TIL VA MADANIYAT

UZBEKISTAN
LANGUAGE & CULTURE

O'ZBEKISTON

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"O'zbekiston: til va madaniyat" jurnali – lingvistika, tarix, adabiyot, tarjimashunoslik, san'at, etnografiya, falsafa, antropologiya va ijtimoiy tadqiqotlarni o'rganish kabi sohalarni qamrab olgan akademik jurnal.

Jurnal bir yilda to'rt marta chop etiladi.

Jurnalning maqsadi – ko'rsatilgan sohalarga oid dolzarb mavzulardagi bahs-munozaraga undaydigan, yangi, innovatsion g'oyalarga boy, o'z konsepsiyasiga ega bo'lgan tadqiqotlarni nashr etishdir.

Ingliz, rus va o'zbek tillaridagi, shuningdek, boshqa turkiy tillarda yozilgan maqolalar qabul qilinadi. Iqtisodiy tahlillar hamda siyosatga oid maqolalar e'lon qilinmaydi.

Jurnalda kitoblarga yozilgan taqrizlar, adabiyotlar sharhi, konferensiyalar hisobotlari va tadqiqot loyihalari natijalari ham e'lon qilinadi. Mualliflar fikri tahririyat nuqtayi nazaridan farq qilishi mumkin.

"Uzbekistan: Language and Culture" is an academic journal that publishes works in the field of linguistics, history, literature, translation studies, arts, ethnography, philosophy, anthropology and social studies.

The journal is published four times a year.

The purpose of the journal is to publish the results of the latest research that are rich in new, innovative ideas and has its own concept, which stimulates debate on topical issues in these areas.

The language of articles can be English, Russian and Uzbek. Other Turkic languages are also welcome. We do not publish economic analyses or political articles.

In addition to research articles, the journal announces book and literary work reviews, conference reports and research project results.

The authors' ideas may differ from those of the editors'.

MUNDARIJA

Lingvistika

Adabiyotshunoslik

Fan. Ta'lim. Metodika

CONTENT

Linguistics

Literature

Science. Education. Methodology

FAN. TA'LIM. METODIKA
SCIENCE. EDUCATION. METHODOLOGY

Quality and Skill-based Assessment in Higher Education

Gulnara Iskandarova[1]

Abstract

One of the most important components of instructional programs is evaluation, which indicates an actual dedication to the execution and involvement of the educational system. As an educational assessment tool, we must keep in mind that various assessments are appropriate for different learning requirements and student capacities. No evaluation is without restrictions, and its advantages include validity, reliability, and objectivity. It is the result of the pupils' performance and accomplishments. Students' work performance varies according to their excitement, motivation, competence, and ability. The selection of assessment is critical for increasing the desire of learners to finish the task and for teachers to decide if it previously represented their goals or not. Instructors must be creative, attractive, and creative in managing student assessments. Educators must be creative, engaging, and inventive in managing assessment tasks so that students are excited and interested in undertaking all sorts of exams, including traditional ones. Whatever form of evaluation is used, the purpose of implementation is to deliver direct benefits to students. All kinds of assessments, including projects, portfolios, and others, serve to fulfill the fundamental objective of evaluating and triggering student achievement and making visible progress.

Key words: *Assessment, development, progress, achievement, instruction, competence, acquire*

Introduction

Since assessment is a vital component of the educational process, it has a long history. According to research, the first assessment was used in China. The evaluation was known as the "Chinese Imperial Examinations" when it first took place in this country in 587. It was essential to pass an exam in order to work here as a

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state servant. These oral and then written examinations were held in China until 1905.

They pondered ways to test pupils' knowledge and experimented with various approaches since the early days of education in Europe. Exams were previously administered orally.

Students responded to the questions in Latin, and the teacher graded them. The first written exams were given at Cambridge University in 1792 [Hesenov, Jeferov, Behmenova, 2014].

The evaluation history is divided into many stages by pedagogical researchers. Prior to the First World War, students' knowledge was tested by exams, with a focus on understanding the substance of the disciplines [Hesenov, Jeferov, Behmenova, 2014].

As the growth tendencies in education increased in the early twentieth century, new concepts surrounding the assessment of student achievements emerged.

The "idea of progressive education" was born in the United States during this time period and eventually expanded to other nations.

The essence of the "idea of progressive education" was that education was aimed at developing life skills that corresponded to the direction of growth of industry and technology rather than scientific knowledge. Such fresh perspectives on educational material gradually altered the method of evaluation. Assessment was now more focused on applying knowledge and relating it to real-world scenarios.

However, by the 1950s and 1960s of the twentieth century, this concept had lost its importance.

Since the dawn of the space era, the educational requirements of the major countries have shifted, and approaches to student evaluation have begun to evolve in a new direction. For example, the United States was concerned by the Soviet Union's advances in science (conquest of space, etc.) and focused on teaching exact sciences and their more effective assessment. In the following decades, stronger evaluation standards were established in conformity with the nature of education. As a result, students were required to answer various levels of questions within a certain time constraint in order to exhibit their problem-solving abilities.

These sorts of questions can be used to assess a student's specific knowledge, abilities, and mastery. Later, specialists began to consider specific programs that would allow these comparisons across schools, regions, and states by removing them from the

classroom level. This demonstrates that testing and enhancing assessment processes continue to be ongoing and permanent [Hesenov, Jeferov, Behmenova, 2014].

