



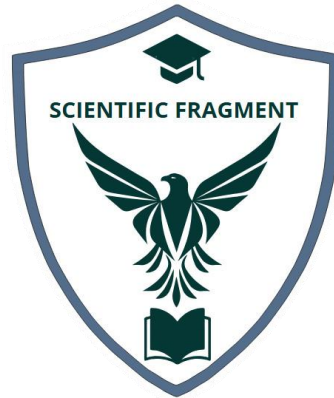
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HOW TECHNOLOGY IS CHANGING THE WAY WE USE ENGLISH

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Abstract: The rapid advancement of digital technology has fundamentally transformed the English language, altering its vocabulary, syntax, and modes of delivery. This comprehensive article explores the multifaceted impact of technology on English, particularly focusing on the emergence of "Netspeak," the proliferation of acronyms and emojis, the role of social media in language learning, and the profound influence of Artificial Intelligence (AI) on academic writing. Designed for university students, this paper synthesizes recent sociolinguistic data from 2025 and 2026 to demonstrate how digital communication is not degrading standard English, but rather expanding its repertoire. Furthermore, it addresses critical challenges faced by English Language Learners (ELLs), such as AI detection bias. Ultimately, this study argues that technological integration into language is a natural evolutionary process that requires modern learners to develop robust digital and linguistic fluency.

Keywords: Digital Linguistics, Netspeak, Artificial Intelligence, English Language Learners (ELLs), Social Media, Emojis, Academic Writing.

Introduction. Language is a living, breathing entity that constantly evolves to meet the communicative needs of its users. In the 21st century, the most significant catalyst for this evolution is digital technology. The advent of the internet, smartphones, social media platforms, and Artificial Intelligence (AI) has revolutionized not only how we communicate but also the very structure and vocabulary of the English language. English, serving as the dominant lingua franca of the digital world, is at the epicenter of this linguistic metamorphosis. For university students today, navigating the English language means mastering multiple registers. A student must know how to draft a formal academic essay using standard syntax while simultaneously understanding the nuanced, fast-paced, and highly abbreviated language of text messaging and social media. The English linguist David Crystal advocated for the domain of "Internet Linguistics" to study these new language

styles and forms. As we progress through the 2020s, the transition from simple text-based expressions to a multimodal language incorporating video, GIFs, and AI-generated text has become complete.

This article aims to provide a comprehensive overview of how technology is reshaping English. It will explore the rise of internet slang and abbreviations, the psychological and communicative role of emojis, the utilization of social media as an informal learning ecosystem, and the dual-edged sword of AI in academic writing. By understanding these technological impacts, students can better equip themselves to communicate effectively and appropriately across all digital and physical platforms.

The Evolution of Netspeak and Digital Slang. The term "Netspeak" refers to the distinct type of language used on the internet. Initially characterized by simple text-based expressions in the 1990s, Netspeak has transitioned into a highly complex, multimodal language by the mid-2020s. The technical limitations of early text messages (such as character limits on SMS and early Twitter) resulted in the reinvention of words and the construction of a new language style. Today, however, the driving force behind Netspeak is not character limitation, but cultural identity, speed, and the desire for linguistic economy.

Generation Z and Generation Alpha have been particularly instrumental in driving language change. Social media platforms like TikTok, Instagram, and X (formerly Twitter) serve as incubators for new vocabulary. Words and phrases are coined, popularized globally within days, and sometimes discarded just as quickly. A 2025 sociolinguistic analysis of TikTok discourse notes that slang and informal expressions commonly appear as markers of group identity and social alignment. Terms like "crashing out" (losing control or acting recklessly), "locking in" (focusing intensely), and "delulu" (delusional) have become staples of modern youth communication.

Interestingly, older generations often view this rapid influx of slang as a degradation of the English language. Critics argue that "Netspeak" and "Leetspeak" are destroying literacy. However, linguists argue the opposite: internet slang is not ruining communication skills; it simply reflects how language adapts to new environments. It requires a high degree of linguistic dexterity to switch between the informal "brain rot" vernacular of TikTok and the formal requirements of a university research paper.

| Slang Term | Definition / Meaning | Context of Use |
|------------|---|---|
| Delulu | Short for delusional; holding onto unrealistic beliefs. | Often used humorously in romantic contexts ("stay delulu"). |

| | | |
|-------------------|---|--|
| Lore | The backstory or history of a person, relationship, or event. | "I need to catch up on the lore of this friend group." |
| Locking in | Focusing intensely on a task, such as studying or working. | "Finals are tomorrow, I'm locking in tonight." |
| Slay | To do something exceptionally well; to succeed. | Used as a term of high praise or encouragement. |
| No cap | Being completely honest; not lying. | Used to emphasize the truthfulness of a statement. |

As demonstrated in Table 1, these terms are highly contextual. For English Language Learners (ELLs), mastering this digital vocabulary is often just as important for social integration as mastering standard grammar is for academic success. The digital linguascape is a dynamic environment where linguistic impoliteness, humor, and creativity intersect, fundamentally reshaping the English lexicon.

Abbreviations and Acronyms: The Need for Speed. Alongside slang, the proliferation of acronyms and abbreviations is a defining characteristic of digital English. In a fast-paced digital world, efficiency is paramount. A study conducted at Jadara University in 2025 investigating the use of acronyms among undergraduate students revealed a high prevalence of abbreviation use across platforms, particularly on WhatsApp and Snapchat. The most common included universal internet acronyms like "LOL" (Laughing Out Loud), "BRB" (Be Right Back), and "ASAP" (As Soon As Possible).

The motivations behind using these abbreviations are multifaceted. Primarily, they serve the purpose of linguistic economy—saving time and keystrokes. However, they also serve socio-cultural functions, such as expressing informality, establishing a relaxed tone, and signaling membership in a specific digital community. Despite their widespread use, abbreviations can sometimes hinder communication. A 2025 study found that most Americans still struggle to understand newer text acronyms like "AYOR" (At Your Own Risk) or "RLRT" (Real Life Retweet), exposing a growing gap in digital fluency.

