

O‘ZBEKISTON DAVLAT JAHON TILLARI UNIVERSITETI
HUZURIDAGI ILMIY DARAJALAR BERUVCHI
DSc.03/2026.31.01.Ped.45.02 RAQAMLI ILMIY KENGASH

O‘ZBEKISTON DAVLAT JAHON TILLARI UNIVERSITETI

XOLMATOV AZIZ MARATOVICH

TALABALARNING PRAGMATIK KOMPETENSIYASINI
RIVOJLANTIRISHDA YUMORDAN FOYDALANISH METODIKASI

13.00.02 – Ta’lim va tarbiya nazariyasi va metodikasi (ingliz tili)

PEDAGOGIKA fanlari bo’yicha falsafa doktori (PhD) dissertatsiyasi
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Dissertatsiya avtoreferati 2026-yil “___” _____ kuni tarqatildi.

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KIRISH (falsafa doktori (PhD) dissertatsiyasi annotatsiyasi)

Dissertatsiya mavzusining dolzarbligi va zarurati. Jahonda globallashuv va madaniyatlararo muloqotning jadallashuvi chet tilini o'qitishda talabalarning nafaqat lingvistik bilimlarini, balki kommunikativ vaziyatga mos ravishda yashirin ma'nolarni anglash, so'zlovchining maqsadini aniqlash hamda nutqiy birliklardan o'rinli foydalanish qobiliyatini ham rivojlantirishni taqozo etmoqda. Ayniqsa, talabalarning pragmatik kompetensiyasini rivojlantirishda yumordan foydalanish muhim metodik yondashuvlardan biri sifatida namoyon bo'lmoqda. Talabalar chet tilini o'rganayotganda ironik ma'no, implikatura, so'z o'yini, presuppozitsiya, nutqiy akt va milliy-madaniy konnotatsiyalarni idrok etishda qiynalishi yumorning pragmatik kompetensiyani rivojlantirishdagi salohiyatini to'liq ochib berish ehtiyojini yuzaga keltirmoqda. Zero, yumor talabalarning kommunikativ faolligi, pragmatik sezgirligi, inferensial fikrlashi va madaniyatlararo muloqot ko'nikmalarini rivojlantirishda yuzaga keluvchi psixologik to'siqlarni kamaytirishga xizmat qiladi. Bu esa bugungi kunda yumor vositasida pragmatik kompetensiyani rivojlantirishning metodik tizimi, didaktik shart-sharoitlari, mazmuni, mezonlari va mashqlar majmuasini takomillashtirishni dolzarb amaliy vazifa qilib belgilaydi.

Dunyoda yetakchi o'rinlarda turuvchi davlat va nodavlat ilmiy tadqiqot markazlari yumordan pedagogik maqsadlarda foydalanish masalalari bo'yicha shug'ullanib kelmoqda. Tahlillar shuni ko'rsatadiki, tadqiqotlarda chet tilini o'qitishda yumordan foydalanishning pedagogik imkoniyatlari masalalariga katta e'tibor qaratilgan bo'lsa-da, talabalarning pragmatik kompetensiyasini rivojlantirishda yumordan maqsadli va tizimli foydalanishning konseptual asoslari ishlab chiqilmaganligi e'tirof etilmoqda. Shu bois ushbu yo'nalishda keng ko'lamli izlanishlarni olib borish muhim ustuvorlik kasb etadi. Xususan, talabalarda pragmatik kompetensiyani rivojlantirishda yumorning vositachilik salohiyatini yanada chuqurroq o'rganish uchun ilmiy tadqiqotlarni amalga oshirish dolzarb hisoblanadi.

Mamlakatimizda yuqori malakali, raqobatbardosh va xalqaro muloqotga tayyor mutaxassislarni tayyorlash, oliy ta'lim mazmunini zamonaviy talablar asosida takomillashtirish hamda xorijiy tillarni o'qitish sifatini yangi bosqichga olib chiqish borasida izchil chora-tadbirlar amalga oshirilmoqda. "O'zbekistonning ochiqlik siyosati, dunyo bozoriga faol kirib borayotgani, barcha sohalarda xalqaro hamkorlik kengayayotgani xorijiy tillarni bilishga ehtiyojni oshirmoqda. Mamlakatimizda xorijiy tillarni o'rgatish bo'yicha kelajak uchun mustahkam poydevor bo'ladigan yangi tizimni yo'lga qo'yish"¹ muhim vazifa sifatida belgilandi. Bu borada bugungi globallashuv sharoitida chet tilini egallash faqat grammatik va leksik bilimlar bilan cheklanmay, balki nutqiy vaziyatni to'g'ri anglash, suhbatdoshning kommunikativ niyatini tushunish, madaniy me'yorlarga mos javob qaytarish hamda pragmatik ma'nolarni adekvat talqin qilish kompetensiyasini rivojlantirish dolzarb ahamiyat kasb etmoqda.

¹ O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev raisligida 2021-yil 6-may kuni chet tillarini o'qitish tizimini takomillashtirish chora-tadbirlari yuzasidan o'tkazilgan videoselektor yig'ilishidagi nutqi [Elektron manba]. – URL: <https://president.uz/oz/lists/view/4327> (Murojaat sanasi: 14.08.2023).

O'zbekiston Respublikasining 2019-yil 29-oktyabrdagi O'RQ-576-son "Ilm-fan va ilmiy faoliyat to'g'risida"gi Qonuni, O'zbekiston Respublikasi Prezidentining 2019-yil 8-oktabrdagi PF-5847-son "O'zbekiston Respublikasi oliy ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida", 2020-yil 5-oktabrdagi PF-6097-son "Ilm-fanni 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida", 2022-yil 6-iyuldagi PF-165-son "2022-2026-yillarda O'zbekiston Respublikasining innovatsion rivojlanish strategiyasini tasdiqlash to'g'risida", 2026-yil 10-apreldagi PF-58-son "Oliy ta'lim, fan va innovatsiyalar tizimini takomillashtirishning qo'shimcha chora-tadbirlari to'g'risida", 2026-yil 26-maydagi PF-98-son "Yangi avlod ilmiy kadrlarini tayyorlash va ularni attestatsiya qilish tizimini takomillashtirish to'g'risida"gi Farmonlari, O'zbekiston Respublikasi Prezidentining 2018-yil 5-iyundagi PQ-3775-son "Oliy ta'lim muassasalarida ta'lim sifatini oshirish va ularning mamlakatda amalga oshirilayotgan keng qamrovli islohotlarda faol ishtirokini ta'minlash bo'yicha qo'shimcha chora-tadbirlar to'g'risida", 2019-yil 5-maydagi PQ-4306 son "Iqtidorli yoshlarni aniqlash va yuqori malakali kadrlar tayyorlashning uzluksiz tizimini tashkil etish chora-tadbirlari to'g'risida", 2021-yil 19-maydagi PQ-5117-son "O'zbekiston Respublikasida xorijiy tillarni o'rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to'g'risida", 2022-yil 21-iyundagi PQ-289-son "Pedagogik ta'lim sifatini oshirish va pedagog kadrlar tayyorlovchi oliy ta'lim muassasalari faoliyatini yanada rivojlantirish chora-tadbirlari to'g'risida"gi Qarorlari, Vazirlar Mahkamasining 2022-yil 19-yanvardagi VMQ-34-son "Xorijiy tillarni o'rganishni takomillashtirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi Qarori hamda mazkur faoliyatga tegishli boshqa me'yoriy- huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishda mazkur dissertatsiya muayyan darajada xizmat qiladi.

Tadqiqotning respublika fan va texnologiyalari rivojlanishining ustuvor yo'nalishlariga mosligi. Dissertatsiya respublika fan va texnologiyalar rivojlanishining I. "Axborotlashgan jamiyat va demokratik davlatni ijtimoiy, huquqiy, iqtisodiy, madaniy, ma'naviy-ma'rifiy rivojlantirishda, innovatsion g'oyalar tizimini shakllantirish va ularni amalga oshirish yo'llari" ustuvor yo'nalishi doirasida bajarilgan.

Muammoning o'rganilganlik darajasi. Mamlakatimizda chet tillarni o'qitish va bo'lajak chet til mutaxassislarini tayyorlashning ilmiy-nazariy asoslari M.D. Djusupov, J.J. Jalolov, G.H. Bakieva, L.T. Ahmedova, I.M. Tuxtasinov, M.X. Gulyamova, B.R. Samatova, A.B. Raxmonov, G.S. Sobirova² tomonidan tadqiq qilingan.

² Джусупов М. Социолингвистические и лингводидактические проблемы языка как средства общения и предмета изучения // Русистика в СНГ. – 2002. – С. 64–74; Jalolov J.J. Chet til o'qitish metodikasi. – Toshkent: "O'qituvchi" nashriyoti. – 2012. – 294 b.; Бакиева Г.Х. Узбекский язык для стран СНГ. – Москва: МГЛУ, 2012. – 120 с.; Ахмедова Л.Т. Теория и практика обучения профессиональной русской речи студентов-филологов. – Ташкент: Издательство «Фан ва технология», 2013. – 200 с.; Tuxtasinov I.M. Tarjimon tayyorlashda kasbiy kompetensiyalarni ekvivalentlik hodisasi asosida rivojlantirish: Ped. fan. dok. ... diss. avtoref. – Toshkent: O'zDJTU, 2018. – 66 b.; Gulyamova M.X. Ingliz tilini o'qitishda talabalar kommunikativ kompetensiyasini rivojlantirishga integrativ yondashuv: Ped. fan. fals. dok. ... disc. avtoref. – Toshkent: O'zDJTU, 2019. – 35 b.; Samatova B.R. Ingliz

Chet til pragmatikasi hamda bo‘lajak chet til mutaxassislarining pragmatik kompetensiyasi masalalarini Y.S. Aznaurova, N.M. Yo‘ldosheva, Sh.Safarov, D.U. Ashurova, S.Azimova, Y.T. Umarova, N.N. Yusupova, D.S. Istamova, L.R. Shamsutdinova³ kabi ko‘plab o‘zbek olimlari o‘z ishlarida tadqiq qilishgan.

Xorijiy olimlardan X.Grays, S.K. Levinson, J.Tomas, L.F. Baxman, G.Yul, J.Lich, G.Kasper, K.Bardovi-Xarlig, Y.Tateyama, K.Rover, Y.Kim, N.Taguchi va P.Y. Zolotov⁴ kabilar tomonidan yumor, pragmatika va pragmatik kompetensiya mavzusi o‘rganilgan.

Mamlakatimizda yumorni bevosita o‘rganish masalalari H.Abdusamatov, M.Qo‘shjonov, H.Razzoqov, Z.Axmedova, Sh.A. Abdurahmonov, U.R. Yo‘ldoshev, O‘.S. Egamberdiyeva⁵ kabi olimlarning ishlarida o‘z aksini topgan.

tilini o‘qitishda nofilologik yo‘nalish talabalarining motivatsiyasi: Ped. fan. fals. dok. ... diss. avtoref. – Toshkent: O‘zDJTU, 2020. – 22 b.; Рахмонов А.Б. Формирование профессиональной компетенции будущих учителей русского языка в самообразовательной деятельности: Автореф. дисс. ... док. пед. наук. – Ташкент: УзГУМЯ, 2022. – 78 с.; Sabirova G.S. Maktab o‘quvchilarini Veb 2.0 texnologiyalari asosida nutq faoliyati turlariga o‘qitishning lingvodidaktik asoslari (ingliz tili): Ped. fan. dok. ... diss. avtoref. – Toshkent: O‘zDJTU, 2022. – 66 b.

³ Aznaurova Э.С. Прагматика художественного слова. – Ташкент: Фан, 1998. – 121 с.; Юлдашева Н.М. Социолингвистические и прагматическо-лингвистические особенности комплиментов: Дисс. ... канд. Филол. наук. – Ташкент: УзГУМЯ, 2004. – 142 с.; Safarov Sh. Pragmalingvistika: monografiya. – Toshkent: SamDCHTI, 2008. – 318 b.; Ашурова Д.У. Преподавание лингвистических дисциплин в языковом вузе // Инновационные технологии обучения иностранному языку в вузе и школе: Реализация современных ФГОС: Сборник научных трудов IV Международной научно-практической конференции. Часть I. – Воронеж: Издательский дом ВГУ, 2019. – С. 178–182; Азимова С. Теория речевых актов и коммуникативные компетенции: прагматический анализ иллокутивного акта «выражение отказов» // So‘z san‘ati xalqaro jurnali. – 2020. – T. 3, № 5. – С. 77–81; Umarova Ya.T. Til ta‘limida matn tahlili orqali o‘quvchilarda pragmatik kompetensiyani rivojlantirish: Ped. fan. fals. dok. ... diss. avtoref. – Namangan: NamDU, 2020. – 22 b.; Юсупова Н.Н. Применение прагматической компетенции на занятиях английского языка // Экономика и социум. – 2021. – № 4-2(83). – С. 1248–1253; Istamova D.S. Bo‘lajak o‘qituvchilarning pragmatik kompetensiyasini rivojlantirish texnologiyasi (scamper, sketchnoting misolida): Ped. fan. fals. dok. ... diss. avtoref. – Samarqand: Samarqand davlat universiteti, 2023. – 18 b.; Shamsutdinova L.R. B2 darajali talabalarining ingliz tilini o‘qitishdagi pragmatik kompetensiyasini takomillashtirish: Ped. fan. fals. dok. ... diss. avtoref. – Toshkent: O‘zDJTU, 2024. – 25 b.

⁴ Grice P. Logic and conversation // Syntax and Semantics. Vol. 3: Speech Acts / ed. by P.Cole, J.L. Morgan. – New York: Academic Press, 1975. – pp. 41–58; Levinson S.C. Pragmatics. – Cambridge: Cambridge University Press, 1983. – 420 p.; Thomas J. Cross-cultural pragmatic failure // Applied Linguistics. – 1983. – № 4(2). – pp. 91–112; Bachman L.F. Fundamental considerations in language testing. – Oxford: Oxford University Press, 1990. – 408 p.; Yule G. Pragmatics. – Oxford: Oxford University Press, 1996. – 138 p.; Kasper G. Can pragmatic competence be taught? – Honolulu: University of Hawai‘i, Second Language Teaching & Curriculum Center, 1997. – Available at: NFLRC Publication Page; Bardovi-Harlig K. Evaluating the empirical evidence: Grounds for instruction in pragmatics? // Pragmatics in Language Teaching / ed. by K.Rose, G.Kasper. – Cambridge: Cambridge University Press, 2001. – pp. 13–32; Tateyama Y. Explicit and implicit teaching of pragmatic routines: Japanese sumimasen // Pragmatics in Language Teaching / ed. by K.R. Rose, G.Kasper. – Cambridge: Cambridge University Press, 2001. – pp. 200–222; Röver C. Testing ESL pragmatics: Development and validation of a web-based assessment battery. – Berlin: Peter Lang Verlag, 2005. – 160 p.; Kim Y., Taguchi N. Promoting task-based pragmatics instruction in EFL classroom contexts: The role of task complexity // The Modern Language Journal. – 2015. – № 99. – pp. 656–677; Leech G.N. Principles of pragmatics. – London: Routledge, 2016. – 264 p.; Золотов П.Ю. Методика формирования прагматической компетенции студентов на основе корпусных технологий: Автореф. дисс. ... канд. пед. наук. – Тамбов: Тамбовский государственный университет имени Г.Р. Державина, 2020. – 25 с.

⁵ Abdusamatov H. Abdulla Qahhor hayoti va ijodi haqida ocherk. – Toshkent: Badiiy adabiyot, 1960. – 208 b.; Qo‘shjonov M. Abdulla Qahhor ijodida satira va yumor. – Toshkent: Fan, 1973. – 152 b.; Razzoqov H., Mirzayev T., Sobirov O., Imomov K. O‘zbek xalq og‘zaki poetik ijodi. – Toshkent: O‘qituvchi, 1980. – 288 b.; Axmedova Z. Yumor i satira v uzbekskoy detskoy poezii (60-70-x godov): Diss. ... kand. filol. nauk. – Tashkent: TashGU, 1984. – 170 s;

Xorijiy tadqiqotchilar tomonidan ham yumor va uning pedagogikada qo'llanilishiga doir bir nechta ilmiy ishlar amalga oshirilgan. Jumladan, ushbu yo'nalishda O.A. Sergeyeva, Y.G. Tulina, M.A. Kulinich, S.Attardo, V.Raskin, J.R. Shmits, B.M. Fernandes, A.F. Fontecha, M.Vagner, E.Urios-Aparisi, S. de los Heros, N.Bell, E.Pomerantz, E.Rid, J.Ruchinski, K.Prichard va M.V. Eskandell Vidal⁶ kabi izlanuvchilarning ishlarini keltirish mumkin.

Zamonaviy jahon ta'limi kontekstida pragmatik kompetensiyani rivojlantirish doirasida ko'plab ilmiy izlanishlar olib borilgan, biroq OTMlarida ingliz tilining bo'lajak mutaxassislari sifatida talabalarning pragmatik kompetensiyasini rivojlantirishda yumordan foydalanish metodikasiga bag'ishlangan maxsus ilmiy tadqiqot ishlari yetarli darajada olib borilmagan.

Dissertatsiya tadqiqotining dissertatsiya bajarilgan oliy ta'lim muassasasining ilmiy-tadqiqot ishlari rejalari bilan bog'liqligi. Tadqiqot O'zbekiston davlat jahon tillari universitetining ilmiy-tadqiqot ishlari rejalari muvofiq "Chet tillarni o'qitish metodikasining yangi yo'nalishlari" mavzusidagi ilmiy yo'nalishi doirasida bajarilgan.

Tadqiqotning maqsadi yumordan foydalanish orqali talabalarning pragmatik kompetensiyasini rivojlantirishdan iborat.

Tadqiqotning vazifalari:

talabalarning pragmatik kompetensiyasini rivojlantirishning nazariy-metodologik asoslarini hamda yumorning pedagogik, psixologik xususiyatlarini, shuningdek, pragmatik kompetensiyani rivojlantirishda yumorning lingvodidaktik xususiyatlarini o'rganish;

Abdurahmonov Sh.A. O'zbek badiiy nutqida kulgi qo'zg'atuvchi lisoniy vositalar: Filol. fan. nomz. ... diss. – Toshkent: Tilshunoslik instituti, 1997. – 132 b.; Yo'ldoshev U.R. Hajviy matnlar tarjimasining lingvostilistik va lingvokulturologik xususiyatlari (ingliz tiliga tarjima qilingan o'zbek xalq latifalari misolida): Filol. fan. fals. dok. ... diss. – Toshkent: O'zDJTU, 2017. – 146 b.; Egamberdiyeva O'.S. O'zbek tilidagi latifalarning xususiyatlari // Global dunyoda ilm-fan va ta'limdagi innovatsion rivojlanishning zamonaviy trendlari: iqtisodiyot fanlari bo'yicha maqolalar to'plami. – Toshkent: STARS International University, 2022. – B. 62–65.

⁶ Сергеева О.А. Подготовка будущих учителей к использованию юмора в педагогической деятельности: Дисс. ... канд. пед. наук. – Ярославль: Ярославский государственный педагогический университет им. К.Д. Ушинского, 1999. – 198 с.; Тулина Е.Г. Психолого-педагогические основы юмора как средства обучения и воспитания: Дисс. ... канд. пед. наук. – Пятигорск: Пятигорский государственный лингвистический университет, 1999. – 150 с.; Кулинич М.А. Семантика, структура и прагматика англоязычного юмора: Дисс. ... док. культурол. наук. – Москва: Московский государственный университет имени М.В. Ломоносова, 2000. – 259 с.; Attardo S., Raskin V. Script theory revis(it)ed: Joke similarity and joke representation model // HUMOR. – 1991. – № 4(3-4). – pp. 293–348; Schmitz J.R. Humor as a pedagogical tool in foreign language and translation courses // HUMOR: International Journal of Humor Research. – 2002. – № 15(1). – pp. 89–113; Martínez Fernández B., Fernández Fontecha A. The teachability of pragmatics in SLA: Friends' humour through Grice // Porta Linguarum. – 2008. – № 10. – pp. 31–43; Wagner M., Urios-Aparisi E. Pragmatics of humor in the foreign language classroom: Learning (with) humor // Developing Contrastive Pragmatics: Interlanguage and Cross-Cultural Perspectives / ed. by M.Pütz, J.Neff-van Aertselaer. – Berlin; New York: De Gruyter Mouton, 2008. – pp. 209–230; de los Heros S. Teaching with and about humor in the L2 Spanish classroom // L2 Spanish Pragmatics / ed. by D.Dumitrescu, P.L. Andueza. – London: Routledge, 2018. – pp. 191–213; Bell N., Pomerantz A. Humor in L2 pragmatics research // The Routledge Handbook of Second Language Acquisition and Pragmatics / ed. by N.Taguchi. – New York: Routledge, 2019. – pp. 63–77; Reed E. Incongruent humour and pragmatic competence in the late-medieval Manières de langage // Multilingua. – 2020. – № 39(2). – pp. 239–267; Rucynski J., Prichard C., Rucynski Jr.J. Bridging the humor barrier: Humor competency training in English language teaching. – London: Bloomsbury Academic, 2022. – 308 p.; Escandell Vidal M.V. La comunicación intercultural: aspectos cognitivos y sociales // Jornadas de Formación del Profesorado en la Enseñanza de L2/ELE y la Literatura Española Contemporánea: Actas. – Sofia: Ministerio de Educación, Embajada de España en Bulgaria, 2009. – pp. 5–24.

chet tili darslarida talabalar pragmatik kompetensiyasining rivojlanganlik holatini o'rganish, mavjud pedagogik qiyinchiliklar, pragmatik xatolar, interferensiya holatlari va metodik kamchiliklarni aniqlash;

talabalarning pragmatik kompetensiyasini yumoristik materiallar asosida rivojlantirishning metodik modeli, yumoristik materiallarni tanlash mezonlari hamda mashqlar majmuini ishlab chiqish;

ishlab chiqilgan metodik model va mashqlar majmuining samaradorligini pedagogik tajriba-sinov orqali tekshirish, olingan natijalarni matematik-statistik jihatdan asoslash.