Assessment is an inevitable and crucial part of teaching and learning, generally the education system, therefore it defines whether or not education goals are met and it is the way to measure a learner's success [Epstein, 1992]. It has effects on decisions about grades, placement, needs, and curriculum, and, in some cases, it shapes the future. During the process of gathering the data for effective planning, evidence, and instruction some words like measurement, assessment, and evaluation are irreplaceable simultaneously and are used interchangeably while having crucially different meanings [Ainslee, 2023].

Measurement does not have any other meaning as it applies in education and it simply means defining and determining the characteristics, attributes, and dimensions of the focused skill, field of science, knowledge, or any other object. Consequently, measurement of knowledge can give reliable results when used properly, and precisely for collecting data. They might be standard scores or percentages [Ainslee 2023].

Assessment can be accepted as one of the basic and significant measurement tools in education. Educators collect data by conducting interviews, and surveys, monitoring and observing behavior, and at the same time by giving tests and questionnaires. It should be reliable and valid to be used in measuring the learner's knowledge. Therefore, it has plenty and diverse types to evaluate every aspect of knowledge. Assessment types are:

In evaluation creating or making valid and reliable assessments, tests or exams is critical to precisely measuring educational data. Evaluating the data collected, however, is equally significant to the affordable use of the information for instruction. In education, evaluation is the process of using the information gathered in the assessments. Teachers use this information to judge the relationship between what was intended by the instruction and what was learned. It is crucial to evaluate the information gathered to define what learners know and understand, how far they have progressed how fast, and how their scores and progress compare to those of other students [Ainslee, 2023]. Therefore, assessments should be chosen attentively and precisely which makes them quality assessments.

Quality assessment assists in determining the student's

success and making a map of the learning journey which leads to achievements and outstanding results. It focuses on the targeted areas of subjects with complete precision [Assessment, 2023]. Assessment in education in order to be a quality assessment should have several criteria and characteristics such as:

• Content validity: The exam should be accurately and highly organized and ready to measure and assess learning.

• Reliability: the test should be referenced [Assessment, 2023].

• Generating interest by the student: The reason why assessments should be objective in nature is to gain the student's interest. Subjectively long tests in nature do not even gain the learner's attention, therefore it is a waste of time and boring to do. Due to the fact that they should be explicit, creative, and attention-grabbing which does not give any sense of boredom to the candidates.

• Consequential relevance: Conducting an exam, test or assessment requires much time, dedication, and plenty of resources; nobody would want that much complicated and hard work to go in vain and the result of the assessment should be so exact that it can be used as a tool or as evidence to compare, measure and analyze the data for next reference of the student's performance [Handouts].

The idea that evaluations must be carried out in a limited setting and require paper-based testing has existed for decades in our society. However, on the path of advancement technology has advanced to the point that it is currently influencing every industry, including education. The idea that education is obsolete can be dispelled with the use of modern online evaluation technologies [Amos, 2023].

Now, let's delve deeply into how online evaluations are categorized:

• Regardless of the location or time, you can give the test to a lot of people.

An internet-based test is not restricted by logistics or infrastructure. Depending on the amount of time available, you may carry out it on as many applicants as you like, who are going to be attending from their own locations [Amos, 2023].

• Using unpredictability in both the questions and the answers is the best approach to prevent cheating.

The characteristic of randomizing is mainly found throughout the online quiz creator program. This function creates a unique quiz for each candidate by selecting questions at unique and organizing their specific answers in an order determined by chance. This

assures cheat protection.

• No requirement for an assessor.

Although tests taken online are virtual in nature, they are carried out through technology and don't need to be supervised.

• Instant utilization of records

Throughout the testing of the applicants, the system records the data in an organized manner that is readily available for later use. There is no shortage of online quiz creator software accessible in the digital education industry.

Quality evaluation techniques are widely accessible due to the significant advancements in the field of education. Whichever option you choose now will depend on your needs and preferences. It is now your turn to take advantage of the plethora of assessment options available in the educational online market, which can meet everyone's needs [Amos, 2023].

It is a good idea to use the Bloom's Taxonomy system to create assessments in the classroom that help students improve their critical thinking abilities.

Benjamin Bloom led a team of educational psychologists who discovered in 1956 that over 95% of test questions only asked students to recall facts. In response, Bloom created a classification system for critical thinking behaviors in education. These six stages begin with fact recall and progress to evaluation via progressively more intricate and abstract levels. A fresh group of cognitive psychologists led by former Bloom student Lorin Anderson revised the taxonomy in the 1990s to reflect 21st century work.

A well-crafted question will flow between all levels. These are what really bloom skill-based education:

Recalling: The ability to retrieve or retain knowledge

Understanding: To elucidate notions or principles

Applying: Making new use of previously acquired information, a guideline, or a **technique**

Analyzing: Dividing data into constituent parts in order to investigate connections and understandings

Assessing: Determining the worth of information or concepts in order to support a stance, viewpoint, or choice.

Creating: To combine concepts in novel ways to produce a new good or viewpoint.

All online or in-person assessments adhere to the concepts of Bloom's taxonomy [Handouts].

Bloom's Taxonomy	Methods of online assessment
Knowledge	Multiple-choice, true/false, gap filling and games
Perception	Simulations and animations
Application	Case method, essay, and short responses
Analyze, synthesize, and evaluate	Essays, projects, presentations, portfolios, virtual labs, and so on.

