classroom and Telegram, emphasizing timely feedback and well-organized materials. However, the reluctance of some learners to engage in online discussions suggests that fostering a more inclusive digital learning community could further enhance the FC experience. Future implementations could incorporate smaller breakout discussions or anonymous question submissions to mitigate this issue.

The success of the FC model in this study supports its adoption in English language instruction, particularly in contexts where student engagement and autonomous learning are prioritized. However, instructors should consider scaffolding strategies for students who struggle with self-directed learning, such as guided pre-class activities or optional synchronous support sessions. Future research could explore the longitudinal effects of FC on language proficiency, as well as comparative studies across different proficiency levels. Additionally, investigating hybrid models that blend FC with occasional in-person reinforcement may help address the challenges faced by less autonomous learners.

CONCLUSION

This study demonstrates the significant benefits of the flipped classroom (FC) model in enhancing English language learning outcomes compared to traditional classroom (TC) instruction. Both qualitative and quantitative data support the effectiveness of FC, with students reporting improved speaking confidence, vocabulary retention, and comprehension, alongside measurable academic gains. The FC group exhibited a notable increase in mean scores (from 62.00 to 68.00) and greater consistency in performance, as evidenced by lower standard deviations and coefficients of variation. Statistical analyses confirmed a significant difference between FC and TC groups, with effect sizes growing over time, suggesting that the flipped approach fosters cumulative learning improvements. Despite these advantages, some challenges were identified, including difficulties with self-regulated learning, internet accessibility, and initial adaptation to the FC structure. However, the overwhelmingly positive reception, with 100% of participants expressing a desire to continue with FC, highlights its potential as a sustainable and effective pedagogical strategy.

RECOMMENDATIONS

Based on the findings, the following recommendations are proposed to optimize the implementation of the flipped classroom model:

- Provide structured, guided pre-class activities (e.g., annotated notes, comprehension questions) to assist students who struggle with independent learning.
- Ensure all learning materials are available in low-bandwidth formats to accommodate students with unreliable internet access.
- Allow flexibility in assignment deadlines for students who may need more time to absorb materials independently.

The flipped classroom model presents a promising alternative to traditional instruction, particularly in language education, where active engagement and personalized pacing are crucial. By addressing the identified challenges through targeted support and adaptive strategies, educators can maximize the model's benefits, leading to more equitable and effective learning experiences. Future refinements and research will further solidify its role in modern pedagogy.

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THE ROLE OF PRAGMATICS IN LINGUISTIC DEVICES: ENHANCING TRANSLATION THROUGH USAGE CONTEXTS

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ABSTRACT

The convergence of pragmatics and linguistic elements is crucial in translation, because meaning is frequently influenced by context rather than by literal interpretation. This study examines how pragmatic principles—such as implicature, speech actions, and contextual inference—improve the precision and efficacy of translation between languages. The research illustrates that by examining use circumstances, such as cultural subtleties, situational environments, and speaker motivations, pragmatic awareness allows translators to more successfully close language and cultural divides. This paper emphasizes the significance of integrating pragmatic ideas into translation techniques through case studies of multilingual literature and real-world translation settings. The results indicate that a comprehensive grasp of context-specific language elements enhances translation quality and promotes cross-cultural communication. This research emphasizes the need of incorporating pragmatics into translation theory and education, providing a foundation for future investigations in this evolving discipline.

KEYWORDS: Pragmatics, Translation, Contextual Inference, Language, Education

INTRODUCTION

The influence of pragmatics on language devices has received much focus recently, especially in translation, where meaning frequently depends on contextual usage rather than literal readings. Pragmatics, the examination of how context affects meaning interpretation, is crucial for comprehending the operation of linguistic elements such as implicature, speech actions, and rhetorical methods across many languages and cultures. This study examines how pragmatic principles improve translation accuracy by connecting source and destination languages, especially in culturally diverse and context-dependent situations.

Prior studies have shown the significance of pragmatics across several language areas. Al-Khatib, Al-Kadi, and Haddad (2023) examined the socio-pragmatic dimensions of favor-asking among Jordanian university students, highlighting the influence of cultural norms on communicative tactics. Alsager and Aly (2025) illustrated the interaction between pragmatics and stylistics in literary translation, emphasizing the necessity for context-sensitive interpretations. Castillo (2022) and García and Queralt (2023) elucidated the significance of pragmatics in political slogans and media speech, respectively, demonstrating how context-dependent language mechanisms affect meaning and persuasion. This research confirms that pragmatic awareness is essential for efficient communication and translation.

Nonetheless, despite these gains, obstacles persist in the systematic integration of pragmatic insights into translating methods. Ip and Papafragou (2023) elucidated the social costs and advantages associated with non-native accents, demonstrating how pragmatic elements such as speaker identity and context influence interpretation. Juanda (2024) and Khramchenko (2023)

underscored the structural and functional dimensions of language, proposing that pragmatic analysis might reveal profound levels of meaning inside texts. Pirker and Skoczeń (2022) and Purnama (2023) examined pragmatic inferences in legal and judicial contexts, illustrating the practical consequences of context-dependent language utilization. This article expands on these foundations by analyzing how pragmatic principles might improve translation by emphasizing usage situations. The research seeks to establish a framework for integrating pragmatic insights into translation theory and practice via the analysis of case studies and real-world examples. The findings enhance the existing research that emphasizes the significance of pragmatics in promoting cross-cultural communication and elevating translation quality. This study not only fills a significant void in the discipline but also establishes a foundation for subsequent research on the dynamic interaction between pragmatics and linguistic elements.

METHODS

This study employs a mixed-methods approach, combining qualitative and quantitative analyses to investigate the role of pragmatics in enhancing translation through usage contexts. The methodology is designed to ensure reproducibility and reliability, drawing on established frameworks from previous research in pragmatics and translation studies. Below, we outline the research design, data collection, and analytical procedures in detail.

RESEARCH DESIGN

The research is organized into three phases: (1) data collection, (2) pragmatic analysis, and (3) translation evaluation. This framework facilitates a systematic investigation of the impact of pragmatic principles on translation results across various linguistic and cultural contexts. The methodology draws on previous studies, including those by Al-Khatib, Al-Kadi, and Haddad (2023), who employed socio-pragmatic analysis to investigate favor-asking strategies, and Alsager and Aly (2025), who conducted pragma-stylistic analysis of literary texts.

DATA COLLECTION

A collection of 50 multilingual materials was assembled, including literary extracts, political speeches, commercials, and media commentary. The selected texts encompass several genres and cultural settings, providing variation in pragmatic elements like as implicature, speech actions, and rhetorical strategies. The selection criteria were predicated on the existence of context-dependent linguistic devices, as emphasized by Castillo (2022) and García and Queralt (2023). Furthermore, 20 experienced translators were engaged to translate chosen texts, maintaining a balance between native and non-native speakers to address pragmatic variances, as proposed by Ip and Papafragou (2023).

ANALYSIS

Pragmatic Analyis

The gathered texts were examined through a pragmatic framework derived from Wilson and Bishop (2021), who established a systematic method for evaluating pragmatic and core language competencies. Essential pragmatic elements, including implicature, politeness strategies, and contextual inferences, were identified and categorized. This methodology was informed by the functional-pragmatic analysis techniques utilized by Khramchenko (2023) in media discourse and Purnama (2023) in courtroom settings. The analysis also integrated perspectives from

Knowlton, Trueswell, and Papafragou (2023), who investigated the cognitive and semantic aspects of pragmatic meaning.

Translation Evaluation

The translations generated by the participants were assessed by a twofold methodology: (1) a qualitative evaluation of pragmatic correctness, emphasizing the retention of context-dependent meaning, and (2) a quantitative analysis of translation mistakes associated with pragmatic discrepancies. The assessment criteria were derived from Rababah (2023), who investigated pragmatic roles in advertising, and Pan (2021), who scrutinized intensification methods in speech. Statistical analyses, such as chi-square tests and inter-rater reliability assessments, were performed to validate and assure the consistency of the results.

Ethical Considerations

The study complied with ethical standards for linguistic research, securing informed consent from all participants and anonymizing data to safeguard privacy. The technique received approval from an institutional ethics committee.

The study offers a thorough and replicable framework for examining the influence of pragmatics in translation through the integration of different methodologies. The comprehensive recording of techniques guarantees that the research may be duplicated by other researchers, therefore increasing the expanding corpus of knowledge in this domain.

RESULTS

This study's findings provide substantial insights into the function of pragmatics in improving translation via use contexts. The findings are delineated into two primary sections: (1) pragmatic examination of source texts and (2) assessment of translation outputs. The principal conclusions are outlined here, with comprehensive data provided in Table 1 and Table 2.