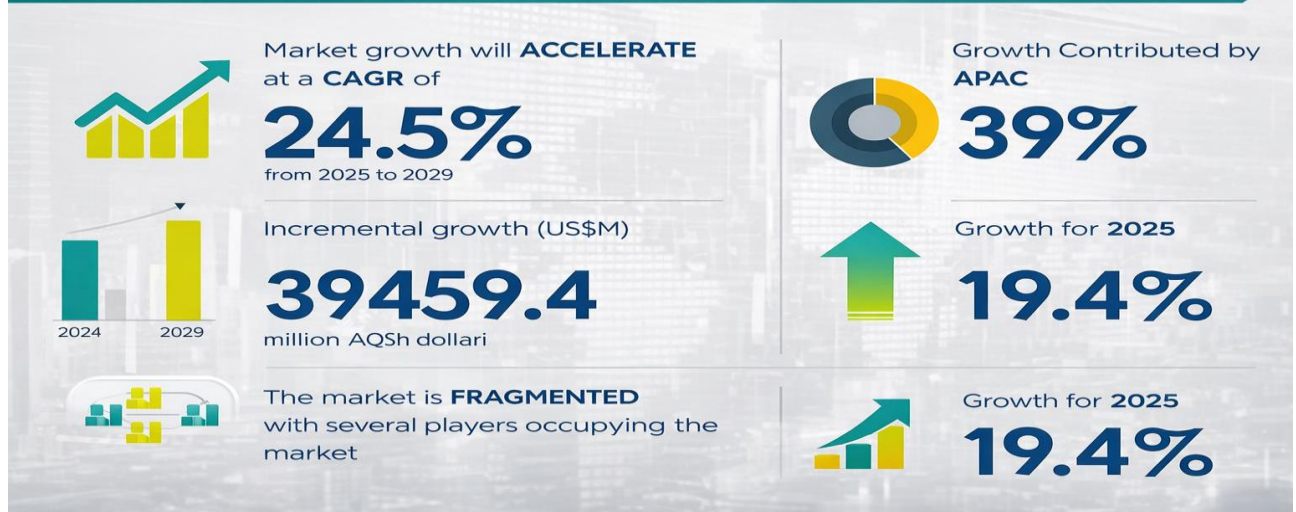
GLOBAL DIGITAL ENGLISH LANGUAGE LEARNING
MARKET (2025-2029)

Figure 1: The evolution of the English language in the digital age, highlighting the impact of technology, AI, and digital linguistics trends.

Furthermore, the psychological impact of abbreviations is complex. A November 2024 study published by the American Psychological Association (APA) revealed that while 99% of respondents reported using texting abbreviations, using them can sometimes make the sender appear insincere or less committed to the conversation. In professional or academic contexts, over-reliance on abbreviations can detract from the perceived professionalism of the message. Therefore, students must develop "pragmatic competence"—the ability to know when it is appropriate to use "textese" and when standard English is required.

Research into the impact of "textese" on children's grammar has yielded surprising results. While many assume texting degrades grammar, studies (such as those by van Dijk et al.) have shown that the use of textese can actually be positively related to grammar performance. The ability to manipulate language, omit words strategically, and use textisms requires a solid underlying understanding of how the language works. It is a form of code-switching, akin to bilingualism, where the user switches between formal written English and digital shorthand.

Emojis: The New Digital Non-Verbal Communication

In face-to-face communication, meaning is conveyed not just through words, but through tone of voice, facial expressions, and body language. In text-based digital communication, these crucial non-verbal cues are stripped away, often leaving messages open to misinterpretation. To fill this void,

technology gave us the emoji. Emojis have quietly become the emotional punctuation of modern communication.

According to 2025 statistics, an estimated 10 billion emojis are sent every day worldwide. The Unicode Standard now includes nearly 4,000 official emojis. They are no longer just decorative symbols; they function as a digital language with their own dialects. The Social Information Processing Theory suggests that people use available behavioral cues to develop relationships online. Emojis serve this exact function, enriching "less rich" text exchanges by conveying emotional nuance, increasing expressiveness, and fostering relationship development.

In the workplace and academic settings, emojis are increasingly accepted. An Adobe trend report highlighted that 73% of people feel emojis make them seem cooler, friendlier, and funnier. Furthermore, 62% of professionals believe emojis can boost team morale. However, interpretation varies wildly across generations. While Generation Z might use the skull emoji (💀) to indicate they are "dead"; from laughter, older generations might interpret it literally or find it morbid. Similarly, the simple thumbs-up (👍) is viewed as a standard acknowledgment by Millennials and Gen X, but is often perceived as passive-aggressive or dismissive by Gen Z.

| Emoji | Name | Traditional / Millennial Meaning | Gen Z Meaning |
|-------|------------------------|-------------------------------------|--|
| 😭 | Loudly Crying Face | Extreme sadness or grief. | Overwhelming emotion, often uncontrollable laughter or cuteness. |
| 😂 | Face with Tears of Joy | Laughing out loud. | Viewed as outdated; often replaced by 💀 or 😭 for laughter. |
| 👍 | Thumbs Up | Approval, agreement, "sounds good." | Passive-aggressive, cold, or ending the conversation abruptly. |
| ✨ | Sparkles | Magic, cleanliness, stars. | Emphasis, sarcasm, or highlighting a specific aesthetic/vibe. |

A 2025 study published in PLoS One examined how emojis influence relationship perceptions. The results showed that messages containing emojis were perceived as more responsive than text-only messages, significantly predicting higher ratings of closeness and relationship satisfaction. For English learners, understanding the pragmatic use of emojis is a vital component of digital literacy, helping to navigate the subtleties of English communication that textbooks rarely cover.

Social Media as a Modern English Learning Ecosystem

Technology has not only changed the language itself but also how it is acquired. For EFL (English as a Foreign Language) students, the traditional classroom is no longer the sole venue for language learning. Social media has emerged as a powerful, informal digital learning ecosystem. This phenomenon is often referred to as Informal Digital Learning of English (IDLE).

According to a 2025 Pew Research Center survey, online platform usage among U.S. adults is staggering: YouTube (84%), Facebook (71%), Instagram (50%), and TikTok (37%). For international students, these platforms provide unprecedented access to authentic, native-speaker content. A study on social media usage for learning English revealed that students predominantly use YouTube (94%), Instagram (72%), and WhatsApp (62%) to enhance their language skills. These platforms support vocabulary and grammar acquisition, improve listening comprehension, and expose learners to diverse accents and cultural contexts.