Tadqiqotning obyekti sifatida mamlakatimiz OTMlarida "Xorijiy til va adabiyoti (ingliz tili)" bakalavriat ta'lim yo'nalishida tahsil olayotgan 1-bosqich talabalarining pragmatik kompetensiyasini yumorga asoslangan holda rivojlantirish jarayoni olingan.

Tadqiqotning predmetini yumorga asoslangan materiallardan foydalanish orqali talabalarning pragmatik kompetensiyasini rivojlantirish mazmuni, metod va shakllari tashkil etadi.

Tadqiqotning usullari. Tadqiqotda nazariy (tahliliy-sintetik va qiyosiy-taqqoslash), diagnostik (kuzatish, so'rovlar, suhbat va diskursni to'ldirish topshiriq testi), shuningdek, pedagogik tajriba-sinov va matematik statistika (natijalarni statistik qayta ishlash va grafik tasvirlash) kabi usullardan foydalanilgan.

Tadqiqotning ilmiy yangiligi quyidagilardan iborat:

yumor yordamida talabalarning pragmatik kompetensiyasini rivojlantirish konseptual tuzilmasining didaktik-metodologik asoslari pragmatik va sotsiopragsmatik bilimlarni eksplitsit o'qitish, yumorning skript oppozitsiyasi, nomuvofiqlikni yechish va implikaturani talqin qilish kabi pragmatik-diskursiv komponentlarini pragmatik ma'noni anglash ko'nikmalarining sensitizatsiya dinamikasiga muvofiq bosqichma-bosqich qo'llash orqali aniqlangan;

talabalarda tanqidiy-pragmatik fikrlash qobiliyatini rivojlantirish metodikasi o'rganilayotgan chet tilidagi autentik yumorli materiallarni motivatsion-pragmatik stimul sifatida tanlash va bosqichli qo'llash, inferensial mulohaza yuritish mexanizmini implikaturalardagi kutilgan ma'no va real ma'noni aniqlash topshiriqlari yordamida faollashtirish, affektiv filtrni yumor materiallariga tayangan rolli o'yinlar orqali pasaytirish hamda yumordagi nomutanosiblikni aniqlash va bartaraf etishga yo'naltirilgan kognitiv-pragmatik tahlil algoritmini o'quv jarayoniga joriy etish asosida takomillashtirilgan;

talabalarning pragmatik kompetensiyasini yumor yordamida rivojlantirishning metodik modeli maqsadli, konseptual, jarayonli va natijaviy bloklar uzviyligida pragmatik xabardorlikni o'rganilayotgan chet tili madaniyatini aks ettiruvchi autentik yumorli materiallardagi yumor misollarini ona tilidagi yumor shakllari bilan taqqosli tahlil qilish orqali oshirish va madaniy interferensiyani mazkur madaniyatga xos yumor urf-odatlarini misollar bilan tanishtirish orqali bartaraf etish hamda muloqotda yumshatuvchi vosita vazifasini mashq qilish yo'li bilan yumorning vositachilik funksiyasini faollashtirish

parametrlari asosida tarkibiy-funksional tizimlashtirish orqali takomillashtirilgan; talabalarining pragmatik kompetensiyasidagi sifat o'zgarishlarini aniqlashda DCT (Discourse Completion Test)ning diagnostik-verifikatsion imkoniyatlari implikaturalardagi yashirin pragmatik ma'noni aniqlash, nutq aktlari va suhbat rutinalarini kontekstga mos qo'llash hamda PDI (ijtimoiy masofa, mavqe va yuklama darajasi) omillarini anglash ko'rsatkichlarini dastlabki-yakuniy kesimda pedagogik monitoring va natijaviy verifikatsiya asosida qiyosiy baholash orqali dalillangan.

Tadqiqotning amaliy natijalari quyidagilardan iborat:

birinchi kurs talabalarining ingliz tilida pragmatik kompetensiyasini rivojlantirishda foydalanish uchun mo'ljallangan hamda o'quv mashg'ulotlari mazmuniga yumor elementlarini integratsiya qilishning tamoyillarini o'zida mujassam etgan "yumor yordamida pragmatik kompetensiyani rivojlantirish" mualliflik konseptual tuzilmasi ishlab chiqilgan;

talabalarga hajviy materiallarga asoslangan interaktiv mashqlar orqali pragmatik kompetensiyani o'rgatuvchi hamda o'rganilayotgan tildan turli muloqot vaziyatlarida o'rinli foydalanish imkonini beruvchi "Learn with Humour" ta'limiy veb-platformasi ishlab chiqilgan (Intellectual mulk agentligi tomonidan 2025-yil 22-dekabrda berilgan DGU-58446-son mualliflik huquqi guvohnomasi);

bo'lajak ingliz tili o'qituvchilari hamda mutaxassislarini tayyorlashga ixtisoslashgan bakalavriat ta'lim yo'nalishida birinchi kurs talabalarining pragmatik kompetensiyasini rivojlantirishda samaradorlikka ega bo'lgan, yumor texnikasiga asoslangan metodika ishlab chiqilgan.

Tadqiqot natijalarining ishonchliligi unda qo'llanilgan terminlar, yondashuvlar va ilmiy-nazariy ma'lumotlarning rasmiy manbalardan olinganligi, OTMlarda "Xorijiy til va adabiyoti (ingliz tili)" bakalavriat ta'lim yo'nalishining o'quv-uslubiy ta'minoti (DTSlari, o'quv dasturi, ishchi o'quv dasturi, darsliklar) va boshqa me'yoriy hujjatlarning o'rganilganligi; ishlab chiqilgan yumordan foydalanish modelining va uni qo'llash bo'yicha amaliy tavsiyalarning tajriba-sinov vositasida amaliyotga joriy etilganligi, tajriba-sinov ishlari natijalarining matematik statistik jihatdan tahlil qilinib dalillanganligi hamda olingan natijalar samaradorligining vakolatli tashkilotlar tomonidan tasdiqlanganligi bilan izohlanadi.

Tadqiqot natijalarining ilmiy va amaliy ahamiyati. Tadqiqot natijalarining ilmiy ahamiyati unda yumorning pedagog kadrlarni, xususan, ingliz tili o'qituvchilarini tayyorlashga ixtisoslashgan OTMlari o'quv rejasiga yumordan foydalanishni integratsiya qilish, talabalar pragmatik kompetensiyasini yumor orqali rivojlantirishning konseptual, nazariy-metodologik asoslarini tadqiq qilish va tizimlashtirish, shuningdek, yumorning pedagogik-psixologik, lingvodidaktik aspektlarini o'rganish orqali xorijiy til ta'limidagi o'rnini ilmiy asoslash, yumorning talabalarining nafaqat pragmatik kompetensiyasi, balki ularning madaniyatlararo muloqot kompetensiyasi rivojiga ham katta hissa qo'shishining ilmiy dalillanishi bilan belgilanadi.

Tadqiqot natijalarining amaliy ahamiyati esa “yumor” tushunchasi, uning pedagogik va psixologik jihatlarini, chet tilini o‘qitishda yumordan foydalanishning afzalliklari, shu bilan birga, pragmatik kompetensiya va uning tarkibiy qismlarini har tomonlama o‘rganish ushbu sohadagi boshqa tadqiqotlar uchun boshlang‘ich nuqta bo‘lib xizmat qilishi mumkinligi, masalan, monografiyalar, tezislari va maqolalar, ma‘ruzalar uchun boshlang‘ich nazariy asos sifatida va o‘quv materiallarini tayyorlashda material sifatida foydalanilishi mumkinligi, yumordan foydalangan holda talabalarining pragmatik kompetensiyasini rivojlantirishga qaratilgan mashqlar tizimini OTMlarida chet tili (ingliz tili) o‘qituvchilarini tayyorlashga ixtisoslashtirilgan ta‘lim yo‘nalishlarining o‘quv rejasiga kiritish mumkinligi bilan izohlanadi.

Tadqiqot natijalarining joriy qilinishi. Bo‘lajak ingliz tili o‘qituvchilarining pragmatik kompetensiyasini rivojlantirishda yumordan foydalanish metodikasiga bag‘ishlangan mazkur dissertatsion tadqiqot natijalari quyidagi faoliyat turlarida amaliyotga joriylandi:

yumor yordamida talabalarining pragmatik kompetensiyasini rivojlantirish konseptual tuzilmasining didaktik-metodologik asoslari pragmatik va sotsiopragmatik bilimlarni eksplitsit o‘qitish, yumorning skript oppozitsiyasi, nomuvofiqlikni yechish va implikaturani talqin qilish kabi pragmatik-diskursiv komponentlarini pragmatik ma‘noni anglash ko‘nikmalarining sensitizatsiya dinamikasiga muvofiq bosqichma-bosqich qo‘llash orqali aniqlanganligiga oid tadqiqotning ilmiy xulosalaridan O‘zbekiston Respublikasi Oliy ta‘lim, fan va innovatsiyalar vazirligi hamda O‘zbekiston Respublikasi Maktabgacha va maktab ta‘limi vazirligi hamkorligida tashkil qilingan “Kembrij tajribasi asosida trenerlar tayyorlash va maktab o‘qituvchilarining pedagogik mahoratini oshirish” mavzusidagi umumta‘lim pedagog kadrlari uchun mo‘ljallangan malaka oshirish kursi dasturi hamda o‘quv mashg‘ulotlari materiallarini ishlab chiqishda foydalanilgan (O‘zbekiston Respublikasi Oliy ta‘lim, fan va innovatsiyalar vazirligining 2023-yil 10-oktabrdagi 2/17-4/10-23-son ma‘lumotnomasi). Natijada pedagog kadrlar amaliyotda yumordan foydalanish uchun nazariy-metodologik poydevorga ega bo‘lib, talabalarda yumor va yumorga asoslangan materiallar orqali effektiv tarzda pragmatik kompetensiyani rivojlantirish imkoniga ega bo‘lishgan;

talabalarda tanqidiy-pragmatik fikrlash qobiliyatini rivojlantirish metodikasi o‘rganilayotgan chet tilidagi autentik yumorli materiallarni motivatsion-pragmatik stimul sifatida tanlash va bosqichli qo‘llash, inferensial mulohaza yuritish mexanizmini faollashtirish, affektiv filtrni pasaytirish hamda yumordagi nomutanosiblikni aniqlash va bartaraf etishga yo‘naltirilgan kognitiv-pragmatik tahlil algoritmini o‘quv jarayoniga joriy etish asosida takomillashtirilganligi xususidagi ilmiy-uslubiy tavsiyalar Toshkentdagi Xalqaro Vestminster universiteti “Xalqaro umumkasbiy sertifikat kursi” o‘quv rejasini tarkibiga kiruvchi “I, Citizen” moduli o‘quv materiallarini ishlab chiqishda foydalanilgan (O‘zbekiston Respublikasi Oliy ta‘lim, fan va innovatsiyalar vazirligi Toshkentdagi Xalqaro Vestminster universitetining 2023-yil 30-avgustdagi №

RO/01-00490-sonli ma'lumotnomasi). Natijada talabalarning pragmatik kompetensiyasi va tanqidiy fikrlash ko'nikmalarini takomillashtirishga erishilgan hamda fan moduli o'quv materiallari mazmunan boyitilgan;

talabalarning pragmatik kompetensiyasini yumor yordamida rivojlantirishning metodik modeli maqsadli, konseptual, jarayonli va natijaviy bloklar uzviyligida o'rganilayotgan chet til madaniyatini aks ettiruvchi autentik yumorli materiallarni pragmatik xabardorlikni oshirish va madaniy interferensiyani bartaraf etish hamda yumorning vositachilik funksiyasini faollashtirish parametrlari asosida tarkibiy-funksional tizimlashtirish orqali ishlab chiqilganligiga oid tadqiqot natijalaridan O'zbekiston Respublikasi Madaniyat vazirligi huzuridagi Yusufjon Qiziq Shakarjonov nomidagi Respublika askiya va qiziqchilik san'ati markazining qiziqchilik san'atini "ustoz-shogird" tizimi asosida rivojlantirishning pedagogik imkoniyatlarini ishlab chiqishga qaratilgan ishlanmalarida foydalanilgan (O'zbekiston Respublikasi Madaniyat vazirligining 2026-yil 6-yanvardagi T-r 2-sonli ma'lumotnomasi). Natijada til o'rganuvchilarini askiya san'atiga jalb qilish bilan bir qatorda, ularga tanish bo'lgan milliy madaniy yumor bilan o'rganilayotgan til madaniyati yumorini bir-biriga bog'lashga va madaniy farqlarni tushunishga, shuningdek pragmatik kompetensiyani rivojlantirishning pedagogik imkoniyatlari metodik jihatdan takomillashtirilgan;

talabalarning pragmatik kompetensiyasidagi sifat o'zgarishlarini aniqlashda DCT (Discourse Completion Test)ning diagnostik-verifikatsion imkoniyatlari implikaturalardagi yashirin pragmatik ma'noni aniqlash, nutq aktlari va suhbat rutinalarini kontekstga mos qo'llash hamda PDI (ijtimoiy masofa, mavqe va yuklama darajasini) omillarini anglash ko'rsatkichlarini dastlabki-yakuniy kesimda pedagogik monitoring va natijaviy verifikatsiya asosida qiyosiy baholash orqali dalillanganligiga doir tadqiqot natijalaridan Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universitetining BV-Atex-2018-(143) raqamli "Ko'zi ojiz shaxslar uchun kompyuter texnikasidan foydalanish, matnlarni o'qish va yozish imkonini beruvchi o'zbek tiliga asoslangan gapiruvchi dasturiy ta'minot va ovoz sintezatorini ishlab chiqish" mavzusidagi davlat amaliy granti loyihasi doirasida foydalanilgan (Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universitetining 2024-yil 19-apreldagi 04/1-975-son ma'lumotnomasi). Natijada ushbu loyiha pragmatik kompetensiya, jumladan, uni o'qitish yondashuvlari va usullari haqidagi bilimlarga ega bo'lish imkoniyatini kengaytirishda hamda pragmatika va yumor sohasidagi atamalardan to'g'ri foydalanishga ko'maklashishda muhim o'rin tutgan.

Tadqiqot natijalarining aprotatsiyasi. Mazkur tadqiqot natijalari 5 ta xalqaro va 4 ta respublika ilmiy-amaliy konferensiyalarida muhokama qilingan.

Tadqiqot natijalarining e'lon qilinganligi. Dissertatsiya mavzusi bo'yicha jami 15 ta ilmiy ish, shundan, 1 ta maqola SCOPUS ma'lumotlar bazasidagi Q1 jurnalida, O'zbekiston Respublikasi Oliy ta'lim, fan va innovatsiyalar vazirligi huzuridagi Oliy attestatsiya komissiyasining doktorlik dissertatsiyalari asosiy ilmiy natijalarini nashr qilish tavsiya etilgan ilmiy nashrlarda 6 ta maqola, jumladan, 5 ta respublika va 1 ta xorijiy jurnallarda chop etilgan.

Dissertatsiyaning hajmi va tuzilishi. Dissertatsiya kirish, uchta bob, xulosa, foydalanilgan adabiyotlar ro'yxati va ilovalardan iborat. Dissertatsiyaning hajmi 156 betni tashkil qiladi.

DISSERTATSIYANING ASOSIY MAZMUNI

Kirish qismida tadqiqot mavzusining dolzarbligi va zarurati asoslangan, uning respublika fan va texnologiyalari rivojlanishining ustuvor yo'nalishlariga mosligi ko'rsatilgan, muammoning o'rganilganlik darajasi yoritilgan, tadqiqotning maqsad va vazifalari aniqlangan, metodlari tavsiflangan, tadqiqot obyekti, predmeti aniqlangan, ishning ilmiy yangiligi, olingan natijalarning ishonchliligi, ilmiy-amaliy ahamiyati asoslab berilgan, tadqiqot natijalarining amaliyotga joriy etilganligi, aprotatsiyasi, nashr etilgan ishlar, dissertatsiyaning tuzilishi hamda hajmi bo'yicha ma'lumotlar keltirilgan.

Dissertatsiyaning **“Pragmatik kompetensiyani hamda ta'limiy maqsadlarda yumordan foydalanishning nazariy asoslari”** deb nomlangan birinchi bobida pragmatik kompetensiyani ta'riflash, uning tarkibiy qismlari, nutq faoliyati, implikaturalar, tartiblar va pragmatik belgilar kabi tarkibiy qismlar tahliliga alohida e'tibor qaratiladi. Shuningdek, talabalarga pragmatik kompetensiyani o'rgatishning yondashuv va usullari, yumor tushunchasi va yumordan ta'limiy maqsadlarda foydalanishga oid ilmiy-pedagogik, psixologik nazariyalar bo'yicha tegishli adabiyotlar sharhlanadi.

Xorijiy tilda muloqot sodir bo'lishi, Sh.Safarovga⁷ ko'ra, to'g'ri muloqot amalga oshishi uchun pragmatika, ya'ni har xil vaziyatlarda kimga, qanday murojaat qilish xususida tushunchaga ham ega bo'lish zarurdir. S.Levinsonning⁸ qayd etishicha, pragmatik kompetensiya tildan foydalanish orqali turli kommunikativ kontekstlarda shaxsiy kommunikativ maqsadlarga erishishdir. G.Lich⁹ va J.Tomas¹⁰ pragmatik kompetensiyani o'zaro bog'liq ikki tarkibiy qismga ajratishgan: pragmatik lingvistik va sotsiopragmatika. “Pragmatik lingvistik kompetensiya” nutqning lisoniy unsurlaridan (masalan, til birliklaridan) foydalanish qoidalari va nutq maqsadlariga erishish strategiyalari (masalan, bevositalik yoki bilvositalik, tartib-qoidalar va tilni yumshoqroq yoki shiddatliroq qiladigan boshqa vositalar) haqidagi bilimlar sifatida ta'riflanadi. “Sotsiopragmatik kompetensiya” esa nutq vaziyatlarining ijtimoiy kontekstual shartlarini bilishdir. Uning tarkibiy qismlariga suhbatdosh haqidagi ma'lumotlar (ya'ni, kishi o'z suhbatdoshini qay darajada bilishi, masalan, yoshi, jinsi, mavqeyi), u bilan bo'lgan munosabat (masalan, do'st, notanish shaxs yoki qarindosh) va ijtimoiy masofa kabilar kiradi. Pragmatik kompetensiya *nutq aktlari, implikatura va rutinalar, deysis va kengaytirilgan diskurs* kabi komponentlarga ajratiladi¹¹.

⁷ Safarov Sh. Pragmatik lingvistik: monografiya. – Toshkent: SamDCHTI, 2008. – 318 b.

⁸ Levinson S.C. Pragmatics. – Cambridge: Cambridge University Press, 1983. – 420 p.

⁹ Leech G.N. Principles of pragmatics. – London: Routledge, 2016. – 264 p.

¹⁰ Thomas J. Cross-cultural pragmatic failure // Applied Linguistics. – 1983. – № 4(2). – p. 91.

¹¹ Röver C. Validation of a Web-based test of ESL pragmalinguistics // Language Testing. – 2006. – № 23(2). – pp.

Pragmatik kompetensiyani o'zlashtirishning ko'p o'rganilgan asosiy 2 usuli mavjud: *eksplitsit* va *implitsit*. *Eksplitsit* (oshkora) o'qitishda o'qituvchilar talabalarga o'ziga xos pragmatik qoidalar va tamoyillar, zarur lingvistik ifodalar va iboralar bo'lishi mumkin bo'lgan metapragmatik bilimlarni, shuningdek, ular qo'llaniladigan kontekstlarni taqdim etishadi va tushuntirishadi. Vaholanki, pragmatik kompetensiyani *implitsit* o'qitishda talabalarga metapragmatik tushuntirishlar berilmasdan, talabalardan taqdim etilgan materiallar asosida keltirilgan misollardan pragmatik bilimlarni payqashlari, xulosa chiqarishlari va o'zlashtirishlari nazarda tutiladi.