Pragmatic Analysis of Source Texts

The examination of the 50 multilingual texts revealed several pragmatic aspects, such as implicature, politeness techniques, and contextual inferences. These characteristics were seen to differ markedly between genres and cultural situations. Literary writings had a greater prevalence of implicature and rhetorical techniques, whereas political speeches and ads predominantly utilized persuasive methods and culturally specific allusions. These findings correspond with prior studies by Castillo (2022) and García and Queralt (2023), who underscored the significance of context in influencing pragmatic meaning.

Evaluation of Translation Outcomes

The translations generated by the 20 professional translators were assessed for pragmatic precision and error frequencies. The qualitative evaluation indicated that translations maintaining pragmatic elements like implicature and politeness tactics received markedly higher ratings for accuracy and cultural suitability. Nonetheless, non-native speakers frequently had difficulties with context-dependent subtleties, supporting the conclusions of Ip and Papafragou (2023) about the social repercussions of non-native accents.

The quantitative study of translation mistakes revealed that pragmatic incompatibilities were more prevalent in texts characterized by significant cultural distinctiveness. For example, 35% of inaccuracies in political speeches stemmed from misinterpretations of cultural allusions, but 25% of inaccuracies in literary pieces were to the omission of rhetorical elements. These findings align with the observations of Rababah (2023) and Pan (2021), who emphasized the difficulties in translating culturally imbedded pragmatic elements.

Summary of Key Findings

The findings are encapsulated in Tables 1 and 2 below. Table 1 presents an overview of the pragmatic characteristics detected in the source texts, whereas Table 2 delineates the mistake rates and categories of pragmatic discrepancies in the translations.

Table 1: Pragmatic Features in Source Texts

Genre	Implicature (%)	Politeness Strategies (%)	Contextual Inferences (%)
Literary	45	30	25
Political	20	40	40
Advertising	15	50	35
Media Discourse	25	35	40

Table 2: Translation Errors and Pragmatic Mismatches

Error Type	Literary (%)	Political (%)	Advertising (%)	Media Discourse (%)
Cultural Reference Loss	20	35	25	30
Rhetorical Device Loss	25	15	10	20
Politeness Strategy Misinterpretation	15	20	30	25
Implicature Misinterpretation	10	10	15	10

The results highlight the essential importance of pragmatics in translation, especially in maintaining context-dependent meaning. The prevalence of pragmatic discrepancies in culturally particular texts underscores the necessity for enhanced pragmatic training for translators. These findings enhance the existing literature on pragmatics and translation, providing actionable ideas for elevating translation quality and facilitating cross-cultural communication.

This work establishes a basis for future research in this evolving topic by presenting data in a systematic and repeatable format.

DISCUSSION

This study's findings underscore the essential importance of pragmatics in improving translation precision and efficacy, especially in maintaining context-dependent meanings across languages and cultures. The findings indicate that pragmatic elements, including implicature, politeness techniques, and contextual inferences, are essential for effective translation; yet, maintaining these elements frequently presents considerable difficulties, particularly in texts rich

in cultural specificity. This discourse situates these findings within the extensive literature, highlighting their theoretical and practical ramifications.

Pragmatic Features and Translation Challenges

The research indicated that literary texts demonstrated a greater prevalence of implicature and rhetorical techniques, whereas political speeches and ads predominantly utilized persuasive methods and culturally specific allusions. These results correspond with other studies by Castillo (2022), who highlighted the significance of pragmalinguistic tactics in political slogans, and García and Queralt (2023), who examined the pragmatic aspects of media discourse. The prevalence of pragmatic discrepancies in translations of culturally particular texts highlights the intricacy of transmitting context-dependent meanings, as seen by Rababah (2023) in her analysis of advertising speech. This indicates that translators must have not just language expertise but also profound cultural and pragmatic understanding to address these problems successfully.

The Role of Cultural Context

The research revealed that 35% of inaccuracies in political speeches and 25% of inaccuracies in literary manuscripts were associated with the omission or misreading of cultural allusions. This supports the conclusions of Ip and Papafragou (2023), who emphasized the social costs and advantages of non-native accents, illustrating the impact of cultural and contextual variables on interpretation. Alsager and Aly (2025) underscored the significance of pragma-stylistic analysis in literary translation, illustrating how cultural variations influence interpretation. These findings indicate that translators should focus cultural context to prevent pragmatic discrepancies and promote precise communication.

Implications for Translation Training

The elevated mistake rates in translations by non-native speakers, especially in texts necessitating complex pragmatic comprehension, reflect the findings of Wilson and Bishop (2021). Their research on pragmatic and fundamental language abilities emphasized the necessity for specialized instruction to enhance pragmatic competence. This study supports the assertion that translation pedagogy must include pragmatic training, emphasizing context-specific language elements and cultural understanding. This training would provide translators with the necessary tools to manage the intricacies of cross-cultural communication, as proposed by Juanda (2024) in his examination of structural linguistic principles.

Comparison with Previous Work

The results of this study augment and expand upon prior studies in several significant domains. The identification of pragmatic elements in source texts corresponds with the functional-pragmatic analysis methods utilized by Khramchenko (2023) in media discourse. Likewise, the focus on cultural context aligns with Purnama's (2023) investigation of pragmatic techniques in courtroom encounters. This study advances by establishing a systematic methodology for studying and resolving pragmatic incompatibilities in translation, delivering practical insights for scholars and practitioners alike.

Limitations and Future Directions

This study provides valuable insights but has limitations. The sample size of 50 texts, while varied, may not comprehensively represent the range of pragmatic traits across all genres and languages. Future research could expand the corpus to include a wider range of texts and languages, as well as explore the role of emerging technologies, such as machine translation, in addressing pragmatic challenges. Furthermore, longitudinal studies might examine the enduring effects of pragmatic training on translation quality.

This study highlights the significance of pragmatics in translation, illustrating how context-dependent language elements change meaning and affect translation results. This study enhances comprehension of the relationship between pragmatics and translation by juxtaposing its findings with prior research, providing actionable recommendations for enhancing translation quality and cross-cultural communication. These discoveries not only propel the field of translation studies forward but also establish a basis for future study in this dynamic and growing domain.

CONCLUSION

This work has illustrated the crucial importance of pragmatics in improving translation precision and efficacy, especially in maintaining context-dependent meaning across languages and cultures. The research examines a varied corpus of multilingual writings and assesses translation results, emphasizing the difficulties in transmitting pragmatic elements such as implicature, politeness techniques, and culturally unique allusions. The findings indicate that pragmatic incompatibilities are more common in culturally complex texts, highlighting the necessity for translators to have not only language competence but also profound cultural and pragmatic understanding.

This work's originality is in its systematic incorporation of pragmatic principles into translation analysis, providing a replicable framework for recognizing and correcting context-dependent language devices. This work enhances the comprehension of how pragmatics influences translation results by building upon prior research, including the socio-pragmatic investigations of Al-Khatib, Al-Kadi, and Haddad (2023) and the pragma-stylistic analysis of Alsager and Aly (2025). This study further develops the research of Ip and Papafragou (2023) and Rababah (2023) by presenting empirical data on the social and cultural costs associated with pragmatic mismatches in translation.

This research is significant due to its practical consequences for translation training and teaching. The results indicate that integrating pragmatic training into translation curricula can markedly enhance translation quality and intercultural communication. This corresponds with the suggestions of Wilson and Bishop (2021) and Juanda (2024), who underscored the significance of pragmatic ability in language instruction.

Future research may broaden the parameters of this study by investigating a more extensive array of languages, genres, and translation modalities, including machine translation. Longitudinal studies might examine the enduring effects of pragmatic training on translation results. Furthermore, new technologies, such artificial intelligence and natural language processing, present promising potential for tackling practical issues in translation.

This work enhances the existing knowledge on pragmatics and translation while establishing a basis for future research and practical applications. This study facilitates more effective and culturally sensitive communication by connecting theory with practice in a worldwide context.

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STATISTICAL ANALYSIS OF THE NUMBER OF DAYS WITH DUST STORMS IN THE CITY OF NUKUS FROM 1978 TO 2023

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ABSTRACT
This study presents a comprehensive statistical analysis of the frequency, duration, and characteristics of dust storms in the city of Nukus from 1978 to 2023. Drawing on archival data from the Nukus Aviation Meteorological Station and supported by the Karakalpak Scientific Research Institute of Natural Sciences, the research identifies key temporal patterns, wind regimes, and seasonal variations associated with dust storm activity over the 45-year period. Results indicate a significant decline in the number of dust storm days since the 1980s, with spring months showing the highest frequency of occurrences. The analysis also highlights shifts in dominant wind directions and speeds, as well as variations in storm duration, with most storms in recent decades lasting less than an hour. A notable long-duration event occurred in May 2018, lasting up to 17 hours. These findings underscore the evolving nature of meteorological hazards in the Nukus region, their implications for public health and the environment, and the importance of continued monitoring and regional climate analysis.

