

ENGLISH PHRASES USED IN ACADEMIC WRITING



The University of Manchester

Academic Phrasebank

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GENERAL LANGUAGE FUNCTIONS

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Describing Quantities

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The Academic Phrasebank is a general resource for academic writers. It aims to provide you with examples of some of the phraseological 'nuts and bolts' of writing organised according to the main sections of a research paper or dissertation (see the top menu). Other phrases are listed under the more general communicative functions of academic writing (see the menu on the left). The resource should be particularly useful for writers who need to report their research work. The phrases, and the headings under which they are listed, can be used simply to assist you in thinking about the content and organisation of your own writing, or the phrases can be incorporated into your writing where this is appropriate. In most cases, a certain amount of creativity and adaptation will be necessary when a phrase is used. The items in the Academic Phrasebank are mostly content neutral and generic in nature; in using them, therefore, you are not stealing other people's ideas and this does not constitute plagiarism. For some of the entries, specific content words have been included for illustrative purposes, and these should be substituted when the phrases are used. The resource was designed primarily for academic and scientific writers who are non-native speakers of English. However, native speaker writers may still find much of the material helpful. In fact, recent data suggest that the majority of users are native speakers of English. More about **Academic Phrasebank**.

This site was created by **John Morley**. If you could spare just two or three minutes of your time, I would be extremely grateful for any feedback on Academic Phrasebank: Please click [here](#) to access a very short questionnaire. Thank you.

O'ZBEK TILIDAGI IZOHLARI BILAN

I-II



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Toshkent Farmasevtika Instituti ‘Problems and Perspectives in Pharmaceutics and Drug Discovery’ jurnali bosh muharrir o’rinbosari (<https://uzjournals.edu.uz/farjur/>)

Shanghai Materia Medica Institute (CAS) PostDoc xodimi



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'Problems and Perspectives in Pharmaceutics and Drug Discovery' jurnali bosh muharriri

[\(https://uzjournals.edu.uz/farjur/\)](https://uzjournals.edu.uz/farjur/)

Muallifdan

Ushbu pdf faylda keltirilgan ingliz tilida ilmiy yozish uslubida qo'llanuvchi ifodalar <http://www.phrasebank.manchester.ac.uk/> veb sahifasida berilgan. Bu ma'lumotlarni o'zlashtirib, ulardan ilmiy maqolalarimizni yozishda foydalanishimiz biz uchun foydali bo'lishi mumkin. Chunki ilmiy ma'lumotlarning asosiy qismi ingliz tilidagina bo'lib, ilm sohasidagi yuksalish ingliz tilida yozish ko'nikmasini talab qilmoqda. Sharqdagi uyg'onish davrida Arab tili ilm-fan tili sifatida rivojlanganligi hammamizga ma'lum. Yurtimizdan yetishib chiqqan buyuk allomarimizning arab tilida yozilgan, butun dunyoda hozirgacha foydalanib kelinadigan asarlari ham bu fikrlarimizga asos bo'la oladi. Yigirmanchi asrning ikkinchi yarmidan boshlab esa ingliz tili fan tili sifatida butun dunyoga tarqalib bo'ldi. Bunda albatta Angliya, Amerika Qo'shma Shtatlari, Avstraliya, Kanadada fanning boshqa rivojlangan mintaqalar bilan hamohang rivojlanib borganligining katta hissasi bor. XXI asrda dunyoda ilm-fan va ta'lim darajasining rivojlanishi bevosita ingliz tili bilan bog'liq bo'lgani hammamizga ayon haqiqatga aylandi. Ingliz tili ikkinchi til sifatida ko'riladigan, ilm-fani rivojlangan dunyoning ko'p davlatlarida, jumladan, Xitoy, Hindiston, Janubiy Koreya, Yaponiya, Singapur, Germaniya, Fransiya, Ispaniya, Italiya, Belgiya, Shvetsiya, Norvegiya, Daniya va boshqa joylarda ingliz tilida alohida oliy o'quv yurtlarining yoki fakultetlarning faoliyat olib borayotganligi, nafaqat O'zbekistonda fan va ta'limni rivojlantirishimiz uchun balki o'zimizni ilmiy va iqtisodiy jihatdan ham rivojlantirishimiz uchun ingliz tilini mutaxassislik darajasida bilishimiz va mustaqil ravishda ilmiy maqolalarimizni yoza olishimiz kerakligini ko'rsatib turadi.

XX asrda rus tilida juda ham yuqori saviyali ilmiy asarlarning yozilganligi rad etib bo'lmas haqiqat. Lekin XX asrda o'z tilida yuksak darajadagi ilmiy maqolalarni chop qilgan Germaniya, Fransiya, Ispaniya, Italiya va boshqa davlatlar kabi Rossiya ham ingliz tilini rivojlantirish yo'liga o'tib bo'ldi. Novosibirsk kabi uzoq sharq shaharlarida ham ilmiy konferensiyalarning ingliz tilida tashkillanayotgani bu fikrimizga asos bo'ladi, ya'ni o'zimiz ilm bilan shug'ullanuvchi xodim sifatida rivojlanishni ixtiyor qilishimiz ingliz tilini yaxshi darajada bilishimizni taqozo qilmoqda. O'zbek tilida gaplashuvchilar uchun ingliz tilida akademik yozish qoidalarini o'rganish jarayonini osonlashtirish maqsadida boshlagan harakatlarimiz yuqoridagi veb sahifada berilgan ma'lumotlarni sekin-astalik bilan telegram kanalida berib borishimizga turtki bo'ldi.

Veb sahifada berilgan barcha mavzular imkon qadar, o'z ilmimiz bilan anglashimiz darajasida izohlab kelindi va ushbu pdf kitob ko'rinishiga keldi. Ushbu faylda izoh yoki sharh sifatida keltirilgan har bitta fikrga mutlaq to'g'ri degan xulosaga kelmasligingiz so'raladi. Boshqa bir ilmiy xodimda qaysidir fikrlarimizga mutlaq aks fikrlar yuzaga kelishi ham tabiiy. O'zbekistonda bu kabi mavzuda kitob yoza oladigan bu ishlarga bizdan ko'ra bir necha o'n marta haqliroq vatandoshlarimiz juda ko'p. Balki vaqt masalasi, balki boshqa sabablardan... hozirgi kunga qadar shu kabi qandaydir tushuntirish maqsadida yozilgan kichik asarga ozmi-ko'pmi yurtimizda ehtiyoj bor edi. Shularni inobatga olgan holda e'tiboringizga bu pdf fayl havola qilinmoqda. Bildirilgan fikrlar asosan **Research Article** larni yozish nuqtai nazaridan ifodalangan.

Bu kitob iqtisodiy foydani nazarda tutib yozilmaganligini aytib o'tishga qaror qildik. Undan xohlagan darajada foydalanishingiz va uni tarqatishingiz mumkin. Faqatgina hurmatli foydalanuvchilarimizdan mualliflik haq-huquqlariga dahl va da'vo qilmasliklarini so'rab qolamiz.

Ingliz tilida akademik yozish qoidalarini o'rgatish jarayonida avvaldan bizga hamfikir bo'lgan yaqinlarimizga o'z minnatdorchiligimni bildirib o'taman. Ushbu faylda keltirilgan fikrlarni tahlil qilinib yuzaga kelishiga sabab bo'lgan Ustozlarim Professor **Ildiko Matusikovaga** (University of St. Cyril and Methodius) hamda Professor **Yongzhuo Huangga** (*Shanghai Institute of Materia Medica*), ilm bilan shug'ullanishga bakalavr davrining dastlabki kunlaridanoq qiziqish uyg'otgan ustozimiz Namangan Davlat Universiteti Professori **Shavkat Vohidovich Abdullayevga**, O'R FA Bioorganik kimyo instituti yetakchi ilmiy xodimi **Olga Nikolayevna Veshkurovaga** o'z hurmatimni bildiraman.

Ushbu pdf faylda keltirilgan ma'lumotlarni tanqidiy yondashib imloviy, grammatik va uslubiy jihatdan tekshirib bergan, hamda akademik yozish qoidalarini o'rgatishga qaratilgan ishlarimizni avvaldan ruhan qo'llab quvvatlab kelgan, Southwest University (Xitoy Fanlar Akademiyasi) da tahsil olayotgan ukamiz **Sheraliyev Baxtiyor Maxmutali o'gliga** samimiy minnatdorchiligimni bildiraman. Yaqin vaqtlarda PhD dissertasiya himoyalarni muvaffaqiyatli tugatib O'zbekistonda ilm-fan rivojlanishiga o'z hissalarini qo'shishlarini tilab qolaman.

Alohida fikrlarimizni to'g'riroq ifodalashimizga hissa qo'shgan, Xinjiang Technical Institute of Physics and Chemistry (Xitoy Fanlar Akademiyasi) da PhD darajasini olish arafasida turgan kimyogar ukamiz **Muhammedov Nurxo'ja Ramazanovichga** ham samimiy minnatdorchiligimni bildiraman.

https://t.me/ilmiy_maqola_ChemBioChem telegram kanalini tashkil qilib, ishlarimizni boshlab, davom ettirishimizda ko'makchi bo'lgan, Aerospace Information Research Institute (Xitoy Fanlar Akademiyasi) da tahsil olayotgan ukamiz, **Yashinov Azizbek Sharofitdinovichga** ham o'z tashakkurlarimni bildiraman

Toshkent Farmasevtika Institutining Ilmiy ishlar bo'yicha prorektori, kimyo fanlari doktori, **Nodirali Sahobataliyevich Normaxamatovga** keltirilgan ma'lumotlarni har tomonlama tekshirib, taqrizdan o'tkazganlari uchun alohida minnatdorchilik bildiraman.

Keltirilgan ma'lumotlarni badiiy adabiyot kabi o'qib o'zlashtirish biroz murakkablik tug'dirishi tabiiy. Bu o'rinda ilmiy maqolalaringizni yozish jarayonida, alohida seksiyalarda mavzu bo'yicha keltirilgan ma'lumotlar bilan tanishib, undan so'ng shu jarayonning o'zida foydalanishingiz to'g'riroq yo'l bo'lishi mumkinligini eslatib o'tishni lozim deb hisobladik.

Siz azizlardan ushbu ma'lumotlar ichida har qanday xato yoki kamchilikni payqasangiz akmal84a@gmail.com elektron manziliga xabar yuborishingiz so'raladi. Siz azizlar tomonidan yuborilgan ma'lumotlar kelgusi ishlarimizdagi ehtimoliy kamchiliklarimizni imkon qadar bartaraf etishimizga xizmat qilishiga umidvormiz. Bu ma'lumotlardan biror foyda topsangiz ota-onam haqlariga duolaringizni so'rab qolaman.

Akmal M. Asrorov

General language functions sarlavhasi ostida quyidagi mavzular berilgan

- **BEING CAUTIOUS**
- **BEING CRITICAL**
- **CLASSIFYING AND LISTING**
- **COMPARE AND CONTRAST**
- **DEFINING TERMS**
- **DESCRIBING TRENDS**
- **DESCRIBING QUANTITIES**
- **EXPLAINING CAUSALITY**
- **GIVING EXAMPLES**
- **SIGNALLING TRANSITION**
- **WRITING ABOUT THE PAST**

Veb sahifaning yuqori qismida esa quyidagi mavzular alohida sarlavhaalar bilan keltirilgan

- **INTRODUCING WORK**
- **REFERRING TO SOURCES**
- **DESCRIBING METHODS**
- **REPORTING RESULTS**
- **DISCUSSING FINDINGS**
- **WRITING CONCLUSIONS**

Pdf fayllarni o'qish uchun ishlab chiqilgan dasturlarda Ctrl + F tugmalari orqali qidiruv oynasiga chiqishingiz hamda o'zingizga kerakli so'zni qidirish orqali kerakli mavzuga o'tishingiz mumkinligi eslatib o'tiladi.

Being cautious

One of the most noticeable stylistic aspects of academic communication is the tendency for writers to avoid expressing absolute certainty, where there may be a small degree of uncertainty, and to avoid making over-generalisations, where a small number of exceptions might exist. This means that there are many instances where the epistemological strength (strength of knowledge) of a statement or claim is mitigated (weakened) in some way. In the field of linguistics, devices for lessening the strength of a statement or claim are known as hedging devices. Analysis of research reports have shown that discussion sections tend to be particularly rich in hedging devices, particularly where writers are offering explanations for findings.

Akademik mulohotning eng e'tiborga molik stilistik jihatlaridan biri bu yuqori e'tibor berilishi talab etilmaydigan joylarda mutlaq aniqlikni ifodalash hamda kichik sondagi mustasnoqliklar bo'lishi mumkin bo'lgan holatlarda ortiqcha darajada umumlashtirishlardan voz kechishga qaratilgan tendensiyadir. Bu shuni anglatadiki, ko'p hollarda epistemologik (bilishning nazariy usuliga taalluqli bo'lib, *o'rganish metodi, ishonchlilik darajasi, o'rganilish sohasi va tasdiqlangan ishonchli ma'lumot* hamda shaxsiy fikr o'rtasidagi farqni ifodalaydi) jihatdan kuchli ifoda bilan olg'a surilayotgan da'vo ayrim ifodalar bilan kuchsizlanib qoladi. Lingvistikada ilgari surilayotgan da'vo darajasini kuchsizlantiruvchi vositalar kamtarlik vositalar sifatida ma'lum. Ayniqsa mualliflar o'zlari tomondan olingan natijalarga tushuntirish berilayotganda, ilmiy maqolalarning tahlili "Natijalar muhokamasi" bo'limida "tortinish, kamtarlik"ka moyil ekanligini ko'rsatadi.

Devices that distance the author from a proposition

It is thought thatdeb hisoblanadi

It is believed that deb ishoniladi

It has been reported thatdeb keltirilgan (maqola, tezis yoki kitobda)

It is a widely held view that ... keng ma'noda deb tushuniladi

It has commonly been assumed that ... Odatda ... deb taxmin qilinadi

According to Smith (2002),Smitga ko'ra (Smitning fikricha)

According to recent reports, So'nggi (keyingi vaqtlardagi) adabiyot ma'lumotlariga ko'ra

According to many in the fieldsohadagi ko'pchilikning fikricha

Many scholars hold the view that Ko'pchilik olimlarning nuqtayi nazariga ko'ra

Smith (2001) holds the view that ... Smit nuqtayi nazaricha

Recent research has suggested thatYaqin vaqtdagi tadqiqot taxminiga ko'ra

There is some evidence to suggest that deb taxmin qilishga asos (guvohlik) bor

If Smith's (2001) findings are accurate, ... Agar Smitning natijalarini aniq deb qabul qilinsa

Yuqorida keltirilgan ushbu ifodalar bilan boshqalar tomonidan olingan natijalarni, g'oya va qarashlarni qay darajada ehtiyotkorlik bilan aks ettirish mumkinligi tushuntirilmoqda. Ushbu ifodalardan eng mosini topib qo'llashimiz bizning yozuvchi sifatida olingan natijalarimizni boshqalar tomonidan olingan natijalarga qay darajada to'g'ri qiyoslay olishimizni va tanishib tog'ri xulosa chiqara olishimizni yaqqol ko'rsatib beradigan indikatorlardan biridir desak xato bo'lmaydi.

Being cautious when giving explanations

<p>These frequent storms Ushbu davriy kuzatiluvchi bo'ronlar</p>	<p>may be bo'lishi mumkin could be bo'lishi mumkin might be bo'lishi mumkin are almost certainly deyarli aniq</p>	<p>due to climate change. iqlim o'zgarishlari sababidan</p>
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‘**May be**’ yoki ‘**might be**’ voqea-hodisaning bo’lishi ehtimolini ko’rsatishi ko’pchiligimizga ayon. ‘**Could be**’ esa ‘**can be**’ ning o’tgan yoki kelasi zamon (if clause) shakli sifatida voqea-hodisaning sodir bo’lish imkoniyatini ko’rsatadi. Ilmiy yozishda yuqoridagi shakllarning barchasidan foydalanib, takrorlanuvchi atamalar/strukturalardan osonlikcha qutulish mumkin.

<p>It may be It is likely It could be It is possible It is probable It is almost certain</p>	<p>the more extreme weather</p>	<p>is a result of climate change.</p>
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Ehtiyorkorona yondashuvda, shuningdek ‘**likely**’, ‘**possible**’ (possibly), ‘**probable**’ (probably) ham qo’llanilishi mumkinligi o’zgacha ko’rinishdagi struktura orqali tushuntirilmogda. Olingan natijaning to’la isbotlanishi imkoniyati cheklangan hollarda, ‘X possibly/probably/likely resulted by Y’ ko’rinishida gaplar orqali ehtiyotkor yo’l tutishimiz mumkin bo’ladi.