The benefits of using social media for language learning are immense. It lowers the affective filter—the psychological barrier that impedes language acquisition—by allowing students to learn in a relaxed, entertaining environment. Watching a TikTok video explaining English idioms or following an Instagram account dedicated to daily vocabulary provides bite-sized, highly engaging educational content. Furthermore, participating in comment sections allows students to practice their writing and reading skills in real-time, authentic communicative situations.

However, this digital ecosystem is not without its challenges. The language encountered on social media is often ungrammatical, highly abbreviated, and laden with fleeting slang. Studies have indicated that while social media benefits communication and vocabulary, it can negatively influence formal writing skills if students cannot distinguish between informal "Netspeak" and academic English. Furthermore, the rapid spread of information on these platforms means students must also develop critical digital literacy to navigate misinformation and understand the context of the language they are consuming.

Educators, therefore, face a new mandate: they cannot simply ban social media or ignore its influence. Instead, teachers must harness the power of technology to discern both language and culture, guiding students to use these platforms as supportive tools. By integrating digital technology into instruction, educators can enhance motivation and provide a bridge between the English learned in the classroom and the English used in the global digital village.

Artificial Intelligence in English Academic Writing

Perhaps the most profound technological shift in recent years is the integration of Generative Artificial Intelligence (GenAI), such as ChatGPT, into academic writing and research. The landscape of education has been irrevocably altered. According to the HEPI Student Generative AI Survey 2025, the proportion of students using generative AI tools for assessments jumped from 53% in 2024 to a staggering 88% in 2025.

Initially viewed primarily as a tool for academic misconduct, the narrative surrounding AI in education is maturing. Data suggests that AI is mostly being used as a learning companion rather than a way to cheat the system. The most popular academic uses of AI include explaining complex concepts (58%), summarizing articles (48%), and suggesting research ideas (41%). Only 18% of students report using AI-generated text directly in their assessments. AI enhances academic writing in several key areas: idea generation, content structuring, literature synthesis, data management, and editing.

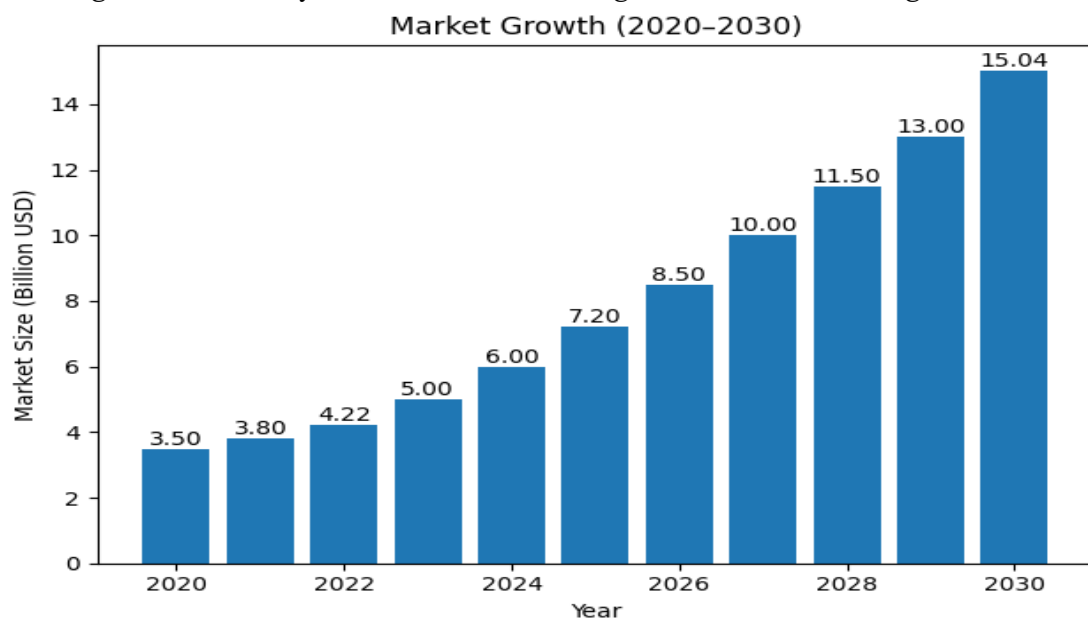


Figure 2: The intersection of Artificial Intelligence and language learning, illustrating how AI tools assist in structuring, editing, and generating academic content.

For English Language Learners, AI tools are revolutionary. They provide instant, personalized, out-of-hours support. An EFL student struggling with syntax or vocabulary can use AI to refine their sentences, understand grammatical errors, and master the appropriate academic tone. It acts as a tireless tutor, democratizing access to high-quality writing assistance. However, this reliance on AI brings new responsibilities. Students must learn how to write effective prompts, critically evaluate AI outputs for "hallucinations" (inaccurate information), and ensure ethical compliance by properly citing AI assistance according to updated APA or MLA guidelines.

Institutions are currently grappling with how to regulate this technology. While 67% of students believe AI proficiency will enhance their future employability, many are scared to use AI in their learning practice for fear of being accused of cheating. Educators must shift from a tone of suspicion to one of guidance, teaching students to use AI as a supportive tool—not a substitute—for critical thinking and original communication.

The Hidden Challenge: AI Bias Against Non-Native Speakers

While AI offers tremendous benefits for language learners, it also introduces significant, systemic risks—most notably, algorithmic bias. As institutions deploy AI detection tools (software designed to catch AI-generated text) to maintain academic integrity, a disturbing trend has emerged: these detectors are heavily biased against non-native English writers.

A landmark study conducted by Stanford University scholars revealed grim statistics regarding AI detectors. The researchers found that while these detectors were near-perfect in evaluating essays written by U.S.-born students, they falsely classified over half (61.22%) of TOEFL (Test of English as a Foreign Language) essays written by non-native English students as AI-generated. Even more alarming, all seven AI detectors tested unanimously identified 19% of the TOEFL essays as AI-generated, and a remarkable 97% were flagged by at least one detector.

The root of this bias lies in how these detectors function. They typically score text based on a metric known as "perplexity," which measures the unpredictability or complexity of the writing. Because non-native speakers naturally tend to use simpler, more predictable vocabulary and syntactic structures—scoring lower on lexical richness and grammatical complexity—the detectors misinterpret this standard EFL writing style as the output of a machine. AI models, by design, generate text with low perplexity, making the writing of an English learner look mathematically identical to the writing of ChatGPT.