The following areas, according to K. Morgan and O. Reilly, can be examined online.

1. Critical thinking skills (essay, review)

2. Problem resolution (through video conferencing)

3. Creativity (video project, portfolio)

4. Interaction (discussion, role-playing games)

5. Collaboration and group work (email, listserv, debate, conference discussions)

6. Knowledge demonstration (multiple choice task, true/false work, short answer exam, matching task)

7. Self-administration (journal, biography, portfolio, and so forth) (K.F. Hew, Sh. Liu, 2004).

There is an association between instruction and assessment. Building a quality assessment framework requires starting with a foundation that emphasizes the process of education and gives students plenty of chances to show what they have learned (2). A well-designed performance-based task that requires learners to exhibit academic capabilities along with studying in a variety of ways is essential to effective assessment. Performance levels are then determined by using performance scales or rubrics that highlight significant accomplishment components and various achievement levels [Amos, 2023].

According to some researchers the primary objectives of successful ceducational assessments are to give students constructive criticism, encourage discussion about their work, and allow them to complete the task without constantly worrying about their mark. Furthermore, they can:

• Offer immediate feedback, enabling customization and modification.

• Foster a relationship with students by communicating with them and showing them that their teachers genuinely worry about their education.

• Enhance learning and performance by involving learners and

allowing them to assume ownership of their education.

The most effective tool available to teachers for delving deeper into their students' knowledge, needs, and progress toward mastering the necessary content and skills is an excellent in quality classroom assessment [Amos, 2023].

Furthermore, the assessment as empowerment and learning approach views evaluation assignments as the centerpiece of an entire range of variables that define the broader assessment process. Since the this will largely determine the self-regulation of learners and therefore, their integration of learning beyond initial tasks, decisions will be made regarding significant elements including learner involvement with the process of assessment or how the data obtained from the assessment the procedure will be used when designing assessment tasks.

The process of quality assessment entails gathering data to support assessments of the caliber of learning attained by students.

Assessments of students' work are based on data gathered over time from a variety and variety of tasks to guarantee they are justifiable and comparable.

It ought to demonstrate that pupils' present comprehension serves as a good foundation for their future education.

Skill-based evaluation ought to be a continuous procedure with progress tracking over time. It ought to be diverse in nature, offer multiple opportunities for pupils to exhibit the depth and scope of their knowledge, cover various topics and balance, guided by content descriptions and modes of assessment (such as multimodal presentations, written, spoken, and signed).

Strategies for assessment suitable for the assessment conditions (e.g., supervised, open) along with the educational area [Amos, 2023].

The study discovered that while evaluating the effectiveness and productivity of individual educational and professional growth providers is the primary goal of assessment, a more comprehensive evaluation of the institution in its entirety is as important. Developing an organization for learning of some kind that is in charge of more than just evaluating current providers is an established pattern in all the processes that this research looked at. These groups facilitate stakeholder contact and provide a direct connection between the system's core goals and professional development for IVs and education on the one hand. This connection is referred to by corporate learning organizations as "becoming a strategic partner"

within the company. This kind of organization acts as a conduit between suppliers and consumers, gathers data about workforce requirements and ongoing initiatives, and promotes communication among significant individuals.

We use the term evaluation to refer to the multistep process of assessing the productivity and quality of educational and professional growth activities, after the thorough study of the research on higher education assessment in Palomba and Banta [Palomba, Banta, 1999]. The phase in the assessment procedure where productivity and quality metrics are compared to a performance standard is called an evaluation. Furthermore, according to Epstein (1992), productivity refers to the quantity and caliber of services produced with a specific set of resources. It is equivalent to efficiency in this sense [Epstein, 1992]. The productivity of the education provider has increased if it can deliver the same amount of services in a better quality or quantity. Efficacy and quality are interchangeable terms. There is no universally accepted definition of quality; instead, it varies depending on the individual. The definition of quality usually becomes clear throughout the procedure of determining the assessment's objectives. The performance standards set by various stakeholders, such as employers, parents, accreditors, and students, including the state, influence the performance or quality of an educational system Epstein [McGuinness, 1997].

Regardless of the method used to evaluate providers, our analysis of the research and case studies revealed that there are essentially three steps involved, each with crucial prerequisites (for a thorough description of the evaluation procedure in higher education, refer to Palomba and Banta, 1933) [Palomba, Banta, 1999].

- Determine the objectives of professional or educational growth.

- Evaluate the performance: Determine and put into practice performance metrics.

- Assess the degree to which the professional development and education objectives are met by the performance indicators.

In evaluations, the initial step of identifying goals is frequently disregarded.

Assessors risk committing to evaluating outcomes that are not directly related to the aims of the educational system when they jump straight into the second process, which is creating performance measures, without first identifying goals. They could create superfluous measurements or ignore measures that represent the main

goals of the system. Time will be lost in the first place gathering and examining pointless data. In the second case, people won't be aware of if the system is accomplishing significant goals.

Four parameters are included in this framework to ensure the level of teaching performance:

• establishes and adheres to procedures for hiring employees and establishing terms of employment that are equitable, transparent, and understand the value of teaching;

• provides chances for and encourages teaching staff members' professional growth;

• promotes academic endeavors to fortify the connection between research and teaching;

• promotes the use of cutting-edge technology and innovative teaching strategies [Palomba, Banta, 1999].