<p>A likely explanation A probable explanation A possible explanation</p>	<p>is that</p>	<p>these frequent storms</p>	<p>are a result of climate change.</p>
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<https://forum.wordreference.com/threads/likely-possibly-probably.640693/> dan olingan ma’lomat bilan tanishib chiqsak.

‘**Possibly**’ has a different meaning than the others. It merely means the probability is > 0. "Likely" and ‘probably’ mean the probability is > 50% and may be close to 100%. In other words, it means I’ll be surprised if it turns out not to be so. The various gradations of possibility and probability may depend on who’s using them, but here is my interpretation (based on my 50+ years of experience):

‘Most likely’ = ‘most probably’ means either that the probability of what is specified is greater than the probability of any other possibility or that I’ll be ‘most surprised’ if it turns out not to be so. ‘**Most possibly**’ is not valid.

Whereas ‘possibly’ by itself can mean I do not want to say it can’t happen, ‘quite possibly’ means that I do indeed want to say that it can.

‘Very possibly’ still means ‘I don’t know the probability’, but it says that ‘I’d be very surprised if someone could show me that it is impossible’.

Being cautious when explaining results

This inconsistency may be due to ... Ushbu nomuvofiqlik ... ning sababidan bo'lishi mumkin.

This discrepancy could be attributed to ... Ushbu farq/nomuvofiqlik ... ga tegishli bo'lishi mumkin.

A possible explanation for this might be that ... Buning ehtimoliy tushuntirilishi ... bo'lishi mumkin.

This rather contradictory result may be due to ... Ushbu ziddiyatga olib keluvchi natija ... ning sababidan bo'lishi mumkin

It seems possible that these results are due to ... Ko'rinishidan ushbu natijalar ... ning sababidan bo'lishi mumkin.

The observed increase in X could be attributed to ... X da kuzatilgan o'sish ... ga tegishli bo'lishi mumkin.

The possible interference of X cannot be ruled out ... X ning ehtimoliy interferensiyasi istisno qilina olmaydi.

There are several possible explanations for this result. Ushbu natijaga bir necha ehtimoliy sabablar bor.

There are two likely causes for the differences betweenlar o'rtasidagi farqlarga ehtimoliy ikkita sabab bor.

A possible explanation for these results may be the lack of adequate ... Ushbu natijalarga ehtimoliy tushuntirish yetarlicha ... ning yo'qligi bo'lishi mumkin.

Since this difference has not been found elsewhere it is probably not due to ... Ushbu farq boshqa joylarda uchramaganligi sababli, ehtimol ... ning sababidan emas.

Inconsistency – Nomuvofiqlik

Discrepancy – Nomuvofiqlik/farqlanish

Contradiction – Qarama-qarshi lik/ziddiyat

Difference – Farq

Lack – Yetishmovchilik

Olingan natijalarni tushuntirishda qo'llaniladigan kalit so'zlar bilan tanishib chiqdik. Ularning qay biridan foydalanishimiz uchun *boshqalar tomonidan olingan natijalarga qay darajada muvofiq kelishi yoki farq qilishiga bog'liq* ekanligini tushunib olishimiz kerak bo'ladi. Shunda ham, e'tibor bergan bo'lsangiz **'might be due to', 'could be', 'likely', 'could be attributed'** yoki **'probably not due to'** kabi ifodalar bilan qo'llanilmoqda. Yuqoridagilardan xulosa qilishimiz mumkin bo'lgan jihatlarga e'tibor qarataylik.

1. Shu kabi ifodalar bilan qiyin savollarga hojat qolmaydi.
2. Da'voyimiz yumshoq chiqadi, qat'iylik darajasi mo'tadillik kasb etadi.
3. O'quvchiga, undan ham avvalroq taqrzchiga va muharrirga ma'qul keladi.
4. Ilmiy uslubda aks ettirilgan bo'ladi.

Yana bir o'ta muhim jihati, siz tomoningizdan olingan natijada ziddiyat, tavofut, boringki past darajadagi nomuvofiqlik kuzatilgan bo'lsa ham, shuni izohlab ketganingiz ma'qulroq. Sababi taqriz jarayonigacha ehtimoliy savolga o'rin qoldirmasangiz, qo'lyozmangizdagi tartib, sarishtalik,

mantiqiy ketma-ketlik silliqroq ketadi. Yuqoridagi ifodalarni da'volar haqidagi o'rganganlarimiz bilan solishtirib chiqing. O'rganganlarimiz mustahkamlanadi.

Advising cautious interpretation of results

These findings cannot be extrapolated to all patients.

These data must be interpreted with caution because ...

These results therefore need to be interpreted with caution.

These results do not rule out the influence of other factors in ...

This account must be approached with some caution because ...

It is important to bear in mind the possible bias in these responses.

Although exclusion of X did not ..., these results should be interpreted with caution.

However, with a small sample size, caution must be applied, as the findings might not be ...

Keling shu yerda extrapolyatsiya nimaligini yodimizga olib ketaylik.

'Extrapolation – the action of estimating or concluding something by assuming that existing trends will continue or a current method will remain applicable.' Ya'ni mavjud bo'lgan trendning davom etishi yoki mavjud usulning qo'llanilishi mumkinligiga nisbatan baholash/xulosa qilish jarayoni. Matematikada esa *'The extension of a graph, curve, or range of values by inferring unknown values from trends in the known data'* ekanligini google "tavsiya" qilmoqda. Ushbu qismda ehtiyotkorlik bilan qanday qilib maslahat tariqasida fikr bildirish mumkinligi aniq misollar bilan tushuntirilmoqda. Yuqoridagi birinchi gapni o'zbek tiliga 'Ushbu natijalar barcha bemorlar uchun ham ekstrapolyatsiya qilinib (qo'llanilib) bo'lmaydi' mazmunida tarjima qilish mumkin. Ya'ni bu bilan olingan natijalarning bir necha omillarga bog'liqligi va turli bemorlarda shunga ko'ra turlicha natijalarga olib kelishi mumkinligi qisqa va lo'nda qilib uqtirilmoqda.

'Caution' so'zining ma'nolaridan biri bu ehtiyotkorlik ekanligini bilib o'ldik. Boshqa bir ma'nosi esa 'ogohlantirish' dir. Ehtiyotkorlik/ogohlantirish haqida aynan 'caution' so'zini qo'llash bilan qay tariqa gaplarni shakllantirish mumkinligi ko'rsatib berilmoqda. Yuqoridagi gaplardan xulosa qilishimiz kerak bo'lganlari, demak **'be interpreted with caution'**, **'be approached with caution'** hamda **'caution be applied'** dir.

Being cautious when discussing implications

The findings of this study suggest that ... (1)

One possible implication of this is that ... (2)

Taken together, these results suggest that... (3)

The evidence from this study suggests that ... (4)

Initial observations suggest that there may be a link between ... (5)

The data reported here appear to support the assumption that ... (6)

The findings from these studies suggest that X can have an effect on... (7)

‘Suggest’ so’zi o’zbek tilida taxmin qilmoq (1), taklif qilmoq (2), maslahat bermoq (3) ma’nolarini anglatadi. Yuqoridagi gaplarga mos keluvchi ma’nosi esa ‘taxmin qilmoq/taklif qilmoq’ dir. Ko’pchilik ilmiy maqolalarda boshqalar tomonidan olingan natijalarni muhokama qilishda ‘**Smith et al. demonstrated/reported/indicated**’ kabi ifodalar bilan bir qatorda ‘**suggested**’ ham juda keng qo’llaniladi. ‘Ko’rsatib berilgan’ yoki ‘taxmin qilingan/taklif qilingan’ ma’nolaridan qay birini tanlamoqlik esa interpretatsiya qilayotgan yozuvchining ixtiyorida. Buning ma’nosi ehtiyotkorlik yo’li tutilganda yoki boshqa natijalarga nomuvofiqlik holatlari muhokama qilinayotganda ‘suggest’ qo’llanilgani ma’qulroq bo’ladi. Boshqa tomondan, olingan biror natijaning yuzaga kelishiga sabab bo’luvchi omillar katta raqamni tashkil qiladigan tirik organizmlarda kechadigan jarayonlar uchun ‘suggest’ har holda yaxshiroq variant bo’lib ko’rinadi. Yuqoridagi birinchi to’rtta gap yozuvchi tomonidan olingan natijalarga ko’proq taalluqli ekanligi ko’rinmoqda. Ya’ni o’zingiz tomoningizdan olingan natijaning ehtimoliy (biroq haqiqatga yaqinroq) sababini tushuntirishda ‘suggest’ ni qo’llab, yuzaga kelishi mumkin bo’lgan qiyin savollardan osonroq qutulish mumkin bo’ladi. Yuqoridagi beshinchi va yettinchi gaplar avvalgi (yuqori ehtimol bilan boshqalar tomonidan) olingan natijalardan qilinadigan taxminga tegishli ekanini anglashimiz mumkin. Shu o’rinda ta’kidlab o’tish joizki, natijalarga olib keladigan sabablar juda murakkab bo’lmagan hollarda ‘suggest’ dan foydalanish qo’lyozma sifatining pasayishiga ham sabab bo’lishi mumkin.

Oltinchi gapda ‘support the assumption’ ifodasi keltirilmoqda. ‘Assumption’ va ‘suggestion’ o’rtasidagi farq taxminga sabab bo’luvchi asosga bog’liq. ‘Assumption’ shunchaki taxminga yaqinroq. ‘Suggestion’ biror natijaga asoslangan holda interpretatsiyani yuzaga keltiradi. Fe’l ko’rinishida bu farq yanayam yaqqolroq aks etadi. Xulosa qilib aytganda ‘We assume’ ifodasidan deyarli foydalanmagan ma’qul. ‘We suggest’ esa bizning natijaga asoslangan holda uning kelib chiqish yo’lini tushuntirishimizda normal qabul qilinadi.

Being cautious when discussing recommendations

Strategies to enhance X might involve ...

Other types of response could include: a), b). ...

These results would seem to suggest that the ...

There would therefore seem to be a definite need for ...

A reasonable approach to tackle this issue could be to ...

Another possible area of future research would be to investigate why ...

Tavsiyalarni muhokama qilishda qanday qilib ehtiyotkorlik yo'lini tutishimiz mumkinligi 'might involve' (o'z ichiga olishi mumkin), 'could include' (qamrab olish imkoni bor), 'seem to suggest that' (...deb taxmin qilish mumkindek) ifodalari bilan tushuntirilmoqda. 'Seem' so'zi o'zbek tilida '...dek ko'rinmoq' yoki '...dek tuyulmoq' ma'nolarini beradi. Ya'ni **'These results were likely resulted by'** dan kelib chiqadigan ma'no **'These results seem having been resulted by/to be resulted by'** ko'rinishida ham ifodalanishi mumkin. **'Tackle'** so'zi yuqoridagi gaplardan birida 'bog'lanmoq' ma'nosida keltirilgan, ya'ni *'Ushbu masala bilan bog'lanadigan arzirli yondashuv ... bo'lishi mumkin'* kabi tarjima qilinadi. So'nggi gapda esa 'would' so'zini 'will' ning o'tgan zamon shaklidan ko'ra ('could' 'can' ning kelasi zamon ma'nosini berganidek) 'will' ning kelasi zamon shakli ma'nosida (ehtimollik asosida) qo'llanilmoqda desa xato bo'lmaydi. Ya'ni **'Another possible area of future research would be to investigate why ...'** *'Kelajakda tadqiq qilinishi mumkin bo'lgan boshqa bir sohaning sababini o'rganish bo'lishi mumkin'* ma'nosini beradi. Shu gapda 'would' o'rnida 'will' ning ishlatilishi ehtiyotkorlikka o'rin qoldirmaydi. Ya'ni 'bo'lishi mumkin' emas, balki 'aniq shunday' bo'ladi kabi ma'noni keltirib chiqaradi. Yuqoridagi ifodalarni to'liq o'rganib chiqish uchun, ular bilan ilmiy maqolalarda tanishib (hozirgiday tekst ko'rinishida emas, balki) kontekstda tushunishga harakat qilsak, keyinchalik o'zimiz qo'llashimiz ancha oson kechadi.

Being cautious when writing about the future

Severe weather	may could might is likely to will probably will almost certainly	become more common in the future.
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Ikkinchi ustunda keltirilgan so'zlardan demak kelajakda sodir bo'lishi mumkin bo'lgan holatlarning ifodalanishida ham foydalanish mumkinligi alohida mavzu ko'rinishida tushuntirilmoqda. Shu yerda 'may' va 'might' ning farqiga biroz to'xtalaylik. 'May' simple/indefinite zamonga ko'proq mos bo'lsa 'might' perfect/perfect continuous ko'rinishida tugallangan zamonga yaqinroq. Aniq misolda:

'These results may/might result in' *Ushbu natijalar ...ga olib kelishi mumkin* bo'lsa (kelajak uchun)

'These might have been resulted by....' *Bular ...ning natijasida sodir bo'lgan bo'lishi mumkin...*(hozirgi tugallangan zamon ko'rinishi)

'These could (have been) be resulted by....' dan aniq farqi ehtimollik va imkoniyatga ko'ra

It is likely It is possible It is almost certain There is a possibility There is a small chance There is a strong possibility	(that) the situation will improve in the long term.
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It is likely – ko’rinishidan shundayki...

It is possible – imkonli bor (ya’ni eng kamida noldan yuqori, lekin ehtimoli yuqori)

It is almost certain – deyarli aniq

There is a possibility – imkoniyati bor

There is a small chance – ...ning kichik imkoni bor

There is a strong possibility –ning yuqori darajada imkoniyati bor

Devices for avoiding over-generalisation

In general, this requires ...

In general terms, this means ...

Xs use generally accepted principles to ...

X is generally assumed to play a role in ...

Authors generally place an emphasis on ...

Generally accepted methods for X include: ...

Studies which show no effect are not generally published.

Research articles generally consist of the following components:

Quantitative research is generally associated with the positivist paradigm.

Ortiqcha darajada umumlashtirishdan qaysi ifodalar yordamida xalos bo’lish mumkinligi alohida mavzu sifatida yuqoridagi misollar bilan tushuntirilmoqda. Buning ahamiyati shundan iboratki, biror tor sohaga oid mavzu bo’yicha umumiylikni aks ettirish yozuvchining birinchidan mavjud adabiyot ma’lumotlari bilan qay darajada tanishib chiqqanini va boshqa tomondan qanday tushunganligini ko’rsatib beruvchi parametrlardan biridir. Shuning uchun ham o’zbek tilida *‘umuman olganda’*, *‘umumiy hisoblaganda’*, *‘umum qabul qilingan’* ma’nolarini beruvchi ifodalar qanday holda tartibli aks ettirilishi mumkinligi ko’rsatib berilmoqda.

O’z tadqiqot natijalaringizni to’g’riligini yetkazib berishda boshqalar tomonidan olingan natijalarga muvofiqligi yoki nomuvofiqligi/ziddiyatlarini tushuntirish zarurati vujudga keladi. Agarda siz tomoningizdan olingan natijalar suyanishi mumkin bo’lgan ma’lumotlar, aytaylik shu tor soha ma’lumotlari ichida, 80-90% ni tashkil etsa, u holda yuqoridagi misollarda ko’rsatilgani kabi **‘In general’**, **‘In general terms’**, **‘...generally accepted..’**, **‘generally include(d)/consist of/associate(d) with/link(ed) with’** kabi ifodalar bilan ilmiy uslubda chiroyli aks ettirilishi mumkin. Lekin ushbu mavzuning asosi bo’lgan umumlashtirishdagi ortiqchalikdan xalos bo’lishni

yodda saqlash kerak. Chunki xususiylik yuqoriroq darajada bo'lgan natijalarni umumlashtirish ham albatta salbiy holatni keltirib chiqarishi mumkin.