This technological flaw has profound implications for university students. Foreign-born students and English learners face the terrifying prospect of being unfairly accused of, and penalized for, academic misconduct simply because of their linguistic background. This creates a hostile educational environment and exacerbates digital inequity. Furthermore, these detectors are easily subverted by native speakers using "prompt engineering" to ask the AI to write with higher complexity, effectively allowing native speakers to cheat while non-native speakers are falsely accused.

To combat this, educators and institutions must be extremely cautious about relying on AI detectors, especially in diverse classrooms. The focus must shift from policing text to assessing the learning process. For students, awareness of this bias is crucial. It highlights the importance of developing a unique, personal voice in writing and maintaining open communication with instructors regarding the drafting process.

Conclusion. The intersection of technology and the English language is a dynamic and rapidly evolving frontier. As this article has explored, technology is not merely a medium through which we transmit English; it is an active participant in shaping the language's vocabulary, grammar, and social pragmatics. From the emergence of Gen Z slang on TikTok to the ubiquitous use of emojis as digital non-verbal cues, the way we express ourselves has become faster, more visual, and highly contextual.

For university students, particularly those learning English as a foreign or second language, the digital era presents both unprecedented opportunities and unique challenges. Social media platforms serve as vast, informal ecosystems for language immersion, offering authentic exposure to global English. Meanwhile, Artificial Intelligence has revolutionized academic writing, providing powerful tools for structuring, editing, and refining text. However, students must navigate the pitfalls of these technologies, including the risk of adopting overly informal "Netspeak" in academic contexts, the danger of over-reliance on AI, and the severe threat of algorithmic bias in AI detection systems.

Ultimately, technology is not destroying the English language; it is expanding it. The modern English speaker must be a linguistic chameleon, capable of deploying the strict conventions of Standard Written English in a research paper, while seamlessly transitioning to the abbreviated, emoji-laden vernacular of a WhatsApp group chat. By embracing these technological changes critically and ethically, students can achieve true digital and linguistic fluency, preparing themselves for success in an increasingly interconnected world.

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CONCEPTUALIZATION OF THE NOTIONS “HOME” AND “MOTHERLAND” IN THE LINGUISTIC CONSCIOUSNESS OF MODERN YOUTH

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Abstract: The article examines the process of conceptualization of the notions “home” and “motherland” in the linguistic consciousness of modern youth. The cognitive and linguocultural features of the formation of these concepts in the Russian language are analyzed. Special attention is paid to how the content of basic value concepts changes under the influence of social and cultural factors. The results of the study show the transformation of traditional ideas about “home” and “motherland” in the consciousness of the younger generation.

Keywords: cognitive linguistics, linguistic consciousness, concept, home, motherland, youth, linguoculture.

Introduction. Cognitive linguistics, as one of the leading directions of modern linguistics, considers language not only as a system of signs but also as a reflection of human thinking, perception, and cultural experience. At the center of this scientific field is the concept — a mental unit that integrates linguistic, cognitive, and cultural knowledge of language speakers. The study of concepts allows for a deeper understanding of how individuals structure reality and what value orientations shape their linguistic consciousness.

A special place in the conceptual sphere of any language is occupied by basic cultural concepts such as “home” and “motherland.” These notions are universal for all cultures; however, their content and interpretation may vary significantly depending on historical, social, and individual factors.

The concept of “home” is traditionally associated with ideas of physical living space, family, safety, and emotional comfort. In turn, the concept of “motherland” is connected with ideas of belonging, national identity, cultural roots, and spiritual attachment to a particular territory.

However, in the context of globalization, digitalization of society, and changing value orientations, significant transformations are observed in linguistic consciousness, especially among the younger generation. Modern youth form

their worldview under the influence of information technologies, social networks, intercultural communication, and mobility.

As a result, traditional notions of such basic concepts as “home” and “motherland” acquire new semantic shades and expand their semantic field. Thus, the concept of “home” in the consciousness of modern youth may go beyond physical space and include a virtual environment, personal digital space, and emotionally comfortable zones not tied to a specific geographic location.

Similarly, the concept of “motherland” is increasingly perceived not only as the country of birth but also as a broader cultural or even global space associated with a person’s identity and life experience.

The relevance of this study is обусловлена the need to examine changes in the linguistic consciousness of youth, as it is the younger generation that acts as the bearer of new linguistic and cultural models. Understanding how basic concepts are transformed in their consciousness makes it possible to identify general trends in the development of language and culture in modern society.

Moreover, the study of the concepts “home” and “motherland” is important for cognitive linguistics, linguoculturology, and psycholinguistics, as it allows tracing the relationship between language, thinking, and culture.

Despite a high level of research development in this field, most studies focus either on general issues of conceptology or on the analysis of individual concepts in traditional culture. At the same time, the issue of transformation of the concepts “home” and “motherland” specifically in the linguistic consciousness of modern youth in the digital age remains insufficiently studied.

Thus, the aim of this research is to analyze the features of conceptualization of the notions “home” and “motherland” in the linguistic consciousness of modern youth based on the Russian language, as well as to identify the main directions of their semantic transformation.

To achieve this goal, the following tasks were set:
— to consider the theoretical foundations of cognitive linguistics;
— to define the content of the concepts “home” and “motherland” in the traditional linguistic worldview;
— to identify features of their perception in modern youth consciousness;
— to analyze changes in the semantic structure of these concepts.

The object of the study is the linguistic consciousness of modern youth, and the subject is the processes of conceptualization of the notions “home” and “motherland” in the Russian language.

Methodology. The methodological basis of this research is determined by the principles of cognitive linguistics, linguoculturology, and psycholinguistics,

which makes it possible to consider language as a reflection of cognitive structures of human consciousness.

A comprehensive approach was used, including theoretical and analytical methods, allowing the studied concepts to be examined from semantic, cognitive, and cultural perspectives.

The main research methods include:

1. **Theoretical analysis method** – used to study scientific literature on cognitive linguistics, conceptology, and linguoculturology.
2. **Conceptual analysis** – made it possible to identify core and peripheral components of the concepts and track their semantic changes.
3. **Semantic analysis** – focused on meanings of linguistic units associated with the concepts and their use in various contexts.
4. **Associative method** – analyzed typical associations related to the concepts, reflecting mental representations of speakers.
5. **Generalization and interpretation method** – used to systematize and interpret results.