Elken and Stensaker (2018) offer another viewpoint on improving quality; they include the idea of quality work, which adopts a focused-on-practice approach and focuses on the various actors, formal and informal processes, and ongoing shaping of daily practice to improve quality in higher education [Elken, & Stensaker, 2018].

The assessment approach should, to the greatest degree feasible, maximize domain coverage for general, higher-order abilities, particularly with regard to valued skills. The evaluation should, in particular, have a "high ceiling" to prevent unnecessarily restricting measurable advances that exceed expectations. Similarly, disciplines with a widely accepted body of information and an attainable agreement regarding competence should be prioritized when it comes to discipline-specific abilities. It will be necessary to use a variety of item types in both scenarios, including open-ended and constructed-response item variations. Keep in mind that the ability of expert systems to automatically assess certain answer forms has an impact on the validity/feasibility trade-off [Elken, Stensaker, 2018].

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Oliy ta'limda sifat va malakaga asoslangan baholash

Gulnara Iskandarova[1]

Abstrakt

O'quv dasturlarining eng muhim tarkibiy qismlaridan biri – bu ta'lim tizimining bajarilishi va jalb qilinishiga haqiqiy bag'ishlanishni ko'rsatadigan baholashdir. Ta'limni baholash vositasi sifatida biz har xil baholashlar turli xil ta'lim talablari va talabalarning imkoniyatlariga mos kelishini yodda tutishimiz kerak. Hech qanday baholash cheklovlarsiz amalga oshirilmaydi va uning afzalliklari asoslilik, ishonchlilik va obyektivlikni o'z ichiga oladi. Bu o'quvchilarning muvaffaqiyati va muvaffaqiyati natijasidir. O'quvchilarning ish faoliyati ularning hayajoniga, motivatsiyasiga, malakasi va qobiliyatiga qarab farqlanadi. Baholashni tanlash o'quvchilarning topshiriqni bajarishga bo'lgan xohishini oshirish va o'qituvchilar uchun bu ilgari ularning maqsadlarini ifodalaydimi yoki yo'qligini hal qilish uchun juda muhimdir. O'qituvchilar talabalarning baholashlarini boshqarishda ijodiy, jozibali va ijodiy bo'lishi kerak.

O'qituvchilar baholash vazifalarini boshqarishda ijodiy, qiziquvchan va ixtirochi bo'lishi kerak, shunda talabalar barcha turdagi imtihonlarni, shu jumladan, imtihonlarni topshirishda hayajonlanishlari va qiziqishlari, qaysi shakldan foydalanilmasin, amalga oshirishning

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maqsadi talabalarga bevosita foyda keltirishdir. Barcha turdagi baholash-lar, jumladan, loyihalar, portfellar va boshqalar, o'quvchilarning yutuqlari-ni baholash va ishga tushirish va ko'zga ko'rinadigan yutuqlarga erishish-ning asosiy maqsadini amalga oshirishga xizmat qiladi.

Kalit so'zlar: *baholash, rivojlanish, taraqqiyot, yutuq, ko'rsatma, malaka, egallash.*

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MAQOLA TAQDIM QILISH TALABLARI

O'zbekiston: til va madaniyat (O'zTM) – zamonaviy O'zbekiston (sobiq Turkiston) bilan bog'liq bevosita Markaziy Osiyo mintaqasini birlashtiradigan til, tarix, san'at, etnografiya, madaniyat va ijtimoiy fanlar sohalarini qamrab olgan ilmiy jurnaldir. O'zTM munozarali, zamonaviy, innovatsion, konseptual jihatdan qiziqarli, original mavzudagi ilmiy tadqiqotlarni nashr qiladi. Jurnal lingvistika, adabiyotshunoslik, tarjimashunoslik, din, falsafa, ilohiyot, fan, ta'lim, metodika, sotsiologiya, psixologiya, tarix, madaniyat, san'at, etnologiya, etnografiya, antropologiyaga oid ilmiy yo'nalishdagi maqolalar va taqrizlar hamda konferensiya hisobotlarini qabul qiladi.

I. Maqola taqdim etish uchun umumiy talablar

Qo'lyozmalar o'zbek, ingliz, rus, fors, shuningdek, boshqa turkiy tillarda ham qabul qilinadi. Agar muallif o'z maqolasini jurnalning muayyan sonida nashr ettirmoqchi bo'lsa, unda qo'lyozma jurnal nashridan kamida besh oy oldin taqdim etilishi lozim.

Qo'lyozmalar MS Word (.doc) formatida (uzlangcult@gmail.com) elektron pochtasiga yuboriladi. Iqtiboslar va izohlar uchun MS Word menejerini qo'llash mumkin.

Barcha qo'lyozmalar tahririyatga muallif (mualliflar) haqidagi qisqacha ma'lumot bilan taqdim etiladi.

Asosiy matn *Times New Roman* shrifti, 14 hajm, satr oralig'i 1 interval, hoshiyalar chapdan 3 sm, o'ngdan 1,5 sm, yuqori va pastdan 2 sm bo'lishi kerak.

Maqolalar *The Chicago Manual of Style, 16th Edition* formatida shakllantiriladi. Maqola matni 3 000–5 000 so'zdan iborat bo'lishi kerak.

O'zbek va ingliz tillarida 100–150 so'zdan iborat abstrakt (annotatsiya) va 5–10 so'zdan kam bo'lmagan kalit so'zlar (o'zbek va ingliz tillarida). Abstraktda maqolaning qisqacha mazmuni va dolzarbligi, tadqiqot natijalari aks etishi lozim.