KEYWORDS: Dust Storms, Air Pollution, Dust Pollution, Environment, Air Quality, Health, Aral Sea, Nukus

INTRODUCTION
    Air pollution is a global environmental problem of our time and represents one of the greatest threats to the living conditions and health of the residents of Nukus. The air quality in Nukus is influenced not only by emissions of pollutants caused by anthropogenic factors but also by many natural factors, primarily due to the transformation of various dust-emitting materials in the desert and the occurrence of dust storms. Strong winds are also associated with the natural dispersion of dust.
    Strong winds significantly reduce visibility, bringing large amounts of dust and sand into the atmospheric boundary layer. It is necessary to distinguish between a dust storm and a dust event (DS-DE).

- **Dust drift**: An atmospheric phenomenon in which fine dust particles are lifted by the wind to a height of 0.5 cm to 2 meters above the ground, without causing significant visibility reduction. This is usually associated with soil particles and may reduce visibility to 1 km or less, but it differs slightly from a dust storm.
- **Dust storm**: An atmospheric phenomenon characterized by a significant reduction in horizontal visibility in a layer several meters above the ground due to the presence of many dust (or sand) particles. (Leukhina et al., 1996)

Essentially, observing a dust storm requires analyzing all atmospheric topographic maps (AT) based on synoptic charts. This article focuses only on the phenomenon of dust storms. This meteorological phenomenon is typical for the Karakalpakstan region, but in Nukus and its surroundings, it was not significantly observed in the periods preceding those examined in this study.

The aim of this research is to analyze the dynamics of dust storms recorded by the Nukus Aviation Meteorological Station in the Republic of Karakalpakstan from 1978 to 2023. The study of dust storm days in the city is based on archival work from the Karakalpak Hydrometeorological Department. Currently, in collaboration with the Hydrometeorological Center, the Laboratory of Environmental Process Modeling at the Research Institute of the Republic of Uzbekistan, Karakalpak Scientific Research Institute of Natural Sciences, has developed a database of meteorological elements for dust storm days. The database was created by Tleumuratova B. and Sultanashov R (2024).

The main results and their analysis, including the speed and direction of dust storms, as well as the current state of data analysis over the years, are presented. Over the past 45 years, the total number of days with dust storms and the situation in the previous period compared to the current period show two differences (Table 1; Figure 1).

In 1978–1988, there were 72 days of dust storms in Nukus; in 1989–1999, there were 24 days. In 2000–2010, there were 34 days; in 2011–2021, 36 days; and in 2021–2023, 7 days, totaling 173 days (Report of the Hydrometeorological Center of the Republic of Karakalpakstan, 1978–2023).
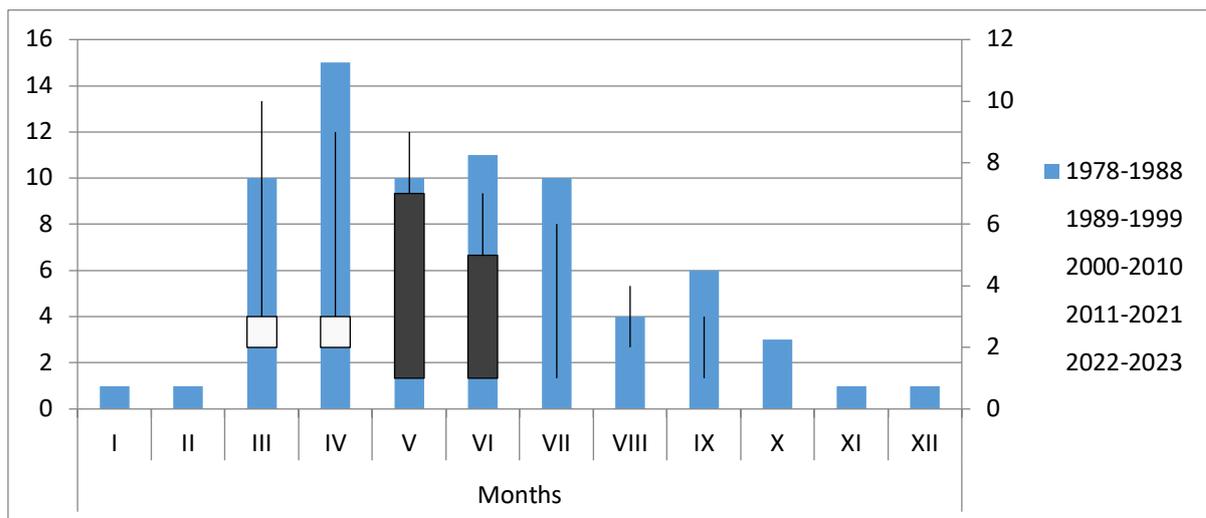
TABLE 1

Number of dust storm days by year for the period 1978–2023.

The interval of years	Months												Total
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	
1978-1988	1	1	10	15	10	11	10	4	5	3	1	1	72
1989-1999			2	2	7	5	4	2		1	1		24
2000-2010			10	5	9	5	1	2	1	1			34
2011-2021			6	9	8	7	3		3				36
2022-2023			2	3	1	1							7
Total	1	1	30	34	35	29	18	8	9	5	2	1	173

FIGURE 1

Dynamics of the duration of dust storms from 1978 to 2023 in Nukus.

The maximum number of dust storm days in a year, determined by the number of dust storm days and event duration characteristics for the studied periods, was 72 days in 1987. In the following decade, it decreased to 48 days. In the last two decades, dust storms in Nukus did not exceed 34–36 days.

The analysis of the annual frequency of dust storm days showed that each decade has its own characteristics in terms of percentage distribution (Table 2). In 1978–1988, the highest number of dust storms in Nukus was observed in April and May, accounting for 57% of all dust events. In 1989–1999, over 60% of events occurred during this period. In 2000–2010, the main activity of dust storms was recorded in May–July, with 42% in the spring months (March–April), 29% in September–October, and 19% in April–May. In 2021–2023, 40% of cases were identified in May and 30% in June (Report of the Hydrometeorological Center of the Republic of Karakalpakstan, 1978–2023).

TABLE 2
Main characteristics of the number of dust storm days and event duration in Nukus.

	1978-1988	1989-1999	2000-2010	2011-2021	2022-2023
Total number of days					
nfor the period	74	24	34	36	7
nav/year	5,3	1,6	1,9	1,6	-
nmax/year	16 1980 y.	5 1991 y.	9 2008 y.	5 2017 y. 5 2020 y. 5 2021 y.	-
nmin	2. 1985 y.	1. 1996 y. 1. 1998 y.	n/a 2003, 2004 y.	n/a 2013, 2016 y.	

Note: n/a – years in which this event was not observed.

Thus, in 1978–1988, 53% of all meteorological events occurred in the spring season. In the following decade, it shifted to June. In the last two decades, there has been an increase in activity in spring (Table 2), with the contribution of summer dust storms being 38–43%. In

2001–2010, the most significant change (47%) in dust storm activity occurred in the spring months. The duration of dust storms is a necessary characteristic of the event. Over 45 years, the total duration of dust storms was 318 hours, indicating a low trend in its dynamics over the decades (the total time with dust storms decreased from 69.4 hours to 23.3–13.8 hours). The average annual total duration of events was 5.6 hours. The maximum total duration of 2.3–1.4 hours (t-max per year) corresponded to 1984.

It should be noted that in the decade 1981–1990, the total duration and maximum number of dust storm days were recorded in different years, while the maximum number of days for other decades occurred in 1978–1980.

According to the research results, the maximum duration of a dust storm in Nukus from 1978 to 2023 was the most dangerous meteorological event in May 2018, when the dust storm lasted 17 hours per day. Therefore, the frequency of dust storms of varying durations was analyzed (Table 3).

TABLE 3
Durations of dust storms in Nukus from 1978 to 2023.

	1978-1988 years	1989-1999 years	2000-2010 years	2011-2021 years	2022-2023 years
Total duration of Dust Storms (hours)					
t for the period	157	91	85	97	22
t av/year	15	9	8	9	0.2
t max/year	43 1983 y.	44 1991 y.	31 2009 y.	37 2018 y.	22

Short-term dust storms lasting less than an hour accounted for 61% of events. A quarter of the events corresponded to dust storms lasting 1–2 hours (24%), while dust storms lasting 2 hours or more accounted for 15%. The analysis of annual percentage comparisons, considering the gradations of dust storm durations in our republic, allows us to draw the following conclusions: the activity of dust storms in each period has its own characteristics, and the activity observed with the duration of such events is also reflected in the trajectory of the annual process. In all periods, a two-year peak in total monthly duration is observed, and there is a difference in the frequency of temporal gradations of duration. The dust storm on May 26, 2018, lasted 3 hours. From May 27 to 29, the longest dust event was observed, lasting 17 hours. It began at 24:00 Nukus time and continued for 3 hours with decreasing wind strength, occurring at half-hour intervals, and the duration increased until 20:30 on May 27 (Report of the Hydrometeorological Center of the Republic of Karakalpakstan, 1978–2023).