Mazkur tadqiqot pragmatik kompetensiyani yumor yordamida rivojlantirishni tadqiq qilganligi bois "yumor" tushunchasini ta'riflash va tasniflash muhim ahamiyatga ega, deb bilamiz. A.Ziv yumorni muloqot shakli sifatida bilishni taklif qilar ekan, unga quyidagicha ta'rif beradi: "Yumor – ko'ngil ochishga mo'ljallangan muloqot shakli bo'lib, fiziologik javobni keltirib chiqaradigan maxsus kognitiv va emotsional xususiyatlarni o'zida mujassam etadi"¹². M.Qo'shjonov¹³ "yumor" va "hajv" atamalarini bir-biridan ajratishni taklif qiladi va "hajv"ni "satira" deb ta'riflaydi. U.R. Yo'ldoshev¹⁴ esa ilmiy ishida "yumor"ga muhim ijtimoiy ma'no beradi. Uning ta'kidlashicha, yumor insoniyat jamiyatidan tashqarida paydo bo'lishi yoki mavjud bo'lishi mumkin emas. U o'z boshlanishini odamlarning yoki ommaning o'zaro ta'siridan oladi va odamlarga va jamiyatga xizmat qilish, jamiyatdagi, odamlardagi nuqsonlarni yengil kulgiga tutish kabi ma'lum bir maqsadga qaratilgan, deb ta'kidlaydi. Ilmiy adabiyotlarda yumorga berilgan ta'rif va tavsiflardan kelib chiqqan holda mazkur dissertatsion tadqiqotimiz doirasida yumorga quyidagicha ta'rif berishni lozim topdik: *"Yumor bu kulgili va hazil-mutoyibaga asoslangan barcha janrlar uchun umumlashtiruvchi atama bo'lib, u insonlarning hayotiy qiyinchiliklar va kamchiliklarga nisbatan kulib boqish qobiliyatini ifodalaydi va shu tariqa insonlarga yengillik hissini baxsh etadi. U barcha insonlarga xos bo'lgan, ijobiy kayfiyatni saqlashga yordam beradigan himoya vositasidir."*

Tadqiqot ishimizga nazariy asos sifatida S.Attardo va V.Raskin¹⁵ tomonidan taklif etilgan "nutqda ifodalangan yumorning umumiy nazariyasi" (General Theory of Verbal Humour) hamda M.Vanzer, A.Fraymiyer va J.Irvin¹⁶ tomonidan taklif etilgan "ta'lim jarayonida yumordan foydalanish nazariyasi" (Instructional Humor Processing Theory) olindi. Nutqda ifodalangan yumorning umumiy nazariyasi 6 ta aspektni qamrab oladi. Bular: 1. Skript oppozitsiyasi (voqelik qarama-qarshiligi); 2. Mantiqiy mexanizm; 3. Vaziyat; 4. Nishon; 5. Bayon qilish

230-231.

¹² Ziv A. Jewish humor. – New York: Routledge, 2017. – pp. 9, 11.

¹³ Qo'shjonov M. Abdulla Qahhor ijodida satira va yumor. – Toshkent: Fan, 1973. – B. 93.

¹⁴ Yo'ldoshev U.R. Hajv tushunchasining mohiyati // Xorijiy filologiya. – 2016. – № 4. – B. 63, 65.

¹⁵ Attardo S., Raskin V. Script theory revis(it)ed: Joke similarity and joke representation model // HUMOR. – 1991. – № 4(3-4). – pp. 293–348.

¹⁶ Wanzer M.B., Frymier A.B., Irwin J. An explanation of the relationship between instructor humor and student learning: Instructional humor processing theory // Communication Education. – 2010. – № 59(1). – p. 3.

strategiyasi; 6. Til¹⁷. Ta'lim jarayonida yumordan foydalanish nazariyasi uchta asosiy elementdan, ya'ni *nomutanosiblikni anglash* (Incongruity-resolution theory), *dispozitsiya nazariyasi* (Disposition theory) va *axborotni chuqur tahlil qilish ehtimolligi modeli* (Elaboration Likelihood Model of Persuasion)dan tarkib topgan. Dars davomida talabalarning qanchalik darajada asabiy va tarang his qilishi ularning kognitiv qobiliyatlariga ham ta'sir o'tkazishi mumkin. S.Krashen¹⁸ ta'biriga ko'ra, xorijiy tillar darslarida "tushunarli input"ni berganda yumordan foydalanilsa, yumor bezovtalik va hayajonning salbiy ta'sirini bartaraf etishga yordam beradi. Bu o'z o'rnida talabalarga berilayotgan kontent qiymatini oshirib, ularni yanada shijoat bilan o'rganishga kirishishga undaydi.

Dissertatsiyaning **"Ingliz tilida pragmatik kompetensiyani rivojlantirishda yumordan foydalanish metodologiyasi"** deb nomlanuvchi ikkinchi bobida chet tilini o'qitishda talabalarning pragmatik kompetensiyasini rivojlantirishda yumordan foydalanishning lingvodidaktik xususiyatlari, shuningdek, talabalarning pragmatik kompetensiyasini rivojlantiruvchi mashq va topshiriqlar tizimi, chet til darslariga yumorni integratsiya qilishning nazariy-metodologik asoslari taqdim etiladi.

Pragmatik kompetensiyani o'rgatishda yumor materiallaridan foydalanishga tizimli yondashish maqsadida "Yumorga asoslangan pragmatik kompetensiyani rivojlantirish" konseptual tuzilmasi ishlab chiqildi (1-rasm). Yumor yordamida pragmatik kompetensiyani rivojlantirish modeli quyidagi asosiy tamoyillarga asoslanadi:

– *Nutqda ifodalangan yumorning umumiy nazariyasi* talabalarga yumorning qanday yaratilishi va insonlar uni qanday tushunishini anglashga yordam beradi. Bu nazariya 6 ta bilim manbaiga tayanadi: 1) Ssenariy qarama-qarshiligi (kutilgan – mos oqim va vaziyatning haqiqiy oqimi – mos oqimga mos kelmasligi mumkin); 2) Mantiqiy mexanizmlar (masalan, soxta analogiya); 3) Vaziyat (nima bo'ldi, kim bilan, qayerda, qachon va h.k.z.); 4) Nishon (hazil obyekti kim – kim masxara qilinadi); 5) Bayon qilish strategiyasi (masalan, latifa, dialog yoki monolog, topishmoq); 6) Til (masalan, so'z o'yini, mubolag'a, bevosita va bilvosita ma'no). *Ta'lim jarayonida yumordan foydalanish nazariyasi* pragmatik kompetensiyani o'rgatish uchun dars jarayonida yumordan o'rinli foydalanish o'qituvchilarga talabalarni o'quv jarayoniga va ma'lumotlarni o'zlashtirishga samaraliroq jalb etishga yordam beradi. Shuningdek, X.Graysning *"hamkorlik tamoyili"*ni qo'llash orqali talabalar implikaturalar va muloqot maksimalarining buzilishi (*flouting*) haqidagi bilimlardan foydalangan holda yumorning ishlash mexanizmini yanada chuqurroq tushunishlari mumkin. N. Bell va A. Pomerants tomonidan taklif etilgan yumor ko'nikmalari tasnifini qo'llash esa maqsadli topshiriqlarni ishlab chiqishga xizmat qiladi. Shuningdek, dars jarayonida o'qituvchilar yumorning qanday paydo

¹⁷ Bell N.D. Humor scholarship and TESOL: Applying findings and establishing a research agenda // TESOL Quarterly. – 2011. – № 45. – p. 137.

¹⁸ Krashen S.D. Principles and practice in second language acquisition. – Oxford: Pergamon Press, 1982. – 202 p.

01

MAQSAD BLOKI

Ijtimoiy ehtiyojni anglash: “Xorijiy til va adabiyoti (ingliz tili)” yoʻnalishi birinchi bosqich talabalarining pragmatik kompetensiyasini rivojlantirish ehtiyoji.

02

KONSEPTUAL BLOK

Mohiyati: modelning nazariy-metodologik asoslari.

01

Metod:
Eksplitsit.

02

Yondashuv:
Topshiriqqa asoslangan yondashuv.

03

Nazariy asoslar:

GTVH - Attardo va Raskinning nutqda ifodalangan yumorning umumiy nazariyasi; IHPT – ta’lim jarayonida yumordan foydalanish nazariyasi; Graysning hamkorlik tamoyili; Blum taksonomiyasi; Kaspersning pragmatik xabardorlikni oshirish va kommunikativ-amaliy mashqlar tipologiyasi; yumor nazariyalari.

04

Tarkibiy qismlar:

Pragmalingvistik komponent: muloqot implikaturalari, nutq aktlari, konvensional rutinalar.
Sotsiopragsmatik komponent: mavqe (P), ijtimoiy masofa (D), yuklama darajasi (I).

03

JARAYON BLOKI

Mohiyati: talabalarning pragmatik kompetensiyasini autentik yumorli materiallar orqali rivojlantirish.

Bell-Pomerantz darajalari:

Yumorni aniqlash; yumorni tushunish; yumorni yaratish; yumorga munosabat bildirish.

Texnologiya:

Yumor vositasida pragmatik kompetensiyani rivojlantirish konseptual tuzilmasi.

Metod va usullar:

Yumorli materiallar yordamida pragmalingvistik va sotsiopragsmatik bilimlarni eksplitsit oʻqitish; yumorli inputni bosqichli pedagogik qoʻllab-quvvatlash; rolli oʻyin; formativ qayta aloqa; diskursni yakunlash topshirigʻi (DCT); summativ qayta aloqa.

Mashqlar tizimi:

Shakllantiruvchi mashqlar: eslab qolish, tushunish, qoʻllash (quyi darajadagi tafakkur).
Tahliliy mashqlar: tahlil qilish, baholash (yuqori darajadagi tafakkur).
Ijodiy mashqlar: yaratish (yuqori darajadagi tafakkur).

Shakl va vositalar:

Shakllar: yakka tartibda ishlash, juftlikda ishlash, guruhda ishlash. Materiallar: latifalar, soʻz oʻyinlari, memlar, komikslar, sitkom lavhalari, audiovizual materiallar. “Learn with Humour” veb-platformasi.

04

NATIJA BLOKI

Birinchi bosqich talabalarining pragmatik kompetensiyasi rivojlangan.

Xorijiy til oʻqituvchilari uchun metodik tavsiyalar ishlab chiqilgan.

1-rasm. Yumor yordamida pragmatik kompetensiyani rivojlantirish modeli

boʻlishini tushuntirish uchun yumorning nomuvofiqlik nazariyasi, yengillik nazariyasi, ustunlik nazariyasi va ijtimoiy nazariya kabi boshqa yumor nazariyalariga ham murojaat qilishlari mumkin.

– Pragmatik kompetensiya (pragmalingvistik va sotsiopragmatik bilimlar) hamda uning tarkibiy qismlarini o'qitishda yumordan foydalangan holda *eksplitsit* usulidan foydalanib o'rganilayotgan tilni to'laqonli o'zlashtirish (S.Heros¹⁹, K.Bardovi-Harlig²⁰, M.Tammenga-Helmantel²¹ va boshq.). Pragmatik kompetensiya va uning elementlarini bosqichma-bosqich tushuntirish orqali talabalar zarur bilimlarni asta-sekin o'zlashtirib boradilar.

– Yumoristik matnlar, rasmi va audio-vizual materiallardan foydalanib, pragmatik xabardorlikni oshiruvchi va kommunikativ amaliyot mashq turlari orqali pragmalingvistik hamda sotsiopragmatik bilimlarni o'rganish mumkin.

– Tuzatuvchi qayta aloqa orqali talabalarining pragmatik xatolarini (*pragmatik muvaffaqiyatsizlik*) to'g'ridan-to'g'ri tuzatish mumkin. Tushuntiruvchi qayta aloqa yordamida esa o'qituvchining xatoning mohiyati va asosiy nazariyalarni tushuntirishi, sinov imtihonlari o'tkazilgan hollarda esa o'qituvchining talabalar ishlari uchun maqsadli yozma fikr-mulohazalar berishi chuqur o'rganishda (*deep learning*) qo'l keladi. Bundan tashqari, talabalar juft yoki guruh bo'lib bir-birlariga fikr-mulohaza (*pair, group feedback*) bildirishi orqali tengdoshlar baholashini ham amalga oshirish mumkin.

– Intervensiya natijalarini baholash diskursni to'ldirish topshiriqlarini, talabalarining yozma ishlari yig'ilgan talabalar portfoliosi, og'zaki imtihonlar (masalan, suhbat, taqdimot, munozara, rolli o'yinlar) va o'z-o'zini tahlil qilish orqali amalga oshiriladi.

Yuqorida muhokamalarga, shu qatorda 1-rasmda berilgan modelga asoslanib, talabalarining pragmatik kompetensiyasini yumor va yumorga asoslangan mashqlardan foydalangan holda oshirishga qaratilgan *mashqlar tizimi* ishlab chiqildi. Mazkur dissertatsion tadqiqotda yumorga asoslangan holda talabalarining pragmatik kompetensiyasini rivojlantirish maqsadida foydalanishda mo'ljallangan mashqlarni quyidagicha tasniflashni taklif etamiz: *shakllantiruvchi, tahliliy va ijodiy* (2-rasm).

Shakllantiruvchi mashqlar Blum taksonomiyasiga ko'ra tafakkurning quyi darajalarini o'z ichiga oladi va talabalarining pragmatik kompetensiya va yumor mexanizmlari borasida bilimlarini shakllantirishda yordam beradi. Misol uchun, talabalar yumor materiallariga tayangan mashqlar vositasida *implikaturalarni* nutq jarayonida aniqlash hamda ularni to'g'ri anglash ko'nikmasini rivojlantirishlari mumkin.

Tahliliy mashqlar asosan taqdim etilgan materiallarni tahlil qilish va baholashga, shuningdek, muhim ko'nikmalarni o'zlashtirish orqali pragmatik bilimlarni shakllantirishga qaratilgan. Misol tariqasida, bunday mashqlar orqali talabalar yumor vositasida muloyim tarzda suhbatda noaniq bo'lgan ma'lumotlarga

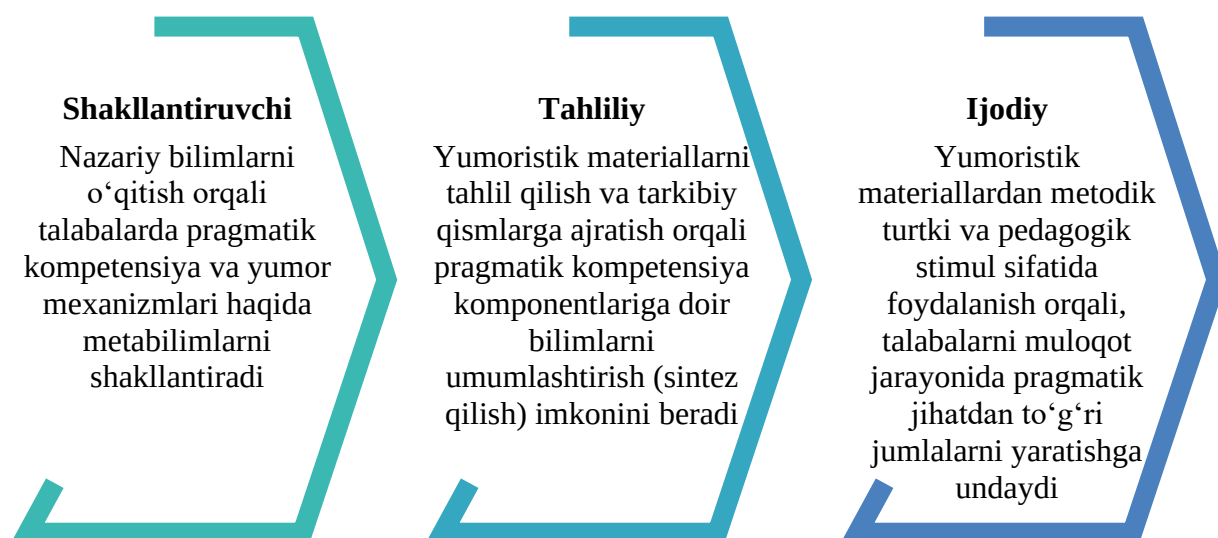
¹⁹ de los Heros S. Teaching with and about humor in the L2 Spanish classroom // L2 Spanish Pragmatics / ed. by D.Dumitrescu, P.L. Andueza. – London: Routledge, 2018. – p. 198.

²⁰ Bardovi-Harlig K. Evaluating the empirical evidence: Grounds for instruction in pragmatics? // Pragmatics in Language Teaching / ed. by K.Rose, G.Kasper. – Cambridge: Cambridge University Press, 2001. – pp. 13–32.

²¹ Tammenga-Helmantel M., Bazhutkina I., Steringa S., Hummel I., Suhre C. Comparing inductive and deductive grammatical instruction in teaching German as a foreign language in Dutch classrooms // System. – 2016. – № 63. – pp. 101–114.

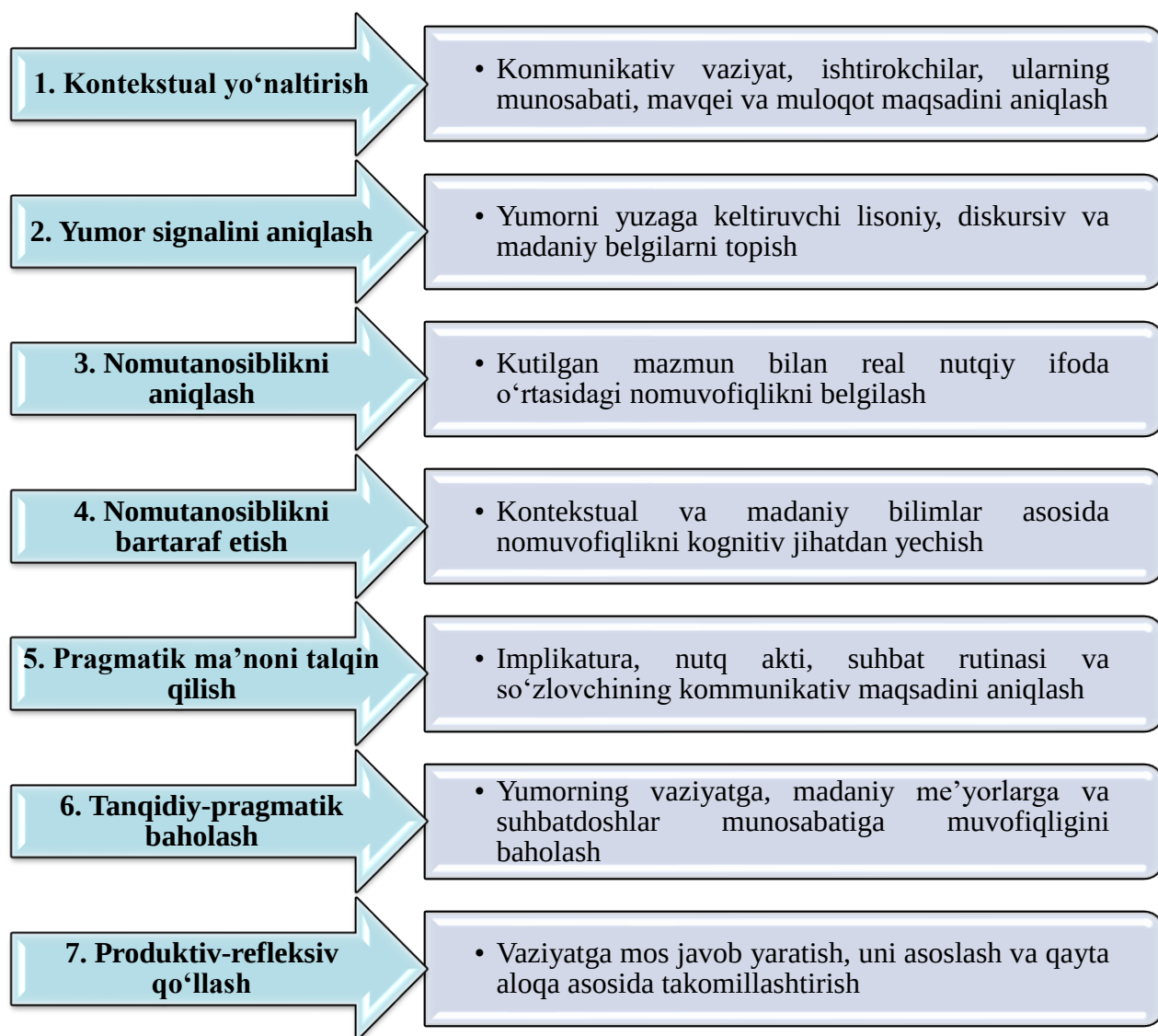
aniqlik kiritishni so‘rashni mashq qilishlari, matndagi bilvosita (implitsit) ma’noni aniqlashni o‘rganishlari mumkin.