The research material included scientific sources, dictionary definitions, and results of psycholinguistic and associative experiments, as well as modern media discourse and digital communication practices.

Results. The analysis revealed significant features of conceptualization of the notions “home” and “motherland” in the linguistic consciousness of modern youth.

The concept of “home” retains its core meaning related to residence, family, and emotional safety. However, its peripheral elements expand significantly. “Home” is increasingly associated with psychological comfort, personal freedom, and even virtual space.

Associative analysis shows inclusion of elements such as “personal space,” “internet space,” “social networks,” and “remote work,” indicating partial digitalization of the concept.

The concept of “motherland” demonstrates a more complex transformation. Traditionally associated with state, birthplace, and national identity, it now includes global and personal elements. For some respondents, it is perceived as “a place of comfort,” “a space for self-realization,” or even “a global community.”

Despite these transformations, the emotional core remains stable: — for “home”: safety, warmth, family — for “motherland”: belonging, love for country, roots

Discussion. The findings confirm that both concepts are dynamically evolving under the influence of globalization and digitalization.

The concept of “home” becomes more abstract and multidimensional, extending beyond physical space to include psychological and digital dimensions.

The concept of “motherland” also becomes more flexible, less tied to geography, and more connected with identity and personal experience.

Digital technologies and media play a crucial role in shaping modern linguistic consciousness, leading to more fluid and context-dependent concepts.

However, traditional values are not lost — they remain in the core of these concepts, ensuring continuity of cultural traditions.

Conclusion. The study showed that the concepts “home” and “motherland” are undergoing dynamic transformation in the linguistic consciousness of modern youth.

While their core meanings remain stable, their peripheral structures expand due to globalization, digitalization, and intercultural communication.

Modern youth demonstrate a tendency toward more complex and flexible conceptual structures.

Practical recommendations:

1. Consider changes in youth linguistic consciousness in teaching Russian.
2. Apply cognitive approaches in language education.
3. Develop intercultural communication skills.
4. Use associative and cognitive methods in vocabulary learning.
5. Continue empirical research using surveys and experiments.

Thus, the study confirms that “home” and “motherland” are dynamic cognitive structures reflecting societal and cultural changes.

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Unresolved Questions in Cuprate Superconductivity: Mechanism, Pseudogap, and Intertwined Orders

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Abstract. Cuprate superconductors remain the central platform for studying high-temperature superconductivity, yet no single theory explains all major experimental observations. This mini-review summarizes four unresolved issues that continue to define the field: (i) the microscopic origin of pairing, (ii) the physical meaning of the pseudogap, (iii) the relationship between superconductivity and charge order, and (iv) the origin of strange-metal transport and the collapse of superconductivity on the overdoped side. The literature supports a picture in which strong electronic correlations are essential, while spin, charge, lattice, and topology-related effects remain entangled rather than fully separable. The main conclusion is that cuprate superconductivity should be treated as an emergent phenomenon of a doped correlated oxide, not as a simple extension of conventional BCS superconductivity.

Keywords: cuprate superconductors; pseudogap; charge order; strange metal; high-T_c superconductivity;

Introduction, Since the discovery of superconductivity in the Ba-La-Cu-O system in 1986, cuprates have remained the benchmark family of high-T_c materials [1]. Their importance is not only technological; they also expose the limits of established condensed-matter theory. Unlike conventional superconductors, the cuprates emerge from antiferromagnetic parent compounds with strong Coulomb correlations, low carrier density, pronounced anisotropy, and a phase diagram dominated by competing or intertwined electronic states [2,4]. Despite decades of work, several core questions remain unresolved. The most persistent ones concern the microscopic pairing interaction, the pseudogap, the status of charge order, and the anomalous metallic state that surrounds the superconducting dome [3-10].

Materials and Methods. This work is a focused narrative mini-review organized according to the IMRaD model. The literature set was deliberately restricted to ten peer-reviewed sources in order to maintain conceptual clarity and citation discipline. The selected papers represent four complementary categories: the original discovery of cuprate superconductivity [1], authoritative reviews of correlated-electron physics and momentum-resolved spectroscopy [2-5], studies of intertwined or charge-ordered phases [6-8], and key experimental or numerical papers on the overdoped and strange-metal regimes [9,10]. Sources were included if they directly addressed one of the unresolved questions and had established impact in the field. Highly specialized papers were excluded when their results did not substantially change the broader physical interpretation.

First, the reviewed literature strongly supports the view that superconductivity in cuprates cannot be reduced to a weak-coupling phonon mechanism. The doped-Mott-insulator framework remains one of the most influential interpretive schemes because it explains why superconductivity develops from a strongly correlated antiferromagnetic background rather than from a simple metal [2].

Large-scale reviews likewise emphasize that spin fluctuations, short-range antiferromagnetism, and strong correlations are central to the problem, even though no universal microscopic pairing theory has been established [4].

Second, the pseudogap remains a defining unresolved phenomenon. ARPES-based studies have shown that the energy gap in cuprates evolves in a way that is not captured by a single order parameter [3,5]. In particular, the momentum dependence and doping evolution of the gap indicate that the pseudogap is not simply identical to superconductivity above T_c . Instead, the pseudogap appears as a partially gapped electronic state with its own energy and momentum scales, although its precise status - precursor, competitor, or distinct phase - remains debated [5].

Third, multiple studies now show that charge order is a robust part of the underdoped cuprate phase diagram. The theoretical language of intertwined orders has become particularly important because it avoids the oversimplified assumption that superconductivity and charge order are always independent or strictly antagonistic [6]. Resonant x-ray and related experiments demonstrate that charge order is widespread across several cuprate families and that its intensity, coherence, and field dependence are closely connected to superconductivity [7,8].

Fourth, the overdoped and strange-metal regimes remain difficult to reconcile with conventional metallic theory. On the overdoped side, the measured relationship between T_c and superfluid density does not fit the simplest mean-field expectation, implying that the disappearance of superconductivity is not a trivial return to a normal BCS-like metal [9]. In parallel, numerical work on the doped Hubbard model has reproduced strange-metal-like transport, including T-linear resistivity, strengthening the case that such behavior can emerge from strong electronic correlations without invoking an ordinary Fermi-liquid description [10].