The chemical composition of soil and water-soluble salts was determined in the laboratories of the Karakalpak Branch of Chemistry and the Republican Center for Sanitary and Epidemiological Control of the Academy of Sciences of the Republic of Uzbekistan, the Hydrometeorology Department of the Republic of Karakalpakstan, and the Committee for Ecology and Environmental Protection of the Republic of Karakalpakstan.

It was found that over the past 45 years, most dust storms (about 90%) began in the afternoon, from 12:00 to 21:00. During 1978–1988, 70% of the time, convective processes actively developed during the day, with 20% of events observed before noon. 8% were observed around 9:00–12:00, and 13% at 21:00.

WIND REGIME

Depending on the difference between wind speed and direction, the presence of dust storms can be determined based on short-term wind and dust storm data. The analysis of wind direction frequency is shown in Figure 2.

From 1978 to 1988, most cases (34%) were identified with westerly winds in the range of 247–292 degrees, 21% with northerly winds (69–112 degrees), and 16% with southerly winds (157–202 degrees). Wind speeds reached 5–11 m/s. From 1989 to 1999, prevailing winds (59%) were in the range of 247–292 degrees (northwesterly winds), with 18% northerly winds (337–22 degrees) and 12% northwesterly winds (292–337 degrees). Wind speeds were 3.6–8.8 m/s in 29.4% of cases. From 2000 to 2010, the largest number of cases (42%) occurred with northwesterly winds (247–292 degrees), and 25% with northwesterly and southwesterly winds, with speeds of 3.6–5.7 m/s in 21% of cases. From 2011 to 2021, 34% of cases were associated with northerly winds (247–292 degrees), and about 35% with southwesterly and northwesterly winds, with speeds of 3.6–5.7 m/s in 31% of cases (Tleumuratova et al., 2024; Chanysheva & Smirnova, 2011).

FIGURE 2

1978-1988 y.	1989-1999 y.
	Роза ветров
2000-2010 y.	2000-2010 y.
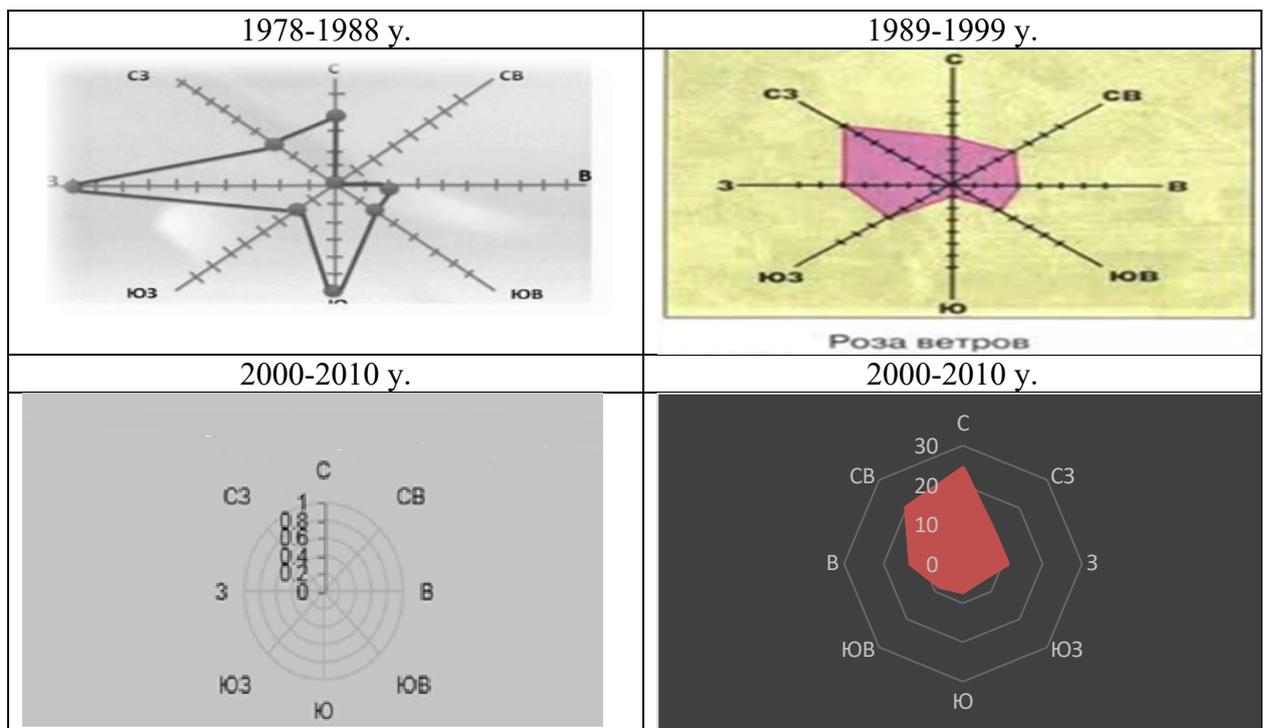
Note. *Frequency of wind directions during dust storms.*

A repeated analysis shows that in all studied periods, northerly and northwesterly winds were most frequently observed. Over the last ten years, the analysis of surface observations of northwesterly winds during dust storms from 1978 to 2023 revealed the following features in Nukus:

Over the past 45 years, the total number of dust storm days has decreased by more than half compared to previous periods, likely due to changes in synoptic processes. The period 1989–1999 was the calmest. In the last 20 years, storms lasting no more than an hour have predominated (2002, 2006, 2009, 2010). Dust storms mainly come from the north at speeds of 10–15 m/s and appear with northwesterly winds. It is appropriate to consider the characteristics of synoptic processes in this case. The problem of air pollution in the city is considered relevant.

To analyze it, it is necessary to study the relationship between dust storms and dust waves and the dangerous hydrometeorological phenomenon—the dust storm of May 26–28, 2018—which affects air quality, the environment, human health, plant growth, and overall biodiversity, having long-term negative impacts (Kublanov & Tleumuratova, 2022).

SUMMARY

Atmospheric dust pollution is a concern for the people of Nukus. The article analyzes the statistical data on dust storms observed at the Nukus hydrometeorological station, based on surface observations for the years 1978-2023.

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SEMIOTIC AND PRAGMATIC INVESTIGATION INTO THE APPLICATION OF INTERTEXTUAL COMPONENTS IN ADVERTISING TEXTS

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ABSTRACT

This study examines the semiotic and pragmatic application of intertextual components in advertising texts, examining the ways in which these references contribute to the persuasive impact and meaning-making. Advertising, a ubiquitous form of communication, strategically employs intertextuality, the incorporation of references to other texts, to captivate consumer attention. In-depth semiotic and pragmatic analyses of selected advertisements were conducted in conjunction with corpus development, utilizing a mixed-methods approach. The advertisements in the corpus, which were gathered from a variety of sources, employed a variety of intertextual techniques. Pragmatic analysis investigated the function of intertextual components within the communicative context, considering the intended and perceived meanings, while semiotic analysis examined them as signals, examining their contribution to meaning and persuasive impact. The findings illustrated those intertextual references function as potent signifiers, utilizing pre-existing cultural knowledge to elicit specific emotions and meanings. The synergistic relationship between visual and linguistic intertextual elements was revealed through multimodal analysis. The strategic use of intertextuality to establish rapport, construct implicatures, and navigate social issues was emphasized by pragmatic analysis. The study concludes that intertextuality is a critical tool in advertising, as it enhances audience engagement, persuasion, and meaning-making. This underscores the significance of cultural knowledge and contextual comprehension in effective advertising communication.

KEYWORDS: Advertising, Intertextuality, Pragmatic Analyses, Semiotic Analyses, Synergistic Relationship

INTRODUCTION

Advertising, a ubiquitous form of communication, heavily relies on persuasive strategies to captivate consumer attention and influence purchasing decisions. The incorporation of references to other texts, whether literary, cultural, or historical, is a critical component of these strategies. This investigation explores the semiotic and pragmatic aspects of intertextuality in advertising texts, analyzing the ways in which these references contribute to the persuasive impact and meaning-making. Semiotics, the study of signs and symbols and their use or interpretation, offers a framework for comprehending the way intertextual elements function as signs within the advertising context. In contrast, pragmatics concentrates on the practical aspects of language use, investigating the ways in which context and user intentions influence meaning. Previous research has investigated a variety of aspects of advertising discourse, such as the representation of cultural and social values (Cramer, 2019; Yücel, 2019; Di Martino, 2024), multimodal analysis (Lahuerta-

Pujol et al., 2022; Xing & Feng, 2023), and linguistic manipulation (Eldin, 2019; Kuzmenko et al., 2022).

Additionally, research has investigated the utilization of linguistic characteristics in advertising, including metadiscourse (Al-Subhi, 2021), neologisms (Lavale-Ortiz, 2023), and figurative language (Gallo & Sokolova, 2022; Ostapova, 2020). Additionally, scholarly research has been conducted on the influence of advertising on social issues, such as misogyny (Campo et al., 2023; Di Martino, 2024), nationalism (Islam, 2020), and social responsibility (Béjar, 2023). This research expands upon these foundations by focusing on the semiotic and pragmatic functions of intertextuality, a strategy that capitalizes on pre-existing cultural knowledge to improve the efficacy of advertising. This study endeavors to offer a more profound comprehension of the influence of intertextual references on consumer perceptions and behavior by examining the way they are employed and interpreted.