Mashqlar tizimida taklif etilgan so‘nggi *ijodiy* turi esa talabalarga o‘rganilgan pragmatik va sotsiopragmatik bilimlaridan foydalangan holda (masalan, nutq aktlari, rutinalar, implikaturalar, kerakli muloyimlik darajasi, obro‘ni saqlash, dialoglarda navbatma-navbat bilan ishtirok etish va vaziyatda ishlatilgan yumor misoliga muvofiq reaksiya bildirish) o‘zlarining matn namunalari, nutq va audio-vizual materiallarini yaratish imkonini beradi. Bu, o‘z navbatida, Blum taksonomiyasining tafakkurning yuqori darajasi – *yaratish* bilan bog‘liq. Masalan, bunday mashqlar vositasida talabalar bilan rad etish nutqiy aktlaridan foydalanib, yumor yordamida rad javoblarini yumshatishni mashq qilish mumkin.



2-rasm. Yumor materiallaridan foydalangan holda talabalarining pragmatik kompetensiyasini rivojlantirishga qaratilgan mashqlar tizimi

Talabalarining tanqidiy-pragmatik fikrlashi kommunikativ vaziyatni, so‘zlovchining maqsadini, nutqning bevosita va bilvosita ma’nolarini, yumorning madaniy asoslarini hamda kutilayotgan pragmatik ta’sirni o‘zaro qiyoslab baholash qobiliyati sifatida talqin qilindi. Mazkur qobiliyatni rivojlantirish uchun yumorli materiallar bilan ishlashning kognitiv-pragmatik tahlil algoritmi ishlab chiqildi (3-rasm). Ushbu algoritim mashqlar tizimi bilan bosqichli integratsiyalashadi: *shakllantiruvchi* mashqlarda kontekst va yumor signallari aniqlanadi; *tahliliy* mashqlarda nomutanosiblik yechilib, implikatura va kommunikativ maqsad talqin qilinadi; *ijodiy* mashqlarda esa talabalar vaziyatga mos yumorli nutq namunalari ishlab chiqib, ularning pragmatik maqbulligini baholaydilar. Natijada autentik yumorli materiallardan motivatsion-pragmatik stimul sifatida foydalanish, inferensial mulohaza yuritish mexanizmini faollashtirish, affektiv filtrni pasaytirish va tanqidiy-pragmatik fikrlashni rivojlantirish yagona metodik jarayonda ta’minlanadi.



3-rasm. Yumorli materiallarni kognitiv-pragmatik tahlil qilish algoritmi

Dissertatsiyaning “**Talabalarning ingliz tili pragmatik kompetensiyasini rivojlantirishda yumordan foydalanishning eksperimental tadqiqi**” deb nomlangan uchinchi bobida pedagogik tajriba-sinov metodologiyasi, uning bosqichlari, natijalari va ularning tahlili beriladi.

Pedagogik tajriba-sinov bir nechta tadqiqot metodlaridan foydalangan holda Samarqand davlat chet tillar instituti (SamDChTI), Jizzax davlat pedagogika universiteti (JDPU), Guliston davlat universitetida (GulDU) hamda Qoraqalpoq davlat universiteti 60111800 – “Xorijiy til va adabiyoti (ingliz tili)” bakalavriat ta’lim yo‘nalishi birinchi bosqich talabalari ishtirokida 2020/2021, 2021/2022, 2022/2023 o‘quv yillarida olib borildi. Tajriba-sinov ishlariga jami 261 nafar talaba jalb qilindi. Quyida berilgan 1-jadvalda har bitta OTMdan qatnashgan jami talabalar soni haqida ma’lumot beriladi. Shuningdek, tadqiqot doirasidagi ishlarga 8 nafar professor-o‘qituvchi ham jalb qilinib (har bir OTMdan 2 nafardan), ularni darslari kuzatildi va ular bilan yarim-strukturalashgan intervyular tashkil etildi.

Pedagogik tajriba-sinov ishlarida ishtirok etgan talabalar soni

№	OTM nomi	Tajriba guruhi (N)	Nazorat guruhi (N)
1.	JDPU	30	28
2.	SamDChTI	44	35
3.	GulDU	30	30
4.	QDU	34	30
	Jami	138	123

Talabalarning pragmatik kompetensiyasini rivojlantirishda yumordan foydalanishning samaradorligi bo'yicha bashorat qilish ishlari (gipotezalar tuzish) tadqiqotning diagnostik bosqichida amalga oshirildi. Bu o'z ichiga ikkilamchi ma'lumot (adabiyot)lar bilan ishlash, ta'lim dasturlari, fan (modul) namunaviy va ishchi dasturlarini tahlil qilishni oldi. Tahlil natijalariga ko'ra, mamlakatimiz OTMlarida foydalanishda bo'lgan 60111800 – “Xorijiy til va adabiyoti (ingliz tili)” bakalavriat ta'lim yo'nalishi o'quv rejasi, malaka talablari va fan dasturlarida ta'limning birinchi bosqichida talabalarga pragmatik kompetensiyani o'qitishda eksplitsit yondashuv qabul qilinmagan.

Tashkiliy-tayyorlov bosqichi 2022/2023-o'quv yilida o'tkazilib, ushbu bosqichda tadqiqot uchastkalari bo'lgan OTMlarda mashg'ulotlar tahlillari, 261 nafar talaba o'rtasida test sinovi va 8 nafar professor-o'qituvchi bilan o'tkazilgan intervyu amalga oshirildi. Talabalarning pragmatik kompetensiyasining rivojlanganlik darajasini aniqlash maqsadida tajriba oldi sinovi *Discourse Completion Test* (Diskurs to'ldirish testi) (DCT) yordamida amalga oshirildi.

Mazkur OTMlarda professor-o'qituvchilar tomonidan o'tiladigan mashg'ulotlarni kuzatishdan maqsad professor-o'qituvchilarning talabalar pragmatik kompetensiyasini shakllantirish va rivojlantirishga qaratilgan ta'limiy chora-tadbirlarini yo'lga qo'yilishini ko'zdan kechirish hamda tahlil qilish bo'ldi. Umumiy hisobda tadqiqotning ushbu bosqichida har bir OTMdan 8 tadan jami 32 ta mashg'ulot bo'yicha kuzatuv tahlili amalga oshirildi. Kuzatuv natijalariga ko'ra professor-o'qituvchilar talabalarning pragmatik kompetensiyasini rivojlantirishda eksplitsit (oshkor) yondashuvni qo'llashmaydi. Biroq talabalar professor-o'qituvchilarni o'rganilayotgan til ko'nikmalarini yuqoriroq darajadagi tashuvchisi hamda tili o'rganilayotgan mamlakat madaniyati bilan yaxshiroq tanish ma'lumotlar manbai sifatida qabul qilishadi. Shuningdek, talabalar ko'p hollarda ona tillaridagi qoidalarini o'rganilayotgan tilga ko'chirish kuzatiladi (*interferensiya*). Masalan, aksariyat talabalar to'g'ri shakli “I agree” bo'lishiga qaramasdan, gapirganda va yozganda “I am agree” deb xatoga yo'l qo'yishadi. Bunga sabab talabalar o'zbek tilidagi “men roziman” qoidasini to'g'ridan to'g'ri tarjima qilishadi, ammo bu ingliz tili grammatikasiga ziddir. Ta'kidlash joizki, o'rganilayotgan madaniyatning ba'zi nutqiy urf-odatlarini talabalarning birinchi o'quv yilida ularga ma'lum bo'lmasligi mumkin. Bu, o'z navbatida, pragmatik lakunalar (bo'shliqlar) keltirib chiqaradi.

Bunday vaziyatda o'rganilayotgan madaniyatning ayrim jihatlari, jumladan, hazil-mutoyibasi ham talabalarga yot yoki begona tuyulishi mumkin. Ingliz tilida ona tili sifatida so'zlashuvchilar rad javobini yumshatish uchun yumordan foydalanishga moyil bo'lishadi: "Bu safar men qatnashmay qolay. "Ajoyib" xonishim bilan karaoke bazmingizni buzishni istamayman" ("I will pass this time. Don't wanna ruin your karaoke party with my 'beautiful' singing"). Shuningdek, to'g'ridan-to'g'ri rad javobini bermaslik uchun implikaturadan foydalanishadi: "Perhaps, another time". O'zbek madaniyatidan kelib chiqib talabalar rad javobi berishda asosan to'g'ridan to'g'ri "borolmayman" (I cannot go) yoki "borolmasam kerak" (Probably, I may not go) deya qolishadi.

Shuningdek, Britaniya madaniyatida talabalar o'qituvchiga ismi bilan murojaat qila olishadi. Biroq birinchi bosqich o'zbek talabalari uchun o'qituvchining o'ziga ismi bilan murojaat qilishni so'rashi lisoniy g'alizlikka sabab bo'lishi mumkin. Agar o'qituvchi meni Jon (John) deb chaqiring deb so'rasa, ba'zi talabalar Jon deb chaqirishlari mumkin, lekin ba'zilar baribir yoniga janob qo'shimchasini qo'shib Mr. John deb murojaat qilishadi. O'qituvchiga murojaat qilib biror ma'lumotni talab qilishda birinchi bosqich talabalari ko'p hollarda talabni yumshatish uchun faqat *please* so'zini o'zinigina ishlatib kifoyalanishlari mumkin: Mr. Kamol, men majhul nisbatni tushunmadim, iltimos, yana bir marta tushuntirib bering [Mr. Kamol, I did not understand passive voice, please, explain one more time]. Bunday hollarda, ingliz tiliga xos bo'lgan odatiy murojaat shaklida modal fe'llar qo'llanilishi odatiy, masalan: "Men majhul nisbatni tushunishga qiynalyapman. Agar iloji bo'lsa, tuzilishni yana bir bor tushuntirib bera olasizmi? Pragmatika qoidalarini bilmaslik *pragmatik muvaffaqiyatsizlikka* olib kelishi mumkin. Shu sababli mazkur ilmiy ish doirasida birinchi bosqich talabalariga darslarda pragmatik kompetensiyani va uning tarkibiy qismlarini (pragmalingvistik va sotsiopragmatik jihatlarni) eksplitsit tarzda o'rgatish tavsiya qilinadi. Ta'kidlash kerakki, kuzatuvlar davomida professor-o'qituvchilar ko'p hollarda o'zbek madaniyatiga xos yumordan ko'proq (ba'zan o'zbek tilida) foydalanishadi. Juda kam hollarda hazil-mutoyiba o'rganilayotgan til madaniyatiga xos ekanligi aniqlandi. Kuzatuv natijalariga ko'ra talabalarning pragmatik kompetensiyasini rivojlantirishda yumordan foydalanilmaydi.

Talabalar bilan o'tkazilgan so'rov natijalari shuni ko'rsatdiki, talabalarning aksariyat qismi (89%) o'qituvchilar mashg'ulotlarda yumordan foydalanishlari, lekin bu tizimli tusga emasligini bildirishgan. Shuningdek, talabalarning firkalaridan ma'lum bo'lishicha, dars jarayonida qo'llaniladigan yumordan ko'zlangan asosiy maqsad pragmatik kompetensiyani rivojlantirish emas, balki auditoriyada ijobiy muhit yaratish va o'qituvchi bilan samimiy munosab o'rnatishdan iborat.

Shu bilan birga 8 nafar (har bir OTMdanda 2 nafardan) professor-o'qituvchi bilan intervyu o'tkazildi. Intervyu o'z ichiga 11 ta savolni olib, ulardan 1 tasi muqobil javob variantli savol, 1 ta ha-yo'q javobli savol va 9 tasi ochiq javobli savollar bo'ldi. Intervyu natijalariga ko'ra, professor-o'qituvchilar yumordan turli maqsadlarda foydalanishadi. O'qituvchilardan yumordan talabalar pragmatik kompetensiyasini oshirishdagi roli haqida so'ralganda, suhbatda ishtirok etgan bir nafar o'qituvchi haqiqatan ham tili o'rganilayotgan mamlakat madaniyatiga xos bo'lgan yumordan

foydalanilsa, talabalarning pragmatik kompetensiyasiga foydali bo'lishini ta'kidladi. Bunga sabab sifatida, o'qituvchiga ko'ra, tili o'rganilayotgan mamlakat madaniyatiga asoslangan yumorning o'zida talabalarga kerakli bo'lgan madaniy ma'lumotlar saqlanadi. Undan tashqari, o'rganilayotgan til madaniyatiga xos yumorning ma'nosini anglash uchun talabalar kognitiv qobiliyatlarini ishga tushirishlari lozim, bu esa o'z navbatida, talabalarning faol o'rganishiga turtki bo'ladi. O'qituvchining yaqindan bergan ko'magi bilan talabalar o'rganilayotgan til madaniyatiga xos yumorni o'rganishlari mumkin va uni tanishni o'zlashtirishlari mumkin. Agar talabalar suhbatdoshi yumordan foydalanganligini fahmlasa, ular suhbatga xos implikaturadan foydalanilganini tushunishadi. Boshqa respondentlarga ko'ra, ular talabalar pragmatik kompetensiyasini rivojlantirish maqsadida yumordan foydalanishmaydi, chunki yumorni auditoriyada pragmatik kompetensiyani shakllantirish yoki rivojlantirishda qo'llashga doir ma'lum bir tizim yoki metodologiya mavjud emas.

Tadqiqotning *tashkiliy-tayyorlov* bosqichida, shuningdek, talabalarning pragmatik kompetensiya darajasini aniqlash hamda so'rov va suhbat metodi yordamida to'plangan ma'lumotlar validligini tekshirish maqsadida tajribaviy o'qitish jarayoni oldidan tajriba oldi Diskursni yakunlash testi (DCT) o'tkazildi. DCT testi 2022/2023-o'quv yilida "Integrallashgan til ko'nikmalari" modulida o'tkazildi. Tajriba oldidan K.Ryover²² tomonidan ishlab chiqilgan va tadqiqot maqsadlariga adaptatsiya qilingan 12 ta savoldan iborat aralash DCT testi (produktiv DCT va muqobil javob variantli DCT test)dan foydalanildi. Tajriba oldidan ikkala (ham tajriba, ham nazorat guruhi) talabalaridan DCT testi olindi. Test quyidagi uchta tarkibiy qismga bo'lindi: implikaturalar (5 ta savol), rutinalar (5 ta savol) va nutq aktlari (2 ta savol). Muqobil javob variantli testdan to'plash mumkin bo'lgan maksimal ball 10 ballni tashkil qildi. Shuni ta'kidlash joizki, yakuniy 2 ta nutq aktlari savollarida talabalardan berilgan dialogdagi savolga unda tasvirlangan vaziyatdan kelib chiqqan holda yozma javob berishlari kerak edi. Shu tariqa talabalar barcha savollarga to'g'ri javob bergan hollarda maksimum 12 ball to'plash imkoniga ega edilar. Tajriba oldi (pre-) DCT test Google Forms platformasidan foydalangan holda 261 nafar talabadan olindi. Olingan natijalar kelgusi tahlillar uchun kodlab chiqildi. Statistik tahlillarda oxirgi 2 ta savolga berilgan javoblar kiritilmadi, chunki berilgan javoblar Google Forms platformasi tomonidan avtomatik baholanish imkoniyatiga ega emas edi va tadqiqotchi u savollarga javoblarni o'zi baholashi kerak edi.

Tajriba-sinov ishlarining tajriba oldi (pre-intervention) va yakuniy (post-intervention) natijalari qiyosiy tahlil qilindi va natijalar talabalarning yumoristik kontentdan foydalanish orqali pragmatik kompetensiyasini rivojlantirish samaradorligini aniqlab berdi. Shuningdek, ushbu natijalar statistik tahlillar orqali tasdiqlandi. Styudent t-testini qo'llashda, quyidagi formuladan foydalanildi:

²² Röver C. Testing ESL pragmatics: Development and validation of a web-based assessment battery. – Berlin: Peter Lang Verlag, 2005. – 160 p.

$$t = \frac{\bar{x}_1 - \bar{x}_2 - (\mu_1 - \mu_2)}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Statistik hisob-kitob matematik statistik amallarni bajarish uchun mo'ljallangan JASP dasturi yordamida amalga oshirildi (2-jadval).

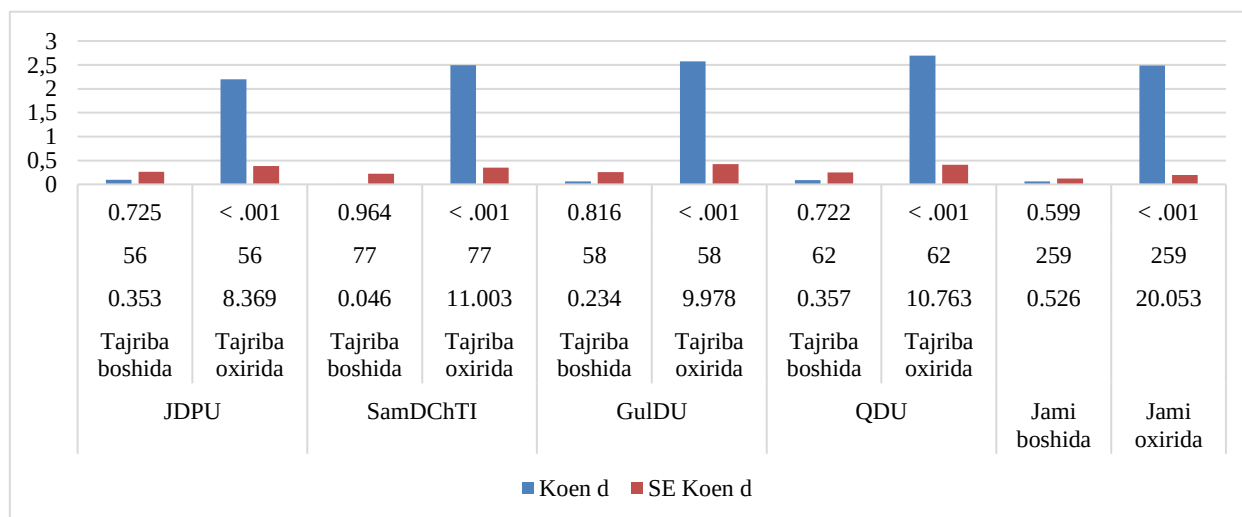
2-jadval

Student t-testi natijalari

OTM	Pre-Post Test	t	df	p	Koen d	SE Koen d
JDPU	Tajriba oldi sinov	0,353	56	0,725	0,093	0,263
	Tajribadan keyingi sinov	8.369	56	< .001	2.199	0,387
SamDChTI	Tajriba oldi sinov	0,046	77	0,964	0,010	0,226
	Tajribadan keyingi sinov	11.003	77	< .001	2.492	0,349
GulDU	Tajriba oldi sinov	0,234	58	0,816	0,060	0,258
	Tajribadan keyingi sinov	9.978	58	< .001	2.576	0,421
QDU	Tajriba oldi sinov	0,357	62	0,722	0,089	0,251
	Tajribadan keyingi sinov	10.763	62	< .001	2.696	0,412
Jami	Tajriba oldi umumiy natijalar	0,526	259	0,599	0,065	0,124
	Tajribadan keyingi umumiy natijalar	20.053	259	< .001	2.487	0,194

Umumiy natijalar tahliliga ko'ra, tajriba oldi testi hamda tajribadan keyingi test natijalarida t qiymat 0,526 va 20,053 ga teng bo'ldi. Bu esa tajribadan keyingi natijada o'rtacha ko'rsatkichda statistik jihatdan sezilarli o'sish kuzatilganligini tasdiqlaydi. Tajriba oldi testida p qiymat 0,599 ga teng bo'lgan bo'lsa, tajribadan keyingi testda bu qiymat 0,001 dan past ko'rsatkichga tushganligini ko'rish mumkin. O'rtacha ko'rsatkichdagi mazkur farq Koen d mezoni bo'yicha ham taqdim etiladi: tajriba oldi testida 0,065 va tajribadan keyingi testda 2,487.

2-jadvalda berilgan natijalardan ko'rish mumkinki, barcha hollarda Koen d mezonidagi standart xatolik (SE) tajribadan keyingi test natijalaridan biroz yuqoriroq. Shunga qaramay, p qiymat bilan birgalikda qaralganda tajribadan keyingi test natijalari (barcha hollarda 0,001 dan biroz pastroq) olingan natijalar Koen d mezoni natijalari tajribadan keyingi testda biroz balandroq qiymatga ega va tajribadan oldingi hamda tajribadan keyingi test natijalari o'rtasida statistik jihatdan ahamiyatli farq mavjud (4-rasm).



4-rasm. t qiymatining o'rtacha o'sish hisobi

Tajribadan oldingi va keyingi test natijalari asosida xulosa qiladigan bo'lsak, tajriba oldidan o'tkazilgan DCT testida talabalar pastroq natijaga erishgan. Bunga sabablardan biri sifatida birinchi bosqich talabalariga pragmatik kompetensiyani o'qitishga eksplitsit yondashuv o'quv rejasi va dasturi bo'yicha nazarda tutilmagan va amaliyotga joriy etilmagan. Olingan natijalarga ko'ra, tajriban keyingi tajriba guruhlaridagi natijalar nazorat guruhidan 1.50 barobar yuqori bo'lib, tadqiqot doirasida ilgari surilayotgan metodika samaradorligi ko'rsatkichi 19% ga tengligi aniqlandi.