Taken together, these results suggest that the unresolved questions of cuprate superconductivity are not independent puzzles. The pairing problem, pseudogap, charge order, and strange metallicity appear to be different manifestations of the same strongly correlated electronic environment. This is why no single experimental probe has settled the controversy: each technique highlights only one projection of a multiphase problem. The most defensible present-day position is therefore not that one candidate mechanism has already won, but that the correct theory must simultaneously accommodate Mott physics, momentum-selective gap formation, field-sensitive charge order, and non-Fermi-liquid transport [2-10].

A second implication is methodological. Future progress will likely depend on tighter integration between high-resolution spectroscopy, field-controlled experiments, and many-body numerical modeling. The field no longer lacks data; it lacks a framework that explains why these different datasets belong to the same organizing principle. For this reason, overly narrow explanations - whether purely phononic, purely magnetic, or purely band-structural - remain insufficient on their own.

Conclusion. Cuprate superconductivity remains unresolved because it lies at the intersection of strong correlations, momentum-dependent electronic structure, and competing collective orders. The reviewed literature indicates that the central open problem is no longer whether cuprates are unconventional, but how their unconventional features are linked within a single quantitative theory. A professional and defensible summary of the field must therefore present the pairing mechanism, pseudogap, intertwined orders, and strange-metal transport as a connected research program rather than as isolated topics.

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Development of Boxing, Wrestling, and Football in Uzbekistan and Achievements of Athletes in These Fields

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Abstract: This article scientifically and methodologically analyzes the development of three major sports in Uzbekistan – boxing, wrestling, and football – as well as the achievements of athletes on the international stage and the factors influencing these results. The effectiveness of the sports system is also examined using these three directions as examples.

Keywords: sport, boxing, wrestling, football, Uzbekistan, Olympics, World Championship, sports policy.

INTRODUCTION. In the post-independence period, the development of sports became one of the priorities of state policy in Uzbekistan. The results achieved in sports such as boxing, wrestling, and football, in particular, have helped increase the country's international prestige. These sports have seen systematic development over the years. The operation of sports schools, the system for selecting talented youth, and the mechanism for training professional coaches all play an important role in achieving high results. Medals won in international competitions are practical proof of the athletes' potential. At the same time, the modernisation of sports infrastructure has a positive impact on results. Today, Uzbek athletes are proving that they are competitive not only in Asia but also on a global scale. Broadly engaging the younger generation in sports, promoting a healthy lifestyle, and developing professional sports are all interrelated processes.

Looking at the history of boxing development, Sidney Jackson was a legendary figure who played a major role in the development of boxing. He was born in the Bronx, New York, in 1886. Jackson came from a Jewish family and started boxing at the age of 12. He became a champion in the lightweight division in the United States and participated in world tournaments as a member of the national team. While on a tour of Europe in 1914, World War I broke out. Unable to return to his homeland, he reached Tashkent via Afghanistan in 1916. In Tashkent, Jackson initially worked as a tailor, later fought in the Red Army during the civil war. In 1921, he founded the first boxing club in Uzbekistan at a sports club in Tashkent. Local people were sceptical of the sport of fist fighting, but Jackson managed to win their trust. Many champions emerged among Jackson's trainees. In 1957, he received the title of "Honoured Coach" in the USSR. Jackson died in Tashkent in 1966. After Uzbekistan gained

independence, boxing became one of the leading national sports. The federation was reorganised in 1994, creating a unified system comprising 14 regional branches and more than 60 sports clubs. Currently, over 20,000 people regularly practise boxing in the country. Uzbek boxing has become an absolute leader on the world stage. The reason is that after the failure in London 2012 (only one bronze), the federation's composition was renewed and athletes were sent to training camps in Cuba. At the Olympic Games, the Uzbek national team won gold medals in 5 out of 8 weight categories. At Tokyo 2020, Bahodir Jalolov won gold in the +92 kg weight category. At Paris 2024, the Uzbek national team achieved a historic result: Hasanboy Dusmatov (-51 kg), Abdumalik Khalokov (-57 kg), Asadkhuja Moydinkhujaev (-71 kg), Lazizbek Mullojonov (-92 kg), and Bahodir Jalolov (+92 kg) all won gold medals. For reference, Bahodir Jalolov was born on 8 July 1994 in Sariosiyo. He won gold medals at the 2020 and 2024 Olympics. Jalolov was world champion in 2019 and 2023. In his professional career, he has 15 wins (14 by knockout) and 0 losses (as of 2024).

Hasanboy Dusmatov was born on 24 June 1993 in Andijan. He is nicknamed "The Professor". Dusmatov won gold medals at the 2016 and 2024 Olympics. He became world champion in 2023.

Muhammadqodir Abdullayev was born on 15 November 1973. In his amateur career, he recorded 288 wins and 12 losses. Abdullayev won gold at the 2000 Sydney Olympics. He was world champion in 1999.

There are secrets to success and a management system in Uzbek boxing. The Cuban experience helped athletes break the psychological barrier of fear. The selection system created a healthy competitive environment within the national team. Technology: each fight is recorded with four video cameras and analysed by an expert commission. Social factors, including patriotism, willpower, and the philosophy that "boxing is not just fighting, it is art" (Jackson's legacy), play an important role.

Regarding wrestling – In 2003, it was recognised as an Asian sport. It has been included in the programmes of the Asian Summer Games, Asian Indoor Games, Asian Beach Games, and Asian Martial Arts Games. Wrestling was also contested at the 2018 Jakarta and 2022 (2023) Hangzhou Asian Games. World championships are regularly held. The main goal is to have wrestling included in the Summer Olympic Games programme. In terms of rules and unique aspects, wrestling differs from other types of wrestling in several important ways. The main principle is that the fight is conducted only in a standing position. Ground wrestling (parterre) is prohibited. Permitted moves: only throws and leg grabs. Hand, joint, and strangleholds, kicking, and grabbing below the belt are strictly forbidden.

- Throwing the opponent onto the back (shoulder blades) – immediate victory (halol).
- Throwing the opponent onto the side – points (3 points).
- Throwing the opponent onto the stomach or shoulder – fewer points (1 point).

Penalty for passivity: if an athlete does not make an active move for 25 seconds, the referee issues a warning. Three warnings lead to defeat. After Uzbekistan gained independence, wrestling became one of the national symbols. In particular, Uzbek freestyle and Greco-Roman wrestlers are achieving high results at the world level.