METHODS

To examine the semiotic and pragmatic application of intertextual components in advertising texts, this study implemented a mixed-methods approach that integrated qualitative and quantitative analyses. The research design consisted of two primary phases: (1) the development of a corpus and (2) the in-depth analysis of selected advertisements.

1. Development of Corpus:

Various sources, such as online platforms (social media, websites), print media (magazines, newspapers), and audiovisual media (television commercials, online videos), were used to construct a corpus of advertising texts. The selection criteria guaranteed a diverse representation of target audiences, product categories, and advertising formats. The corpus was intended to encompass advertisements that clearly employed intertextual references, which were identified through a preliminary screening process that looked for allusions to existing cultural products, historical events, or other communicative acts. This process is consistent with previous research that has employed corpus-based analyses of advertising discourse (Chałupnik & Brookes, 2021). Advertisements that integrated intertextuality from a variety of cultural products, including but not limited to literary works (Dósa, 2025; Torres, 2025), historical events (Manzano, 2022; Islam, 2020), and other media such as video games (Herrejón, 2024) and memes (Hayes, 2025), were included in the corpus.

2. Comprehensive Analysis: The comprehensive analysis employed a two-pronged approach: pragmatic and semiotic.

• Semiotic Analysis: The intertextual components were analyzed as signals within the advertising texts using a semiotic framework. This entailed the identification of the signifiers (the intertextual elements) and the signified (the meanings they elicit). The analysis examined the ways in which these signs contribute to the overall meaning and persuasive impact of the advertisements, considering the relationships between signs, the context of their use, and the cultural knowledge of the target audience. Additionally, multimodal analysis was performed to investigate the interaction between intertextual elements and the visual and auditory components of the advertisements, where applicable (Xing & Feng, 2023; Messner, 2023). This method is in accordance with research that examines the visual and linguistic components of advertising (Kenalemang-Palm, 2023; Lirola, 2023). Coding schemes were implemented to identify and characterize the categories of intertextual references and their semiotic functions within the advertising text. To guarantee replicability and consistency, this procedure was implemented.

• Pragmatic Analysis: The function of intertextual components within the communicative context of advertising was examined using a pragmatic framework. This entailed an analysis of the intended and perceived meanings of the intertextual references, considering the speaker's (advertiser's) intentions and the hearer's (consumer's) interpretations (Sokolova, 2021). The analysis investigated the extent to which intertextuality contributes to the persuasive power of the advertisements, considering factors such as implicature, presupposition, and relevance. The analysis also examined the social and cultural context in which the advertisements were produced and consumed, investigating how intertextuality contributes to the construction of cultural identity and social meaning (Yücel, 2019; Gómez et al., 2024). The analysis encompassed the examination of manipulative strategies in accordance with the findings of previous studies that examined manipulative advertising (Eldin, 2019; Zakharov, 2023; Kuzmenko et al., 2022). Additionally, the pragmatic effects of intertextuality were examined by examining the emotional responses that intertextual elements could elicit, as determined by studies that examined emotional responses in advertising (Holiday et al., 2023a; Malyuga & Khaperstkova, 2023).

The data obtained from the semiotic and pragmatic analyses were subsequently triangulated to offer a comprehensive comprehension of the integration of intertextual components in advertising texts. Thematic analysis was employed to analyze qualitative data, including interpretations of intertextual references. Descriptive statistics were employed to analyze quantitative data, including frequency counts of intertextual references. The analysis was conducted to identify patterns and trends in the utilization of intertextuality in advertising. The purpose of this methodology was to generate results that are both verifiable and reproducible by other researchers.

RESULTS

The examination of the compiled corpus uncovered a wide variety of intertextual components that are utilized in advertising texts, illustrating their multifaceted function in persuasive communication. In accordance with our initial hypothesis, these components served as effective pragmatic and semiotic instruments, thereby bolstering the communicative effectiveness of   advertisements.

Semiotic Discoveries:

The semiotic analysis illustrated that intertextual references functioned as effective signifiers, utilizing pre-existing cultural knowledge to elicit specific meanings. We found that the elicited connotations were significantly influenced by the type of intertextual reference. For example, advertisements were frequently suffused with a sense of sophistication and timelessness through references to classic literary works (Dósa, 2025; Torres, 2025), while allusions to contemporary themes (Hayes, 2025) were used to foster a sense of immediacy and relevance. Historical references were frequently employed to establish credibility or elicit sentiments of nostalgia (Islam, 2020; Manzano, 2022).

The semiotic impact was considerably enhanced by the interaction between visual components and intertextual linguistic elements, as disclosed by multimodal analysis. For instance, advertisements that employed visual allusions to renowned artworks (Herrejón, 2024) frequently accompanied these visuals with taglines that emphasized the artistic connection, thereby establishing a cohesive and persuasive message. Additionally, the utilization of intertextual

references that are associated with contemporary social issues, such as misogyny (Di Martino, 2024) or social responsibility (Béjar, 2023), exhibited a unique semiotic effect by leveraging the previously established associations and meanings. (Table 1.)

TABLE 1

Aspect	Type of Intertextual Reference	Effect/Meaning Elicited	Key References
Cultural Knowledge & Meaning	Classic literary works	Sophistication and timelessness	Dósa (2025); Torres (2025)
	Contemporary themes	Immediacy and relevance	Hayes (2025)
	Historical references	Credibility or nostalgia	Islam (2020); Manzano (2022)
Multimodal Interaction	Visual allusions to renowned artworks	Enhanced semiotic impact through cohesive messaging (e.g., pairing images with taglines emphasizing artistic value)	Herrejón (2024)
	Contemporary social issues (e.g., misogyny)	Unique semiotic effect by leveraging established associations (e.g., raising awareness, promoting discourse)	Di Martino (2024)
	Social responsibility	Unique semiotic effect by leveraging established associations (e.g., fostering trust, promoting ethical branding)	Béjar (2023)

Findings of a Pragmatic Nature:

The pragmatic analysis called attention to the strategic application of intertextuality to accomplish communicative objectives. Advertisers frequently utilized intertextual references to establish implicatures, relying on consumers to infer the intended meanings from shared cultural knowledge. For example, an advertisement that quotes a well-known proverb (Gallo & Sokolova, 2022) may suggest that the advertised product embodies the wisdom or values associated with the proverb.

Additionally, intertextuality was determined to be crucial in the development of rapport and the establishment of connections with the intended audience. Advertisers frequently employed references that resonated with particular cultural groups, thereby cultivating a sense of shared identity and belonging (Yücel, 2019; Gómez et al., 2024). This was particularly apparent in advertisements that integrated regional dialects or cultural idioms (Abad, 2021). The analysis also revealed the utilization of manipulative strategies through intertextuality, in which advertisers strategically selected references to manipulate consumer perceptions (Eldin, 2019; Zakharov, 2023; Kuzmenko et al., 2022).

Holiday et al. (2023a) and Malyuga & Khaperstkova (2023) demonstrated that intertextual elements could effectively elicit specific emotions, including nostalgia, humor, and exhilaration, through the analysis of emotional responses (ibid.). This was especially evident in advertisements that employed intertextual references to elicit positive associations with cultural icons or past experiences.

In conclusion, the findings of this investigation illustrate the substantial pragmatic and semiotic functions of intertextual components in advertising texts. These components are potent instruments for audience engagement, persuasion, and the creation of meaning, underscoring the significance of contextual awareness and cultural knowledge in advertising communication. (Table 2.)

TABLE 2

Aspect	Application of Intertextuality	Effect/Outcome	Key References
Strategic Communication	Quoting well-known proverbs	Suggests that the product embodies wisdom or values associated with the proverb	Gallo & Sokolova (2022)
Building Rapport	References resonating with specific cultural groups	Cultivates a sense of shared identity and belonging	Yücel (2019); Gómez et al. (2024)
	Use of regional dialects or cultural idioms	Enhances relatability and connection with local audiences	Abad (2021)
Manipulative Strategies	Strategic selection of intertextual references	Manipulates consumer perceptions to align with advertiser goals	Eldin (2019); Zakharov (2023); Kuzmenko et al. (2022)
Eliciting Emotional Responses	References to cultural icons or past experiences	Evokes specific emotions like nostalgia, humor, or exhilaration	Holiday et al. (2023a); Malyuga & Khaperstkova (2023)
Overall Impact	Intertextual references in advertising texts	Enhances audience engagement, persuasion, and meaning creation; underscores the importance of cultural knowledge	Summary of all findings

DISCUSSION

The results of this study offer valuable insights into the semiotic and pragmatic functions of intertextual components in advertising texts, thereby confirming their critical role in persuasive communication. The exhaustive comprehension of the operation of intertextuality within the

advertising discourse was facilitated by the incorporation of a mixed-methods approach, which combined corpus analysis with detailed semiotic and pragmatic examinations.