Undan tashqari, Koen d mezoni natijalariga ko'ra natijalarning ta'sirchanlik ko'lamini tajribadan keyingi testda yuqoriroq ko'rsatkichga ega. Bu esa, o'z navbatida, tajriba davomida mazkur dissertatsion tadqiqot doirasida yaratilgan yumordan foydalangan holda pragmatik kompetensiyani o'qitish modeli va mashqlar tizimi talabalarning pragmatik kompetensiyasini rivojlantirishiga hissa qo'shishi mumkin va taklif etilayotgan metodning samaradorligi o'z ilmiy isbotini topdi degan xulosa yasashimizga asos bo'ladi.

XULOSA

Talabalarning pragmatik kompetensiyasini yumor orqali rivojlantirish metodikasi bo'yicha tadqiqotlarimiz natijalari asosida quyidagi xulosalarga kelindi:

1. OTMlarda o'qituvchilar talabalarning chet tilidagi pragmatik ko'nikmalarini rivojlantirishdagi asosiy manba bo'lib qolmoqda, chunki talabalar ularning nutqiga taqlid qilish (imitatsiya) orqali ko'nikma hosil qilishadi. Bundan tashqari, aksariyat talabalar ona tiliga xos bo'lgan madaniy normalar va pragmatik kompetensiyani chet tiliga ko'chiradi. Bu esa turli xil til/madaniy interferensiyalar (aralashuvlar) va tillararo bo'shliqlarning yuzaga kelishiga sabab bo'ladi.

2. Pragmatik kompetensiyani o'zlashtirishda yumordan foydalanish nihoyatda muhim ahamiyatga ega, chunki yumor talabalarga nafaqat pragmatik kompetensiyani rivojlantirishga, balki chuqur madaniyatlararo bilimlarni egallashga ham imkon yaratadi. O'rganilayotgan til egalari bilan o'zaro tushunarli muloqotga kirishish ba'zan qiyinchilik tug'dirishi mumkin. Buning asosiy sababi shundaki,

talabalar ko‘pincha til madaniyatidan kelib chiqadigan yumor misollarini anglay olishmaydi. Bu esa muloqotda *pragmatik muvaffaqiyatsizlikka* olib kelishi mumkin. Shuning uchun talabalarga o‘rganilayotgan til mamlakati madaniyatiga xos yumor bilan tanishtirish talab qilinadi. Dars jarayonida madaniy o‘ziga xoslikka ega yumordan foydalanilganda, talabalarga ushbu turdagi yumor yetarlicha tushunarli bo‘lishi uchun zarur hollarda ushbu materiallarga tizimli yo‘naltirish (scaffolding) choralari ko‘rish tavsiya etiladi.

3. Tadqiqot natijalariga ko‘ra, pragmatik kompetensiya bilimlarini *eksplitsit* (oshkor) va imkon qadar o‘rganilayotgan til madaniyatidan olingan autentik materiallar (matnga asoslangan va audio-vizual materiallar) orqali o‘rgatish zarurligi ma’lum bo‘ldi. Yumor dars materiali pedagogik vosita va muloqotni yumshatuvchi omil sifatida xizmat qiladi. Shuningdek, u suhbatdoshlarni yaqinlashtiruvchi ijtimoiy rol o‘ynaydi va talabalarga har xil vaziyatlarda obro‘larini saqlab qolishga (*face saving*) yordam beradi. Yumorning talabalar pragmatik ko‘nikmalarini rivojlantirishda samaradorligi maqsadli statistik tahlil yordamida tasdiqlandi.

4. Mazkur dissertatsion tadqiqot doirasida adabiyotlarni puxta o‘rganish, shuningdek, bo‘lajak chet tili o‘qituvchilarini tayyorlash bo‘yicha amaldagi o‘quv dasturlari va DTSlarini tahlil qilish asosida konseptual asos – *Yumor yordamida pragmatik kompetensiyani rivojlantirish* tamoyillari modeli hamda talabalarining pragmatik kompetensiyasini rivojlantirish uchun darsda yumordan foydalanish nazariyasi va amaliyotini o‘zida mujassamlashtirgan mashqlar tizimi ishlab chiqildi. Taklif etilgan model va mashqlar tizimi ushbu tadqiqotning tajriba-sinov bosqichida sinovdan o‘tkazildi. Model ham, tizim ham talabalarga pragmalingsvistik va sotsiopragmatik bilimlarni o‘zlashtirishda samarali ekanligi aniqlandi.

5. Talabalarining pragmatik kompetensiyasini rivojlantirishda yumordan foydalanish tizimli yondashuvni talab etadi. “Xorijiy til va adabiyoti (ingliz tili)” yo‘nalishi 1-bosqich talabalarining o‘quv dasturiga yumoristik materiallar va usullarni kiritish tavsiya etiladi. Bunday integratsiyani, mazkur dissertatsion tadqiqot doirasida, PRESETT o‘quv dasturidagi “Integrallashgan til ko‘nikmalari” moduli doirasida amalga oshirish ko‘rib chiqildi. Tadqiqot natijasida *Yumor yordamida pragmatik kompetensiyani rivojlantirish modeli* va modulning o‘quv natijalariga bog‘liq ravishda tavsiya qilinayotgan *shakllantiruvchi, tahliliy va produktiv* mashqlar tizimidan muntazam foydalanish lozim bo‘ladi. Ushbu model va mashqlar tizimining integratsiyasi talabalarining ijtimoiy-pragmatik va pragmalingsvistik kompetensiyalarini izchil rivojlantirishga yordam beradi.

6. Xorijiy tillarni o‘qitishga qaratilgan ta’lim dasturlariga yumor va yumor materiallariga tayangan yondashuvni singdirish orqali talabalar nafaqat pragmatik kompetensiyani, balki madaniyatlararo yumor kompetensiyasini ham rivojlantirish imkoniyatiga ega bo‘lishadi. Bu muhim ahamiyatga ega, chunki yumor har bir madaniyatning ajralmas qismidir. Bunday yondashuv talabalarga hazil holatlarini to‘g‘ri anglash va ularga mos ravishda javob berish orqali til egalari bilan muloqotda o‘zlarini erkin his qilishlariga yordam beradi. Madaniyatga xos yumorni integratsiyalash talabalarga o‘rganilayotgan til madaniyatlarini yaxshiroq tushunishga va *pragmatik muvaffaqiyatsizlikdan* qochishga imkon yaratadi.

Shuningdek, yumorga asoslangan pragmatik kompetensiyani rivojlantirish yondashuvi orqali *tanqidiy fikrlashni* ham shakllantirish mumkin. Bu *ta'lim jarayonida yumordan foydalanish nazariyasi* asoslarida keltirilgan tamoyillarga tayanadi. Talabalarning tanqidiy fikrlash qobiliyati yumor vaziyatlarini tanqidiy baholash, ularni tushunish va mos ravishda javoblarni shakllantirish orqali takomillashtirilishi mumkin.

7. Ushbu sohaga oid kelgusidagi tadqiqotlar yo'nalishlariga nazar tashlaydigan bo'lsak, ushbu mavzuni rivojlantirishning asosiy yo'nalishlaridan biri bu texnologiyaga asoslangan yumordan pragmatik kompetensiyani rivojlantirishda foydalanishdir. Xususan, bu kabi tadqiqot veb-platformalar, mobil ilovalar va sun'iy intellekt platformalari orqali yumorni talabalarning pragmatik malakasini oshirish uchun qo'llash imkoniyatlarini o'rganishi mumkin. Tadqiqotning yana bir muhim yo'nalishi talabalarning boshqa chet tillarida (masalan, nemis, fransuz yoki xitoy) pragmatik kompetensiyani oshirish bilan bog'liq yumordan foydalanishni tadqiq etish bo'lishi mumkin.

8. Umuman olganda, yumor va yumor texnikalaridan foydalanish talabalarning nafaqat pragmatik kompetensiyasini rivojlantiradi, balki ularning o'rganilayotgan chet tilida erkin muloqot qilish ko'nikmalarini rivojlantirishda, o'quv auditoriyasida ijobiy psixologik muhit yaratishda, o'qituvchi va talabalar o'rtasida ijobiy munosabat o'rnatish va o'rganilayotgan chet til materialini o'qib o'rganishga bo'lgan motivatsiyasini oshirishga xizmat qilishi mumkin.

**SCIENTIFIC COUNCIL DSc.03/2026.31.01.Ped.45.02
ON AWARDING SCIENTIFIC DEGREES AT
UZBEKISTAN STATE WORLD LANGUAGES UNIVERSITY**

UZBEKISTAN STATE WORLD LANGUAGES UNIVERSITY

AZIZ MARATOVICH KHOLMATOV

**METHODOLOGICAL ASPECTS OF USING HUMOUR IN THE
DEVELOPMENT OF STUDENTS' PRAGMATIC COMPETENCE**

13.00.02 – Theory and Methodology of Teaching and Upbringing (the English Language)

**ABSTRACT OF THE DISSERTATION
for the Degree of Doctor of Philosophy (PhD) in PEDAGOGICAL Sciences**

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INTRODUCTION (abstract of the PhD dissertation)

The topicality of the research and its necessity. The acceleration of globalisation and intercultural communication worldwide requires foreign language education to develop not only students' linguistic knowledge, but also the ability to understand implicit meanings in accordance with the communicative situation, determine the speaker's intention, and use speech units appropriately. In particular, the integration of humour emerges as a key methodological approach in developing students' pragmatic competence. Students frequently encounter difficulties in perceiving ironic meaning, implicature, puns, presupposition, speech acts, and socio-cultural connotations when acquiring a foreign language; this underscores the imperative to fully unlock the potential of humour in cultivating pragmatic competence. Indeed, humour serves to mitigate the psychological barriers that arise in developing students' communicative engagement, pragmatic sensitivity, inferential thinking, and intercultural communication skills. Consequently, refining the methodological system, didactic conditions, content, assessment criteria, and task typologies for developing pragmatic competence through humour constitutes an urgent practical imperative today.

In the global educational landscape, where learner-centred pedagogy in foreign language instruction, including the implementation of the communicative approach and the development of twenty-first-century skills, is regarded as a priority, the issue of developing students' pragmatic competence has gained particular significance. In today's rapidly evolving world, students are expected to master a foreign language not only in grammatical terms, but also in the ability to select contextually appropriate expressions, interpret implicit meanings and irony, recognise social context, and accurately decode cultural signals. In this regard, teaching pragmatic meanings through humour prepares learners for authentic communicative contexts. Therefore, the development of a methodology for using humour to enhance students' pragmatic competence is emerging as a scientifically and practically necessary area of research aligned with the demands of contemporary global education.

Leading public and private research centres around the world are actively studying the use of humour for pedagogical purposes. Analysis indicates that although considerable attention has been devoted in existing research to the pedagogical potential of incorporating humour into foreign language teaching, it is acknowledged that the conceptual foundations for the targeted and systematic implementation of humour in developing students' pragmatic competence remain largely underexplored. Consequently, undertaking comprehensive research in this domain represents a high-priority task. Specifically, conducting empirical and theoretical investigations to examine more deeply the mediating potential of humour in cultivating learners' pragmatic competence is of paramount academic relevance.

In our country, consistent and systematic measures are being implemented to enhance the content of higher education in line with modern requirements and to raise the quality of foreign language teaching to a new level to prepare highly qualified, competitive specialists who are ready for international communication. In

particular, “Uzbekistan's openness policy, its active entry into the world market and the expansion of international cooperation in all sectors are increasing the demand for knowing foreign language skills. Establishing a new system for teaching foreign languages in our country that will serve as a solid foundation for the future”¹ has been identified as a key task. Indeed, in today’s globalised environment, mastering a foreign language is not limited to grammatical and lexical knowledge, but also requires the competence to correctly understand the communication context, grasp the interlocutor's communicative intent, respond in accordance with cultural norms, and adequately interpret pragmatic meanings. In this context, under current globalised conditions, foreign language acquisition is no longer confined to mere grammatical and lexical knowledge; rather, fostering the competence to accurately perceive communicative contexts, comprehend interlocutor intent, respond appropriately in alignment with socio-cultural norms, and adequately interpret pragmatic meanings has assumed topical significance.

This dissertation contributes, to a certain extent, to the implementation of the tasks defined in the Law of the Republic of Uzbekistan No. LRU-576 dated October 29, 2019; the Presidential Decrees of the Republic of Uzbekistan: No. PD-5847 dated October 8, 2019, “On Approval of the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030”; No. PD-6079 dated October 5, 2020, “On Approval of the Digital Uzbekistan – 2030 Strategy and Measures for Its Effective Implementation”; No. PD-6097 dated October 5, 2020, “On Approval of the Concept for the Development of Science until 2030”; No. PD-165 dated July 6, 2022, “On Approval of the Innovative Development Strategy of the Republic of Uzbekistan for 2022–2026”; No. PD-58 dated April 10, 2026, “On Additional Measures to Improve the System of Higher Education, Science, and Innovations”; No. PD-98 dated May 26, 2026, “On Measures to Improve the System of Training and Certifying the New Generation of Scientific Personnel”, the Presidential Resolutions of the Republic of Uzbekistan: No. PR-3775 dated June 5, 2018, “On Additional Measures to Improve the Quality of Education in Higher Educational Institutions and Ensure Their Active Participation in Large-Scale Reforms Being Implemented in the Country”; No. PR-4306 dated May 5, 2019, “On Measures to Establish a Continuous System for Identifying Talented Youth and Training Highly Qualified Personnel”; No. PR-5117 dated May 19, 2021, “On Measures to Bring the Popularisation of Foreign Language Learning in the Republic of Uzbekistan to a Qualitatively New Level”; No. PR-289 dated June 21, 2022, “On Measures to Improve the Quality of Pedagogical Education and Further Develop the Activities of Higher Educational Institutions Training Pedagogical Personnel”; the Cabinet of Ministers Resolution No. CMR-34 dated January 19, 2022, “On Additional Measures to Improve Foreign Language Learning”; as well as other relevant regulatory and legal documents related to this sphere.

¹ Speech by the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, at the video-conference meeting on measures to improve the foreign language teaching system, held on May 6, 2021 [Electronic resource]. – URL: <https://president.uz/oz/lists/view/4327> (Accessed: August 14, 2023).

Compliance of the research with the priority areas of science and technology development of the republic. The current dissertation research is carried out in accordance with the priority direction 1 of Science and Technology development in the Republic of Uzbekistan - “Formation of the System of Social, Legal, Economic Innovative Ideas of the Informed Society and the Democratic State and the Ways of Their Implementation”.

Degree of investigation of the problem. In our country, the scientific and theoretical foundations of foreign language teaching and the training of prospective foreign language specialists have been investigated by M.D. Djusupov, J.J. Jalolov, G.H. Bakieva, L.T. Ahmedova, I.M. Tukhtasinov, M.X. Gulyamova, B.R. Samatova, A.B. Rakhmonov, and G.S. Sobirova².

Issues related to foreign language pragmatics and the pragmatic competence of prospective foreign language specialists have been examined in the works of many Uzbek scholars, including Y.S. Aznaurova, N.M. Yuldosheva, Sh.Safarov, D.U. Ashurova, S.Azimova, Y.T. Umarova, N.N. Yusupova, D.S. Istamova, and L.R. Shamsutdinova³.

Among foreign scholars, the issues of humour, pragmatics, and pragmatic competence have been studied by P.Grice, S.C. Levinson, J.Thomas, L.F. Bachman, G.Yule, G.Leech, G.Kasper, K.Bardovi-Harlig, Y.Tateyama, C.Röver, Y.Kim, N.Taguchi, and P.Y. Zolotov⁴.

² Джусупов М. Социолингвистические и лингводидактические проблемы языка как средства общения и предмета изучения // Русистика в СНГ. – 2002. – С. 64–74; Jalolov J.J. Chet til o‘qitish metodikasi. – Toshkent: “O‘qituvchi” nashriyoti. – 2012. – 294 b.; Бакиева Г.Х. Узбекский язык для стран СНГ. – Москва: МГЛУ, 2012. – 120 с.; Ахмедова Л.Т. Теория и практика обучения профессиональной русской речи студентов-филологов. – Ташкент: Издательство «Фан ва технология», 2013. – 200 с.; Tukhtasinov I.M. Tarjimon tayyorlashda kasbiy kompetensiyalarni ekvivalentlik hodisasi asosida rivojlantirish: Ped. fan. dok. ... diss. avtoref. – Toshkent: O‘zDJTU, 2018. – 66 b.; Gulyamova M.X. Ingliz tilini o‘qitishda talabalar kommunikativ kompetensiyasini rivojlantirishga integrativ yondashuv: Ped. fan. fals. dok. ... disc. avtoref. – Toshkent: O‘zDJTU, 2019. – 35 b.; Samatova B.R. Ingliz tilini o‘qitishda nofilologik yo‘nalish talabalarining motivatsiyasi: Ped. fan. fals. dok. ... diss. avtoref. – Toshkent: O‘zDJTU, 2020. – 22 b.; Рахмонов А.Б. Формирование профессиональной компетенции будущих учителей русского языка в самообразовательной деятельности: Автореф. дисс. ... док. пед. наук. – Ташкент: УзГУМЯ, 2022. – 78 с.; Sabirova G.S. Maktab o‘quvchilarini Veb 2.0 texnologiyalari asosida nutq faoliyati turlariga o‘qitishning lingvodidaktik asoslari (ingliz tili): Ped. fan. dok. ... diss. avtoref. – Toshkent: O‘zDJTU, 2022. – 66 b.

³ Азнаурова Э.С. Прагматика художественного слова. – Ташкент: Фан, 1998. – 121 с.; Юлдашева Н.М. Социолингвистические и прагмалингвистические особенности комплимента: Дисс. ... канд. Филол. наук. – Ташкент: УзГУМЯ, 2004. – 142 с.; Safarov Sh. Pragmalingvistika: monografiya. – Toshkent: SamDCHTI, 2008. – 318 b.; Ашурова Д.У. Преподавание лингвистических дисциплин в языковом вузе // Инновационные технологии обучения иностранному языку в вузе и школе: Реализация современных ФГОС: Сборник научных трудов IV Международной научно-практической конференции. Часть I. – Воронеж: Издательский дом ВГУ, 2019. – С. 178–182; Азимова С. Теория речевых актов и коммуникативные компетенции: прагматический анализ иллокутивного акта «выражение отказов» // So‘z san’ati xalqaro jurnali. – 2020. – Т. 3, № 5. – С. 77–81; Umarova Ya.T. Til ta’limida matn tahlili orqali o‘quvchilarda pragmatik kompetensiyani rivojlantirish: Ped. fan. fals. dok. ... diss. avtoref. – Namangan: NamDU, 2020. – 22 b.; Юсупова Н.Н. Применение прагматической компетенции на занятиях английского языка // Экономика и социум. – 2021. – № 4-2(83). – С. 1248–1253; Istamova D.S. Bo‘lajak o‘qituvchilarning pragmatik kompetensiyasini rivojlantirish texnologiyasi (scamper, sketchnoting misolida): Ped. fan. fals. dok. ... diss. avtoref. – Samarqand: Samarqand davlat universiteti, 2023. – 18 b.; Shamsutdinova L.R. B2 darajali talabalarning ingliz tilini o‘qitishdagi pragmatik kompetensiyasini takomillashtirish: Ped. fan. fals. dok. ... diss. avtoref. – Toshkent: O‘zDJTU, 2024. – 25 b.

⁴ Grice P. Logic and conversation // Syntax and Semantics. Vol. 3: Speech Acts / ed. by P.Cole, J.L. Morgan. – New York: Academic Press, 1975. – pp. 41–58; Levinson S.C. Pragmatics. – Cambridge: Cambridge University Press, 1983. – 420 p.; Thomas J. Cross-cultural pragmatic failure // Applied Linguistics. – 1983. – № 4(2). – pp. 91–112; Bachman L.F. Fundamental considerations in language testing. – Oxford: Oxford University Press, 1990. – 408 p.; Yule G.

In our country, issues related to the direct study of humour have been reflected in the works of H.Abdusamatov, M.Qushjonov, H.Razzoqov, Z.Axmedova, Sh.A. Abdurahmonov, U.R. Yuldoshev, and O.S. Egamberdiyeva⁵.

Several scholarly studies have also been conducted by foreign researchers on humour and its application in pedagogy. In particular, contributions in this field have been made by O.A. Sergeyeva, Y.G. Tulina, M.A. Kulinich, S.Attardo, V.Raskin, J.R. Schmitz, B.M. Fernández, A.F. Fontecha, M.Wagner, E.Urios-Aparisi, S. de los Heros, N.Bell, A.Pomerantz, E.Reed, J.Rucynski Jr., Caleb Prichard, and M.V. Escandell Vidal⁶.