Ozon ko'rsatkichi ko'plab shaharlarda JSST norma darajasidan yuqori ekanligi bir necha ravishlar bilan quyida ko'rsatib berilmoqda. Turlicha so'zlarning qo'llanilishi ma'noni qanchalik o'zgartirishi mumkinligini tushunishga harakat qilib ko'raylik

Ozone levels	often (tez-tez) generally (umuman olganda) frequently (davriy ravishda) sometimes (ba'zan) occasionally (ba'zan; tasodifan) nearly always (deyarli har doim)	exceed WHO levels in many cities.
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Ozone is toxic to	most (aksariyat) almost all (deyarli barcha) some types of (ba'zi turlari) many types of (ko'pchilik turlari) the majority of (asosiy qismi) certain types of (alohida aniq tiplari)	living organisms.
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Being critical

As an academic writer, you are expected to be critical of the sources that you use. This essentially means questioning what you read and not necessarily agreeing with it just because the information has been published. Being critical can also mean looking for reasons why we should not just accept something as being correct or true. This can require you to identify problems with a writer's arguments or methods, or perhaps to refer to other people's criticisms of these. Constructive criticism goes beyond this by suggesting ways in which a piece of research or writing could be improved. *"... being against is not enough. We also need to develop habits of constructive thinking"* **Edward de Bono**

Akademik yozuvchi sifatida sizdan o'zingiz foydalanayotgan manbaaga nisbatan kritik/tanqidiy munosabatda bo'lishingiz kutiladi. Bu zaruriy tarzda siz nimani o'qiganingizni va o'sha ma'lumotlar chop qilingani uchungina boshqalar sizning fikringizga to'liq qo'shilishga majbur emasligini anglatadi. Tanqidiy munosabat shuningdek biror ma'lumotning to'g'ri yoki haqqoniy ekanligini shunchaki qabul qilmasligimizning sababini qidirishni ham anglatadi. Bu sizdan yozuvchining argumentlari yoki usullaridagi muammolarni aniqlashni, ehtimol bu mavzuda boshqalarning tanqidlariga ergashishni talab qilishi mumkin. Konstruktiv tanqid bir qism tadqiqot yoki yozma ma'lumotning yaxshilashi mumkin bo'lgan taxminga ergashadi. "...qarshi borish yetarli emas. Biz ham o'z konstruktiv fikrlash ko'nikmamizni rivojlantirmog'imiz lozim" **Edvard de Bono**

Highlighting inadequacies of previous studies

Previous studies of X have not dealt with ...

Researchers have not treated X in much detail.

Such expositions are unsatisfactory because they ...

Most studies in the field of X have only focused on ...

Such approaches, however, have failed to address ...

Previous published studies are limited to local surveys.

Half of the studies evaluated failed to specify whether ...

The research to date has tended to focus on X rather than Y.

Previously published studies on the effect of X are not consistent.

Smith's analysis does not take account of ..., nor does she examine ...

'Research article' lar tor sohaga oid ma'lumotlarni o'quvchiga tanishtirishdan boshlanadi. Muallifning vazifasi esa boshqalar tomonidan olingan ma'lumotlardagi kamchiliklar/uzilishlar/yetishmovchiliklarni to'g'ri, tushunarli va haqqoniy qilib o'quvchiga tushuntirib berishdan iborat. Shu yetishmovchiliklar nimalardan iborat ekanligini tasvirlashda ilmiy uslubga xos bo'lgan ifodalar yuqorida keltirib o'tilmoqda.

E'tibor berilsa yuqoridagi misollarning ko'pchiligida *Present Perfect tense* dan foydalanilmoqda. Hozirgi tugallangan zamon hozirgacha bo'lgan ma'lumotlarni qachon sodir bo'lganligini ko'rsatmasdan qo'llanilishi e'tiboridan shu kabi holatlarga eng mos keluvchi zamon ekanligini yodda saqlashimiz kerak bo'ladi. Qolgan gaplar esa *Present Simple tense* (hozirgi oddiy zamon) da keltirilmoqda. Demak, tushunilishi kerak bo'lgan ma'no '*hozirga qadar*', '*hozirgacha olib borilgan izlanishlar*' yoki '*hozirgacha to'plangan ma'lumotlar*' asosiga qurilsa *Present Perfect tense*, agarda ular asosidagi xulosa ko'rinishida bo'lsa *Present Simple tense* zamonida aks ettirilgani eng ma'qul yo'l bo'ladi.

Kritik yondashuv katta mas'uliyatni talab qiluvchi ish ekanligini to'g'ri tasavvur qilish zarur. Biror tor sohadagi izlanishlardagi yetishmovchilikni ko'rsatib berish uchun albatta muhokama qilingan maqolalar bilan to'liq tanishib chiqish va tushunish talab qilinadi. Bu kabi holatlarda biror maqolaning abstraktiga tayanib xulosa qilish bilan chegaralanmagan maqul. Hozirda maqolalarni to'liq versiya ko'rinishida olishning turli imkoniyatlari mavjud.

Highlighting inadequacies of previous studies 2

The existing accounts fail to resolve the contradiction between X and Y.

Most studies of X have only been carried out in a small number of areas.

However, much of the research up to now has been descriptive in nature ...

The generalisability of much published research on this issue is problematic.

Research on the subject has been mostly restricted to limited comparisons of ...

However, few writers have been able to draw on any systematic research into ...

Short-term studies such as these do not necessarily show subtle changes over time ...

Although extensive research has been carried out on X, no single study exists which ...

However, these results were based upon data from over 30 years ago and it is unclear if ...

The experimental data are rather controversial, and there is no general agreement about ...

Hozirgacha bo'lgan ma'lumotlar muhokamasida 'hozirgacha' ma'nosini beruvchi kalit so'zlarning qo'llanilishi sarishtalikni kamayishiga olib kelmaydi, aksincha qo'lyozma sifatini oshirishga xizmat qiladi. Buning uchun demak, **'yet', 'up to now', 'still', 'hitherto', 'up-to-date', 'so far'** ifodalaridan foydalanish mumkin. Bo'lishsiz ma'nolarda ko'proq **'yet' va 'still'** qo'llaniladi.

E'tibor berishimiz kerak bo'lgan yana bir jihati muhokama qilinayotgan ishlarga nisbatan hurmat bilan yondashish talab qilinadi (aniqrog'i shart). Eng kamida bu munosabat yuqoridagi uchta misolda keltirilgandek **'although'** yoki **'however'** dan birini qo'llash orqali **'...bo'lishiga qaramasdan'** ma'nosiga chiqarish orqali amalga oshiriladi. Silliqroq aks ettirishining boshqa yo'llari **'carried out in a small number of areas', 'restricted to limited X', 'failed to address', 'failed to specify'** kabi ifodalar bilan amalga oshirilishi yuqoridagi misollarda aks ettirilmoqda.

Muharrir va taqrizchilarga nisbatan hurmat bilan munosabatda bo'lingani kabi, boshqa tadqiqot natijalariga ham hurmat bilan yondashuv maqolani o'quvchilar tomonidan yaxshi qabul qilib o'qilishiga sabab bo'luvchi omillardan biri bo'ladi. **'Fail'** so'zi ham yuqoridagi (avvalgi mavzudagi) misollarda **'yondashuv'** va/yoki **'natija'** larga nisbatan qo'llanilgan.

Identifying a weakness in a single study or paper

(However,)	Smith fails to fully define what ... Jones fails to acknowledge the significance of ... the author overlooks the fact that X contributes to Y. what Smith fails to do is to draw a distinction between ... the paper would appear to be over-ambitious in its claims. another weakness is that we are given no explanation of how ... no attempt was made to quantify the association between X and Y. the main weakness of the study is the failure to address how ... the study fails to consider the differing categories of damage that ... the research does not take into account pre-existing ... such as ... the author offers no explanation for the distinction between X and Y. Smith makes no attempt to differentiate between different types of X.
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Biror bir tadqiqot ishidagina mavjud bo'lgan yetishmovchiliklar/kamchiliklarni qanday aks ettirish mumkinligi alohida mavzu sifatida ko'rsatilmoqda. Yuqoridagi birinchi to'rtta misolda aynan qaysi muallif tomonidan qanday kamchilikka yo'l qo'yilgani muallifning familiyasi orqali ko'rsatilmoqda. Natija olishning imkoni bo'lmagan davr yoki boshqa sabablar tufayli bu kabi yondashuv noto'g'ri bo'lmasada, etik jihatdan baribir optimal variant sifatida ko'rilmaydi. Lekin siz tomoningizdan olingan natijaga zid keluvchi ma'lumot bilan solishtirgan holda o'z natijalaringizning haqqoniyligiga da'vo qilganingizda ham, zid keluvchi natijalarning asosiy sababi sifatida ularning kelib chiqishiga ta'sir qiluvchi omillarni asosiy planga qo'yganingiz yaxshiroq yondashuv hisoblanadi. Ya'ni bunda xulosa qilish imkoni o'quvchining o'ziga qoldiriladi. Boshqa tomondan bunday yondashuv bilan 'Review' jarayonida baholovchi ekspertlarning asosiy diqqati natijalardagi ziddiyatga qaratilib qolishining oldi olinadi.

Xulosa qilib aytadigan bo'lsak, qaysidir muallif yoki mualliflar guruhi tomonidan bitta ilmiy ishda yo'l qo'yilgan yetishmovchiliklar/kamchiliklarni **'no attempts were made to identify/differentiate/determine'**, **'no explanation for ...was not provided by'**, yoki **'the paper did not deal with ...'** kabilar bilan yumshoqroq ifoda ettiriladi. **'They fail to provide'**, **'The failure in this work is ...'**, **'The main weakness is ...'** kabilar esa biroz qat'iyroq ko'rinishga ega bo'lib ulardan o'z natijalaringizga solishtirishda qo'llagandan ko'ra 'Introduction' da muammo qayerdan kelib chiqqanligini izohlashda foydalanganingiz ma'qulroq.

Identifying a weakness in a single study or paper 2

Biror ilmiy ishdagi kuchsiz tomonlarni ko'rsatish qaysi fe'llar orqali qanday strukturada amalga oshirilishi mumkinligi quyidagi jadvalda ko'rsatib berilmoqda.

Smith	fails to	specify ... (aniqlashtirmoq) quantify ... (miqdorini aniqlamoq) compare ... (solishtirmoq) separate ... (ajratmoq) account for ... (hisobga olmoq) suggest why ... (sababini taxmin qilmoq) analyse how ... (qanday tahlil qilmoq) ascertain whether ... (...ekanini aniqlamoq) distinguish between ... (o'rtasida farq qilmoq) explain the meaning of ... (ma'nosini tushuntirib bermoq) provide information on ... (...haqida ma'lumot bermoq) address the question of ... (...ni o'rganishga yo'naltirmoq)
The paper	does not	assess the effectiveness of ... (...ning samaradorligini baholamoq) use a standardised method of ... (...ning standartlashgan metodidan foydalanmoq)
The book	makes no attempt to	give sufficient consideration to ... (yetarli darajada e'tibor bermoq) consider the long term impact of ... (ning uzoq muddatli ta'sirini ko'rib chiqmoq) offer an adequate explanation for ... (...ga asoslangan tushuncha bermoq) engage with current discourses on ... (...hozirgi kundagi diskurslar bilan shug'ullanmoq) determine the underlying causes of ... (...ni keltirib chiqaruvchi sabablarni aniqlamoq) systematically review all the relevant literature. (ga taalluqli bo'lgan barcha adabiyot ma'lumolarini tahlil qilmoq)

Yuqoridagi jadvaldagi uch xil ifoda **'fail to'** (1), **'does not'** (2), **'makes no attempt to'** (3) 'analyse' bilan birgalikda o'zbek tilida, demak, *'... ni tahlil qilishni chetlab o'tgan'*(1), *'tahlil qilmagan'*(2) va *'tahlil qilishga urinib ko'rilmagan'*(3) ma'nolarini beradi. Ulardan qay birini qo'llash sizning baholash darajangizni ko'rsatib beradi.

Offering constructive suggestions

The study would have been more interesting if it had included ...

These studies would have been more useful if they had focused on ...

The study would have been more relevant if the researchers had asked ...

The questionnaire would have been more useful if it had asked participants about ...

The research would have been more relevant if a wider range of X had been explored

The study	would have been	more	useful	if he/she had	used ...
The findings			original		adopted ...
Smith's paper		far more	relevant		assessed ...
Her conclusions	might have been	much more	convincing	if the author had	included ...
			interesting		addressed ...
			persuasive		considered ...

Avvalgi bajarilgan ishlarda bugungi kun ilmiy nuqtai-nazaridan olganda ‘... ni ham o’rganilganda yanayam yaxshiroq bo’lardi’ ma’nosini beruvchi yondashuv bilan baholash qay tariqa amalga oshirilishi mumkinligi yuqoridagi misollarda tushuntirilmoqda. ‘Research article’ lardan ko’ra ‘Review’ yoki ‘Book chapter’ ko’rinishidagi qo’lyozmalarga ko’proq mos keluvchi bu ifodalardan foydalanish ‘akademik writing’ ko’nikmalari endigina shakllanayotgan, aniqroq qilib aytganda yosh olimlarga unchalik tavsiya qilinmaydi. Sababi, birinchidan bu kabi da’vo(lar)ni qabul qilinishi uchun yozuvchining kim ekanligiga katta e’tibor berilishi zarurati kelib chiqadi, ikkinchidan bunday da’volarni qilish uchun katta hajmdagi yangi ilmiy ma’lumotlar bilan tanishib chiqish talab qilinadi.

Yana bir sabab... Tirik organizmning biror qismiga qaysidir omil ta’sir ettiriladida, bu tizimdagi bir necha tarkibiy qismlar o’rganiladi, aytaylik 10 dan ortiq. O’rganilgan natijalarning xilma-xilligi ortib borgan sari, ular o’rtasida korrelyatsiyani ko’rsatib berish murakkablashib va qiyinlashib boraveradi. Shuning uchun ham biror omil ta’sirida qaysidir to’qima yoki hujayradagi o’zgarishlarni baholashda tabiatan bir-biridan uzoq bo’lgan birikmalarning miqdoriy yoki faollik o’zgarishlarini aniqlashda, ular sonining ortib borishi har doim ham tadqiqotchilar tomonidan xushlanavermaydi.

A more comprehensive study would include all the groups of ...

A better study would examine a large, randomly selected sample of societies with ...

A much more systematic approach would identify how X interacts with other variables that are believed to be linked to ...

Ushbu misollar bilan esa, bunday yondashuvda haqiqatdan ham kelajakdagi tadqiqotlar uchun foydali bo’lgan, avvalgi tadqiqotlarda boshqalar tomonidan e’tibor berilmagan ba’zi jihatlarni chiroyli ko’rsatib berilishi mumkinligi uqtirilmoqda. Yodda tutishimiz zarur bo’lgani ‘*would*’ ni to’g’ri qo’llashimiz hamda ‘*better approach*’, ‘*more comprehensive study*’, ‘*more systematically*’ kabi kalit ifodalar bilan gap tuzilishini imkon qadar yumshatishga harakat qilmog’imizdir.

Introducing problems and limitations: theory or argument

The main weakness with this theory is that ...

The key problem with this explanation is that ...

However, this theory does not fully explain why ...

One criticism of much of the literature on X is that ...

However, there is an inconsistency with this argument.

A serious weakness with this argument, however, is that ...

One question that needs to be asked, however, is whether ...

Smith's argument relies too heavily on qualitative analysis of ...

Smith's interpretation overlooks much of the historical research ...

Many writers have challenged Smith's claim on the grounds that ...

Smith's analysis does not take account of X, nor does he examine ...

It seems that Jones' understanding of the X framework is questionable.

The existing accounts fail to resolve the contradiction between X and Y.

One of the limitations with this explanation is that it does not explain why...

Hozirgi ko'rib chiqilayotgan ifodalar *Research article* larning *Introduction* qismiga ko'proq mos keladi deyish mumkin. Biror mavzuni tushuntirilgandan so'ng undagi muammolar va yetishmovchiliklar 'weakness', 'problem', 'not full explanation', 'inconsistency', 'limitation' kabi otlar va 'not fully explained', 'not take account of', 'existing accounts fail', 'does not explain why' kabi fe'llar bilan ifodalanishi mumkinligi yana bir bor ko'rsatib berilmoqda.