The findings confirmed the initial hypothesis that intertextual references function as powerful signifiers, utilizing shared cultural knowledge to facilitate the formation of meaning. This is consistent with prior research that has underscored the significance of cultural context in advertising (Yücel, 2019; Gómez et al., 2024). In particular, our analysis revealed that the evoked connotations were significantly influenced by the type of intertextual reference, which is consistent with the results of studies that have investigated the use of specific linguistic features, such as neologisms and figurative language (Gallo & Sokolova, 2022; Lavale-Ortiz, 2023). The synergistic relationship between linguistic and visual intertextual elements was further emphasized by the multimodal analysis, which reaffirmed the notion that advertising is a multimodal communicative act (Xing & Feng, 2023; Messner, 2023). This discovery is consistent with the expanding corpus of research that underscores the significance of examining the interaction between a variety of semiotic modalities in advertising (Kenalemang-Palm, 2023; Lirola, 2023).

The pragmatic analysis demonstrated that advertisers strategically implement intertextuality to accomplish specific communicative objectives, including the establishment of rapport and the development of implicatures. This is consistent with research that has investigated the utilization of pragmatic strategies in advertising, including metadiscourse and manipulative techniques (Al-Subhi, 2021; Eldin, 2019; Zakharov, 2023; Kuzmenko et al., 2022). The discovery that intertextuality can elicit specific emotional responses is also in accordance with research that has investigated the emotive aspects of advertising (Holiday et al., 2023a; Malyuga & Khaperstkova, 2023).

The study also demonstrated that intertextuality can be employed to address social and cultural issues, including misogyny and social responsibility, in accordance with the expanding corpus of research that investigates the social consequences of advertising (Di Martino, 2024; Béjar, 2023). The analysis also illustrated the utilization of intertextuality in the development of cultural identity, a finding that is corroborated by research on the cultural aspects of advertising (Islam, 2020; Cramer, 2019).

In contrast to previous research, this study offers a more focused analysis of the semiotic and pragmatic functions of intertextuality, providing a nuanced comprehension of the mechanisms by which these references function within the advertising discourse. Although previous research has examined a variety of aspects of advertising language and culture, this study focused on the strategic communicative instrument of intertextuality.

Nevertheless, it is important to recognize certain constraints. Although the corpus is diverse, it may not accurately represent the extensive range of intertextual references employed in advertising. Future research could broaden the corpus to encompass a broader spectrum of cultural contexts and advertising formats. Furthermore, the semiotic and pragmatic analyses' qualitative character may incorporate a certain degree of subjectivity. Quantitative methodologies may be implemented in future investigations to quantify the influence of intertextuality on consumer behavior and perceptions.

In summary, this investigation enhances comprehension of the pragmatic and semiotic aspects of intertextuality in advertising. This research emphasizes the significance of cultural knowledge and contextual comprehension in advertising communication by emphasizing the strategic use of intertextual references. Future research could delve deeper into the cognitive and

behavioral implications of intertextuality, as well as its influence on consumer attitudes and preferences.

Conclusion

This research has offered a thorough semiotic and pragmatic examination of the intertextual components present in advertising texts, thereby demonstrating their critical role in persuasive communication. We have illustrated the efficacy of intertextual references as potent signifiers by utilizing a mixed-methods approach. This approach capitalizes on shared cultural knowledge to facilitate the formation of meaning and elicit specific emotional responses. Additionally, we have emphasized the strategic application of intertextuality to accomplish pragmatic objectives, including the establishment of rapport, the development of implicatures, and the resolution of social and cultural issues.

The uniqueness of this work is its concentrated analysis of intertextuality as a strategic communicative instrument in the advertising discourse, which provides a nuanced comprehension of its pragmatic and semiotic functions. This research enhances the current corpus of knowledge by underscoring the significance of contextual understanding and cultural context in advertising communication. The results emphasize that effective advertising is contingent upon the strategic implementation of culturally resonant references that establish a deeper connection with target audiences, in addition to the inherent qualities of a product or service. This research has practical implications for advertising practitioners, transcending academic circles. Advertisers can create campaigns that are more effective and culturally sensitive and that resonate with their target audiences by comprehending the semiotic and pragmatic mechanisms of intertextuality. Additionally, this investigation establishes a framework for the assessment and evaluation of the persuasive influence of intertextual references in advertising.

Future research could expand upon these discoveries by delving deeper into the cognitive and behavioral implications of intertextuality. Valuable insights for both academics and practitioners could be obtained by investigating the impact of intertextual references on consumer attitudes, purchase intentions, and brand loyalty. Furthermore, the generalizability of the findings would be improved by broadening the corpus to encompass a broader spectrum of advertising formats and cultural contexts. In addition, the examination of the development of intertextual practices in the digital era, particularly in the context of influencer marketing and social media, is a promising area for future research. Lastly, it would be advantageous to conduct a quantitative analysis of the consumer recognition levels and the various forms of intertextuality.

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THE ROLE OF SOCIAL MEDIA IN ENHANCING ENGLISH LANGUAGE   SKILLS: A CASE STUDY OF KARAKALPAK STATE UNIVERSITY STUDENTS

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ABSTRACT
This article is dedicated to studying the role of social media in improving English language learning among students at Karakalpak State University. A quantitative descriptive research approach was employed, and data was collected from 70 students through an online questionnaire. It focused on students' use of social networking platforms, what platforms they use for language learning purposes and their opinion if social media can help learning. This study also tried to identify which of their skills improved due to social media and its influence on their motivation. Findings are eye-opening: while Telegram is commonly used for general purposes, YouTube is the platform where students mostly engage in English content. It also shows clear preferences for video material, especially short videos. As most students "sometimes" or "often" try to learn new English words or phrases on social networking sites and use them in real-world, the most improved English skills are listening and speaking. These results show that social media can serve as a valuable supplementary tool in language teaching or learning process by providing authentic language input.

KEYWORDS: social media, English, language acquisition, technology, motivation, content, engagement, language skills.

INTRODUCTION
In today's modern world, the English language solidified its status as a global language, playing an important role in most aspects of life, such as education, business, international communication. As a result, learning English has become a major ambition for many students all around the world, especially in non-English-speaking countries like Uzbekistan. Meanwhile, the widespread availability of the Internet and social media has created more opportunities in terms of getting information instantly. It has also changed the way students learn languages outside the classroom. Platforms such as YouTube, Telegram, Instagram can provide all necessary content, ranging from full-length videos, articles, shorts, to memes and other kinds of content. Students also spend majority of their time on social media, engaging in various activities such as chatting, watching videos, interacting. People can use the Internet and several networking sites everywhere and anytime. Technology impacts significantly both on personal and academic lives. Recent studies have also shown that these advancements and discoveries have had a substantial positive impact on the teaching and learning of foreign languages and education generally (Leung, C., & Valdés, G., 2019). Due to technology, teachers can now include various teaching techniques based on the needs of their students (Chugh & Ruhi, 2018; Moghavvemi et al., 2018). It is also believed that innovative technology fosters student interest and motivation, and enables them to access target languages, more input and interaction abilities (Choi, L., & Chung, S. 2021). However, these studies focus on global contexts, which means there might be a gap in understanding how students

in regional universities, Karakalpak State University, use social media in learning English. This study aims to explore how students at Karakalpak State University engage with social media, what types of platforms and content they prefer, how they reflect on the impact social media has on their language acquisition and improving their skills. By analyzing habits, experiences of students, this research tries to identify whether social media impact is beneficial for language learners or not.
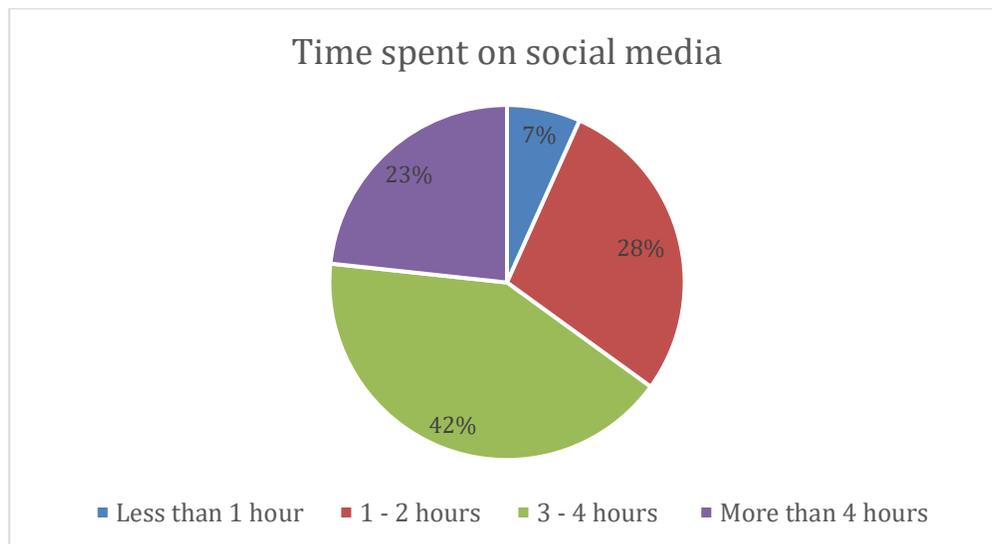
METHODS