Adabiyotlar ro'yxati 5 sahifadan oshmasligi kerak.

Kitobga taqriz (ingliz yoki boshqa tillarda bo'lishi mumkin) 1500 so'zdan oshmasligi talab etiladi.

Taqriz formati: 1) sarlavha: kitob nomi, muallif (mualliflar), nashr qilingan shahar; nashriyot nomi, nashr yili, sahifasi soni. Narxi, ISBN raqami, (qattiq/yumshoq muqova); 2) taqriz so'ngida: taqrizchining F.I.O., ish joyi, pochta manzili.

II. Maqola bo'limlarini rasmiylashtirish

Maqola nomi – normal harflarda, to'q bo'yoqda, 16 hajm.

Maqola nomi o'zbek va ingliz tillarida (agar maqola boshqa tilda yozilgan bo'lsa, maqola yozilgan til va ingliz tilida) beriladi.

Maqola kirish, asosiy qism bo'limlari va xulosadan tashkil topadi.

Maqola bo'limlari sarlavhasi – to'q bo'yoqda, 14 hajm.

III. Maqolada tarjimalardan foydalanish

Boshqa tillardagi matn yoki boshqa manbalar tarjimoni aniq ko'rsatilishi kerak. Agar matn maqola muallifi tomonidan tarjima qilingan bo'lsa, u holda "tarjima muallifniki"

shaklida beriladi.

Rasmiy nashrdan olingan tarjima-matn tahrir qilinmaydi.

Zarur holatda tarjima matnga sana, turli diakritik belgilar va boshqa elementlar kiritilishi mumkin.

Tarjima qilingan matn olingan manba nomi asl holicha beriladi. Zarur deb topilsa, uning nomi qavs ichida berilishi mumkin.

Geografik nomlar tarjima qilinmaydi va asl shaklida beriladi.

Tashkilotlar nomi tarjima qilinmaydi va asl shaklida beriladi.

Davr nomi rasmiy qabul qilingan shaklda beriladi.

IV. Ko'chirma va tarjima parchaning berilishi

Manbadan olingan ko'chirma parcha asosiy matndan 1 qator tashlab ajratiladi. satr oralig'i 1 interval, markazda, 12 hajmda yoziladi.

Ko'chirmaning tarjimasi qavs ichida ( ) satr boshidan yozilishi kerak. Bunday ko'chirma *Times New Roman* shrift, 12 hajm, normal yozuvda beriladi.

V. Havola va izohlar berish

Manbaga havola matn ichida to'rtburchak qavsda [ ] beriladi. Havola qilingan manbalar bir nechta bo'lsa, ular nuqtali vergul (;) bilan ajratiladi.

Izohlar tegishli sahifa pastida, tartib raqami bilan joylashtiriladi.

VI. Qo'lyozma (toshbosma) manbalar va nashr etilgan asarlar bibliografiyasi

Bibliografiyada muallif yoki asar nomi satr boshidan, boshqa barcha qatorlari xatboshidan yoziladi. Adabiyotlar *bibliografiya*da o'zbek lotin alifbosi tartibida ko'rsatiladi.

VII.Qo'lyozma va toshbosma manbalar bibliografiyasi

Qo'lyozma yoki toshbosma manbalarni bibliografiyada o'zi yozilgan grafikada berish maqsadga muvofiq. Lotin alifbosidagi transliteratsiyasini berish ham mumkin. Ba'zan qo'lyozma asarning nomi muallif ismidan oldin yozilishi ham mumkin.

Muallif nomi. Ko'chirilgan asr (agar mavjud bo'lsa). Asar nomi. Qo'lyozma (toshbosma): saqlanayotgan joy, inventar raqam.

Xondamir. XV asr. Makorim ul-axloq. Qo'lyozma: O'zFASHI, № 742.

VIII.1. Kitoblar uchun
Bibliografiyada:

Familiya, ism. Nashr yili. *Kitob nomi*, Shahar: Nashriyot nomi.

Qudratullayev, Hasan. 2018. *Boburning adabiy-estetik olami*. Toshkent: Ma'naviyat.

Matnda kitobga havola:

[Familiya kitob nashr yili, sahifa raqami]

[Qudratullayev 2018, 99]

Agar bir muallifning bir yilda nashr qilingan kitoblaridan foydalanilgan bo'lsa, bibliografiyada kitobning nashr yili o'zbek lotin alifbosi harflari bilan ajratilib ko'rsatiladi.

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Sirojiddinov, Shuhrat. 2011 (a). *Alisher Navoiy: manbalarning qiyosiy-tipologik, tekstologik tahlili.* Toshkent: Akademnashr.

Sirojiddinov, Shuhrat. 2011 (b). *O'zbek adabiyotining falsafiy sarchashmalari.* Toshkent: Akademnashr.

Matnda kitobga havola:

[Familiya, kitob nashr yili, sahifa raqami]

[Sirojiddinov 2011 (a), 99]

[Sirojiddinov 2011 (b), 67]

Ikki muallif tomonidan yozilgan kitobni bibliografiyada berish tartibi:

Familiya, Ism va Ism Familiya. Nashr yili. *Kitobning nomi.* Shahar: Nashriyot nomi.

Abdurahmonov, G'anijon, Alibek Rustamov. 1984. *Navoiy tilining grammatik xususiyatlari.* Toshkent: Fan.