Shaxsiy tajribamdan kelib chiqim aytaman... Tirik organizmlarga oid olingan har qanday natijani qo'llab quvvatlaydigan va ayni damda uni inkor qiladigan ilmiy natijalarni hozirda bemalol qidirib topish mumkin. Buni ikkita sabab bilan izohlash mumkin. Birinchidan, biror ilmiy natijaga olib keladigan omillar soni tirik organizmlarda minglab uchrasa, turli tadqiqotchilar guruhi tomonidan aynan o'xshash natijani olish uchun bir xil sharoit (temperatura, havo, ozuqa muhiti, o'sish sharoiti va boshqalar) ta'minlanmaydi (ko'p hollarda), ya'nikim bir-biriga zid keluvchi ma'lumotlar tabiiydek (go'yo). Ikkinchidan, hozirda ilmiy ma'lumotlar juda katta hajmni tashkil qiladi va bu natijalar ishlash ko'nikmalari va ilmiy dunyoqarashi turlicha bo'lgan tadqiqotchilar tomonidan qo'lga kiritiladi. Ular ichida endigina laboratoriya mashg'ulotlarini boshlagan magistr ham, ilmiy ishini davom ettirayotgan PhD va PostDoc xodim ham bo'lishi mumkin. Bu degani olinadigan qaysidir natijaga teskari ta'sir qiluvchi biror bir kichik element qoldirib ketilishi yoki qo'shib yuborilishini inkor qilib bo'lmaydi. Shulardan xulosa qilib aytganda, avvalroq boshqalar tomonidan qo'lga kiritilgan ilmiy natijalardagi muammolar yoki yetishmovchiliklarni izohlayotganda ehtiyotkorlik yo'lini tutib, imkon qadar neytral pozitsiyani tanlagan maqsadga muvofiq.

Introducing problems and limitations: method or practice

One major drawback of this approach is that ...

Ushbu yondashuvning asosiy to'sqinlik qiluvchi omili shundaki...

Selection bias is another potential concern because ...

Seleksiyadagi sistematik xatoliklar boshqa bir potensial masaladir, chunki

Perhaps the most serious disadvantage of this method is that ...

Ushbu usulning eng jiddiy kamchiligi ehtimol ekanligidir

The main limitation of biosynthetic incorporation, however, is ...

Shunga qaramay, biosintetik muofiqlashishning asosiy cheklanishi

Another problem with this approach is that it fails to take X into account.

Ushbu yondashuvdagi boshqa bir muammo X ni hisobga olishning cheklanganidir.

Difficulties arise, however, when an attempt is made to implement the policy.

Siyosatni amalga oshirishga urinish bo'lishi bilan (bo'lishiga qaramay) qiyinchiliklar yuzaga chiqadi.

Usullar va amaliyotdagi muammo va cheklovlarning qanday aks ettirilishiga oid misollarni o'zbek tilidagi tarjimalari bilan birga tushunishga harakat qilib ko'rdik. Yuqoridagi misollarda, e'tibor bergan bo'lsangiz, usul va yondashuvlardagi kamchiliklar o'ta qat'iy bo'lmagan tarzda, mualliflarga va ularning natijalariga hurmat saqlangan holda ifodalanmoqda. *'Eng jiddiy kamchilik'* jumlasidan foydalanganda esa *'ehtimol'* so'zidan foydalanish targ'ib qilinmoqda (tavsiya emas). Chunki bu kabi holatlarda *'ehtimol'*dan foydalanish yoki foydalanmaslik o'quvchining yozganlaringizga nisbatan munosabatiga jiddiy ta'sir qilishi tabiiy. Boshqa misollar quyida keltirilgan.

Non-government agencies are also very critical of the new policies.

All the studies reviewed so far, however, suffer from the fact that ...

Critics of laboratory-based experiments contend that such studies ...

Critics have also argued that not only do surveys provide an inaccurate measure of X, but the ...

Nevertheless, the strategy has not escaped criticism from governments, agencies and academics.

Yuqoridagi barcha misollarda 3 xil strukturani ko'rish mumkin.

Birinchisi: **qandaydir ishlar amalga oshirilgan, biroq.**

Ikkinchisi: **bu kabi ishlardagi kamchiliklar ...ni o'z ichiga oladi (yoki 'dan iborat').**

Uchinchisida avvalgi gapdagi muhokamaning davomi sifatida: **Shunga qaramay (however yoki nevertheless ishtirokida) kamchiliklar mavjud.**

Keltirilgan misollar ichida birinchi strukturaga mos keluvchi gaplar asosiy o'rinni egallamoqda.

Usullar va yondashuvlardagi yetishmovchiliklar/kamchiliklar/muammolar *'However'* dan so'ng qanday ifodalanishi mumkinligi quyidagi jadval misollari bilan ko'rsatib berilmoqda. Tushunishimiz kerak bo'lgani *'However'* qo'llaniladigan gapdan oldin yetishmovchiliklari muhokama qilinadigan mavzu bir yoki bir necha gap bilan tushuntiriladi va keyinchalik undagi muammolar izohlanadi.

However,	<p>this method of analysis has a number of limitations. this method does involve potential measurement error. there are limits to how far the idea of/concept of X can be taken. approaches of this kind carry with them various well known limitations. one of the problems with the instrument the researchers used to measure X was ...</p>
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Kerakli kalit so'zlarni yod olib, qo'llashga harakat qiling.

Limitation – cheklov/cheklanish

Measurement error – o'lchashdagi xatolik

Limit – chegara

However, all the previously mentioned methods suffer from some serious	<p>drawbacks. limitations. weaknesses. shortcomings. disadvantages.</p>
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'However, all the previously mentioned methods suffer from some serious' ifodasi umumiy foydalanish mumkin bo'lgan struktura/shablon sifatida ko'rsatilmoqda.

Drawback – kamchilik, to'siq

Weakness – kuchsiz taraf

Shortcoming – kamchilik, nomukammallik

Disadvantage – kamchilik, noqulaylik

Using evaluative adjectives to comment on research

<p>In her In their In this</p>	<p>useful (foydali) timely (o'z vaqtida bajarilgan) seminal (samarali) detailed (obdon, batafsil) thorough (obdon) excellent (a'lo darajadagi) influential (ta'sir ko'rsatadigan darajadagi) important (muhim) innovative (innovatsion) pioneering (yangi g'oya va usullarni qamrab olgan) impressive (ta'assurot qoldiradigan) wide-ranging (keng qamrovli) comprehensive (atroflicha, mufassal) ground-breaking (innovative, pioneering)</p>	<p>study (of X), survey (of X), analysis (of X), examination (of X), investigation (into X),</p>	<p>Smith (2012) showed that ... Jones (2013) concluded that ...</p>
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Tadqiqot ishlarining sharhida ish ko'lamini baholash uchun qo'llaniladigan sifatlar qanday strukturada ishlatilishi alohida mavzu sifatida ko'rsatib berilmoqda. O'rganishlarimiz avvalidan mohiyati tushuntirib kelinayotgan jihatni yana bir bor eslab o'taylik. Taqriz qilinuvchi, nufuzli har qanday ilmiy jurnalda ilm ommasi qo'llashi/o'qishi uchun moslashtirilgan uslubda qo'lyozma nashr qilinadi. Qo'lyozmaning chop etishga qabul qilinishi uchun birinchi navbatda olingan natijalardagi ilmiy yangiligi va uning to'g'ri aks ettirilgani bo'lsa, keyingi mezonlardan biri ilmiy uslubda kerakli atamalardan foydalana bilishdir. Ta'lim jarayoni juda oz darajada ingliz tilida olib boriladigan rivojlanayotgan davlatlar bilan o'z sharoitimizni solishtirganimizda, Scopus kabi tizimlarda qiyinchilik bilan chop etilishimizda ilmiy uslubga xos atamalar bilan bog'liq muammolarimiz faqat o'zimizning kamchiliklarimiz ekanligi ko'rinadi. Ya'nikim bu uchun o'zimizgina harakat qilishimiz taqozo qilinadi.

Atamalarning keraklilarini topib, ulardan samarali foydalanishimiz uchun maqolalarda ularning qanday qo'llanilganini tushunib o'rganishimiz, ko'chirib yod olishimiz, mohiyatan yaqin ma'nolarda taqlid qilib foydalanishimiz ilmiy uslubdan to'g'ri va samarali foydalanish ko'nikmamizni rivojlantirib boradi.

Yuqoridagi jadvalning chapdan ikkinchi qatorida *'baholovchi sifatlar'* qaysilar ekanligi keltirib o'tilmoqda. Yuqoridagi va boshqa atamalarning to'liq ma'nosini anglash uchun ilmiy maqolalarni ko'proq o'qishimiz zaruriy ishlardan hisoblanadi. Shu bilan birga *google.dictionary* kabi manbaalardan kerakli so'zlarning ingliz tilidagi izohlari bilan o'rganishga o'zimizda rag'bat uyg'otishimiz shart.

Introducing general criticism

Critics question the ability of poststructuralist theory to provide ...

Tanqidchilar ...ni ta'minlash haqidagi poststrukturalist nazariya imkoniyatlarini so'roqqa tutishadi.

Non-government agencies are also very critical of the new policies.

Nodavlat agentliklar ham yangicha siyosatni tanqid ostiga olishmoqda.

Smith's meta-analysis has been subjected to considerable criticism.

Smitning meta-analizlari jiddiy tanqidga uchradi.

The most important of these criticisms is that Smith failed to note that ...

Ushbu tanqidlar ichida eng jiddiyi Smit tomonidan ...ning hisobga olinmaganidir.

The X theory has been vigorously challenged in recent years by a number of writers.

So'nggi yillarda ko'pchilik yozuvchilar tomonidan ushbu nazariya o'ta jiddiy tanqid qilindi.

These claims have been strongly contested in recent years by a number of writers.

Ushbu da'volar so'nggi yillarda ko'pchilik yozuvchilarning tortishuvlariga sabab bo'lmoqda.

More recent arguments against X have been summarised by Smith and Jones (1982).

So'nggi/keyingi argumentlar Smith va Jones tomonidan umumlashtirilgan.

Critics have also argued that not only do surveys provide an inaccurate measure of X, but the ...

Tanqidchilar tomonidan nafaqat umumiy baholash X ning noaniq o'lchamlariga sabab bo'lishi, balki...ham tanqid qilindi.

Many analysts now argue that the strategy of X has not been successful. Jones (2003), for example, argues that ...

Ko'pchilik analitiklar X strategiyasi muvaffaqiyatli bo'lmaganligi borasida bahs yuritadi. Jones (2003), misol tariqasida, ... ustida bahs yuritgan.

Umumiy ma'nodagi tanqidiy qarashlar/xulosalarni aks ettirilishiga oid strukturalarning o'zbek tilidagi ma'nolari bilan birga tanishib chiqdik. E'tibor beriladigan tomoni bu ma'nolarning ko'proq qismi *majhul nisbat (Passive voice)* da keltirilmoqda. Mavzuga oid kalit ifodalar

'has been subjected to considerable criticism', 'has been vigorously challenged',

'have been strongly contested', 'arguments against X have been summarised'

'critics have argued that', 'to be (very) critical of', 'question X' lar ekanligini bildik. Endi esa ularni yod olib qo'llashga harakat qilish zarurati kelib chiqadi.

Eslab qoling: *the number of X* – X ning tartib raqami (birlikda); *a number of writers* – ko'pchilik yozuvchilar (taxminan 8-10 ta, ko'plikda) ma'nosini anglatadi.

'Challenge' ning ma'nolari ko'p. ***'You challenge me with this question'*** siz bu savol bilan meni qiyin ahvolga solib quydingiz (hozir) ma'nosini beradi. Yuqoridagi gaplardan biridagi ***'has been vigorously challenged'*** esa 'o'ta qat'iy tanqid qilingan' ma'nosiga dalolat qilmoqda.

Argue – bahslashmoq, tortishmoq, **Argument** – bahs, tortishuv

Introducing the critical stance of particular writers

Alohida mualliflarning tanqidiy pozitsiyasiga oid fikrlarini qanday aks ettirish quyidagi misollar bilan tushuntirilmoqda.

Jones (2003) has also questioned why ...

Shuningdek, Jones (2003) tomonidan ham ushbu muammo/savol ko'tarilgan

However, Jones (2003) points out that ...

Biroq, Jones (2003) ... ekanligiga e'tibor qaratadi.

The author challenges the widely held view that ...

Muallif tomonidan umum e'tirof etilgan/ keng tarqalgan qarashga qarshi chiqiladi

Smith (1999) takes issue with the contention that ...

Smith (1999) ... bilan bu masalaga qarshi chiqadi.

The idea that ... was first challenged by Smith (1992).

... haqidagi fikrga Smith (1999) birinchi marta qarshi chiqadi.

Smith is critical of the tendency to compartmentalise X.

Smith X ni kategoriyalash tendensiyasiga qarshi chiqmoqda.

However, Smith (1967) questioned this hypothesis and ...

Biroq, Smith (1967) ushbu gipotazani muammo sifatida ko'rgan/keltirgan va...

Smith (1980) broke with tradition by raising the question of ...

Smith (1980) ... haqidagi savol/muammo bilan ushbu an'anaga qarshi chiqqan

Jones (2003) has challenged some of Smith's conclusions, arguing that ...

Jones (2003) ...haqidagi bahslar bilan Smithning ba'zi xulosalariga qarshi chiqqan.

Another major criticism of Smith's study, made by Jones (2003), is that ...

Smith natijalariga nisbatan Jones tomonidan ko'rsatilgan asosiy tanqid ...bo'lgan.

Umumiy olganda bahs/munozara jiddiyroq olganda tanqid ilm-fan rivojlanishi uchun zaruriy bo'lgan masalalardandir. Yuqoridagi namunalar tabiiy fanlarga oid ma'lumotlarga to'la-to'kis mos keladigan ko'rinishda emas. Ijtimoiy soha fanlari, falsafa va matematika yo'nalishidagi ma'lumotlarga ko'proq mos keladigandek. O'zbek tilidagi ma'nolarini keltirishdan maqsad tarjima jarayonlariga oid xulosa qilish masalalarida so'zga emas, balki kontekstga ko'proq e'tiborni qaratishga o'quvchilarimizni jalb qilish va ingliz tilini tushunish va unda yozishni o'rganish juda qiyin jarayon emasligini tushuntirish.

Shu o'rinda boshqa tillarda muallif familiyasining uning ona tilidagi kabi yozilishi haqida ikki og'iz fikr bildirsam. Ko'pchilik maqolalarda, qaysi davlatda chop qilinishi va/yoki e'lon qilinishidan qat'iy nazar, muallif Familiyasi va Ismi o'z ona tilida Lotin grafikasida qanday yozilgan bo'lsa, o'shanday keltirilishi normal jarayon sifatida ko'riladi. Misol uchun *Matušiková, Moravčiková, Döndü, Alisanog'lu* va hokazo. Familiyalarni tarjima qilmasdan shunchaki Lotin grafikasida keltirishning foydali tomonlaridan biri mualliflar familiyalarining buzulib talaffuz qilinishining oldi olinadi. Misol uchun Keusgen nemischada 'Koysgan' tarzida, Leroux fransuz tilida 'Leroo' tarzida talaffuz qilinadi.

Introducing the critical stance of particular writers 2

Jones (2003) is critical of the conclusions that Smith draws from his findings.
An alternative *interpretation* of the origins of X can be found in Smith (1976).
Jones (2003) is probably the best known critic of the X theory. He argues that ...
In her discussion of X, Smith further *criticises* the ways in which some authors ...
Smith's decision to reject the classical explanation of X merits some discussion ...
The latter point has been *devastatingly critiqued* by Jones (2003), who argues that...
In a recent article in *Academic Journal*, Smith (2014) questions the extent to which...
A recently published article by Smith *et al.* (2011) casts doubt on Jones' assumption that ...
Other authors (see Harbison, 2003; Kaplan, 2004) question the usefulness of such an approach.

Avvalgi mavzuning davomi sifatida ko'rsatilgan yuqoridagi misollarda tanqid qilish/muhokama qilishga oid ma'nolar qanday aks ettirilishi ko'rsatib berilmoqda. Yuqoridagi misollarda keltirilgan ayrim so'zlarning ma'nolari haqida biroz fikrlashaylik.

'**Interpretation**' '*an explanation or a way of explaining*' (1) va '*a stylistic representation of a creative work or dramatic role*' (2) ma'nolarini anglatadi. So'zlar birikmasi orqali izohlaydigan bo'lsak '**interpretation**' '*tushuntirish yo'li*' yoki '*izohlash yo'li*' ma'nolarini beradi. Biror muallif natijalarini ikki xil izohlash mumkin bo'lgan holatlarda ikki xil '**interpretation**' kelib chiqishi mumkin. Bu holatda '**explanation**' ni qo'llash ilmiy tomondan unchalik to'g'ri variant deb hisoblanmaydi.