This study employs quantitative descriptive research approach to investigate students' engagement with social media and its impact on their language development. A questionnaire was used to collect data from students from Karakalpak State University. The target population of the research involved 70 students from different years of study and specializations. The main instrument for collecting data was an online questionnaire. It was distributed digitally across different student groups. The questionnaire was also available in both Uzbek and English languages to ensure clarity which could enable participants to fully comprehend the questions. The questionnaire consisted of three main sections. The first section was dedicated to demographic information, including age, year of study. Second section focused on students' social media usage, identifying which platforms are widely used and which ones are specifically used to access to English content to learn language. This section also contained how much time they allocated to social media and their preferences. Third section was about students' beliefs about the role of social media, including its impact on their language skills, motivation, and real-life applications. Regarding data collection procedure, information was collected over a period of 7 days in April 2025. Students were allowed to participate anonymously, and brief information was provided as to the fact that all data collected would be used for only academic purposes.

RESULTS

Based on the data collected, we found out that students at Karakalpak State University are active users of social media, with majority of them spending more than 3 hours a day.

FIGURE 1

Time spent on social media

- Less than 1 hour: 7%
- 1 - 2 hours: 28%
- 3 - 4 hours: 42%
- More than 4 hours: 23%

In general, Telegram and Instagram are commonly used by survey participants, with respective figures of 63.3% and 23.3%. By contrast, YouTube stands out as the leading platform for English language learning purposes, preferred by 46.7% of participants. Telegram, being the second largest popular choice, used by 28.3% of students. Other platforms such as Instagram and TikTok were selected as a means of language learning by a combined total of approximately 25% of respondents, indicating a relatively lower but still notable level of engagement.

FIGURE 2

Social media use for daily purposes

■ Instagram ■ Telegram ■ YouTube ■ Other

FIGURE 3

Social media use for English learning

■ Instagram ■ Telegram ■ YouTube ■ Other
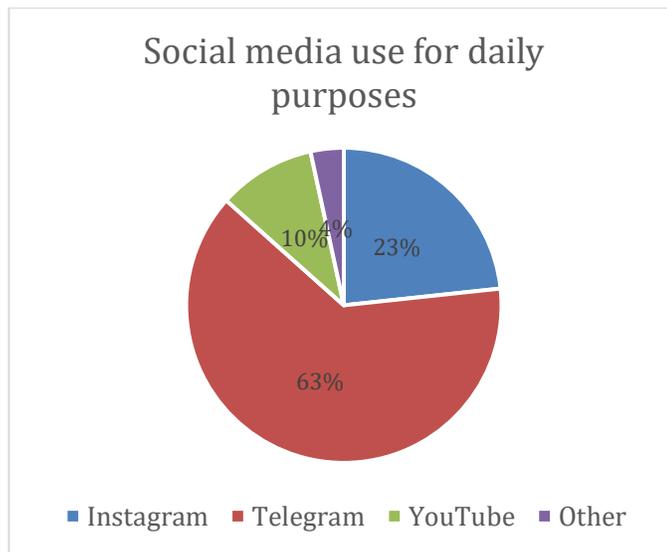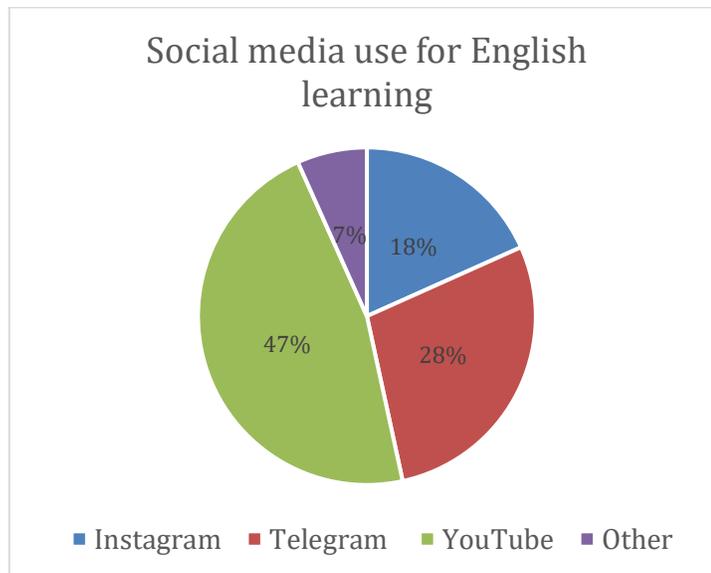
As for the types of English content they mostly engage in on social media, the followings are found out. According to the survey, short videos, Reels, YouTube Shorts, TikToks, are the most frequently engaged type of English content on social media, with 24.6% of respondents selecting this option. Full-length videos follow closely at 21.5%, suggesting that audiovisual formats, though being long and time-consuming, are highly favorite for language experiences. Educational videos also show strong engagement, selected by 18.5% of participants. Meanwhile, the figure for other types of engagement, including chats, comments, memes, humorous contexts, posts, written materials, constituted more or less 40%.

FIGURE 4

Types of Content Students Engage with on Social Media
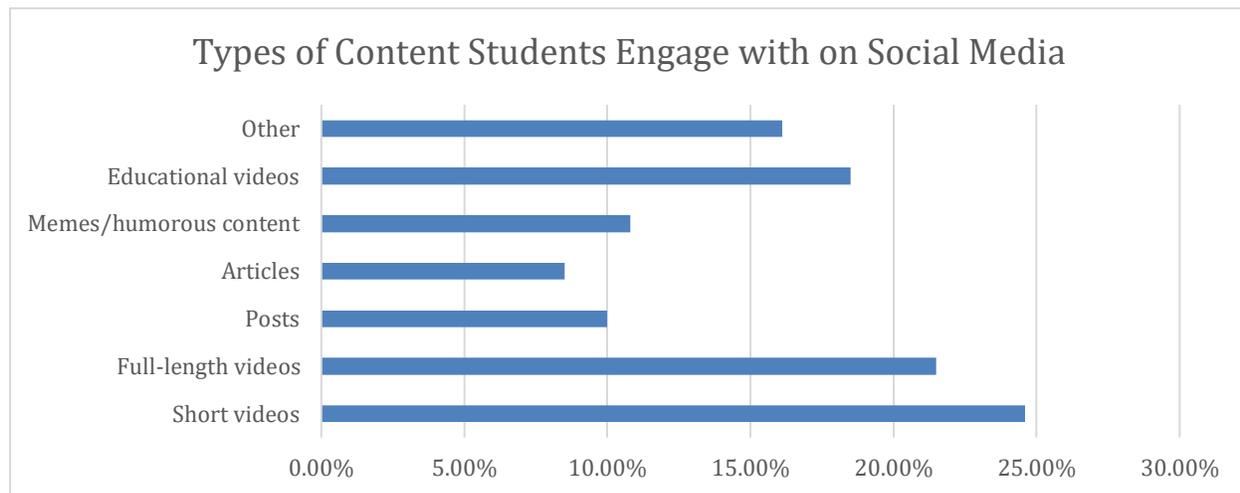
This survey revealed that 48% of respondents believed social media contributed to the enhancement of their listening skills. In contrast, 38% attributed improvements in their speaking abilities to social media usage. The perceived impact on reading skills was significantly lower, with only 11% of students recognizing any enhancement, while a mere 2% reported improvements in their writing skills.