Matnda kitobga havola:

[Familiya va Familiya nashr yili, sahifa raqami]

[Abdurahmonov, Rustamov 1984, 52]

Agar kitobning uch va undan ortiq mualliflari bo'lsa, bibliografiyada barcha mualliflarning ismlari to'liq yoziladi. Bunday kitobga havola qilinganda birinchi muallif ismi yoziladi va "boshqalar" deb ko'rsatiladi.

[Familiya va boshqalar kitob nashr yili, sahifa raqami]

[Vohidov va boshqalar 2010, 847]

Kitob yoki to'plam maqolasini bibliografiyada berish tartibi:

Familiya, ism. Nashr yili. "Maqola nomi." *Kitob yoki to'plam nomi,* Ism Familiya, Ism Familiya muharrirligida, maqola sahifasi raqamlari. Shahar: Nashriyot.

Abdug'afurov, Abdurashid. 2016. "Badoye' ul-bidoya"ning tuzilish sanasi". *XX asr o'zbek mumtoz adabiyotshunosligi.* Olim To'laboyev muharrirligida, 174–184. Toshkent: O'zbekiston milliy ensiklopediyasi.

Matnda kitob yoki to'plam maqolasiga havola:

[Familiya nashr yili, sahifa raqami]

[Abdug'afurov 2016, 176]

Elektron shaklda nashr qilingan kitoblar uchun:

Elektron kitobning bir nechta formati bo'lsa, bibliografiyada foydalanilgan format ko'rsatiladi. Elektron kitobning internet manzili (URL) hamda shu manba olingan sana ko'rsatilishi lozim.

Elektron kitobni bibliografiyada berish:

Familiya, Ism. Nashr yili. *Kitob nomi.* Shahar: Nashriyot nomi. URL. Foydalanilgan sana.

Mamatov, Ulug'bek. 2018. *O'zbekiston madaniyatida tarixiy janrdagi tasviriy san'at asarlari*. Toshkent: Mumtoz so'z. https://kitobxon.com/uz/catalog/sanat/. 12.03.2019.

Matnda elektron kitobga havola:
[Familiya nashr yili, sahifa raqami]
[Маматов 2018, 11]

Ikki muallif tomonidan yozilgan elektron kitobni bibliografiyada berish tartibi:

Familiya, Ism va Ism Familiya. Nashr yili. *Kitobning nomi*. Shahar: Nashriyot nomi. Internet adres (URL).

Sirojiddinov, Shuhrat va Sohiba Umarova. 2017. *O'zbek matnshunosligi qirralari*. Chikago: Chikago universiteti nashriyoti. http://press-pubs.uchicago.edu/founders/.

Matnda elektron kitobga havola:
[Familiya nashr yili, sahifa raqami]
[Sirojiddinov 2017, 19-hujjat]

VIII.2. Jurnal maqolasi uchun

Chop etilgan jurnal maqolasini bibliografiyada berish tartibi:

Familiya, Ism. Nashr yili. "Maqola nomi". *Jurnal nomi* jurnal soni: maqola sahifalari.

Mahmudov, Nizomiddin. 2013. "Termin, badiiy so'z va metafora". *O'zbek tili va adabiyoti* 4: 3 – 8. Toshkent.

Matnda jurnal maqolasiga havola:
[Familiya nashr yili, sahifa raqami]
[Mahmudov, 2013, 5]

Elektron jurnal uchun:

Elektron jurnal uchun jurnalning DOI manzili ko'rsatiladi. Agar DOI manzili mavjud bo'lmasa, internet adresi ko'rsatilishi kerak (URL). DOI – bu o'zgarmas ID bo'lib, internet tarmoqlarining elektron adreslari tizimiga ulangan, ya'ni manbani boshqaruvchi http://dx.doi.org/ manzildir.

Elektron jurnal maqolasini bibliografiyada berish:

Familiya, Ism. Nashr yili. "Maqola nomi." *Jurnal nomi* jurnal soni: maqola sahifalari. DOI adres (yoki URL).

Aminov, Hasan. 2018. "O'zbekiston san'atida temuriylar siymosi". *O'zbekistonda xorijiy tillar* 2: 246 – 253. doi: 10.36078/1596780051.

Matnda maqolaga havola:
[Familiya nashr yili, sahifa raqami]

VIII.3. Gazeta yoki ilmiy-ommabop jurnal uchun

Gazeta yoki ilmiy-ommabop jurnal maqolasiga havola matn shaklida beriladi (masalan, Muhammadjon Imomnazarovning 27.02.2005dagi "O'zbekiston adabiyoti va san'ati" gazetasida chop etilgan maqolasida aytilganidek...); odatda, bunday manbalar umumiy adabiyotlar ro'yxatida keltirilmaydi. Agar keltirilsa, kitoblarga qo'yiladigan talablarga asosan beriladi.

Agar onlayn maqolaga havola berilayotgan bo'lsa, uning internet manzili (URL), maqola olingan sana ko'rsatilishi kerak.

Gazeta yoki ilmiy-ommabop jurnal maqolasini bibliografiyada berish:

Familiya, Ism. Nashr yili. "Maqola nomi." *Gazeta-Jurnal nomi,* nashr sanasi.

Imomnazarov, Muhammadjon. 2005. "Jomiy "Xamsa" yozganmi?." *O'zbekiston adabiyoti va san'ati,* January 25.