'Criticize' va 'critique' fe'llari o'rtasidagi farqni <https://www.espressoenglish.net/difference-between-criticize-criticism-critique-critic-and-critical/> web saytida keltirilganidek tushunishga harakat qilib ko'raylik.

CRITICIZE. If you criticize something, you are identifying its faults or negative aspects. So if you say that a restaurant has a bad food and slow service, you are criticizing it, you're stating the bad things about it.

CRITICISM

Criticize is a verb referring to the action of identifying faults. The noun form is **criticism**, referring to the statement or expression of faults. So you might say, "She criticized the restaurant. Her main criticism was about the poor quality of the food." Note the pronunciation difference between criticize – it ends with the **ize** sound like in size – and criticism – it has the **is** sound like in his.

CRITIQUE

Now let's look at the word **critique** – this word can be a verb or a noun, and it refers to evaluating and analyzing something, identifying both its good points and its bad points. So when you criticize something you just say negative things, but when you critique something you can say both positive things and negative things. We often critique books, art, movies... the judges on talent shows like cooking shows or singing shows will critique the performance of the cooks or singers.

'**Criticize**', demak, tanqid qilinayotgan obyektning salbiy tomonlarinigina aks ettirishi, '**critique**' esa ham salbiy, ham ijobiy tomonlarini nazarda tutishi anglashilmoqda. Xulosa qilib aytganda

‘critique’ xolis/neytral yondashuv ekanligi uqtirilmoqda. ‘Criticism’ esa faqat salbiy jihatlarni aks ettiruvchi fikr ekanligini tushunishimiz mumkin.

Criticize – a verb meaning to identify negative things;

Criticism – a noun referring to the statement of negative things;

Critique – a verb/noun referring to evaluating and identifying positive and negative points;

Critic – a person who judges or evaluates, and sometimes a person who only finds negative points;

Critical – two meanings: a person who tends to find fault, or a thing that is very important or essential

Cast doubt – shubha ostiga qo’ymoq

Classifying and listing

When we classify things, we group and name them on the basis of something that they have in common. By doing this we can understand certain qualities and features which they share as a class. Classifying is also a way of understanding differences between things. In writing, classifying is often used as a way of introducing a reader to a new topic. Along with writing definitions, the function of classification may be used in the early part of an essay, or longer piece of writing. We list things when we want to treat and present a series of items or different pieces of information systematically. The order of a list may indicate rank importance.

Biz narsalarni sinflashda ularni umumiy bo’lgan narsalar asosida guruhlaymiz va nomlaymiz. Shunga ko’ra, biz sinf sifatida baholanadigan ma’lum sifatlar va xususiyatlarni tushuna olamiz. Sinflash shuningdek narsalar o’rtasidagi farqlarni tushunish yo’lidir. Yozish jarayonida, klassifikatsiyadan ko’pincha o’quvchini yangi mavzu bilan tanishtirish usuli sifatida foydalaniladi. Tegishli ta’riflarni yozishda, sinflash funksiyasi *essay* ning bosh qismida yoki uzunroq yozish zarurati bo’lganda qo’llanilishi mumkin. Qator elementlarga yoki turli xil ma’lumotlarga ishlov berishda yoki ularni taqdim qilishni xohlaganimizda, biz narsalarni ro’yxat ko’rinishida keltiramiz. Bunda, ro’yxatdagi tartib narsalarning muhimlik jihatini ko’rsatishi mumkin (ya’ni eng muhimlari avvalroq keltiriladi).

Classifying a topic

X can be classified into Xi and Xii.

X can be categorised into Xi, Xii and Xiii.

Several taxonomies for X have been developed ...

Different methods have been proposed to classify ...

X may be divided into several groups: a) ..., b) ... or c) ...

Generally, X provides two types of information: Xi and Xii.

It has become commonplace to distinguish ‘Xi’ from ‘Xii’ forms of X.

X is generally classified into two types: Xi, also known as ..., and Xii or ...

There are two basic approaches currently being adopted in research into X. One is ...

The theory distinguishes two different types of X, i.e. social X and semantic X (Smith, 2013).

The works of Smith fall under three headings: (1) dialogues and ..., (2) collections of facts, and ...

Mavzularni sinflashga oid misollar yuqoridagi strukturalarda aks ettirilmoqda. Bu ma'noda qo'llaniladigan kalit ifodalar *'to be classified'*, *'to be categorized'*, *'classes/groups/categories to be proposed/developed'*, *'approaches ...be adopted'*, *'distinguish X from Y'* kabilar ekanligi anglashilmoqda. *'Generally'*, *'mainly'*, *'rarely'* kabi olmoshlar bilan tegishli fe'llarni izohlash mumkinligi ko'rsatib berilmoqda.

Fanning asosiy funksiyalaridan biri turli xil omillar orasida to'g'ri yoki teskari korrelyatsiyalarni aniqlash va izohlashdan iborat ekanligini hisobga olganda, sinflashning ahamiyati yuqori ekanligini tushunish mumkin. Biror tor sohaga oid ma'lumotlar raqamli ko'rinishda katta hajmni tashkil qilganda, bu ma'lumotlar orasidagi yoki bu ma'lumotlar bilan boshqa ma'lumotlar orasidagi bog'liqliklarni tushuntirish/izohlash mualliflarga qiyinchilik tug'diradi. O'quvchi tomonidan uni tushunish esa yanada qiyinroq kechadi. Shuning uchun korrelyativ holatlarni soddalashtirish va natijalarni tushunish uchun qulaylashtirishda, sinflash zarurati kelib chiqadi.

Turli mualliflar tomonidan qaysidur tur narsalarga nisbatan turlicha kategoriyalash holatlari bo'lganda, birinchi o'ringa natijalaringizning boshqa natijalarga korrelyatsiyalanishiga qulay bo'lgan variantini qo'llaganingiz ma'qulroq bo'ladi. Siz tomoningizdan amalga oshirilgan bunday yondashuvni boshqalar tomonidan tan olinishi uchun esa albatta bu tariqa sinflashingizni asoslash talab etiladi. Asoslashga eng maqbul yo'l avval boshqalar tomonidan tan olingan yondashuvlarga havola qilib, o'z natijalaringizni ularga moslashtirishdir.

X may be divided into	three main	classes. sub-groups. categories.
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X may be classified	on the basis of (...ning asosida) according to (...ga ko'ra) depending on (...ga bog'liq ravishda) in terms of (... nuqtai nazaridan)	Y	into Xi and Xii.
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Sinflashdagi so'z birikmalarining struktura ketma-ketliklari Grammatik jihatdan qanday bo'lishi yuqoridagi jadval ma'lumotlari bilan tushuntirilmoqda. Kategoriyalar/sinflar/guruhlar/...larga oid kalit ifodalar

'to be classified',

'to be categorized',

'classes/groups/categories to be proposed/developed',

'approaches ...be adopted',

'distinguish X from Y' lar ekanligi haqida avvalgi mavzuda tanishib chiqdik. Sinflash nimaning asosida yuzaga kelgani esa *'on the basis of'*, *'according to'*, *'depending on'* va *'in terms of'* ifodalari bilan izohlanishi ko'rsatib berilmoqda.

Qaysidir muallif (lar guruhi) ga havola qilib o'z natijalaringizning sinflanishini amalga oshirganingizda, imkon qadar havola qilingan atamadan foydalaning. Ya'ni havola qilingan adabiyotda 'class' so'zi keltirilgan bo'lsayu siz tomoningizdan 'sub-class' yoki 'group' ning qo'llanilishi tushunmovchilikni keltirib chiqaradi.

'On the basis of', 'according to' va 'depending on' O'zbek tilida yuqoridagi tarjimalarga mos keluvchi ma'nolarni yuzaga keltirishda qo'llaniladi.

Endi 'In terms of' haqida biroz tushuncha berib o'tiladi.

If you talk about something in terms of something or in particular terms, you are specifying which aspect of it you are discussing or from what point of view you are considering it.

Our goods compete in terms of product quality, reliability and above all variety. (1)

Paris has played a dominant role in France, not just in political terms but also in economic power (2).

(<https://www.collinsdictionary.com/dictionary/english/in-terms-of> dan olingan ma'lumot)

Demak, biror narsa haqida fikr yuritilayotganda 'in terms of' dan o'sha narsaning qaysi jihatini muhokama qilayotganda yoki qaysi jihatiga asosan fikr yuritilayotganda foydalaniladi. Yuqoridagi ikkinchi gap ma'no jihatidan '*Parij nafaqat siyosiy nuqtayi-nazardan, balki iqtisodiy tomondan ham Fransiyada dominant/yetakchi rol o'ynagan*' ligiga dalolat qilmoqda.

Describing a specific system of classification

Smith (2015) draws a distinction between ...

Smith (2015) ... ning o'rtasida farqni yuzaga keltiradi/farq bor deb hisoblaydi

Smith (2006) categorised X as being a) ..., b) ..., or c) ...

Smith (2006) a)...., b)...., c)... sifatida kategoriyalarga ajratadi.

Smith's (1980) typology of X is the one most widely-used.

X bo'yicha Smith (1980) kategoriyasi eng-ko'p qo'llanilgan variantdir.

Jones (1987) distinguishes between systems that are a) ..., b) ..., or c) ...

Jones (1987) tizimlarni (*ikkita*) a)...., b)...., c)... jihatlar bilan farqlaydi.

A third method, proposed by Smith et al. (2010), bases the classification on a ...

Smith tomonidan taxmin qilingan usul bo'yicha sinflashni asoslaydi.

To better understand X, Smith et al. (2011) classified Y into three distinct types using ...

Yaxshiroq anglash maqsadida, Smith va hamkasblari ... dan foydalangan holda Y ni uchta qat'iy tiplarga bo'lgan holda sinflaydi.

For Smith, X is of four kinds: (1) X which ...; (2) X which ...; (3) X which ...; and (4) X which...

In Jones's system, individuals were classified as belonging to upper or lower categories of ...

Jonesning tizimlarida, individuallar yuqori yoki quyi kategoriyalarga tegishli qism sifatida sinflanadi.

Smith's Taxonomy is a classification system used to define and distinguish different levels of ...

Smith taksonomiyasi ...ning turli darajalarini aniqlash va farqlashga asoslangan klassifikatsiya tizimidir.

Smith and Jones (2003) argue that there are two broad categories of Y, which are: a) ..., and b) ...

Smith va Jones (2003) Y ning ikkita keng ko'lamli a)... va b)...kategoriyalari borligi ustida bahs olib borishadi.

Maxsus tizimlarni sinflashning ifodalanishi qanday olib borilishi yuqoridagi misollar bilan o'rgatilmoqda. Kalit so'zlar '*differ*', '*distinguish*', '*be classied*', '*classify*', '*categorize*', '*base*', '*draw (a distinction)*' fe'llari ekanlgi ko'rsatib berilmoqda. '*Taxonomy*', '*category*', '*types*', '*systems*', '*kinds*' kabi alohida atamalar esa strukturalarni qanday shakllantirishi mumkinligini yana bir bor ko'rmoqdamiz. Maqola yozish jarayonida kerakli atamani o'zgatirmay qo'llashga harakat qiling.

Quyidagi jadvallarda biroz murakkabroq srukturalar keltirilgan

In the traditional system, X is graded	in terms of ... on the basis of ... according to whether ...
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Smith (1966)	divided classified grouped	Xs	into two broad types: Xi's and Xii's.
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Thomas (1996) describes	four basic kinds of validity:	logical, content, criterion and construct.
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Commenting on a system of classification

<p>This system of classification</p>	<p>includes ... (...ni qamrab oladi) allows for ... (...ga imkon beradi) helps distinguish ... (ni farqlashga ko'maklashadi) is useful because ... (...sababli foydali hisoblanadi) is very simple and ... (...juda ham sodda ko'rinishda va...) provides a basis for ... (...uchun asos vazifasini o'taydi) can vary depending on ... (...ga bog'liq ravishda farqlanadi) was agreed upon after ... (...dan keyin kelishilgan) has been broadened to include ... (...ni qamrab oladigan darajagacha kengaygan) was developed for the purpose of ... (...maqsadi bilan rivojlantirilgan) is more scientific since it is based on ... (...ga asoslangani uchun ko'proq specifikdir) is now out of date. (hozirda foydalanilmaydi) can be problematic. (muammoli bo'lishi mumkin) is in need of revision. (tahrir qilinishi/qayta ko'rib chiqilishi zarur) poses a problem for ... (...uchun muammo keltirib chiqaradi) has limited utility with respect to ... (...sababidan foydalanilishi cheklanadi)</p>
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Sinflarning izohlanishiga oid misollar yuqoridagi jadvalda va izohga aloqador kalit ifodalarga misollar jadvalning o'ng tomonida keltirilgan. Misollarning ko'pchiligi *hozirgi oddiy zamonda* keltirilyotganidan ularning hozirda foydalanilayotgan sinflarning izohiga qo'llanilishini anglash mumkin. *O'tgan oddiy zamon va hozirgi tugallangan zamonda* keltirilgan misollarning qachon va qanday holda qo'llanilishini yana bir bor yodimizga olib o'tsak. Biror gapda yoki o'sha gapdan oldingi gaplarda sodir bo'lgan voqeaga nisbatan uning vaqtini ko'rsatuvchi biror ishoraga dalolat bo'lsa *o'tgan oddiy zamondan* foydalanamiz.

'**Smith (1998) classified/divided the species into severalbased on ...**' kabi misol ko'rinishida.

Agar voqeaning sodir bo'lgan vaqtiga dalolat qiluvchi ishora yoki ma'no bo'lmasa hozirgi tugallangan zamondan foydalaniladi. Bunda ham 'active voice' ham 'passive voice' dan foydalanish mumkin.

'**Yet, these species have been categorized as ...**' yoki '**they have categorized these species into...**'

Sodir bo'lgan vaqti aniq bo'lgan voqeadan oldin, '*ungacha shu voqea sodir bo'lgan*' ma'nosini aks ettirish taqozo qilinganda *o'tgan tugallangan zamondan* foydalaniladi.

Misol ushun 'Smith et al. (2009) developed the classification of ...based on.... With that approach they annulled previos theory **which had been/was proposed** by Jones (1992)'.
which had been/was proposed

Introducing lists

This topic can best be treated under three headings: X, Y and Z. (1)

The key aspects of management can be listed as follows: X, Y and Z. (2)

There are three reasons why the English language has become so dominant. These are: ... (3)

There are two types of effect which result when a patient undergoes X. These are (4)

The disadvantages of the new approach can be discussed under three headings, which are: ... (5)

The Three Voices for Mass is divided into six sections. These are: the Kyrie, Gloria, (6)

Appetitive stimuli have three separable basic functions. Firstly, they ... Secondly, they ... (7)

During his tour of Britain, he visited the following industrial centres: Manchester, Leeds, and ... (8)

This section has been included for several reasons: it is ...; it illustrates ...; and it describes... (9)

The *Mass for Four Voices* consists of five movements, which are: the *Kyrie*, *Gloria*, *Credo*, *Santus* and *Agnus Dei*. (10)

Yuqoridagi strukturalar bilan sinflash/kategoriyalash jarayonida unga asos bo'lgan jihatlarni qanday qilib ro'yxat/ketma-ketlik ko'rinishida berish mumkinligi tushuntirilmoqda. Bunday yondashuvda ikki nuqta (colon) va nuqtali vergul (semicolon yoki semi-colon) dan foydalanish biroz aqliy mehnat talab qilishini ko'rib turibmiz. Kategoriyalash ma'nolarida, soddaroq yondashuv bilan ikki nuqtaning foydalanishini yuqoridagi uchinchi va to'rtinchi gap ko'rinishlarida tahlil qilib ko'ramiz. Sanalayotgan jihatlar alohida gap ko'rinishida 'These are' ifodasidan so'ng ikki nuqtadan so'ng keltirilmoqda. Agarda shu jihatlarni alohida gap ko'rinishida emas, balki birinchi gapning davomi sifatida yozishni ixtiyor qilsak, yuqoridagi birinchi va ikkinchi misollardagi kabi strukturada ikki nuqtadan so'ng yozish mumkin bo'ladi. Birinchi va ikkinchi yoki uchinchi va to'rtinchi misollardagi strukturalardan qay birini tanlash sizning ixtiyoringizda qoladi. Bunda o'quvchiga tushunarliroq bo'ladigan yo'lni tanlang. Sanaladigan jihatlar uzun tekst ko'rinishiga ega bo'lmasa '**The features that served the basis for these classifications were as follows: X, Y and Z**' ko'rinishida berilgani ma'qulroq.