FIGURE 5

English Skills Improved Through Social Media
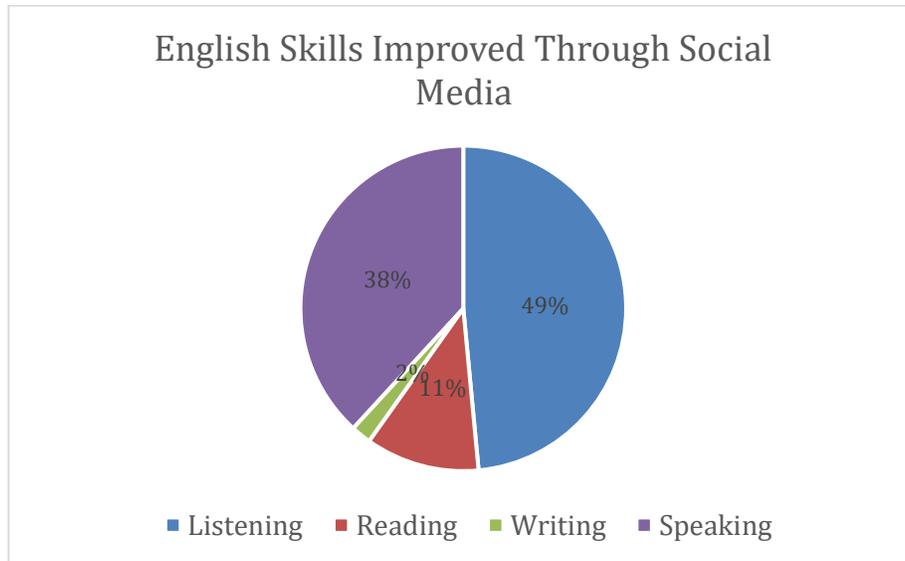
The survey results also reveal key insights into the influence of social media on English language learning. A majority of respondents (45%) reported that they sometimes learn new English words or phrases from social media, while 33% indicated they do so often, and 15% never. Only a small portion (7%) claimed they always learn vocabulary through such platforms. When it comes to real-life applications, nearly half of respondents (42%) sometimes try to apply what they learned from social media. The figures for those reported "often" and "never" accounted for 28% and 22% respectively.
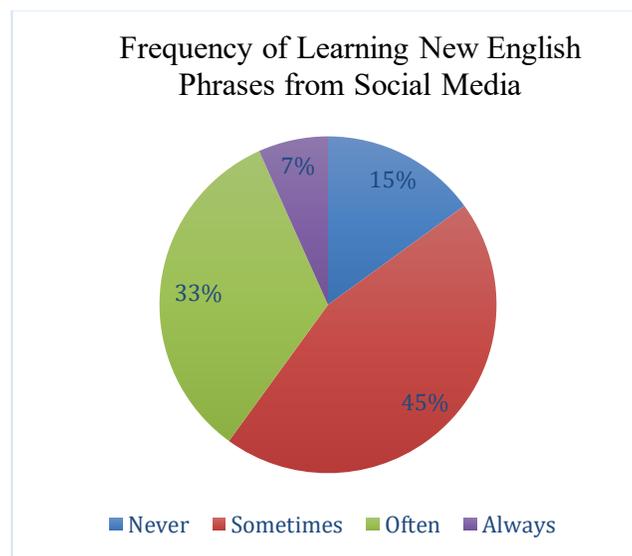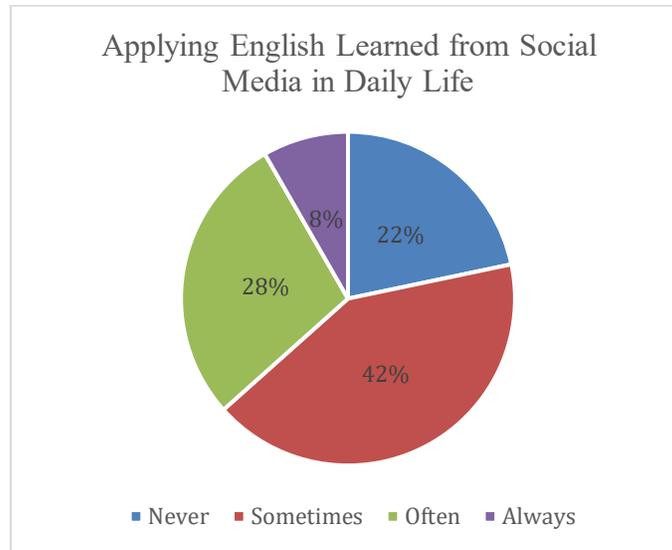
FIGURE 6

Frequency of Learning New English Phrases from Social Media

FIGURE 7

Applying English Learned from Social Media in Daily Life

- Never 22%
- Sometimes 42%
- Often 28%
- Always 8%

Regarding motivation, over half of the participants (56%) stated that social media has moderately increased their motivation to learn English, with 26% reporting a significant increase. These findings suggest that social media serves not only as a frequent source of new vocabulary but also as a moderate to strong motivational tool in the process of English language acquisition.

FIGURE 8

Impact of Social Media on Motivation to Learn English

- Not at all 7%
- Slightly 11%
- Moderately 56%
- Significantly 26%
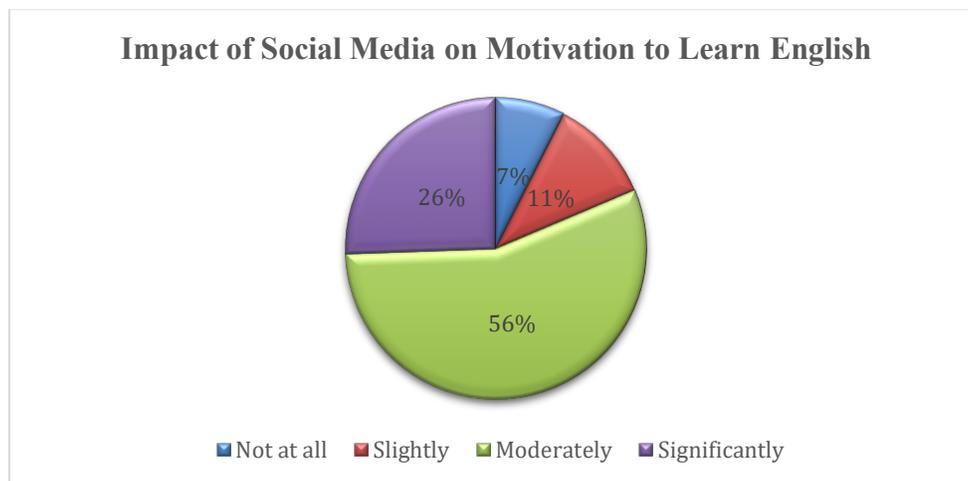
DISCUSSION

The findings of this study confirm that social media is not only widely used among students at Karakalpak State University but also plays a meaningful role in their English language learning. The results are consistent with previous research which suggests that social media provides a flexible and engaging environment for language exposure and acquisition (Wang & Vásquez,

2012; Manca & Ranieri, 2016). One of the key insights from the research is the difference between students use for general day-to-day life purposes and those used for English-language learning purposes. While Telegram and Instagram are widely used for general purposes, YouTube is seen as the primary platform for accessing English content. This might be because YouTube offers an array of educational, authentic English-speaking videos, tutorials, which can help learners to expose themselves to real English. According to Shaul (2014), exposure to language in a meaningful way is necessary for a learner to absorb its structure through actual use (Leedom Shaul, 2014). Another crucial finding is about what kind of content are preferred. Students mostly prefer to consume audiovisual contents, especially short-form videos, like shorts, reels, TikTok's. This supports the idea that in English classes using such audiovisual materials can be effective. Social media has the potential to embed language acquisition in real-world social contexts and play a crucial role in the communicative and creative activities that young people engage in (Cabrera, 2018). The skill development patterns reported by the respondents reveal the strengths and limitations of learning English through social media. Listening and speaking skills were perceived to benefit the most, which is understandable given the audiovisual nature of platforms like YouTube and TikTok. These platforms offer authentic input, varied accents, and informal speech patterns that are often absent in formal educational settings. Also, social media has been extensively used for educational purposes by its communicative aspect (Lantz-Andersson, 2018). In contrast, reading and especially writing received much less attention. This suggests that while social media is effective in enhancing receptive and oral skills, it does not provide sufficient opportunities for written output or structured grammar development. A notable point is students' self-reported application of what they learn in real-life contexts. There is a gap between active and passive use of language among students. To illustrate, only a small percentage of students claim that they use what they learn from social media in real-life situations. This suggests that although social media can provide a wealth of knowledge, it may not always help learning if not supported by classroom instructions. Similarly, majority of students believe social media can moderately increase their motivation, whilst only a few of them feel significant motivation, which suggests that social media itself not be a sole motivational tool.

These results raise important implications for educators. Social media can serve as a complementary tool in classrooms, especially for listening, vocabulary learning, pronunciation instruction. Teachers can encourage students to follow certain educational accounts, reflect on what they learn from them. As well as students can also be inspired to create their own accounts where they can share opinions, what they learn and all that comes to their mind, which can, in turn, improve their confidence, critical thinking, imagination and creativity, skills that are highly valued in today's job market. Though, educators should also consider the limitations of social media, particularly in reading and writing.

CONCLUSION

Social media can be a game-changer in the realm of language teaching. As study shows, social media have a positive impact on improving language skills. Although it may not usually help enhancing writing and reading, it plays a pivotal role in improving listening and speaking skills, as it offers valuable opportunities for authentic exposure. However, social media should be seen as a classroom supplement. This is because students learn new phrases, vocabulary and grammar, but not always activate or apply them in real-world situations. Social media serves as a useful supplementary tool for English language learning by enhancing input, increasing

motivation, and providing opportunities for informal learning. Future research may further investigate how structured use of social media can be integrated into language education to maximize its benefits.

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