Within the context of contemporary global education, numerous scholarly studies have been conducted on the development of pragmatic competence; however,

Pragmatics. – Oxford: Oxford University Press, 1996. – 138 p.; Kasper G. Can pragmatic competence be taught? – Honolulu: University of Hawai'i, Second Language Teaching & Curriculum Center, 1997. – Available at: NFLRC Publication Page; Bardovi-Harlig K. Evaluating the empirical evidence: Grounds for instruction in pragmatics? // *Pragmatics in Language Teaching* / ed. by K.Rose, G.Kasper. – Cambridge: Cambridge University Press, 2001. – pp. 13–32; Tateyama Y. Explicit and implicit teaching of pragmatic routines: Japanese sumimasen // *Pragmatics in Language Teaching* / ed. by K.R. Rose, G.Kasper. – Cambridge: Cambridge University Press, 2001. – pp. 200–222; Röver C. Testing ESL pragmatics: Development and validation of a web-based assessment battery. – Berlin: Peter Lang Verlag, 2005. – 160 p.; Kim Y., Taguchi N. Promoting task-based pragmatics instruction in EFL classroom contexts: The role of task complexity // *The Modern Language Journal*. – 2015. – № 99. – pp. 656–677; Leech G.N. *Principles of pragmatics*. – London: Routledge, 2016. – 264 p.; Золотов П.Ю. Методика формирования прагматической компетенции студентов на основе корпусных технологий: Автореф. дисс. ... канд. пед. наук. – Тамбов: Тамбовский государственный университет имени Г.Р. Державина, 2020. – 25 с.

⁵ Abdusamatov H. Abdulla Qahhor hayoti va ijodi haqida ocherk. – Toshkent: Badiiy adabiyot, 1960. – 208 b.; Qo'shjonov M. Abdulla Qahhor ijodida satira va yumor. – Toshkent: Fan, 1973. – 152 b.; Razzoqov H., Mirzayev T., Sobirov O., Imomov K. O'zbek xalq og'zaki poetik ijodi. – Toshkent: O'qituvchi, 1980. – 288 b.; Axmedova Z. Yumor i satira v uzbekskoy detskoy poezii (60-70-x godov): Diss. ... kand. filol. nauk. – Tashkent: TashGU, 1984. – 170 s.; Abdurahmonov Sh.A. O'zbek badiiy nutqida kulgi qo'zg'atuvchi lisoniy vositalar: Filol. fan. nomz. ... diss. – Toshkent: Tilshunoslik instituti, 1997. – 132 b.; Yo'ldoshev U.R. Hajviy matnlar tarjimasining lingvostilistik va lingvokulturologik xususiyatlari (ingliz tiliga tarjima qilingan o'zbek xalq latifalari misolida): Filol. fan. fals. dok. ... diss. – Toshkent: O'zDJTU, 2017. – 146 b.; Egamberdiyeva O'.S. O'zbek tilidagi latifalarning xususiyatlari // *Global dunyoda ilm-fan va ta'limdagi innovatsion rivojlanishning zamonaviy trendlari: iqtisodiyot fanlari bo'yicha maqolalar to'plami*. – Toshkent: STARS International University, 2022. – B. 62–65.

⁶ Сергеева О.А. Подготовка будущих учителей к использованию юмора в педагогической деятельности: Дисс. ... канд. пед. наук. – Ярославль: Ярославский государственный педагогический университет им. К.Д. Ушинского, 1999. – 198 с.; Тулина Е.Г. Психолого-педагогические основы юмора как средства обучения и воспитания: Дисс. ... канд. пед. наук. – Пятигорск: Пятигорский государственный лингвистический университет, 1999. – 150 с.; Кулинич М.А. Семантика, структура и прагматика англоязычного юмора: Дисс. ... док. культурол. наук. – Москва: Московский государственный университет имени М.В. Ломоносова, 2000. – 259 с.; Attardo S., Raskin V. Script theory revis(it)ed: Joke similarity and joke representation model // *HUMOR*. – 1991. – № 4(3-4). – pp. 293–348; Schmitz J.R. Humor as a pedagogical tool in foreign language and translation courses // *HUMOR: International Journal of Humor Research*. – 2002. – № 15(1). – pp. 89–113; Martínez Fernández B., Fernández Fontecha A. The teachability of pragmatics in SLA: Friends' humour through Grice // *Porta Linguarum*. – 2008. – № 10. – pp. 31–43; Wagner M., Urios-Aparisi E. Pragmatics of humor in the foreign language classroom: Learning (with) humor // *Developing Contrastive Pragmatics: Interlanguage and Cross-Cultural Perspectives* / ed. by M.Pütz, J.Neff-van Aertselaer. – Berlin; New York: De Gruyter Mouton, 2008. – pp. 209–230; de los Heros S. Teaching with and about humor in the L2 Spanish classroom // *L2 Spanish Pragmatics* / ed. by D.Dumitrescu, P.L. Andueza. – London: Routledge, 2018. – pp. 191–213; Bell N., Pomerantz A. Humor in L2 pragmatics research // *The Routledge Handbook of Second Language Acquisition and Pragmatics* / ed. by N.Taguchi. – New York: Routledge, 2019. – pp. 63–77; Reed E. Incongruent humour and pragmatic competence in the late-medieval Manières de langage // *Multilingua*. – 2020. – № 39(2). – pp. 239–267; Rucynski J., Prichard C., Rucynski Jr.J. Bridging the humor barrier: Humor competency training in English language teaching. – London: Bloomsbury Academic, 2022. – 308 p.; Escandell Vidal M.V. La comunicación intercultural: aspectos cognitivos y sociales // *Jornadas de Formación del Profesorado en la Enseñanza de L2/ELE y la Literatura Española Contemporánea: Actas*. – Sofía: Ministerio de Educación, Embajada de España en Bulgaria, 2009. – pp. 5–24.

insufficient specialized research has been devoted to the methodology of using humour to enhance the pragmatic competence of university students as prospective specialists in the English language.

Relationship of the dissertation research to the scientific research plans of the higher educational institution where the dissertation was conducted. The research work was carried out within the framework of the priority direction of the research plan of the Department of English Language Teaching Methodology No. 1 at Uzbekistan State World Languages University on the topic “New Directions in the Methodology of Teaching Foreign Languages”.

The aim of the research is to develop students’ pragmatic competence through the use of humour.

Tasks of the research:

to explore the theoretical and methodological foundations for developing students’ pragmatic competence, as well as the pedagogical and psychological characteristics of humour, and humour’s linguodidactic features in the development of pragmatic competence;

to explore the state of development of students’ pragmatic competence in foreign language classes, and to identify existing pedagogical challenges, pragmatic failures, instances of interference, and methodological shortcomings;

to design a methodological model for developing students’ pragmatic competence based on humorous materials, criteria for selection of the humorous materials and a complex of activities;

to examine the effectiveness of the developed methodological model and complex of activities through a pedagogical experiment, and to substantiate the obtained results from a mathematical-statistical perspective.

The object of the study is the process of developing pragmatic competence based on humour among first-year undergraduate students majoring in “Foreign Language and Literature (English)” at HEIs in our country.

The subject of research is the content, methods, and forms of developing students’ pragmatic competence through the use of humour-based materials.

Methods of research include analytical-synthetic analysis of theories, comparison and contrast, observation, survey, and interview at the diagnostic stage, as well as the Discourse Completion Task (DCT), along with mathematical-statistical methods and graphical representation techniques, which were utilised to analyse the results obtained through the quasi-experimental method and to verify their validity.

The scientific novelty of the research consists of the following:

the didactic and methodological foundations of the conceptual framework for developing students’ pragmatic competence through humour have been established by explicitly teaching pragmalinguistic and sociopragmatic knowledge and by gradually applying the pragmatic-discursive components of humour, such as script opposition, incongruity resolution, and implicature interpretation, in accordance with the sensitisation dynamics of pragmatic meaning comprehension skills;

the methodology for developing students' critical-pragmatic thinking skills has been enhanced through the selection and gradual application of authentic humorous materials in the target foreign language as motivational-pragmatic stimulus, the activation of inferential reasoning mechanisms through tasks designed to identify implied versus direct meanings in implicatures, the lowering of the affective filter via humour-based role-plays, and the implementation of a cognitive-pragmatic analysis algorithm designed to detect and resolve incongruities in humour;

the methodological model for developing students' pragmatic competence through humour has been enhanced through structural-functional systematisation within the cohesive interplay of aim, conceptual, process, and outcome blocks, based on parameters including increasing pragmatic awareness via comparative analysis of humour instances in authentic materials reflecting the culture of the target-language against native-language humour forms, eliminating cultural interference by introducing culture-specific humour conventions related to the target-language culture through examples, and activating the mediating function of humour by practicing its role as a communicative mitigating device in communication;

the diagnostic-verification capabilities of the Discourse Completion Test (DCT) in identifying qualitative changes in students' pragmatic competence have been substantiated by comparatively evaluating pre- and post-intervention indicators of the ability to decode implicit pragmatic meaning in implicatures, to apply context-appropriate speech acts and conversational routines, and to comprehend PDI (Power, Distance, and degree of Imposition) factors, based on pedagogical monitoring and outcome verification.

The practical results of the research consist of the following:

the author's conceptual framework "Humour-Facilitated Pragmatic Competence Development", which is intended for using to develop first- year students' pragmatic competence in the English language and which incorporates the principles of integration of humour elements into the content of classes, was developed and approbated;

based on the results of this research, the fact that humour has a wide pedagogical potential has been scientifically justified, and potential prospects for scientific research that can be carried out in this direction in the future have been determined;

a methodology based on humour techniques, which is effective in developing students' pragmatic competence in the field of undergraduate education specialising in the training of future English language teachers and specialists, was developed, and a set of methodological recommendations for its implementation was created;

an educational web platform, Learn with Humour (web platform), which teaches pragmatic competence to students using humorous materials applied in interactive activities which enable them to use the target language appropriately in different social contexts (Copyright Certificate No. DGU-58446 issued by the

Agency of Intellectual Property as of December 22, 2025), was developed.

The reliability of the research results is ensured by the fact that the terms, approaches, and scientific-theoretical data applied in the study were derived from official sources; that the educational and methodological support of the bachelor's degree programme in "Foreign Language and Literature (English)" at higher educational institutions (State Educational Standards, curriculum, working syllabus, textbooks) and other regulatory documents were thoroughly examined; that the developed model for the use of humour and the practical recommendations for its implementation were introduced into practice through experimental testing; that the outcomes of the experimental work were substantiated through mathematical and statistical analysis; and that the effectiveness of the obtained results was confirmed by competent authorities.

Scientific and practical significance of the research results. The scientific significance of this dissertation research is determined by its investigation into and systematisation of the conceptual, theoretical, and methodological foundations for integrating the use of humour into the curricula of higher educational institutions specialising in the training of pedagogical personnel, particularly future English language teachers, as well as for developing students' pragmatic competence through humour. It is also reflected in the scholarly substantiation of the role of humour in foreign language education through the exploration of its pedagogical-psychological and linguodidactic aspects, and in the scientific evidence demonstrating that humour makes a substantial contribution not only to students' pragmatic competence but also to the development of their intercultural communicative competence.

The practical significance of the research results lies in the fact that a comprehensive study of the concept of humour, its pedagogical and psychological dimensions, the advantages of using humour in foreign language teaching, as well as pragmatic competence and its structural components, may serve as a starting point for further research in this field, including monographs, theses, scholarly articles, and lectures. Moreover, the findings may serve as a theoretical basis and as material for developing instructional resources. In addition, the system of exercises aimed at developing students' pragmatic competence through the use of humour can be incorporated into the curricula of HEIs specialising in the training of foreign language (English) teachers.

Implementation of the research results. Derived from the outcomes of the current dissertational research on using humour to develop students' pragmatic competence of the first-year students, the following implementation activities can be outlined:

the research findings on the didactic and methodological foundations of the conceptual framework for developing students' pragmatic competence through humour have been established by explicitly teaching pragmalinguistic and sociopragmatic knowledge and by gradually applying the pragmatic-discursive components of humour such as script opposition, incongruity resolution, and implicature interpretation in accordance with the sensitization dynamics of

pragmatic meaning comprehension skills, were used in developing the training course program and instructional materials for general education teaching staff entitled ‘Training Trainers Based on Cambridge Experience and Improving the Pedagogical Skills of School Teachers’, organized in cooperation between the Ministry of Higher Education, Science and Innovations of the Republic of Uzbekistan and the Ministry of Public Education of the Republic of Uzbekistan (Reference letter No. 2/17-4/10-23 of the Ministry of Higher Education, Science and Innovations of the Republic of Uzbekistan dated October 10, 2023). As a result, teaching staff were equipped with the theoretical and methodological foundations for incorporating humour and humour-based materials in practice, and hence enabling them to effectively develop students’ pragmatic competence;

the scientific and methodological recommendations concerning the fact that the methodology for developing students’ critical-pragmatic thinking skills has been enhanced through the selection and gradual application of authentic humorous materials in the target foreign language as motivational-pragmatic stimulus, the activation of inferential reasoning mechanisms through tasks designed to identify implied versus direct meanings in implicatures, the lowering of the affective filter via humour-based role-plays, and the implementation of a cognitive-pragmatic analysis algorithm designed to detect and resolve incongruities in humour, were used in developing the instructional materials for the “I, Citizen” module included in the curriculum of the International General Professional Certificate Course at Westminster International University in Tashkent (Reference letter No. 2/17-4/10-23 of the Ministry of Higher Education, Science and Innovations of the Republic of Uzbekistan dated October 10, 2023). As a result, the pragmatic competence and critical-pragmatic thinking skills of the students were enhanced, and the content of the module’s instructional materials was enriched;

the scientific conclusions of the research concerning the fact that the methodological model for developing students’ pragmatic competence through humour has been enhanced through structural-functional systematisation within the cohesive interplay of aim, conceptual, process, and outcome blocks, based on parameters including increasing pragmatic awareness via comparative analysis of humour instances in authentic materials reflecting the culture of the target-language against native-language humour forms, eliminating cultural interference by introducing culture-specific humour conventions related to the target-language culture through examples, and activating the mediating function of humour by practicing its role as a communicative mitigating device in communication, were used by the Republican Center of Askiya and Comic Art named after Yusufjon qiziq Shakarjonov in the work to design pedagogical frameworks for advancing the art of wit via the ‘master-apprentice’ (ustoz-shogird) system (Reference No. T-r 2 of the Ministry of Culture of the Republic of Uzbekistan dated January 6, 2026). As a result, this not only engaged language learners in the art of askiya, but also helped to bridge the familiar cultural humour with the target language humour

and understand the difference as well as the pedagogical possibilities for developing pragmatic competence have been methodologically enhanced;

the research findings concerning the fact that the diagnostic-verification capabilities of the Discourse Completion Test (DCT) in identifying qualitative changes in students' pragmatic competence have been substantiated by comparatively evaluating pre- and post-intervention indicators of the ability to decode implicit pragmatic meaning in implicatures, to apply context-appropriate speech acts and conversational routines, and to comprehend PDI (Power, Distance, and Imposition) factors, based on pedagogical monitoring and outcome verification, were used within the framework of the state applied grant project No. BV-Atex-2018-(143), entitled "Development of Uzbek-Language-Based Speaking Software and a Voice Synthesiser Enabling Visually Impaired Persons to Use Computer Technology and Read and Write Texts", at Tashkent State University of the Uzbek Language and Literature named after Alisher Navoi (Reference letter No. 04/1-975 of Tashkent State University of Uzbek Language and Literature named after Alisher Navoi, dated April 19, 2024). As a result, the project played a significant role in broadening the access to knowledge about pragmatic competence, including its teaching approaches and methods, and promoting the appropriate use of pragmatics and humour terminology.

Approbation of the research results. The results of this study have been discussed at 5 international and 4 national scientific-practical conferences.

Publication of the research results. A total of 15 scientific works have been published on the topic of the dissertation, including 1 article published in a Q1 journal indexed in the SCOPUS database, and 6 articles published in scientific journals recommended by the Higher Attestation Commission under the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan for publishing the main scientific results of doctoral dissertations, including 5 articles in national journals and 1 article in a foreign journal.

Structure and scope of the dissertation. The dissertation consists of an introduction, three chapters, a conclusion, a list of references, and appendices. The total length of the dissertation is 156 pages.

MAIN CONTENT OF THE DISSERTATION

The **Introduction** presents information on the topicality and the essentiality of the research topic, a thorough description of the degree of the problem study, the aim and objectives of the research, the object and the subject, the compliance with the national priorities in science and technological development, the scientific novelty and practical findings of the research, the reliability and the significance of the obtained research outcomes, the implementation of the research results, the details of the published research papers and the structure of the dissertational thesis is provided.

The first chapter, entitled "**Theoretical Foundations of Pragmatic Competence and the Use of Humour in Teaching and Learning**", focuses on

defining pragmatic competence and its components, including structural parts such as speech acts, implicatures, routines, politeness, and pragmatic markers. Furthermore, it discusses the approaches and methods in teaching pragmatic competence to students. It also analyses and reviews relevant literature on the concept of humour, as well as theoretical, pedagogical, and psychological theories of using humour for educational purposes.

According to Sh.Safarov⁷, for correct communication to take place, one must also possess an understanding of pragmatics-that is, how and to whom to address oneself in various situations. From the point of view of S.C. Levinson⁸, pragmatic competence is about achieving the personal communicative goal in different communicative contexts through language. G.Leech⁹ and J.Thomas¹⁰ divided pragmatic competence into two interrelated subcomponents: *pragmalinguistics* and *sociopragmatics*. *Pragmalinguistic* competence is defined as the knowledge of the rules of usage of the linguistic components of speech (e.g., linguistic forms) and strategies for achieving speaking goals (e.g., directness or indirectness, routines, and other resources which can make the language sound softer or more intense). *Sociopragmatic* competence is the knowledge of social contextual conditions of speech acts. Its subcomponents are the knowledge (i.e., to what extent the person knows his interlocutor, e.g., age, gender, status) of the person one is addressing, i.e., his/her relationship towards him/her (e.g., friend, stranger or relative), and the matter of social distance. Pragmatic competence can be divided into structural parts of *speech acts*, *implicatures* and *routines*, *deixis* (pointing with language by using deictic expressions or indexicals) and *extended discourse* (ability to engage in meaningful and coherent conversations both orally and in writing).¹¹

There are two primary methods of teaching pragmatic competence that have been widely studied: *explicit* and *implicit*. In explicit (overt) teaching, teachers present and explain to students metapragmatic knowledge, including specific pragmatic rules and principles, necessary linguistic expressions and phrases, and the contexts in which they are used. However, in implicit teaching of pragmatic competence, students are not given metapragmatic explanations, but are expected to notice, draw conclusions and assimilate pragmatic knowledge from examples based on the materials provided.

Since our research study examines the development of pragmatic competence through humour, defining and classifying the concept of humour is vital. A.Ziv described humour as a form of communication and proposed the following definition “Humour is a form of communication with an intent to amuse, including special cognitive and emotional characteristics, that cause a physiological

⁷ Safarov Sh. *Pragmalingvistika: monografiya*. – Toshkent: SamDCHTI, 2008. – 318 b.

⁸ Levinson S.C. *Pragmatics*. – Cambridge: Cambridge University Press, 1983. – 420 p.

⁹ Leech G.N. *Principles of pragmatics*. – London: Routledge, 2016. – 264 p.

¹⁰ Thomas J. Cross-cultural pragmatic failure // *Applied Linguistics*. – 1983. – № 4(2). – p. 91.

¹¹ Röver C. Validation of a Web-based test of ESL pragmalinguistics // *Language Testing*. – 2006. – № 23(2). – pp. 230-231.

reaction”¹². M.Qushjonov¹³ differentiated the terms “yumor” and “hajv” by indicating “hajv” as “satire”. At the same time, U.R. Yuldoshev¹⁴ endowed the concept of humour with substantial social significance. He mentioned that humour cannot exist outside human society. It begins with human interaction or among the masses and is directed toward a specific goal: serving humans and society. Based on the provided definitions, the following definition of humour is suggested in the framework of this dissertational work: *“Humour is an umbrella term for all forms of the comic and the funny, and it indicates the ability of human beings to laugh at difficult situations and shortcomings of life, and thus humour gives people the feeling of alleviation. It is a universal human feature – a defensive tool that helps humans stay positive”*.

As theoretical frameworks, we have used the General Theory of Verbal Humour (GTVH) suggested by S.Attardo and V.Raskin¹⁵, and the Instructional Humour Processing Theory (IHPT) proposed by M.B. Wanzer, A.B. Frymier and J.Irwin¹⁶ which serves as an understandable and accessible theory to students. GTVH consists of six knowledge resources related to humour¹⁷: 1. Script opposition; 2. Logical mechanism; 3. Situation; 4. Target; 5. Narrative strategy; 6. Language. Furthermore, the “Instructional Humour Processing Theory” includes *incongruity-resolution theory, disposition theory and elaboration likelihood model of persuasion*. Cognition may also be affected by students’ levels of stress and anxiety during class. According to S.Krashen¹⁸, if humour is used in foreign language lessons to provide “comprehensible input”, humour helps to eliminate the negative effects of anxiety and excitement. This, in turn, increases the value of the content being provided to students and encourages them to engage in learning with greater enthusiasm”.

The second chapter of the thesis, entitled **“Methodology of Using Humour in Developing Pragmatic Competence in the English Language”**, explores lingua-didactic peculiarities of using humour to enhance students’ pragmatic competence in foreign language acquisition. Furthermore, they delve into categories of activities which develop students’ pragmatic competence and present a theoretical background and a practical system of activities and exercises to incorporate humour into foreign language classes to develop students’ pragmatic competence.