Nuqtali vergul (semicolon) biror gap ichida vergul orqali sanaladigan holatlarni soddalashtirishda qo'llaniladi.

I bought ripe apples, sweet juicy grapes, and firm pears. Bu misol struktura jihatdan to'g'ri. Lekin ripe va sweet sifatlaridan oldin yana sifat qo'shiladigan bo'lsa, u holda quyidagi ko'rinishga keladi.

I bought shiny, ripe apples; small, sweet, juicy grapes; and firm pears.

Yuqoridagi to'qqizinchi misol hozirgi izohdanda biroz murakkabroq. Ya'ni 'colon' dan keyin sanaladigan jihatlar har biri tugallangan ma'noga ega bo'lsa, ular orasini nuqtali vergul bilan ajratishimiz taqozo qilinishi ko'rsatib berilmoqda. Misol uchun quyidagicha:

'These categories were developed based on these characteristics: whether those items are included in X; whether they are affected by Y; and whether they play a role of Z.'

'Colon' va 'semicolon' ning ishlatilishiga oid ko'proq ma'lumot bilan <https://writingcenter.unc.edu/tips-and-tools/semi-colons-colons-and-dashes/> veb sahifasida tanishishingiz mumkin.

Referring to other people's lists

Smith and Jones (1991) list X, Y and Z as the major causes of infant mortality. (1)

Smith va Jones (1991) go'daklar o'limining asosiy sabablari sifatida X, Y va Z larni keltiradi.

Smith (2003) lists the main features of X as follows: it is X; it is Y; and it has Z. (2)

Smith (2003) X ning asosiy jihatlari sifatida quyidagilar ro'yxatini keltiradi: X ning ...ekanligini; Y ning ...ekanligini; hamda Z ning ...ga egaligini.

Smith (2003) argues that there are two broad categories of Y, which are: a) ... and b) ... (3)

Smith (2003) Y ning ikkita katta kategoriyasi borligini bahs qiladi: a) ... va b)

For Aristotle, motion is of four kinds: (1) motion which ...; (2) motion which ...; (3) motion ... (4)

Aristotel nuqtai-nazaricha harakat to'rt xil ko'rinishda bo'ladi: 1) ... ko'rinishidagi harakat; 2) ... kabi harakat; 3) ... bo'lgan.

Smith (2003) suggests three conditions for X. Firstly, X should be ... Secondly, it needs to be ... (5)

Smith (2003) X uchun uch xil sharoit ni taxmin qiladi. Birinchidan, X ... bo'lishi kerak. Ikkinchidan, ...bo'lishi kerak.

Boshqa mualliflar/tadqiqotchilar tomonidan olingan natijalar/ko'rsatkichlar alohida sanalishi yoki alohida jihatlarga ko'ra ajratib tushuntirilishi zarurati kelib chiqqanda, strukturalar qanday shakllantirilishi mumkinligi yuqoridagi misollar bilan tushuntirilmoqda. 'Semicolon' ni qanday hollarda qo'llash kerakligi haqida avvalgi mavzuda tasavvurga ega bo'ldik. Yuqoridagi ikkinchi va to'rtinchi gaplar avvalgi mavzudagi to'qqizinchi gapga struktura jihatdan o'xshashligi ko'rinib turibdi. Ya'ni bunda 'colon' dan keyin 'semicolon' bilan ajratilayotgan har bir gap bo'lagi alohida ma'noga dalolat qilmoqda.

Endi bitta gap ichida qaysi holatlarda 'colon' dan foydalanish/foydalanmaslik xususida biroz kengroq tushunchaga ega bo'laylik. Agarda gapda taxmin qilingan/keltirilgan/sinflangan kabi sifatlar gapning oxirida keltirilgan bo'lsa sanaladigan jihatlardan so'ng 'ekanligi' kabi kalit so'zlar bilan 'colon' siz strukturada aks ettiriladi. Bunday hollarda Shuningdek '*including*', '*such as*' kabi kalit so'zlar yordamga kela oladi.

By Smith et al. (2005) new categories including X, Y and Z were proposed. Yoki

New features such as X, Y and Z were included in classification proposed by Smith et al. (2005).

Agarda '*...uchun quyidagi ...lar taxmin qilingan/keltirilgan/sinflangan*' ko'rinishda ma'no kelib chiqsa, tabiiyki bunda bitta gapning ichida 'colon' dan foydalanish zarurati yuzaga keladi.

Yuqorida keltirilgan beshinchi gapdan anglashimiz mumkinki '*...quyidagilar....ilgari surilgan*' kabi strukturalarda gap tugallanib, keyingi gaplarda jihatlar sanalsa va bunda birinchidan, ikkinchidan kabi so'zlar qo'llanilsa 'colon' dan foydalanilmaydi va alohida gaplar ko'rinishida aks ettiriladi.

Quyidagi gap ushbu fikrimizga avvaldan keltirilgan misol.

Smith (2003) suggests three conditions for X. Firstly, X should be ... Secondly, it needs to be ...

Compare and Contrast

By understanding similarities and differences between two things, we can increase our understanding and learn more about both. This usually involves a process of analysis, in which we compare the specific parts as well as the whole. Comparison may also be a preliminary stage of evaluation. For example, by comparing specific aspects of A and B, we can decide which is more useful or valuable. Many paragraphs whose function is to compare or contrast will begin with an introductory sentence expressed in general terms.

Ikki narsa o'rtasidagi o'xshashlik va farqlarni anglash orqali, biz ular haqidagi tushunchamizni oshirib, ko'proq ma'lumotga ega bo'la olamiz. Bu odatda alohida qismlarni va bir butunni solishtirishni o'z ichiga olgan tahlil qilish jarayonidir. Taqqoslash suningdek, baholashning dastlabki bosqichi bo'lishi mumkin. Masalan, A va B xususiyatlarining o'ziga xos tomonlarini taqqoslab, qaysi biri foydali yoki qadrliroq ekanligi to'g'risida qaror qabul qilishimiz mumkin. Taqqoslash yoki zidlash (qarama-qarshi qo'yish) vazifasini bajaradigan ko'plab xatboshilar umumiy tarzda kirish jumla bilan boshlanadi.

Introducing differences

X is different from Y in a number of respects.

X Y dan bir necha jihatlar bilan farq qiladi.

X differs from Y in a number of important ways.

X Y dan bir necha muhim jihatlar bilan farq qiladi

There are a number of important differences between X and Y.

X va Y o'rtasida farq qiluvchi bir necha muhim farqlar bor.

Areas where significant differences have been found include X and Y.

Ahamiyatli farqlar topilgan maydon/jabha X va Y ni o'z ichiga oladi.

In contrast to earlier findings, however, no evidence of X was detected.

Biroq, oldingi natijalarga zid ravishda, X aniqlanganligi haqida guvohlik yo'q.

A descriptive case study differs from an exploratory study in that it uses ...

Bayon qiluvchi tematik izlanish (ya'ni case study) tadqiqot ishidan ...lardan foydalanilishi bilan farqlanadi.

Jones (2013) found dramatic differences in the rate of decline of X between Y and Z.

Jones (2013) Y va Z o'rtasida Xning tezligining pasayishida juda katta farqni topgan.

Women and men differ not only in physical attributes but also in the way in which they ...

Ayollar va erkaklar nafaqat jismoniy xususiyatlari bilan, balki o'zlari ...digan yo'llar/jihatlar bilan ham farqlanadi.

The nervous systems of Xs are significantly different from those of Ys in several key respects.

Bir necha muhim jihatlar bo'yicha X ning asab tizimi Y nikidan sezilarli darajada farqlanadi.

Yuqoridagi misollar farqlar borasidagi fikrlarimiz ingliz tilida qanday qilib berilishi ma'qulligi aks ettirilmoqda. Yodda tutishimiz zarur bo'lgan ifodalar **'differ in several ways'**, **'differ in a number of key aspects'**, **'significantly differ'**, **'show/find dramatic differences'** kabilardir.

'Dramatik changes/differences' keskin farq ma'nosini berishini yuqoridagi misoldan angladik.

'A descriptive case study' biror fenomen haqidagi tahminlarga va savollar obdon tahlil qilinadigan, ularning detallarigacha sinchiklab o'rganadigan va uning ibtidosiga asosiy urg'u beriladigan izlanish turi. Shuning uchun yuqoridagi misolda odatiy tadqiqot ishi *'exploratory study'* dan farq qilishiga urg'u berilmoqda.

'Attribute' O'zbek tilida xususiyat/o'ziga xoslik ma'nosini anglatadi.

X va Y o'rtasidagi farqlashga/qiyoslashga oid misollar qanday strukturada kelgani ma'qulroq bo'lishi quyidagi jadval misolida ko'rsatilmoqda.

Smith (2003)	found observed	major (asosiy) notable (ahamiyatli) distinct (alohida, maxsus) only slight (kichik darajadagina) significant (sezilarli) considerable (ahamiyatli/muhim)	differences between X and Y.
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Introducing similarities

Both X and Y share a number of key features.

X va Y ning ikkisi ham o'ziga xos bir necha o'xshash jihatlariga ega.

There are a number of similarities between X and Y.

X va Y o'rtasida bir necha o'xshashliklar mavjud.

The effects of X on human health are similar to those of Y.

X ning inson sog'ligiga ta'siri Y nikiga o'xshashdir.

Both X and Y generally take place in a 'safe environment'.

X va Y ning ikkisi ham umuman olganda 'himoyalangan muhit'da sodir bo'ladi.

These results are similar to those reported by Smith et al. (1999).

Bu natijalar Smith tomonidan keltirilgan natijalarga o'xshashdir.

This definition is similar to that found by Smith (2001) who writes:

Bu ta'rif Smith va hamkasblari (2001) tomonidan topilgan ta'rifga yaqin:...

The return rate is similar to that of comparable studies (e.g. Smith et al. 1999).

Qaytish tezligi qiyoslanadigan izlanishlardagi (misol uchun Smith va boshqalar, 1999) natijalarga o'xshash.

The approach used in this investigation is similar to that used by other researchers.

Ushbu tadqiqotdagi yondashuv boshqa tadqiqotchilar tomonidan foydalanilgan yondashuvga o'xshash.

Studies have compared Xs in humans and animals and found that they are essentially identical.

Izlanishlarda, odamlar va hayvonlardagi X solishtirilgan va mohiyatan bir xil ekanligi topilgan.

The mode of processing used by the right brain	is similar to that is comparable to that is comparable in complexity to that	used by the left brain.
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Alohida mavzu sifatida o'xshashliklar qanday aks ettirilishi yuqoridagi misollar bilan aks ettirilmoqda. Yodlab so'ngra qo'llashga harakat qilishimiz kerak bo'lgan kalit ifodalar, demak, **'share a number of key features', 'there are/have a number of similarities', 'be similar', 'both have/share', 'be identical'** lar ekanligini ko'rdik.

Jadval ma'lumotini soddaroq tushunishga harakat qilinganda, chapdan birinchi ustun 'it' ma'nosida kelmoqda. Yani **'It is similar to that'** va undan so'ng **'used by the left brain'**. Shu gapni agarda **'It is similar to that was used by the left brain'** ko'rinishida 'was' bilan birgalikda qo'llasak, grammatik jihatdan xatolik yuzaga kelmaydi, faqat urg'u **'was used'** foydalanishlikka berilib qoladi. Avvalgi holda esa **'similar'** ma'no markazida turadi. Shu kabi jihatlarga yozish jarayonida ko'proq e'tibor berish zarurati kelib chiqadi.

Comparing within one sentence

Oral societies tend to be more concerned with the present	whereas while	literate societies have a very definite awareness of the past.
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Whereas While	oral societies tend to be more concerned with the present,	literate societies have a very definite awareness of the past.
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Yuqoridagi ikkita jadvalda, zidlash/akslantirish ma'nosida qo'llaniladigan **'whereas'** hamda **'while'** so'zlaridan foydalanishda solishtiriladigan bo'laklar tartibi va tinish belgisi zarurati tushuntirilmogda. Eslab qolishga harakat qilishimiz kerak bo'lgan jihati **'whereas'** yoki **'while'** gap o'rtasida kelgan holda gapning solishtiriladigan bo'laklari vergul bilan ajratilmaydi. Agarda bu so'zlar gapning avvalida keltirilsa, solishtiriladigan gap bo'laklari vergul bilan ajratiladi. Alohida misolda ko'rsak:

Belgium is a small country whereas Brazil is very big.

Whereas Belgium is a small country, Brazil is very big.

Belgiya kichik davlat bo'lgani holda Brazil maydoni juda katta.

This interpretation	differs from that contrasts with that is different from that	of Smith and Jones (2004) who argue that
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In contrast to oral communities,	it is very difficult to get away from calendar time in literate societies.
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Compared with people in oral cultures,	people in literate cultures organise their lives around clocks and calendars.
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Yuqoridagi uchta jadvalda **'differ from'**, **'be different from'**, **'compared with'**, **'in contrast/contrast'** kalit ifodalaridan foydalanish ko'rsatib berilmoqda. 'verb' va 'adjective' shakllarni o'z o'rnida qo'llashga ham e'tibor berishimiz kerakligini yodda saqlaylik.

Ya'ni **'it differs from...'** ...dan farq qiladi, **'It is different from...'** ...dan farqli ma'nolarini beradi.

'It contrasts with' ...bilan zid keladi, **'In contrast to...'** ...ga zid ravishda ma'nolarida keladi.

'Compared with/to' esa bilan solishtirilganda ma'nosini anglatadi. Ushbu ifoda ilmiy maqolalarda eng ko'p qo'llaniluvchi ifodalardan biridir desak mubolag'a bo'lmaydi.

Comparing within one sentence: comparative forms

In the trial, women made more/fewer errors than men.

Urinishlarda, ayollar erkaklardan ko'ra ko'proq/kamroq xatoga yo'l qo'yishdi.

Women tend to have greater/less verbal fluency than men.

Ayollar erkaklardan ko'ra ko'proq/kamroq verbal (o'gzaki) ta'sirga ega.

Women are more/less likely than men to perform well in tests.

Ayollar erkaklardan ko'ra test jarayonida (topshiriqni) yaxshiroq/yomonroq bajarishadi

Women are more/less accurate in tests of target-directed motor skills.

Ayollar 'target-directed motor' malaka testlarida ko'proq/kamroq aniqlik namoyon qiladi.

Women tend to perform better/worse than men on tests of perceptual speed.

'Perceptual speed' testlarida ayollar erkaklarga nisbatan yaxshiroq/yomonroq natija namoyon qiladi.

Women are faster/slower than men at certain precision manual tasks, such as ...

...kabi biror bir avtomatik bo'lmagan topshiriqlarni bajarishda ayollar erkaklardan ko'ra tezroq/sekinroq.

Women are more/less likely to suffer from X when the front part of the brain is damaged.

Miyaning 'front' qismi zararlanganda, ayollar erkaklardan ko'ra X dan ko'proq/kamroq jabrlanadigandek.

The part of the brain connecting the two hemispheres may be more/less extensive in women.

Miyaning ikkita yarim sharlarini birlashtiruvchi soha ayollarda kengroq/torroq bo'lishi mumkin.

Qaysidir jihatlarni bir-biriga solishtirishda qo'llaniladigan strukturalar yuqoridagi misollar bilan ko'rsatib berilmoqda. Ko'rsatilgan strukturalardan imkon qadar foydalanishga harakat qilib borishimiz akademik yozish malakamizni oshishiga olib keladi. Yuqoridagi antonimlarni esda saqlab qolishga va ulardan birining boshqa antonimlarini ham ma'no jihatidan tushunishga harakat qilib borishimiz kerak bo'ladi.

more – fewer (sanaladigan otlar uchun) more – less (sanalmaydigan otlar uchun)

greater – less (great katta ma'nosida, buyuk emas)

better – worse (yaxshi va yomon, sifat) well – badly (yaxshi yoki yomon darajada, ravish)

faster – slower (tezroq va sekinroq, sifat) faster – more slowly (tezroq va sekinroq ravish)

He is faster/slower than me.

It happened faster/more slowly.

Shuningdek more/less sifat va ravishning solishtirma darajasini yasashda qo'llanila oladi.

In the trial he/she was more/less accurate. Yoki He/she did the task more/less accurately.

'Error' va 'mistake' ning bir-biridan farqi texnik jihatga ko'ra. Tasodifan xato qilish 'mistake', bilishdagi kamchilikka bog'liq ravishda bajarilgan xato 'error'.

