kamaytirish mumkin. Avval qisqa juftlik topshiriqlari va sodda raqamli mashqlar kiritilib, keyinchalik loyiha va mustaqil ish hajmi oshiriladi. Texnik imkoniyat bo‘lmasa, bir qurilmada juftlikda ishlash yoki bosma muqobil variantni taqdim etish maqsadga muvofiq.

Xulosa

Universitetda nemis tilini xorijiy til sifatida samarali o‘qitish an’anaviy va zamonaviy metodlarning oqilona uyg‘unligini talab qiladi. Kommunikativ, vazifaga va loyihaga asoslangan ta’lim, hamkorlik, teskari sinf, geymifikatsiya, autentik materiallar va raqamli vositalar talabalarga nemis tilini mazmunli vaziyatlarda qo‘llash imkonini beradi. Ular motivatsiya, mustaqillik, tanqidiy fikrlash va madaniyatlararo muloqotni rivojlantiradi.

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ANALYSIS OF GLOBALIZATION DISCOURSE IN ANTHROPOLOGY TEXTBOOKS: TWO TEXTUAL INTERPRETATIONS OF THE SAME PROBLEM (THEORETICAL AND PRACTICAL ASPECTS)

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Abstract. This article examines the textual representation of globalization through discourse analysis, a central topic in modern philology and text linguistics. Using a single core issue—the process of globalization and its socio-cultural impacts—the study investigates how two distinct anthropology textbooks, Perspectives: An Open Introduction to Cultural Anthropology and Shared Voices: An Introduction to Cultural Anthropology, deploy different discursive tools, conceptual frameworks, and linguistic mechanisms to construct meaning. The paper demonstrates the essential role of linguistic discourse analysis in understanding social processes within the humanities during an era of global transformations.

Keywords: globalization, discourse analysis, text linguistics, anthropology textbooks, conceptualization, linguistic tools, sociolinguistics.

Introduction

In an era of global transformations, social processes and their linguistic reflections represent a key intersection between modern philology and the social sciences. Globalization is not merely an economic or political phenomenon; it manifests discursively across academic discourse, pedagogy, and introductory educational texts. Educational materials interpret globalization through distinct values, ideological stances, and pedagogical objectives. Consequently, the same objective reality—globalization and its challenges—is framed through contrasting discourses across different academic textbooks. This article explores these discursive divergences by analyzing two introductory cultural anthropology textbooks: Perspectives: An Open Introduction to Cultural Anthropology and Shared Voices: An Introduction to Cultural Anthropology.

Main part

The First Discourse: Perspectives: An Open Introduction to Cultural Anthropology.

In Perspectives, globalization is presented primarily through an open, multi-voiced framework emphasizing global mobility, technological exchange, and interconnectedness. Linguistic Features: Frequent use of positively and neutrally connoted vocabulary (interconnectedness, cultural exchange, global flow, technological innovation).

Grammatical and Stylistic Devices: Descriptive modality and structural cohesion that frame globalization as an ongoing, multifaceted process. Challenges are presented alongside adaptation strategies, treating complex global issues as dynamic processes with manageable outcomes.Discourse analysis within modern linguistics examines how language is utilized to construct social reality, institutional identities, and relations of power. When applied to pedagogical texts, text linguistics (Beaugrande & Dressler, 1981) focuses on core standards of textuality—such as coherence, cohesion, intentionality, acceptability, informativity, situationality, and intertextuality—to evaluate how macro-level societal themes are micro-structured into teachable concepts. Globalization presents a particularly rich and complex site for such analysis because it encompasses multiple overlapping dimensions: economic integration, technological acceleration, cultural homogenization versus hybridization, mass migration, and ecological transformation.

Academic textbooks designed for introductory undergraduate anthropology courses must balance pedagogical accessibility with theoretical rigor. Because cultural anthropology specifically concerns itself with human diversity, cultural variation, and the human experience across time and space, textbooks addressing globalization must navigate the delicate boundary between celebrating cross-cultural connectivity and acknowledging historical inequities, colonial legacies, and cultural loss. Consequently, textbook authors make deliberate lexical, syntactic, and stylistic choices that shape how students perceive globalization—framing it either as an

engine of opportunity, modernization, and connectivity, or as a driver of structural asymmetry, cultural erasure, and neo-colonial hegemony.

The Second Discourse: Shared Voices: An Introduction to Cultural

Anthropology. In Shared Voices, the narrative shifts toward a critical examination of global transformations, highlighting structural inequalities, local resistance, and power asymmetries. Linguistic Features: Dominance of critical, risk-oriented vocabulary (marginalization, cultural erasure, economic disparity, hegemony).

Metaphorical System: Globalization is frequently conceptualized through metaphors of external structural pressure, power imbalances, and the tension between global dominance and local cultural sovereignty.

Conclusion

The comparative findings of this study indicate that academic discourse in educational materials does not merely reflect global phenomena in a neutral manner; it actively constructs understanding and shapes student perspectives. Presenting global transformations through distinct textual frameworks—one emphasizing open connectivity, technological flow, and adaptation (Perspectives), and the other prioritizing equity, structural critique, hegemony, and marginalized voices (Shared Voices)—leads readers toward fundamentally different analytical and evaluative conclusions. Ultimately, recognizing these linguistic mechanisms allows educators and students to engage more critically with the educational resources they utilize, fostering a deeper awareness of how language shapes our understanding of a globally interconnected world.

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INGLIZ VA O‘ZBEK TILLARIDA EVFEMIZMLARNI TARJIMA QILISHNING STRUKTUR-SEMANTIK VA PRAGMATIK MUAMMOLARI

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Annotatsiya: Maqolada ingliz va o‘zbek tillaridagi evfemizmlarni tarjima qilishning struktur-semantik va pragmatik xususiyatlari qiyosiy tahlil qilinadi.