To provide a systematic approach to teaching pragmatic competence using humorous materials, we proposed the “Humour-Facilitated Pragmatic Competence Development” conceptual framework (Figure 1). The framework is based on the following principles:

¹² Ziv A. Jewish humor. – New York: Routledge, 2017. – pp. 9, 11.

¹³ Qo‘shjonov M. Abdulla Qahhor ijodida satira va yumor. – Toshkent: Fan, 1973. – B. 93.

¹⁴ Yo‘ldoshev U.R. Hajv tushunchasining mohiyati // Xorijiy filologiya. – 2016. – № 4. – B. 63, 65.

¹⁵ Attardo S., Raskin V. Script theory revis(it)ed: Joke similarity and joke representation model // HUMOR. – 1991. – № 4(3-4). – pp. 293–348.

¹⁶ Wanzer M.B., Frymier A.B., Irwin J. An explanation of the relationship between instructor humor and student learning: Instructional humor processing theory // Communication Education. – 2010. – № 59(1). – p. 3.

¹⁷ Bell N.D. Humor scholarship and TESOL: Applying findings and establishing a research agenda // TESOL Quarterly. – 2011. – № 45. – p. 137.

¹⁸ Krashen S.D. Principles and practice in second language acquisition. – Oxford: Pergamon Press, 1982. – 202 p.

- *GTVH* helps students understand how humour is created and how humans comprehend it: 1) Script opposition (expected – adequate flow vs. actual flow of the situation – can be incongruent to adequate flow); 2) Logical mechanisms (e.g., false analogy); 3) Situation (what happened, with whom, where, when, etc.); 4) Target (who is the object of the joke – who is mocked); 5) Narrative strategy (e.g., anecdote, dialogue or monologue, riddle); 6) Language (e.g., word play, hyperbole, direct vs. indirect meaning). According to the *Instructional Humour Processing Theory*, the appropriate use of humour in the lesson to teach pragmatic competence can help teachers more effectively engage students in the learning process and in the assimilation of information. Besides, by applying H. Grice's *Cooperative Principle*, students can better understand how humour works by using the knowledge of conversational implicatures and the flouting of maxims. Referring to N. Bell's and A. Pomerantz's classification of humour skills helps to design targeted activities. Furthermore, at times during the classes, teachers can refer to other humour theories, such as incongruence theory, relief theory, superiority theory, and social theory, to explain how humour is initiated through different targets and goals.

- Using *explicit* method to teach pragmatic competence (pragmalinguistic and sociopragmatic knowledge) and its components with the use of humour for a full mastery of the target language (S. Heros¹⁹, K. Bardovi-Harlig²⁰, M. Tammenga-Helmantel²¹ etc.). By step-by-step explanations of pragmatic competence and its elements students will be developing necessary knowledge gradually.

- Doing both pragmatic awareness raising and communicative practice activities by introducing pragmatic knowledge based on humorous materials such as texts, pictorial and audio-visual materials to leverage learning of pragmalinguistic and sociopragmatic knowledge.

- Through corrective feedback, students' pragmatic errors (pragmatic failure) can be directly corrected. With the help of explanatory feedback, the teacher may clarify the nature of the error and explain the underlying theoretical principles, while in cases where mock examinations are conducted, the teacher may provide targeted written comments on students' work, which contributes to deep learning. In addition, peer assessment may also be implemented through pair or group feedback, whereby students provide feedback to one another while working in pairs or groups.

- Assessing the results of the intervention by applying DCT tests, students' portfolios with students' written work, oral examinations (e.g., interviews, presentations, discussion, role play) and students' self-reflection.

¹⁹ de los Heros S. Teaching with and about humor in the L2 Spanish classroom // *L2 Spanish Pragmatics* / ed. by D. Dumitrescu, P.L. Andueza. – London: Routledge, 2018. – p. 198.

²⁰ Bardovi-Harlig K. Evaluating the empirical evidence: Grounds for instruction in pragmatics? // *Pragmatics in Language Teaching* / ed. by K. Rose, G. Kasper. – Cambridge: Cambridge University Press, 2001. – pp. 13–32.

²¹ Tammenga-Helmantel M., Bazhutkina I., Steringa S., Hummel I., Suhre C. Comparing inductive and deductive grammatical instruction in teaching German as a foreign language in Dutch classrooms // *System*. – 2016. – № 63. – pp. 101–114.

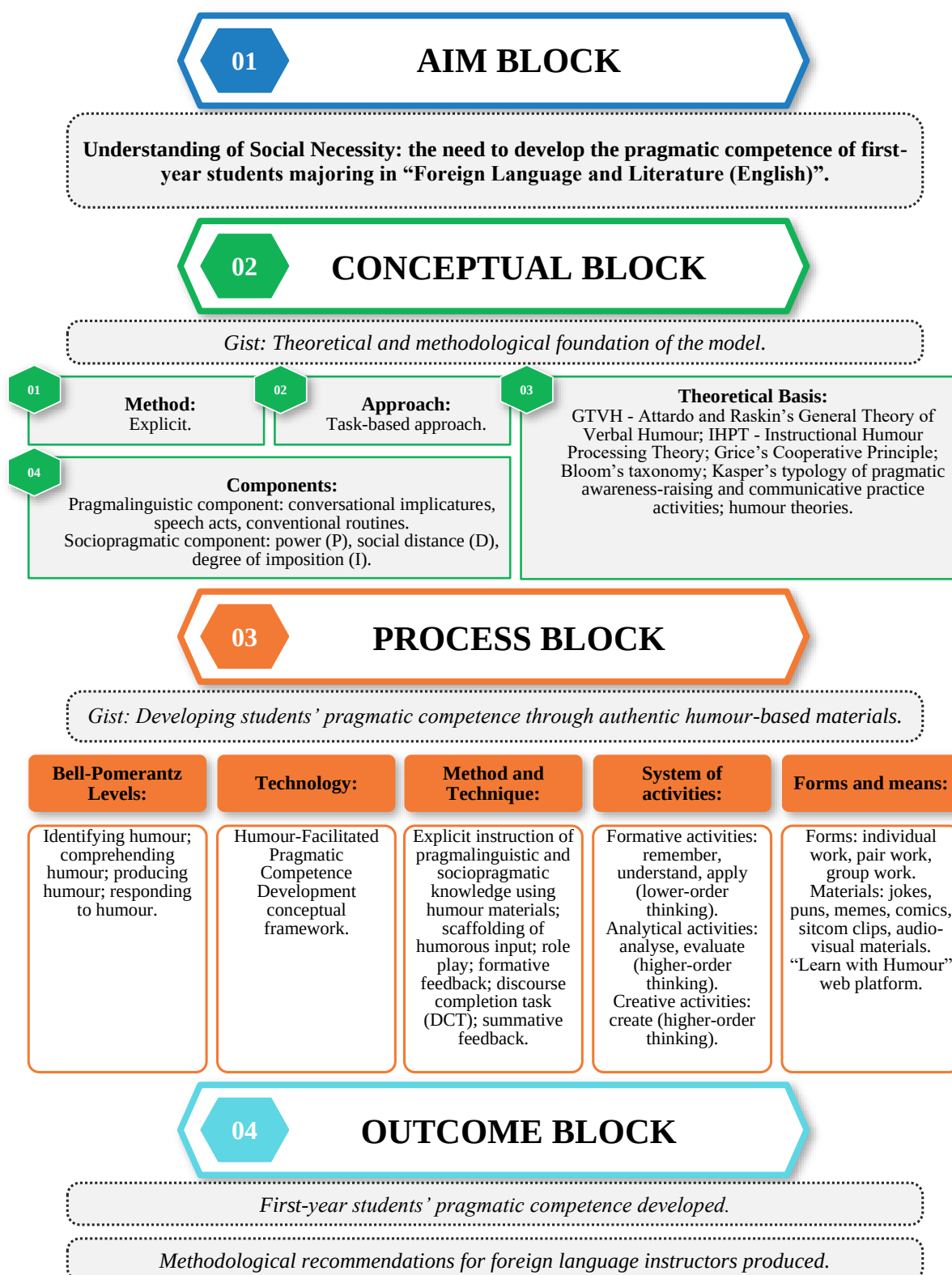


Figure 1. Humour-facilitated pragmatic competence development model

Based the discussions provided above and on the model given in Figure 1, a *system of activities* was developed to enhance students’ pragmatic using humour and humour-based activities. This dissertational research proposes the following categorization of the activities to develop students’ pragmatic competence based on humour: *formative*, *analytical* and *creative* activities (Figure 2):

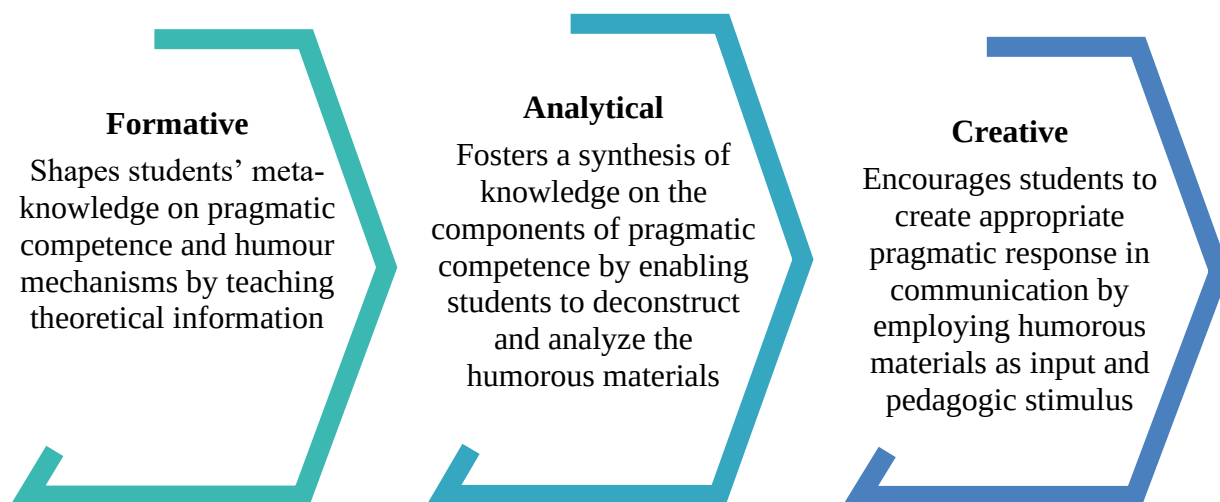


Figure 2. System of activities to develop students' pragmatic competence based on using humour materials

Formative activities encompass the lower order of thinking according to Bloom's taxonomy: remember and understand, and apply and help to shape students' meta-knowledge on pragmatic competence and humour mechanisms by teaching theoretical information. For instance, through activities grounded in humorous materials, students can develop their ability to identify and accurately interpret implicatures in the process of communication.

Analytical type of activities mainly focus on analysing and evaluating the presented materials and constructing knowledge by internalising essential skills related to pragmatic knowledge. One example of the analytical type of activities can be detecting the patterns of clarifying the information and detecting routines. To illustrate, through such activities students can practise politely requesting clarification when encountering conversational ambiguity using humour while also training to identify indirect textual meanings

Eventually, the last proposed type of *creative* activities encourages students to produce their own samples of speech, speaking samples and audio-visual materials, which can be humorous and enable them to practice their obtained pragmalinguistic and sociopragmatic knowledge using speech acts, routines and implicatures, politeness degrees, face saving, turn-taking in dialogues, understanding and correctly reacting to humour instances (communicative practice activities). This in turn, relates to a higher-order thinking skill of Bloom's taxonomy, which is *creating*. Furthermore, through these activities students can practise softening negative responses by employing humour in refusal speech acts.

Students' critical-pragmatic thinking was interpreted as the ability to compare and evaluate the communicative situation, the speaker's purpose, the speech's direct and indirect meanings, the cultural foundations of humour and the expected pragmatic effect. To develop this ability, the following cognitive-pragmatic analysis algorithm for working with humorous materials has been developed (Figure 3):

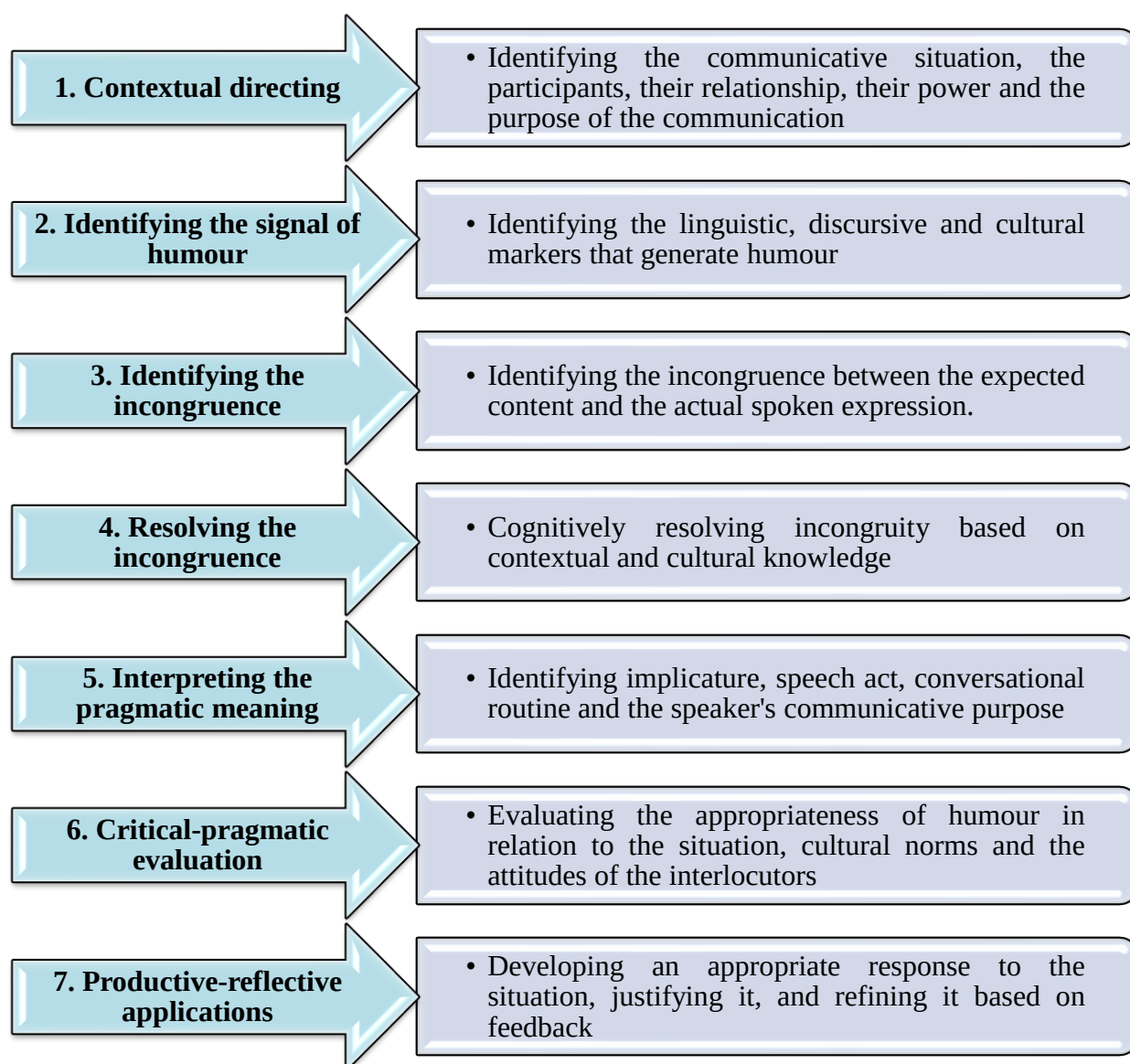


Figure 3. Algorithm for the cognitive-pragmatic analysis of humorous materials

This algorithm is integrated step-by-step with a system of activities: in *formative* activities, contextual and humorous signals are identified; in *analytical* activities, incongruence is resolved, and implicature and communicative purpose are interpreted; in *creative* activities, students develop examples of humorous speech appropriate to the situation and evaluate their pragmatic appropriateness. As a result, the use of authentic humorous materials as a motivational-pragmatic stimulus, the activation of the mechanism of inferential reasoning, the reduction of the affective filter, and the development of critical-pragmatic thinking are ensured through a single methodological process.

The third chapter of the dissertation, entitled “**An Experimental Study on the Application of Humour in Developing Students’ Pragmatic Competence in the English Language**”, presents the methodology of the experimental study, its stages, the results of the experiment, and the interpretation of the findings.

An experimental study which employed multiple methods of research was conducted at Samarkand State Institute of Foreign Languages (SamSIFL), Jizzakh State Pedagogical University (JSPU), Gulistan State University (GSU) and Karakalpak State University (KSU) with students who major in 60111800 – “Foreign Language and Literature (English)” and followed multiple stages in 2020/2021, 2021/2022, 2022/2023 academic years. The students who participated in the experiment were first-year students. The scope of the study population comprised 261 students overall (See Table 1). Moreover, 8 teachers (2 from JSPU, 2 from GSU, 2 from SamSIFL, and 2 from KSU) participated in the semi-structured interviews (Table 4).

Table 1.

The number of student participants in the experimental research study

#	University	Treatment Group	Control Group
1.	JSPU	30	28
2.	SamSIFL	44	35
3.	GSU	30	30
4.	KSU	34	30
	Total (n)	138	123

The prognosis (building a hypothesis) regarding the use of humour to develop students’ pragmatic competence was conducted in the *diagnostic stage*. It included an investigation of secondary data (a literature review). Moreover, in this stage, the curriculum and the national universities’ syllabi that specialize in 60111800 – “Foreign Language and Literature (English)” were studied. The diagnostic stage identified that there is no specific focus within the first-year curriculum modules which explicitly teaches pragmatic competence.

The data were collected during the experiment’s preparation stage. This stage was conducted in the academic year 2022/2023 and included targeted lesson observations, a survey taken from 261 students and a series of semi-structured interviews with 8 teachers, which were organized with the teachers who work at the HEIs mentioned above and a *Discourse Completion Task* (DCT) Test which was used to find out the pre-intervention pragmatic competence level of students.

The purpose of observing the classes conducted by faculty members at the mentioned HEIs was to identify and analyze educational measures aimed at developing students’ pragmatic competence. A total of 8 classes were visited in each HEI and 32 lessons were observed. The results show that teachers do not explicitly train students’ pragmatic competence during the first year of studies; however, they are the primary source students refer to as the carriers of knowledge, with higher language proficiency and more robust expertise in the culture of the target-language nation/s. It was found that students transfer their national language rules when communicating in the target language, leading to interference. For example, most students make the mistake of saying “I am agree” instead of the correct “I agree”.

Some students directly translate the Uzbek language rule “men roziman,” which means “I agree”, but it is grammatically incorrect in English. In addition, in their first year of studies students lack information about target culture’s speaking traditions. This results in *pragmatic lacunae* (gaps). In this case, some customs of the studied culture, including humour, may seem strange to students. The British tend to use humour to soften the refusal: “I’ll skip this time. I don’t want to ruin your karaoke party with my ‘beautiful’ singing. They also use implicature to avoid a direct refusal: “Perhaps, another time”. In contrast, due to their cultural background, Uzbek students typically give a direct refusal, saying “borolmayman” (I cannot go) or “borolmasam kerak” (I probably can’t go).

Furthermore, in British culture, students can address their teachers by their first names. However, for first-year Uzbek students, it seems a bit strange when a teacher asks to be called by their first name. If a teacher asks them to “call me John” some students might call him John, but others will still add the title “Mr.” and address him as “Mr. John”. When requesting information from a teacher, first-year students often use only the word “please” to soften the request: Mr. Kamol, I didn’t understand the passive voice, please, explain it again [Mr. Kamol, men majhul nisbatni tushunmadim, iltimos, yana bir marta tushuntirib bering]. In such cases, it is customary to use modal verbs in the usual form of address, characteristic of the English language, for example: “I am struggling to understand the passive voice. If possible, could you explain the structure again? Not knowing the rules of pragmatics can lead to *pragmatic failures* in communication. Considering large cultural differences and differences in language structure, we recommend explicitly teaching pragmatic competence and its components (pragmalinguistic and sociopragmatic aspects) to first-year students during lessons. Teachers use humour related to Uzbek culture (sometimes even in Uzbek), and in rare cases, humour can be related to the target language culture. It was also found that humour was not employed to enhance students’ pragmatic competence in the classes during the observation stage of the research.

The results of a survey conducted among students indicated that the majority (89%) reported that instructors use humour during lessons, though not on a systematic basis. Furthermore, student feedback suggests that the primary purpose of using humour in the classroom is not to develop pragmatic competence, but rather to foster a positive atmosphere and establish a rapport with the teachers.