<http://languagelearningbase.com/88781/what-is-the-difference-between-error-and-mistake> dan olingan misoldan to'liqroq tushunish mumkin.

"Machines never make mistakes, but rather they make errors. People can make both."

Indicating difference across two sentences

It is very difficult to get away from calendar time in literate societies.	By contrast, In contrast, On the other hand,	many people in oral communities have little idea of the calendar year of their birth.
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Solishtiriladigan farqlarni ikkita gapda qanday aks ettirish kerakligi yuqoridagi jadvalda ko'rsatib berilmoqda. **'By contrast'** hamda **'In contrast'** O'zbek tilida **'Bunga zid ravishda'** ma'nosini berishini avvalgi mavzularda ko'rib chiqdik. **'On the other hand'** esa **'Boshqa tomondan'** ma'nosiga dalolat qiladi. Ma'no jihatidan uchinchi ifoda avvalgi ikkitasiga yaqin hisoblansada avvalgi ikkita ifodada zidlash ma'nosi aniq aks etadi. **'On the other hand'** ingliz tilida **'in a way that is different from the first thing you mentioned'** ma'nosini berish uchun qo'llaniladi (<https://dictionary.cambridge.org/dictionary/english/on-the-other-hand>). Ya'ni birinchi gapda ifoda etilgan fikrdan farqli jihatni ko'rsatish uchun.

Bir-biriga solishtirmoqchi bo'lganingiz ikkita jihatda **'In/by contrast'** va **'On the other hand'** ning ikkisi ham kontekstga to'la mos kelishi mumkin bo'ladi. Bu ko'rinishlardan qay birini tanlash sizning solishtiriliyotgan jihatlarni analiz qilish qobiliyatingizni ko'rsatib beradi.

Murakkabroq strukturadagi aniq bir misolni ko'rib chiqsak.

Compared with ones living in economically poor societies, people in rich countries can have more social advantages. On the other hand, they suffer more from/stress more because of limited free time.

Yoki

Compared with ones living in economically poor societies, people in rich countries can have more social advantages. In contrast, they suffer more from/stress more because of limited free time.

Indicating similarity across two sentences

Young children learning their first language need simplified input.	Similarly, Likewise, In the same way,	low level adult L2 learners need graded input supplied in most cases by a teacher.
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Yuqoridagi jadval misolida o'xshashliklar ikkita gapda qanday aks ettirilishi ko'rsatib berilmoqda.

Similarly – o'xshash holda

Likewise – Shunga o'xshash (holda)

In the same way – ayni yo'lda, ayni ko'rinishda/yondashuvda

O'xshashliklarni tasvirlashda yuqoridagi 3 ta ifoda misolida ko'rdik. Birinchi gapda ifodalangan fikrga o'xshashlikni ikkinchi gapda 'Similarly/Likewise/In the same way' ifodalarini vergul bilan ajratgan holda boshlanishini yodda tutishimiz kerak bo'ladi.

Solishtiriladigan jihatlar bitta gapda va ikkita gapda qanday ifodalanishini alohida mavzular sifatida ko'rsatilayotganini biroz chuqurroq tushunishga harakat qilaylik.

The mode of processing used by the right brain is similar to that used by the left brain. (1)

Young children learning their first language need simplified input. Similarly, low level adult L2 learners need graded input supplied in most cases by a teacher. (2)

Birinchi misoldagi gapni ikkiga bo'lib aks ettirish imkonsizdir. Sababi 'is' gacha bo'lgan qism tugallangan ma'noga ega emas. Shuningdek ikkinchi qismi ham. Ikkinchi gapda 'Similarly' dan avval va keyin kelayotgan ma'nolar tugallangandir. 'Similarly' qo'llanmagan holda ham alohida gap sifatida tasvirlana oladi. Birinchi gapda 'similar' ga urg'u berilmoqda. Ikkinchida 'Similarly' avvalgi va keyingi ma'nolarning o'xshashligini tushuntirishda, qo'shimcha ma'noda kelmoqda.

Defining Terms

In academic work students are often expected to give definitions of key words and phrases in order to demonstrate to their tutors that they understand these terms clearly. More generally, however, academic writers define terms so that their readers understand exactly what is meant when certain key terms are used. When important words are not clearly understood misinterpretation may result. In fact, many disagreements (academic, legal, diplomatic, personal) arise as a result of different interpretations of the same term. In academic writing, teachers and their students often have to explore these differing interpretations before moving on to study a topic.

Akademik ishda, talabalar ko'pincha qaysidir atamalarni aniq tushunganliklarini o'z o'qituvchilariga namoyish etish uchun asosiy so'zlar va iboralarning ta'riflarini berishlari kerak. Kengroq qaralganda, akademik yozuvchilar atamalarni shunday aniqlaydiki, o'quvchilarga ma'lum kalit so'zlar keltirilganda nimalar nazarda tutilganini tushunadilar. Agar muhim so'zlar aniq tushuntirilmagan bo'lsa, noto'g'ri talqin qilinishi mumkin. Asliyatda, ko'plab kelishmovchiliklar (akademik, huquqiy, diplomatik, shaxsiy) bir xil atamani turli xil talqin qilish natijasida yuzaga keladi. Akademik yozish jarayonida, o'qituvchilar va ularning talabalari ko'pincha biron bir mavzuni o'rganishga kirishishdan avval ushbu turli xil talqinlarni o'rganishlari kerak.

Introductory phrases

The term 'X' was first used by ...

X atama birinchi marta ...tomonidan qo'llanilgan.

The term 'X' can be traced back to ...

X atamaning kelib chiqishi ...ga borib taqaladi.

Previous studies mostly defined X as ...

Avvalgi o'rganishlarda X asosan ...sifatida talqin qilingan.

The term 'X' was introduced by Smith in her ...

Smith tomonidan X atama o'zining ...da keltirilgan.

Historically, the term 'X' has been used to describe ...

Tarixiy jihatdan, X atama ...ni tasvirlash uchun qo'llanilgan

It is necessary here to clarify exactly what is meant by ...

...bilan nima nazarda tutilganligini aniqlashtirish zarurati kelib chiqadi.

This shows a need to be explicit about exactly what is meant by the word 'X'.

Bu hol X so'z bilan nima nazarda tutilganligini aniq-ravshan tushunib olish zaruratini ko'rsatadi.

Yuqoridagi misollar bilan atamalarni aniqligini tushunish/ko'rsatishdagi nozik jihatlar tushuntirilmoqda. Aytaylik, 'nanorobotics' atamasiga aloqador fikr bildirmoqchisiz. Yuqoridagi misollarga asoslangan holda, bunda demak, 'nanorobotics' birinchi marta kim tomonidan qo'llanilgani, unda aynan nima nazarda tutilgani, biz qo'llamoqchi bo'lgan holatga qay darajada aloqadorligini avval mutaxassislar bilan maslahatlashib, so'ngra yozishimiz ma'qul bo'ladi. Aks holda murakkablik nomutanosiblikni yuzaga keltirishi mumkin. Bu fikr, (yuqori ehtimollik bilan) yaqinroq o'tmishdagi yangi atamalarga taalluqli bo'lishi haqiqatga yaqinroq. Ya'ni hammaga ma'lum va tushunarli bo'lgan, turli xil interpretatsiya qilinishi zarurati bo'lmagan atamalarga yuqoridagi yondashuvni amalga oshirish shart emas.

Simple three-part definitions

A university is	an institution	where knowledge is produced and passed on to others
Social Economics may be defined as	the branch of economics	[which is] concerned with the measurement, causes, and consequences of social problems.
Research may be defined as	a systematic process	which consists of three elements or components: (1) a question, problem, or hypothesis, (2) data, and (3) analysis and interpretation of data.
Braille is	a system	of touch reading and writing for blind people in which raised dots on paper represent the letters of the alphabet.

Yuqoridagi misollar bilan atamalarni tushuntirishga aloqador ifodalar bitta gap ichida qanday aks ettirilishi ko'rsatib berilmoqda. Yodda saqlashimiz kerak bo'lgani '**may be defined as**' ifodasidan foydalanish imkoni borligidir. Shuningdek '**can be defined as**' ham yuqoridagi strukturada qo'llanilishi mumkin. Ular orasidagi farq esa '**can be defined as**' ...*sifatida aniqlash imkoniga*, '**may be defined as**' ...*sifatida aniqlash ehtimolligiga* ishora qiladi.

Yana bir e'tiborga molik jihati uchinchi qatordagi gap qismining boshlanishini 'where', 'which', 'when' kabi bog'lovchi so'zlar bilan birlashtirish masalasidir.

The information may be considered scientific when it is proven by experiments.

Society can be defined as the area of people where they communicate with each other.

Proteomics is a systematic knowledge, which includes the comparison amino acid sequences of different organisms.

Yuqoridagi misollar biror-bir izohlanish zarurati bo'lgan atamaga aloqador xatboshining boshlanishi sifatida ko'rsatib berilmoqda. Yozilayotgan ilmiy qo'lyozmaning o'quvchilari qaysi soha vakillari bo'lishi mumkin ekanligini ko'z oldingizga keltiring. Shu soha vakillariga siz qo'llamoqchi bo'lgan atamalar qay darajada tushunarli bo'lishi mumkinligini tahlil qilib ko'ring. Shundan so'ng atama izohlanishiga hojat bor yoki yo'qligi haqida bir qarorga keling.

Atamaning murakkablik darajasi uning interpretatsiyasi zaruratini keltirib chiqaradi.

General meanings or application of meanings

The term 'X' refers to ...

X atama ...ga tegishlidir.

X can broadly be defined as ...

Kengroq ma'noda X ...sifatida talqin qilina oladi.

X can be loosely described as ...

X erkin holda ...kabi tasvirlana oladi.

The term 'X' encompasses A), B), and C).

X atama A), B) va C) larni qamrab oladi

X can be defined as ... It encompasses ...

X ...sifatida talqin qilina oladi. U o'z ochiga ...(lar)ni qamrab oladi

The term 'X' has come to be used to refer to ...

X atama ...ga talluqli ma'noda qo'llanila boshlandi.

The term 'X' is generally understood to mean ...

X atama, umuman olganda, ...ni nazarda tutishi tushuniladi.

In the literature, the term tends to be used to refer to ...

Adabiyotlarda, (ushbu) atamadan ...ga tegishlilikni ko'rsatish uchun qo'llash tendensiyasi bor.

In broad terms, X can be defined as any stimulus that is ...

Keng ma'noda, X ...sifatidagi har qanday rag'batlantiruvchi omil sifatida talqin qilina oladi.

Whereas X refers to the operations of ..., Y refers to the ...

X ...jarayonlariga tegishli bo'lsa, Y esa ...ga taalluqlidir.

The broad use of the term 'X' is sometimes equated with ...

Keng ma'nodagi X atamasi ba'zan ...bilan tenglashtiriladi.

The term 'X' has been used to refer to situations in which ...

X atama ...bo'lgan situatsiyalarga nisbatan qo'llanilgan.

The term 'disease' refers to a biological event characterised by ...

'Kasallik' atamasi ...bilan tavsiflanadigan biologik voqealarga taalluqli.

The term 'X' is a relatively new name for a Y, commonly referred to as ...

X atama Y uchun nisbatan yangi nom hisoblanib, umumiy holda ...ga taalluqli.

Defined as X, obesity is now considered a worldwide epidemic and is associated with ...

X sifatida ta'riflangan semizlik butun dunyoda epidemiya deb hisoblanadi va ...bilan bog'lanadi

Atama ta'rifiga aloqador yangi kalit so'zlar 'loosely described', 'encompass', 'generally understood', 'be equated with', 'be relatively a new term', 'defined as' lar ekanligi yuqoridagi misollar bilan ko'rsatib berilmoqda. Turli xil ifodalardan foydalanish birinchidan ifodalarning takrorlanishini, ikkinchidan strukturalar takrorlanishining oldini oladi. Bu o'rinda, imkon qadar siz

bermoqchi bo'lgan ta'rifga mohiyatan hamda ilmiy uslubga eng mos tushadigan ifodadan foydalanish o'quvchi uchun tushunish jarayoni oson bo'lishini ta'minlashini yodda tutish kerak.

Indicating varying definitions

- The definition of X has evolved.**
- There are multiple definitions of X.**
- Several definitions of X have been proposed.**
- In the field of X, various definitions of X are found.**
- The term 'X' embodies a multitude of concepts which ...**
- This term has two overlapping, even slightly confusing meanings.**
- Widely varying definitions of X have emerged (Smith and Jones, 1999).**
- Despite its common usage, X is used in different disciplines to mean different things.**
- Since the definition of X varies among researchers, it is important to clarify how the term is ...**

The meaning of this term	has evolved. asta-sekin rivojlangan has varied over time. vaqt o'tishi bilan o'zgargan has been extended to refer toni qamrab olishgacha kengaygan has been broadened in recent years. So'nggi yillarda kengroq tushunchaga aylangan
Bu atamaning ma'nosi	has not been consistent throughout ...hamma yerda ham izchil/mantiqiy bo'lmagan has changed somewhat from its original definition ...o'zining asl ta'rifidan ma'lum darajada o'zgargan.

Yuqoridagi misollar bilan atamalarning ta'rifiga oid gap namunalari aks ettirilmoqda. Yodda saqlashimiz kerak bo'lgan kalit ifodalar **'the meaning of the term'** va **'the definition of the term'** lardir. Alohida so'zlar haqida biroz fikr yuritimiz.

- 'Embody'** O'zbek tilida gavdalantirmoq, mujassamlashtirmoq ma'nolarini anglatadi.
- 'Concept'** tushuncha, g'oya ma'nolarini beradi.
- 'Overlap'** qisman qoplamoq, qisman mos tushmoq ma'nolarida qo'llaniladi.
- 'Emerge'** yuzaga chiqmoq, ko'rmoq, paydo bo'lmoq kabi ma'nolarni beradi.
- 'Clarify'** aniqlashtirmoq/konkretlashtirmoq ma'nolarinida qo'llaniladi.

Yuqoridagi misollar bilan birdan ortiq ma'noga dalolat qiluvchi (**several definitions, multiple definitions**), qisman mos keluvchi (**overlapping**) va chalg'ituvchi (**confusing**) holatlarga aloqadorlik gavdalantirilmoqda. Shu kabi atamalar haqida gap ketganda, yuqoridagi misollarga asoslangan holda aniq aytishimiz mumkinki, muallif interpretatsiya qilinayotgan atamaga bo'lgan shaxsiy pozitsiyasini neytral tutishi va ko'p ma'nolarga ishora qiluvchi atamaning qaysi ma'nosiga olingan natijalari yaqin/muvofiq kelishini dalillar bilan tushuntirishi kerak bo'ladi.

Bu kabi hollarda, albatta yoritilayotgan/mos kelayotgan jihat boshqa ilmiy ishlardagi umum-e'tirof etilgan natijalarga mos kelsa, jurnal tahririyati tomonidan tan olinishi osonroq kechadi.

Indicating difficulties in defining a term

- X is a contested term.** X bahsli atama
- X is a rather nebulous term.** X ning (aniqligidan) noaniqligi yuqoriroq.
- X is challenging to define because ...** X gasababli biror ta'rif berish qiyinchilik tug'diradi
- A precise definition of X has proved elusive.** X ning tasdiqlangan aniq ta'rifini ilg'ash qiyin.
- A generally accepted definition of X is lacking.** X ning umum (ko'pchilik) tomonidan tan olingan ta'rifi yo'q.
- Unfortunately, X remains a poorly defined term.** Afsuski, X to'liq tavsiflanmagan atama bo'lib qolmoqda.
- There is a degree of uncertainty around the atamaology in ...** Ushbu atama atrofida noaniqlik darajasi mavjud.
- There is no agreed definition on what constitutes ...**
Uningdan tashkil topganligi haqida bir to'xtamga kelinmagan
- There is little consensus about what X actually means.**
X ning nima ma'noni anglatishi haqida ozroq konsensus (umumiy kelishuv/to'xtam) bor
- These terms are often used interchangeably and without precision.**
Ushbu atamalar ko'p hollarda o'zaro aralastirilib va aniq tartiblarsiz qo'llaniladi.
- Numerous terms are used to describe X, the most common of which are**
X ni tasvirlash uchun bir necha atamalardan foydalaniladi, ular ichida eng ko'p qo'llaniladigani....
- The definition of X varies in the literature and there is atamaological confusion.**
Adabiyot ma'lumotlarida X atamasining ta'rifi (bir-biridan) farqlanadi and terminologiyada chalkashliklar bor.
- Smith (2001) identified four abilities that might be subsumed under the term 'X': a) ...**
Smith (2001) X atamasiga talluqli bo'lishi mumkin bo'lgan to'rtta xususiyatni aniqlagan
- 'X' is a term frequently used in the literature, but to date there is no consensus about ...**
'X' adabiyotlarda davriy ravishda qo'llanilib kelinadi, lekinhaqida konsensusga kelinmagan.
- X is a commonly-used notion in psychology and yet it is a concept difficult to define precisely.**
X psixologiyada umum-foydalaniluvchi tushuncha bo'lsa ham, uning aniq nima ekanligi haqidagi konsepsiya tushunishga qiyinchilik tug'diradi.
- Although differences of opinion still exist, there appears to be some agreement that X refers to ...**
Fikrlarning turlichaligi haligacha mavjud bo'lsada, X ning ...ga tegishli bo'lgan umumiy jihatlar bor.