Eldor Toxtasinov was born in 1990 in Samarkand. He competes in freestyle wrestling in the 65 kg weight category. He won gold at the 2024 Summer Olympics in Paris. In the final, he defeated an Iranian wrestler.

Elmurod Tasmuradov was born in 1991 in Tashkent. In Greco-Roman wrestling (59 kg), he won bronze at the 2016 Summer Olympics. He is a four-time gold and one-time silver medallist at the Asian Championships.

Rustam Tulaganov specialises in Greco-Roman wrestling. His greatest achievement is winning bronze at the 2016 Summer Olympics in Rio.

Uzbekistan football – this is not just a sport, but a story that has become the destiny of an entire nation. This path, with a history of more than 100 years, is woven with tragedies, joys, disappointments, and finally, historic successes. Football appeared in Uzbekistan at the beginning of the 20th century, brought by soldiers of the Russian Empire. The starting point of this story is the Fergana Valley, where football first appeared in the city of Skobelev (now Fergana). Russian troops played irregular games with handmade balls in their free time. In 1912, the “Muslim Team” (“Muskomanda”) was formed in Kokand, composed of local residents. The brothers Ruzimat and Ismoil Niyozov – shoe craftsmen – were the first to produce footballs and sports footwear. This team played against other teams in the valley and played a major role in popularising football. In 1928, the Uzbekistan national team was formed. The team participated in the All-Union Spartakiad in Moscow, causing a sensation by defeating the Switzerland national team 8:4. Due to a lack of seats, spectators climbed trees and roofs to watch the matches. The face of Uzbekistan SSR football was the Pakhtakor team. This club was the only one to play 22 seasons in the USSR Top League. Berador Abduraimov, a player of that time, was the most famous Uzbek footballer of the Soviet era. In 1968, he became the top scorer of the USSR championship with 22 goals and played 358 matches for Pakhtakor.

The darkest page in Uzbek football history is the plane crash on 11 August 1979. The Pakhtakor team was flying to Minsk for a match against Dinamo. Over the skies of Dneprodzerzhinsk (now Ukraine), the team’s plane collided with another aircraft in mid-air. All 178 people on both planes died, including 17 Pakhtakor players and club staff. This was an incredible blow to Uzbek football. An entire generation was wiped out. However, this tragedy did not extinguish the people’s love for football; on the contrary, it served as a catalyst to rebuild and become stronger.

After independence in 1991, Uzbek football entered a new phase. The Uzbekistan Football Federation was reorganised and became a member of FIFA and the Asian Football Confederation (AFC) in 1994. In the same year as joining FIFA, the Uzbekistan national team won gold at the Hiroshima Asian Games. The team that defeated China 4:2 in the final included the current head of the UFF, Azamat

Abduraimov (he won a penalty and scored the third goal in that final). This victory was the first major success of the independent state. After the gold medal, football entered a period of decline. The national team dropped to 121st place in the FIFA rankings in 2003. Because the initial strategy of attracting players of Russian origin (naturalisation) did not last long. In November 2006, Uzbekistan rose to 45th place in the FIFA rankings, the highest in its history. From the mid-2000s, especially with the firm political will of President Islam Karimov, football entered a completely new phase. In 2006, a special law and a “tax-free football” system were introduced. Funds from football-related taxes were directed to a special fund and spent only on football infrastructure and youth development. Uzbekistan is one of the few countries in the world to have granted such comprehensive tax exemptions for football.

Pakhtakor set a record by participating in the AFC Champions League for 12 consecutive seasons from 2002 to 2013. Bunyodkor, founded in 2008, quickly became one of the strongest clubs in Asia. The club attracted Rivaldo (2008-2010) and, as coach, Felipe Scolari (2008-2009). At that time, Scolari was the highest-paid coach in the world with €13 million. Nasaf from Qarshi won the AFC Cup in 2011, becoming Uzbekistan’s first international club competition winner.

Ravshan Irmatov, as a referee, made Uzbekistan’s name known worldwide. He was named “Asia’s Best Referee” in 2008, 2009, 2010, 2011, and 2014, and officiated as head referee at two consecutive World Cups (2010, 2014).

It is no coincidence that Uzbekistan rose from 95th place (2018) to 57th place (2025) in the FIFA rankings. The main reason for the recent successes in Uzbek football is the huge investment in youth football. The city of Tashkent accounts for half of the country’s football. There are 14 professional clubs and their teams in 7 age categories. In Tashkent, 75,000 players aged 12 to 16 are registered. Every Sunday, teams in these age categories play each other in a regular league system. The principle “strong with strong, weak with weak” is applied. The U-16 team became Asian champions in 2012; the U-20 team reached the quarter-finals of the U-20 World Cup in 2013 and 2015; the U-23 team won the Asian Championship in China in 2018.

The most famous and professional Uzbek footballer, Server Djeparov, is a two-time winner of the Asian Player of the Year award (“Asia’s Golden Ball”) in 2008 and 2011. This achievement has not been repeated by any other Uzbek player. Another such player, Merosi, was the leader of the “golden generation” of Uzbek football. Maksim Shatskikh is the all-time top scorer for the national team with 34 goals. He played for many years at Dynamo Kyiv, forming a strong attacking duo with Andriy Shevchenko.

Odil Ahmedov is recognised as one of the strongest midfielders in Asia. He played for many years for Pakhtakor, Anzhi (Russia), and Shanghai SIPG (China).

Mirjalol Qosimov was one of the main stars of the 1994 Asian gold medal team. He later worked as a coach. Igor Shkvirin was the top scorer of the 1994 Asian Games.

This was a long-awaited moment. On 5 June 2025, the Uzbekistan national team qualified for the FIFA World Cup for the first time in history. The away match against the United Arab Emirates at Al-Nahyan Stadium in Abu Dhabi ended 0:0. This draw was enough for Uzbekistan. Uzbekistan became the first country from Central Asia to qualify for the World Cup. Timur Kapadze, a former star of the national team and now head coach (who as a player never reached the World Cup), experienced this historic moment as head coach. Standing on the sidelines, he celebrated his team's victory with tears.

Abduqodir Khusanov is a defender for Manchester City, having transferred from Lens to City in winter 2025 for €40 million. He is currently the most expensive and biggest star of Uzbek football.