Matnda maqolaga havola:
[Familiya nashr yili, sahifa raqami]
[Imomnazarov 2005, 4]

Elektron gazeta yoki ilmiy-ommabop jurnal maqolasini bibliografiyada berish:

Familiya, Ism. Nashr yili. "Maqola nomi." *Jurnal nomi,* nashr sanasi. Internet adres.

Jabborov, Rustam. 2019. "Navoiyning Tabrizda yashagan xorazmlik kotibi". *UZA: O'zbekiston Milliy axborot agentligi,* 08.12. https://uza.uz/uz.

Matnda maqolaga havola:
[Familiya nashr yili, sahifa raqami]
[Jabborov 2010, 17]

Maqola so'ngida foydalanilgan adabiyotlar o'zbek lotin alifbosi tartibida beriladi. Adabiyotlar ro'yxati ikki qismdan iborat bo'lishi, birinchi qismda foydalanilgan adabiyot chop etilgan grafikada yuqorida ko'rsatilgan shaklda rasmiylashtirilishi, ikkinchi qismda esa barcha foydalanilgan adabiyotlar o'zbek lotin alifbosida berilishi talab qilinadi. Misol uchun:

Adabiyotlar
Баранов, Х.К. 1958. Арабско – русский словарь. Москва: Наука.

Adabiyotlar
Baranov, X.K. 1958. Arabsko – russkiy slovar. Moskva: Nauka.

Maqolani rasmiylashtirish talablarining ingliz tilidagi variantini "The Chicago Manual of Style, 16th Edition" qo'llanmasi yoki https://www.chicagomanualofstyle. havolasidan ko'rib olishingiz mumkin.

GUIDELINES FOR CONTRIBUTORS

Uzbekistan: language and culture is an academic journal, publishing research in linguistics, history, literature, translation studies, arts, ethnography, philosophy, anthropology and social studies. We aim to publish cutting edge, innovative, conceptually interesting, original case studies and new research, which shape and lead debates in multifaceted studies. We do not publish economic analyses or policy papers. Any opinions and views expressed in publications are the opinions and views of the authors, and the publishers are not responsible for the views/ reviews of the contributors.

The journal is published four times a year. The language of articles can be English, Russian and Uzbek. Other Turkic languages are also welcomed. In addition to research articles, the journal welcomes book reviews, literature overviews, conference reports and research project announcements.

1. General
- Submission Guideline

1. Manuscripts may be submitted at any time during the year. However, if the author wishes to have his/her manuscript published in a certain issue of the journal, the submission should be made at least five months in advance of the proposed publication date.

2) Manuscripts should be submitted by email (uzlangcult@gmail.com) as an attachment in MS Word document (.doc) format and use MS Word Source.

3) All manuscripts should be submitted with a cover page including an email address, a mailing address and a short introduction about the author(s) /contributor(s)'.

2. Manuscript format

1) The main texts should be written in Times New Roman font, 12 point, and single-spaced in 44 pagination with 1-inch margins.

2) Submissions must follow the author-date system of *The Chicago Manual of Style*, 16ᵗʰ Edition.

3) Quotations are given in brackets in the text.

4) A research article should normally be no more than 9,000 words in length, including the following contents:

- an abstract of 150-200 words (in English, Russian, and Uzbek) and seven to ten keywords;
- a list of references of no more than five (5) pages;
- tables and figures, if any.

5) A book review should generally be about 1,500 English words (or other languages) in length, and must include the heading and closing in the following format:

- Heading: *Title of the Book*. By Author's Name(s). City of Publication: Publisher Name, Year. pp. Price. ISBN:, (hardcover/paperback).
- Closing: Book reviewer's name, affiliation and postal address at the end.

6) Style Points Headings. Limit: Four levels.

Level 1. Title Style (e.g. the first letter of each word upper case, except prepositions), Bold, and 14 point.

Level 2. Title Style, Italics, 14 Point.

Level 3. Modified "down" style (first letter upper case, or first letter of first two words if the first word is an article), Bold, and 12 point.

Level 4. Modified down style, Bold, 11 point.

3. Style and Usage

1) Translation

- Translated excerpts from classical texts or non-English sources should be annotated with clarification of its original/published language and translator. Likewise, "Author's own" translations of quoted texts should be noted as such.

- The author is expected to provide an English translation of key terms in the work, rather than a translator without expertise in the subject.

- Excerpts or quoted texts from published translation will not be edited. However, UzLC editors may query or modify translations of key terms or texts provided by the author.

- Where necessary, short supplementary information such as dates, an item in its original characters, or the Romanized form of a non-English item, may be included.

- Names of foreign publishers, and titles of sources published in a foreign language should primarily appear in Romanized form without translation. However, if necessary, a translation may be added in brackets ([ ]).

2) Names and Terms

- Place Names (foreign):

Designation for division of areas should be either translated or hyphenated after the given area name.

Designation for geographical/structure names are not hyphenated, and appear without the equivalent English term.

Institutional names are considered proper nouns. Their names should appear following the preference of the individual institutions.

3) The descriptive designation of a period is usually lowercase, except for proper names or traditionally capitalized terms.

4. Quotation

1) Block Quotations:

- A block quotation should start with double line spacing and an indentation from the left margin. From the second paragraph of the block quotation, additional paragraph indentation is needed.

Texts in block quotation should be written in Times New Roman 10 pts., and not be entirely italicized.

5. Others

1) There is one space after sentence punctuation and not two.