In addition 8 teachers (2 teachers from JSPU, 2 from GSU and 2 from SamSIFL and KSU) took part in the semi-structured interviews. The semi-structured interview consisted of 11 questions: 1 multiple-choice question, 1 yes/no question, 9 open-ended questions. The interview results revealed that teachers use humour for different purposes. Referring to whether humour helps to enhance students’ pragmatic competence, one teacher noted that one of the ways to develop students’ intercultural competence and at the same time pragmatic competence, would be using humour from the target culture. The reason for that, as the teacher indicated, is students lack understanding of humour which is not related to their culture and culture-specific humour carries necessary cultural

information. Besides, in order to decipher a joke which stems from the target language culture, students need to actively use their cognitive abilities which stimulates learning. With teacher's close support, students might adapt to target language culture humour and learn to recognize it (by specific intonation or other related cues). If students correctly recognize that the interlocutor used humour, he/she will try to understand the used conversational implicature. Other respondents claimed that they do not use humour to enhance students' pragmatic competence, as there is no system that could be employed related to implementing humour during the class in a systematic way that could be a road map to use humour to develop students' pragmatic competence.

Furthermore, in the *preparation stage*, to increase the validity of the obtained data, a DCT test was conducted to determine the pragmatic competence level before the treatment began. The DCT test occurred within the module Integrated Language Skills in the 2022 to 2023 academic year. Overall, 12 questions were used in a mixed DCT test (both production DCT tests and multiple-choice DCT test were employed) adapted from tests used by C.Röver²². The tests were delivered to both control and treatment groups of students prior to the treatment stage and subdivided into the following sections: implicatures (5 questions), routines (5 questions) and speech acts (2 questions). The highest score which could be achieved from multiple choice questions was 10. It should be noted that in the last 2 speech act questions, students needed to provide their answers to the dialogue query based on the situation, which could be typed into the gap.

Hence, a student could score a maximum of 12 points if he/she replied correctly to all questions. The DCT pre-test was taken from 261 students using Google Forms (a free surveying tool). The obtained results were coded for further analysis. It should be noted that the last 2 speech act questions answers were not included in the statistical analysis as the answers to the questions were not evaluated automatically in Google Forms and needed researcher's evaluation.

A comparative analysis on the pre-intervention and post-intervention results of the experimental study was conducted, which demonstrated the effectiveness of using humorous content in developing students' pragmatic competence. Furthermore, these findings were confirmed through statistical analysis:

When applying Student's *t*-test the formula which is given below was used:

$$t = \frac{\bar{x}_1 - \bar{x}_2 - (\mu_1 - \mu_2)}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Illustrated in Table 10 are the results of the conducted Student's *t*-test results from the pre- and post- test using the free statistical analysis tool Jeffreys's Amazing Statistics Program (JASP) (Table 2):

²² Röver C. Testing ESL pragmatics: Development and validation of a web-based assessment battery. – Berlin: Peter Lang Verlag, 2005. – 160 p.

Table 2.

Student's t test results

HEI	Pre-Post Test	t	df	p	Cohen's d	SE Cohen's d
JSPU	Pre-test	0.353	56	0.725	0.093	0.263
	Post Test	8.369	56	< .001	2.199	0.387
SamSIFL	Pre-test	0.046	77	0.964	0.010	0.226
	Post-test	11.003	77	< .001	2.492	0.349
GSU	Pre-test	0.234	58	0.816	0.060	0.258
	Post-test	9.978	58	< .001	2.576	0.421
KSU	Pre-test	0.357	62	0.722	0.089	0.251
	Post-test	10.763	62	< .001	2.696	0.412
Total	Overall Pre-test	0.526	259	0.599	0.065	0.124
	Overall Post- test	20.053	259	< .001	2.487	0.194

In total, in the pre-test results, the t value equalled 0.526 and 20.053 in the post-test-test by which one can conclude that there was a significant growth in the mean scores in the post-test results. The p-value was 0.599 in the pre-test and less than 0.001 in the post-test. The difference in the mean score was also illustrated in Cohen's d results: the pre-test was 0.065, and the post-test was 2.487. In the results displayed in Table 8 one can observe that in all cases, the standard error (SE) of Cohen's d is slightly higher in the post-test results. However, in conjunction with the p-value in all outcomes of the post-test (which is less than 0.001 in all cases), the obtained results show that SE Cohen's d is higher in the post-tests, which indicates less precise Cohen's d results (in post-test), still the difference in the mean score of the pre-test and post-test is statistically significant. Obtained t value from universities and overall average is illustrated in Figure 3 (Figure 3):

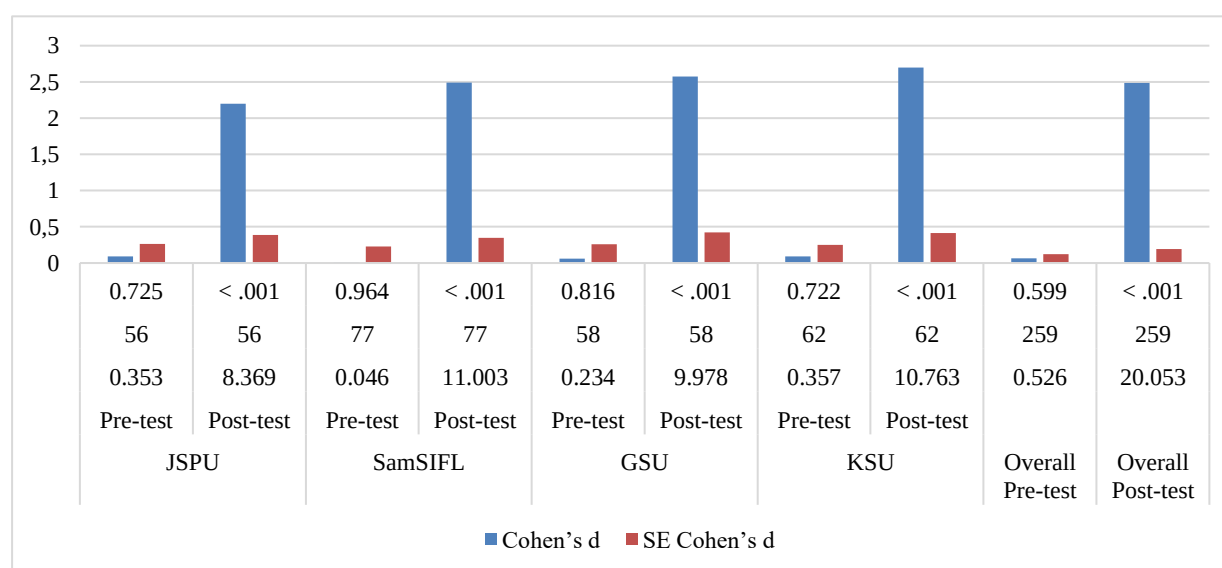


Figure 3. Growing t value average

Concluding the results obtained from the post-intervention DCT test and comparing it with pre-intervention DCT test results, it can be drawn that students achieved relatively low scores in the pre-test. One of the reasons can be that explicitly teaching pragmatic competence is not included in the curriculum of first-year students. Based on the results obtained, the post-intervention outcomes of the experimental group were 1.50 times higher than those of the control group, determining that the effectiveness indicator for the methodology proposed within the scope of the study is equal to 19%.

Besides, Cohen's *d* results show that the effect size is much higher in post-test results. As it can be deduced from the post-intervention test, students who were taught the humour technique with the specifically created model and the system of activities by us could significantly develop their pragmatic competence, which enables us to assume that the method is effective.

CONCLUSION

Based on the results of our research on the methodology for developing students' pragmatic competence through humour, the following conclusions were drawn:

1. Teachers remain primary sources by which students develop their pragmatic skills in a foreign language by imitating them in higher educational institutions. Besides, most students transfer cultural norms and their mother tongue related pragmatic competence to a foreign language, creating different language/cultural interferences and interlingual gaps.

2. Using humour in teaching pragmatic competence is extremely important, as humour allows students to develop not only pragmatic competence, but also intercultural knowledge. Mutually understandable communication with native speakers of the target language can sometimes be difficult. The main reason for this is that students often fail to understand examples of humour that arise from the culture of the target language. This in its turn may result in *pragmatic failure*. Therefore, students need to be familiarized with the *culture-specific* humour which stems from the target language culture. When culture-specific humour is used as material during the lesson, when it is necessary, it is recommended to use systematic scaffolding measures to the culture oriented materials, including humour in the lesson process.

3. According to the results of the study, it became clear that it is necessary to teach pragmatic competence knowledge *explicitly* and, as much as possible, through authentic materials (text-based and audio-visual materials) taken from the culture of the language being studied. Humour serves as a teaching material, a pedagogical tool, and a softening factor in communication. It also plays a social role, bringing interlocutors closer together and helping students to save face in various situations. The effectiveness of humour in developing students' pragmatic skills was confirmed using targeted statistical analysis.

4. A framework – a conceptual framework of principles “Humour-Facilitated Pragmatic Competence Development” and a complex of activities which unite both theory and practice of how to use humour during the classes with the aim of enhancing students’ pragmatic competence which is proposed within this dissertational research was developed through a careful literature review and by analyzing the current curriculum and syllabi of modules and State Educational standards regarding the preparation of the future foreign language teachers. The proposed framework and system of activities were approbated in an experimental phase of this work. Both the model and the system proved to be effective in helping students gain confidence in pragmalinguistic and sociopragmatic dimensions. Besides, the obtained results from the research were triangulated by implementing a mixed-methods strategy, and the effectiveness of humour as a tool to enhance students’ pragmatic skills was confirmed through a deliberate statistical analysis.

5. Using humour to develop students’ pragmatic competence is recommended to have a systematic approach. It is recommended to integrate humour materials and humour techniques as a component of the curriculum of first-year students majoring in Foreign Language and Literature (English). Integration can be made within the Integration of Speech Skills (Integrated skills & Listening and Speaking) module within PRESETT curriculum via systematic use of the *Humour-Facilitated Pragmatic Competence Development* and system of activities, namely *formative*, *analytical* and *creative* complex of activities based on the learning outcomes of the module. This integration of the model and system of activities will help to grow students’ sociopragmatic and pragmalinguistic competence steadily.

6. By integration of humour into the curriculum, students will receive an opportunity to enhance not only pragmatic competence but at the same time an opportunity to develop their intercultural humour competence, which is a significant competence as humour is an integral part of every culture. This will enable students to feel comfortable in communication with the native speakers by appropriately recognizing the humour instance and responding to it accordingly. Culture-specific humour integration helps students become oriented to the target culture and avoid pragmatic failures. Developing critical thinking can also be mentioned, which can be achieved through the application of a humour-facilitated pragmatic competence development approach. This is based on the principles which are provided in the theoretical framework of *Instructional Humour Processing Theory*. Students’ critical thinking is trained by critically evaluating humour instances, decoding them and forming the appropriate responses.

7. Looking at the prospects for future research, one of the main directions of development of this topic is the use of technology-based humour in the development of pragmatic competence. In particular, this research could explore the possibilities of using humour through web platforms, mobile applications and Artificial Intelligence platforms to improve students’ pragmatic competence. Another important direction of research could be to investigate the use of humour in improving students’ pragmatic competence in other foreign languages (for example, German, French, or Chinese).

8. Using humour will not only help students to develop their pragmatic competence for a confident mastery of a foreign language but will also light up the class with a positive mood, tune the students to engage with the activities planned for the class and build a vital bridge between the students and the teacher.

**НАУЧНЫЙ СОВЕТ DSc.03/2026.31.01.Ped.45.02 ПО ПРИСУЖДЕНИЮ
УЧЕНЫХ СТЕПЕНЕЙ ПРИ УЗБЕКСКОМ ГОСУДАРСТВЕННОМ
УНИВЕРСИТЕТЕ МИРОВЫХ ЯЗЫКОВ**

**УЗБЕКСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
МИРОВЫХ ЯЗЫКОВ**

ХОЛМАТОВ АЗИЗ МАРАТОВИЧ

**МЕТОДИКА ИСПОЛЬЗОВАНИЯ ЮМОРА В РАЗВИТИИ
ПРАГМАТИЧЕСКОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ**

13.00.02 – Теория и методика образования и воспитания (английский язык)

АВТОРЕФЕРАТ
диссертации доктора философии (PhD) по ПЕДАГОГИЧЕСКИМ наукам

Ташкент – 2026

Тема диссертации доктора философии (PhD) зарегистрирована в Высшей аттестационной комиссии при Академии Наук Республики Узбекистан под номером B2022.4.PhD/Ped4213.

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Ведущая организация:

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ВВЕДЕНИЕ (резюме диссертации PhD)

Целью исследования является разработка методики использования юмора для развития прагматической компетенции студентов.

Объектом исследования является процесс формирования прагматической компетенции студентов первого курса специальности – «Иностранный язык и литература (английский)» в вузах нашей страны.

Предмет исследования составляют содержание, методы и формы использования материалов, основанных на юморе, в развитии прагматической компетенции студентов.

Научная новизна исследования заключается в следующем:

дидактические и методологические основы концептуальной модели развития прагматической компетенции учащихся с помощью юмора были сформулированы на основе прямого (эксплицитного) преподавания прагмалингвистических и социопрагматических знаний, а также поэтапного применения прагматико-дискурсивных компонентов юмора, таких как противопоставление сценариев, разрешение несоответствий и интерпретация импликатур, в соответствии с динамикой освоения прагматического значения;

методика развития навыков критико-прагматического мышления студентов усовершенствована на основе отбора и поэтапного применения аутентичных юмористических материалов на изучаемом иностранном языке в качестве мотивационно-прагматического стимула, активизации механизмов инференциального рассуждения с помощью заданий по определению имплицитного и прямого смыслов в импликатурах, снижения аффективного фильтра посредством ролевых игр на основе юмористического материала, а также внедрения в учебный процесс алгоритма когнитивно-прагматического анализа, направленного на выявление и устранение смысловых несоответствий (инконгруэнтностей) в юморе;

методическая модель развития прагматической компетенции студентов с помощью юмора усовершенствована на основе структурно-функциональной систематизации в неразрывной взаимосвязи целевого, концептуального, процессуального и результативного блоков по следующим параметрам: повышение прагматической осведомленности путем сравнительно-сопоставительного анализа примеров юмора в аутентичных материалах, отражающих культуру изучаемого иностранного языка, с формами юмора в родном языке, устранение культурной интерференции посредством ознакомления на примерах с юмористическими традициями, присущими данной культуре, а также активизация медиативной функции юмора путем отработки его применения в качестве смягчающего коммуникативного средства в процессе общения;

диагностико-верификационные возможности DCT (Discourse Completion Test) в выявлении качественных изменений прагматической компетенции студентов доказаны путём сравнительной оценки на начальном и итоговом

срезах на основе педагогического мониторинга и результативной верификации показателей выявления скрытого прагматического смысла в имплицатурах, контекстно-уместного применения речевых актов и разговорных рутин, а также понимания факторов PDI (социальная дистанция, статус и степень навязывания).

Внедрение результатов исследования: исходя из результатов проведенного диссертационного исследования по использованию юмора для развития прагматической компетенции студентов, готовящихся к обучению английскому языку, были реализованы следующее:

научные выводы исследования о том, что дидактические и методологические основы концептуальной модели развития прагматической компетенции учащихся с помощью юмора были сформулированы на основе прямого (эксплицитного) преподавания прагмалингвистических и социопрагматических знаний, а также поэтапного применения прагматико-дискурсивных компонентов юмора, таких как противопоставление сценариев, разрешение несоответствий и интерпретация имплицатур, в соответствии с динамикой освоения прагматического значения, были использованы при разработке программы курса повышения квалификации и учебных материалов для педагогических кадров общеобразовательных учреждений на тему «Подготовка тренеров на основе Кембриджского опыта и повышение педагогического мастерства школьных учителей», организованного в сотрудничестве между Министерством высшего образования, науки и инноваций Республики Узбекистан и Министерством народного образования Республики Узбекистан (Справка Министерства высшего образования, науки и инноваций Республики Узбекистан № 2/17-4/10-23 от 10 октября 2023 года). В результате преподаватели получили теоретические и методические основы для использования юмора и материалов, основанных на юморе, в практической деятельности, что позволило им эффективно развивать прагматическую компетенцию студентов;

научно-методические рекомендации о том, что методика развития навыков критико-прагматического мышления студентов усовершенствована на основе отбора и поэтапного применения аутентичных юмористических материалов на изучаемом иностранном языке в качестве мотивационно-прагматического стимула, активизации механизмов инференциального рассуждения с помощью заданий по определению имплицитного и прямого смыслов в имплицатурах, снижения аффективного фильтра посредством ролевых игр на основе юмористического материала, а также внедрения в учебный процесс алгоритма когнитивно-прагматического анализа, направленного на выявление и устранение смысловых несоответствий (инконгруэнтностей) в юморе, были использованы при разработке учебных материалов модуля «I, Citizen», входящего в учебный план «Международного общепрофессионального сертификационного курса» в Международном Вестминстерском университете в Ташкенте (Справка Министерства высшего

образования, науки и инноваций Республики Узбекистан № 2/17-4/10-23 от 10 октября 2023 года). В результате были усовершенствованы прагматическая компетенция и навыки критического мышления студентов, а также обогащено содержание учебных материалов модуля;

результаты исследования о том, что методическая модель развития прагматической компетенции студентов с помощью юмора усовершенствована на основе структурно-функциональной систематизации в неразрывной взаимосвязи целевого, концептуального, процессуального и результативного блоков по следующим параметрам: повышение прагматической осведомленности путем сравнительно-сопоставительного анализа примеров юмора в аутентичных материалах, отражающих культуру изучаемого иностранного языка, с формами юмора в родном языке, устранение культурной интерференции посредством ознакомления на примерах с юмористическими традициями, присущими данной культуре, а также активизация медиативной функции юмора путем отработки его применения в качестве смягчающего коммуникативного средства в процессе общения, были использованы Республиканским центром искусства аския и юмора имени Юсуфжона кизик Шакаржонова в работе по разработке педагогических возможностей развития комического искусства на основе системы «устоз-шогирд» («мастер-ученик») (Справка № Т-г 2 Министерства культуры Республики Узбекистан от 6 января 2026 года). В результате это не только вовлекло изучающих язык в искусство аския, но и способствовало сопоставлению знакомого национально-культурного юмора с юмором культуры изучаемого языка, пониманию их различий, а также методическому совершенствованию педагогических возможностей развития прагматической компетенции;

результаты исследования о том, что диагностико-верификационные возможности DCT (Discourse Completion Test) в выявлении качественных изменений прагматической компетенции студентов доказаны путём сравнительной оценки на начальном и итоговом срезах на основе педагогического мониторинга и результативной верификации показателей выявления скрытого прагматического смысла в имплицатурах, контекстно-уместного применения речевых актов и разговорных рутин, а также понимания факторов PDI (социальная дистанция, статус и степень навязывания), были использованы в рамках государственного прикладного грантового проекта № BV-Atex-2018-(143) «Разработка программного обеспечения на основе узбекского языка и голосового синтезатора, обеспечивающих незрячим лицам возможность пользоваться компьютерной техникой, читать и писать тексты» в Ташкентском государственном университете узбекского языка и литературы имени Алишера Навои (Справка Государственного университета узбекского языка и литературы имени Алишера Навои № 04/1-975 от 19 апреля 2024 года). В результате проект сыграл важную роль в расширении доступа к знаниям о прагматической компетенции, включая подходы и методы её преподавания, а

также в содействии правильному использованию терминологии в области прагматики и юмора.

Объём и структура диссертации. Диссертация состоит из введения, трёх глав, заключения, списка использованной литературы и приложений. Общий объём диссертации составляет 156 страницы.

E'LON QILINGAN ISHLAR RO'YXATI
LIST OF PUBLISHED WORKS
СПИСОК ОПУБЛИКОВАННЫХ РАБОТ

I bo'lim (Part I; I часть)

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3. Kholmatov A. The concept of humour, its definitions and classification // O'zMU xabarleri. – 2023. – 10(1). – pp. 167–172. (13.00.00; № 15). <https://journals.nuu.uz/index.php/actanuuz/issue/download/65/289?inline=false#page=127>
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7. Kholmatov A.M. Incorporating humour in teaching English as an innovative method: at which level of language command it is suggested to use humour in class // "Roman va german tilshunosligining dolzarb masalalari" mavzusida respublika ilmiy-amaliy anjumani materiallari to'plami. – Toshkent: O'zDJTU, 2020. – B. 53–56. <https://doi.org/10.5281/zenodo.21885497>
8. Kholmatov A.M. Humour as an innovative method for enhancing students' motivation to learn foreign languages // "Hozirgi davr ta'lim muhiti: yangi yondashuv va innovatsiyalar" mavzusidagi xalqaro ilmiy-amaliy onlayn konferensiya materiallari to'plami. – Toshkent: TDYUIF, 2021. – B. 230–235. <https://doi.org/10.5281/zenodo.21882619>
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II бўлим (Part II; II часть)

15. Kholmatov A. Using humour as a modern approach to enhance foreign language learning in higher education: in example of teaching English // “Zamonaviy psixologiya va pedagogika: muammolar, tahlillar va natijalar” mavzusidagi xalqaro ilmiy konferensiya materiallari to‘plami. – Farg‘ona: Farg‘ona davlat universiteti, 2020. – B. 33–39. <https://doi.org/10.5281/zenodo.21623140>

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