Abbosbek Fayzullayev, despite being 20 years old, is a midfielder for CSKA Moscow.

Eldor Shomurodov, 29, is the captain of the national team and currently a striker for Roma (Italy).

CONCLUSION. Uzbek sport demonstrates a unique synthesis of ancient roots and modern achievements. As we have seen with boxing, wrestling, and football, the development of sports in the country has never been accidental. On the contrary, it is the result of many years of systematic state policy, a school of talented coaches, the people's genuine love for sport, and, most importantly, a culture of victory passed down from generation to generation.

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**NEW UZBEKISTAN – 2030 DEVELOPMENT STRATEGY:
A MODEL OF SUSTAINABLE DEVELOPMENT AND
INSTITUTIONAL MODERNIZATION**

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Abstract: This scientific article analyzes the essence, priority areas and practical results of the New Uzbekistan – 2030 development strategy based on the IMRAD model. The strategy's directions of economic modernization, human capital development, improvement of public administration and digital transformation are revealed.

Keywords: development strategy, sustainable growth, human capital, digital economy, institutional reforms.

INTRODUCTION. In the conditions of the modern global economic system, the sustainable development of countries is directly related to long-term strategic planning. National development strategies are an important tool for rational use of economic resources, strengthening social stability and improving institutional governance. In this regard, the New Uzbekistan - 2030 Development Strategy is formulated as a comprehensive program that determines the medium and long-term development directions of the country.

This strategy includes not only increasing economic growth rates, but also renewing the structural structure of the economy, improving the quality of human capital, strengthening the efficiency of public administration and expanding social protection mechanisms. This approach interprets development as a multifactorial and systemic process.

The new development model is aimed at strengthening cooperation between the state, business and society, improving the quality of governance by introducing the principles of openness and accountability. The goals and objectives set out in the strategy are planned to be implemented in stages, which envisages ensuring macroeconomic stability, social well-being and territorial balance. The purpose of this article is to scientifically analyze the theoretical foundations, priority areas and practical results of the 2030 development strategy, and to reveal its institutional and economic mechanisms based on a systematic approach.

METHODS. This scientific study used a comprehensive methodological approach aimed at studying strategic development programs. In order to ensure the reliability and scientific validity of the study, a set of several interrelated methods was used.

First, the method of normative and legal analysis was used. Through this method, the content of official documents, program materials and conceptual views related to the development strategy was studied. This approach made it possible to identify the legal and institutional foundations of the strategy.

Secondly, based on the method of systematic analysis, the strategy directions were considered in their interrelation. That is, economic growth, social policy, digitalization and governance reforms were analyzed as a single system element.

Thirdly, the comparative method was used. Through this, the national strategic planning model was compared with other development concepts based on common theoretical criteria.

Fourthly, using economic-logical analysis, the cause-and-effect relationship between the goals set in the strategy and their expected results was studied.

Fifthly, based on the conceptual-analytical approach, the concepts of human capital, institutional efficiency and digital transformation were theoretically explained. This set of methods ensured that the research results were comprehensive and scientifically sound.

RESULTS. As a result of the analysis, it was determined that the development strategy consists of several basic result blocks. Results of institutional reforms;

The modernization of public administration is defined as a priority direction in the strategy. The resulting model includes the following elements:

- performance-based management indicators;
- a system for assessing the quality of public services;
- an open data mechanism;
- interdepartmental integration.

These factors serve to increase management efficiency and accelerate the decision-making process.

Economic development results

The results show that the strategy is aimed at changing the structural model of economic growth. The main resulting areas are:

- increased economic diversification;
- technological modernization of industry;
- stimulation of investment activity;
- expansion of regional economic projects.

This approach serves to distribute economic risks and expand the base of sustainable growth.

Social sphere results

The analysis results showed that human capital development occupies a central place in the strategy. In particular:

- the quality and scope of education are being expanded;
- vocational training areas are being strengthened;
- the targeting of social assistance is being increased;
- employment programs are being expanded.

These factors strengthen long-term social stability.

In the digital direction, such resulting directions as:

- expansion of electronic services;
 - online management platforms;
 - data integration;
 - development of digital infrastructure
- are being formed.

DISCUSSION. The results obtained show that the strategy, unlike the classical development program, is based on a multi-layered transformation model. It integrates economic, social and institutional reforms. During the discussion, it was revealed that the strength of the strategy is its complexity and long-term orientation. That is, it prioritizes systemic changes over short-term results. At the same time, there are a number of challenges in the implementation process:

- global economic instability;
- fluctuations in the investment environment;
- the pace of technological competition;
- regional development disparities.

Therefore, flexible management, continuous monitoring and an evaluation system based on indicators are of great importance in the implementation of the strategy. The results of the discussion show that evidence-based policy decisions and an open institutional environment significantly increase the likelihood of achieving strategic goals.

CONCLUSION. The results of this study show that the New Uzbekistan - 2030 Development Strategy is a systemic concept aimed at forming a multi-level and integrated model of national development. Within the framework of the strategy, institutional transformation, economic diversification, human capital development and the widespread introduction of digital management mechanisms are manifested as interconnected directions. This confirms that development policy is not fragmentary, but rather complex. The analysis substantiates that the strategic planning model strengthens the effectiveness-oriented approach in public administration, serves to increase the efficient use of resources and institutional accountability. The new model of economic growth is aimed at ensuring a stable macroeconomic balance through high-value-added production, stimulating private investment and the widespread introduction of innovative technologies. Also, priority investment in human capital is considered a decisive factor determining the long-term effectiveness of the strategy. The quality of education, professional competencies and the development of healthcare infrastructure have a multiplicative effect on the growth of labor productivity and social welfare indicators. The targeting of the social protection system serves to form an inclusive economic growth model. At the same time, the research results showed that the process of implementing the strategy requires adaptive management mechanisms, a system of constant monitoring and empirical evaluation. The global economic situation, the pace of technological

transformation and changes in the investment environment can significantly affect the dynamics of achieving strategic indicators. Therefore, evidence-based political decisions, institutional flexibility and open governance principles are of paramount importance.

As a general conclusion, it can be noted that the development strategy until 2030 is a fundamental development platform aimed at increasing the competitiveness of the national economy, strengthening social stability and developing effective governance institutions. Its consistent, scientifically based and effective implementation serves as a strategic guarantee of long-term sustainable development.

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