2) The end parenthesis, closing quotation mark, and footnote numbers come after the sentence punctuation.

3) For parentheses within parentheses, use brackets ([ ]).

6. Basic Citation Format

The following examples illustrate citations using the **author-date** system. Each example of a reference list entry is accompanied by an example of a corresponding parenthetical citation in the text. For more details and many more examples, see chapter 15 of The Chicago Manual of Style.

BOOK

Reference List (hanging indent):

Pollan, Michael. 2006. *The Omnivore's Dilemma: A Natural History of How Eating Has Evolved*. New York: Penguin.

In Text Cite:

[Pollan 2006, 99–100]

Reference List (hanging indent):

Ward, Geoffrey C., and Ken Burns. 2007. *The War: An Intimate History, 1941–1945*. New York: Knopf.

In Text Cite:

[Ward and Burns 2007, 52]

For four or more authors, list all of the authors in the reference list; in the text, list only the first author, followed by et al. ("and others"):

[Barnes et al. 2010, 847]

Reference List (hanging indent) book chapter:

Kelly, John D. 2010. "Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War." In *Anthropology and Global Counterinsurgency*, edited by John D. Kelly, Beatrice Jauregui, Sean T. Mitchell, and Jeremy Walton, 67–83. Chicago: University of Chicago Press.

In Text Cite:

[Kelly 2010, 77]

Chapter of an edited volume originally published elsewhere (as in primary sources):

Reference List (hanging indent) book originally published elswehre:

Cicero, Quintus Tullius. 1986. "Handbook on Canvassing for the Consulship." In *Rome: Late Republic and Principate*, edited by Walter Emil Kaegi Jr. and Peter White. Vol. 2 of University of Chicago Readings in Western Civilization, edited by John Boyer and Julius Kirshner, 33–46. Chicago: University of Chicago Press. Originally published in Evelyn S. Shuckburgh, trans., *The Letters of Cicero*, vol. 1 (London: George Bell & Sons, 1908).

In Text Cite:

[Cicero 1986, 35]

BOOK PUBLISHED ELECTRONICALLY

If a book is available in more than one format, cite the version you consulted. For books consulted online, list a URL; include an access date only if one is required by your discipline. If no fixed page numbers are available, you can include a section title   or   a

chapter or other number.

Reference List (hanging indent):

Austen, Jane. 2007. *Pride and Prejudice: A Novel in Five Books*. New York: Penguin
Classics. Kindle edition.
In Text Cite:
[Austen 2007, 101]

Reference List (hanging indent):

Kurland, Philip B., and Ralph Lerner, eds. 1987. *The Founders' Constitution.* Chi-
cago: University of Chicago Press. htpp: //press-pubs.uchicago.edu/
founders
In Text Cite:
[Kurland and Lerner, chap. 10, doc. 19]

JOURNAL ARTICLE
Article in a print journal

In the text, list the specific page numbers consulted, if any. In the reference
list entry, list the page range for the whole article.

Reference List (hanging indent):

Weinstein, Joshua I. 2009. "The Market in Plato's Republic." *Classical Philology*
104:439–58.
In text cite:
[Weinstein 2009, 440]

Article in an online journal

Include a DOI if the journal lists one. A DOI is a permanent ID that, when appended
to http://dx.doi.org / in the address bar of an Internet browser, will lead to the source.
If no DOI is available, list a URL. Include an access date only if one is required by your
discipline.

Reference List (hanging indent):

Kossinets, Gueorgi, and Duncan J. Watts. 2009. "Origins of Homophily in an
Evolving Social Network."*American Journal of Sociology* 115:405–50.
doi:10.1086/599247.
In text cite:
[Kossinets and Watts 2009, 411]

Article in a newspaper or popular magazine

Newspaper and magazine articles may be cited in running text ("As Sheryl Stolberg
and Robert Pear noted in a New York Times article on February 27, 2010..."); they are
commonly omitted from a reference list. The following examples show more formal ver-
sions of the citations. If you consulted the article online, include a URL; include an access
date only if your discipline requires one. If no author is identified, begin the citation with
the article title.

Reference List (hanging indent):

Mendelsohn, Daniel. 2010. "But Enough about Me." *New Yorker*, January 25.

> In text cite:
>
> [Mendelsohn 2010, 68]

Reference List (hanging indent):

Stolberg, Sheryl Gay, and Robert Pear. 2010. "Wary Centrists Posing Challenge in Health Care Vote." New York Times, February 27. http://www.nytimes. com/2010/02/28/us/politics/28health.html.

> In text cite:
>
> [Stolberg and Pear 2010, 12]

WEBSITE

A citation to website content can often be limited to a mention in the text ("As of July 19, 2008, the McDonald's Corporation listed on its website . . ."). If a more formal citation is desired, it may be cited as in the examples below. Because such content is subject to change, include an access date or, if available, a date that the site was last modified. In the absence of a date of publication, use the access date or last-modified date as the basis of the citation.

Bibliography (hanging indent):

Google. 2009. "Google Privacy Policy." Last modified March 11. http://www.google.com/ intl/en/privacypolicy.html.

> In text cite:
>
> [Google 2009]

Reference List (hanging indent):

McDonald's Corporation. 2008. "McDonald's Happy Meal Toy Safety Facts." http:// www.mcdonalds.com/corp/about/factsheets.html.

> In text cite:
>
> [McDonald's 2008]