Yuqoridagi misollar bilan atamalarni ta'riflashdagi qiyinchiliklar qanday kalit ifodalar bilan ifodalanishi mumkinligi ko'rsatib berilmoqda. **'Nebulous term', 'contested term', 'challenging definition', 'lacks precise definition', 'uncertainty', 'lack of generally accepted term'** kabi atamalardan aniq ta'riflanishida noaniqliklar bor holatlar uchun foydalanish mumkinligini anglash mumkin. Haqiqatdan ham noaniqliklar bor yoki yo'qligini, bu tartibdagi misollarni yozishdan avval, so'nggi yillardagi chop qilingan 10-15 ta ilmiy adabiyotlarni tahlil qilgandan so'nggina bir qarorga kelib ifodalash tavsiya qilinadi.

Specifying terms that are used in an essay or thesis

The term 'X' is used here to refer to ...

'X' atamasi bu yerdani nazarda tutish uchun qo'llanilgan

In the present study, X is defined as ...

Ushbu ilmiy ishda, Xsifatida ko'rilgan/aniqlangan.

The term 'X' will be used solely when referring to ...

'X' atamasi faqatgina ...ga nisbatan qo'llaniladi.

In this essay, the term 'X' will be used in its broadest sense to refer to all ...

Ushbu esseyda 'X' atamasi eng keng ma'noda barcha ...ga nisbatan qo'llaniladi.

In this paper, the term that will be used to describe this phenomenon is 'X'.

Ushbu maqolada, ushbu fenomenni tasvirlash uchun qo'llaniladigan atama X dir.

In this dissertation, the terms 'X' and 'Y' are used interchangeably to mean ...

Ushbu dissertatsiyada 'X' va 'Y' atamalar ma'nosida o'zaro almashinib qo'llanilgan.

Throughout this thesis, the term 'X' is used to refer to informal systems as well as ...

Butun tezis davomida 'X' atamaga o'xshagan norasmiy sistemalar uchun qo'llaniladi.

While a variety of definitions of the term 'X' have been suggested, this paper will use the definition first suggested by Smith (1968) who saw it as ...

'X' ga nisbatan turlicha ta'riflar berilgan bo'lsa ham, ushbu maqolada Smith (1968) tomonidan ...dek taklif qilingan tarifdan foydalaniladi.

'Essay' o'zbek tilida insho, 'thesis' esa dissertatsiya yoki tezis ma'nolarini anglatadi.

Teziz/dissertatsiya va insholarda qo'llanilgan atamalarning spesifikasiga aloqador strukturalarni aks ettirishni alohida mavzu sifatida tushuntirishning maqsadi yuqori ehtimolki ularda keltirilgan natijalarning ilmiy maqolalar darajasidagi kabi emasligidir.

Ilmiy maqolalarda biror atamaga aloqador gaplar aks ettirilganda shu tor sohadagi ekspertlar tomonidan obdon tekshiriladi. Dissertatsiya yoki tezislarda esa taqriz jarayonida ishning mohiyatiga ko'proq e'tibor beriladi. Boshqa jihatdan dissertatsiyalar ekspertiza ko'lami ilmiy maqolalardagi singari 'ipidan ignasigacha' tekshirilish ehtimoli kamroq. Yuqoridagi misollarni to'liq tahlil qilsak, farq faqatgina 'In this paper' yoki 'In this dissertation' ning o'zidagina iborat emasligini ko'rishimiz mumkin.

Taqriz jarayoniga bog'liq yana bir jihat. Dissertatsiyalarga havola qilishning muammoli tomonlaridan biri havola qilingan ma'lumotning asoslilikini tekshirishning ko'p vaqt talab qilishi bilan bog'liq. Garchi, bu dissertatsiya elektron variantining onlayn tarzda topish imkoni bo'lsa ham.

Referring to people's definitions: author prominent

For Smith (2001), X means ...

Smith (2001) nuqtai-nazaricha X ... ni anglatadi

Smith (2001) uses the term 'X' to refer to ...

Smith (2001) X atamasi ...ifodalash uchun qo'llagan.

Smith (1954) was apparently the first to use the term ...

Smith (1954) chamasi ushbu atamani birinchi bo'lib qo'llagan.

In 1987, psychologist John Smith popularized the term 'X' to describe ... 1987 yilda psixolog John Smith 'X' ni tasvirlash uchun ushbu atamani ommalashtirgan.

According to a definition provided by Smith (2001), X is 'the maximally ...

Smith (2001) ning ta'rifiga ko'ra X bu 'maksimal ...

This definition is close to those of Smith (2012) and Jones (2013) who define X as ...

Ushbu ta'rif Smith (2012) va Jones (2013) tomonidan keltirilgan X ning ... ta'rifiga yaqin

Smith, has shown that, as late as 1920, Jones was using the term 'X' to refer to particular ...

Smith 1920 yilga qadar Jonesning 'X' atamasini alohida ...larni nazarda tutish uchun qo'llaganini ko'rsatib bergan.

One of the first people to define nursing was Florence Nightingale (1860), who wrote: '... ...'

Hamshiralik ishiga birinchilardan bo'lib ta'rif berganlardan biri Florence Nightingale (1860) '.....' deb yozgan edi.

Chomsky writes that a grammar is a 'device of some sort for producing the' (1957, p.11).

Chomsky grammatikani '...ni ishlab chiqaruvchi vositalardan biri' (1957, 11 b) deb yozgan edi.

Aristotle defines the imagination as 'the movement which results upon an actual sensation.'

Aristotle tasavvurni 'haqiqiy sezish natijasida yuzaga keladigan harakat' deb ta'riflagan.

Smith *et al.* (2002) have provided a new definition of health: 'health is a state of being with

...

Smith va boshqalar (2002) sog'liqqa yangi ta'rif berishgan: 'sog'liq ...bilan bo'lish holatidir'.

Atoqli mualliflar tomonidan keltirilgan ta'riflar qanday qilib aks ettirilishiga oid misollarni alohida mavzu qilib ko'rsatishning ehtimoliy sabablaridan biri birinchi marta keltirilgan ta'riflarda nima(lar) nazarda tutilganini va uni qanday eks ettirish yaxshiroqligini ko'rsatishdir. Bunday yondashuvda e'tibor beriladigan jihatlar '**first used the term**', '**popularized term**', '**(apparently) the first person to use/who used**', '**provided a new term**' kabi kalit ifodalardan foydalanish

imkoniyatlaridir. Yana bir e'tiborga molik jihat boshqa muallif tomonidan keltirilgan ta'rifni asl holicha qo'shtirnoq yoki ikki nuqta bilan ajratib yozish masalasidir. Bunda boshqa muallifning sitatasi yozilgan tilda keltirish eng to'g'ri variant. Tarjima jarayonida paydo bo'lgan fikr qay darajada alohida qilib yozishga mos kelishini biroz o'ylab ko'rish kerak bo'ladi. Oxirgi gapni yana bir o'qib ko'rib, fikr yuriting.

Referring to people's definitions: author non-prominent

X is defined by Smith (2003) as '...'

Smith (2003) tomonidan X '...' kabi ta'riflangan.

The term 'X' is used by Smith (2001) to refer to ...

'X' atama Smith (2001) tomonidan ...ni nazarda tutish uchun qo'llanilgan.

X is, for Smith (2012), the situation which occurs when ...

Smith (2012) nuqtayi-nazaricha ...sodir bo'lgandagi holat.

A further definition of X is given by Smith (1982) who describes ...

Keyingi ta'rif Smith (1982) tomonidan ...ni tasvirlash uchun keltirilgan.

The term 'X' is used by Aristotle in four overlapping senses. First, it is the underlying ...

Aristotel tomonidan qo'llanilgan 'X' qisman mos keluvchi to'rtta hisga nisbatan qo'llanilgan.

Birinchisi, eng muhimi...

X is the degree to which an assessment process or device measures ... (Smith *et al.*, 1986).

X bu baholash jarayoni yoki asbob tomonidan o'lchanadigan daraja (Smith va boshqalar, 1986).

Yuqoridagi misollar atoqli bo'lmagan (author non-prominent) mualliflarning ta'rifga oid fikrlarini aks ettirish uchun namuna sifatida ko'rsatilmoqda. **'used by ... to refer to' 'further definition', 'defined by ..., further as'** kabi ifodalar ushbu fikrimizni qo'llab-quvvatlay oladi. Yuqoridagi uchta ifoda mantiqan biror atamaga keyinchalik berilgan ta'rifga aloqador. Aristotile ga nisbatan 'non-prominent' sifati berilgani berilgani biroz tushunarsiz.

Avvalgi mavzu bilan birlashtirganimizda ikkita mavzuning taxminiy xulosasi quyidagicha:

Smith (2001) is the first author to use the term 'X', who defined/described it as ... The term

'X' used by Jones (2008) was referred to

Commenting on a definition

<p>This definition</p> <p>Ushbu ta’rif</p>	<p>includes ... o’z ichiga oladi</p> <p>allows for imkonini beradi</p> <p>highlights the ni ta’kidlaydi</p> <p>helps distinguish ni farqlashga yordam beradi.</p> <p>takes into account ni hisobga oladi</p> <p>poses a problem for ... uchun muammo tug’diradi</p> <p>will continue to evolve. Asta-sekin rivojlanishda davom etadi</p> <p>can vary depending on ga bog’liq ravishda farqlanadi</p> <p>was agreed upon after ... jihati bilan mos keladi</p> <p>has been broadened to include ... ni qamrab olishgacha kengaygan</p>
<p>The following definition is</p> <p>Yuqoridagi ta’rif</p>	<p>intended to ga mo’ljallangan</p> <p>modelled onda modellashtirilgan</p> <p>too simplistic: . juda ham sodda ko’rinishda:</p> <p>useful becausejihatiidan foydali</p> <p>problematic askabi muammoli</p> <p>inadequate sincebo’lgani uchun qoniqarli emas</p> <p>in need of revision since bo’lgani uchun tahrir qilinishi zarurati bor</p> <p>important for what it excludes. ni istisno qilgani sababli muhimdir</p> <p>the most precise produced so far. Hozirgacha ishab chiqilgan eng anig’idir</p>

Yuqorida keltirilgan misollar boshqalar tomonidan keltirilgan ta’riflarga nisbatan boshqa mualliflarning izohlari qanday namunalar bilan aks ettirilishi oid tavsiyalardir.

Kamroq qo’llaniladigan ba’zi atamalarning ma’nolarini eslab o’taylik.

Take into account – hisobga olmoq

Pose a problem – muammo keltirib chiqarmoq

Evolve – asta-sekin rivojlanmoq

Evolve from – dan kelib chiqmoq (evolyutsiyaga oid)

Inadequate – sifat jihatidan qoniqarsiz

Be in need of revision – tahrir qilinishga muhtoj bo’lmoq

Include – o’z ichiga olmoq; ‘exclude’ esa uning aksi

Simplistic – sodda, soddalashgan

So far – hozirgacha (bo’lgan)

Vary – farqla(n)moq; variance – variatsiya

Boshqalar tomonidan berilgan ta’riflarga imkon qadar yuqoridagi misollardagi kabi yondashuvni amalga oshirish qo’lyozma sifatini talab darajasida bo’lishiga xizmat qiladi. Bunda birinchidan aynan kerakli atamani ishlatgan bo’lamiz: **‘developed slowly’** yoki **‘developed for a long time’** kabi uzun ifodalar **emas** aynan **‘evolve’** ni qo’llash; biror bir g’oya yoki tasavvurga nisbatan **‘not proper by the quality’** **emas**, aynan **‘inadequate’** kabi. Ikkinchidan izohlashga qo’llanadigan barcha sohalar uchun ham tushunarli bo’la oladigan so’zlardan foydalangan bo’lamiz.

Lekin, yuqoridagi fikrga ham mutlaqlik da’vosi qilinmaydi. O’zingizning tor sohangizdagi ilmiy adabiyotlarda qo’llanilgan atamalarni ham ko’rib chiqib, ularni solishtirish va tanlash imkoniyati haqida ham fikr yuritib ko’ring.

Describing Trends

A trend is the general direction in which something is developing or changing over time. A projection is a prediction of future change. Trends and projections are usually illustrated using line graphs in which the horizontal axis represents time. Some of the language commonly used for writing about trends and projections is given below.

Trend - bu vaqt o’tishi bilan, nimanidir rivojlantirib yoki o’zgartirib turadigan umumiy yo’nalish. **Projection** esa kelajakdagi o’zgarishlarni prognoz qilishdir. **Trends va projektion** odatda gorizontal o’q bo’ylab vaqtni aks ettiruvchi chizma grafiklari yordamida tasvirlanadi. Trends va projections haqida yozishda ishlatiladigan ba’zi ifodalar quyida keltirilgan.

Describing trends

<p>The graph shows that there has been a Figure 2 reveals that there has been a</p>	<p>slight steep sharp steady gradual marked</p>	<p>fall rise drop decline increase decrease</p>	<p>in the number of divorces in England and Wales since 1981.</p>
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Slight fall – qisman pasayish

Steep rise – keskin/tik ko’tarilish

Sharp drop – keskin tushish

Steady decline – barqaror/davomli pasayish

Gradual increase – asta-sekin o’sish

Marked decrease – sezilarli pasayish

E’tibor bergan bo’lsangiz bu yerda ikkinchi ustunda kalit so’z sifatida foydalanishimiz zarur bo’lgan sifatlar alohida keltirilmoqda. Grafiklarda ifodalanishi shart bo’lgan *pasayish, ko’tarilish, ortish* ma’nolarini beruvchi so’zlardan sifatdan keyin foydalanish shart bo’ladi. *Keskin, davomli, sezilarli* so’zlarini qo’llagandan keyin, uning ehtimoliy sababini ham, ya’ni shaxsiy fikringizni (unga mutlaq to’g’ri degan tusni bermay) qo’shib keting. *Slight difference* ga bu narsa shart emas (ko’p hollarda). Lekin urg’u berib *keskin* ma’nosidagi so’zlarni shunchaki yozib ketish bilan ish chala qoladi.

Yana bir muhim jihati, jadvalning birinchi ustunidagi *Present Perfect tense* strukturani mutlaq qabul qilishga hojat yo’q. O’zingizning shaxsiy natijalaringizga nisbatan bemaolol *Past Simple tense* ni qo’llashingiz mumkin. Biror o’zgarishga ishonchingiz aniq komil bo’lsa unda *Present Simple tense* dan ham foydalanish albatta mumkin, faqat “chig’iriqdan o’tayotganda” biroz editor yoki reviewer da e’tiroz uyg’otishi mumkin. Chunki *Present Simple tense* dagi da’vo biroz keskinlik

kasb etadi.

Highlighting a trend in a table or chart

<p>What is striking What stands out What is interesting What can be clearly seen</p>	<p>in this</p>	<p>table chart figure</p>	<p>is the growth of ... is the high rate of ... is the variability of ... is the dominance of ... is the rapid decrease in ... is the steady decline of ... is the general pattern of ... is the dramatic decline in ... is the continual growth of ... is the difference between ... is the phenomenal growth of ...</p>
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Jadval ma'lumotlarini tasvirlash rasm ma'lumotlarini tasvirlashdan muhimroqdir. Chunki yaxshi tasvirlangan rasmda deyarli hamma narsani ko'rish mumkin. Jadvalda esa unday emas. Kamdan-kam o'quvchi jadvaldagi har bir katak ma'lumotlari bilan tanishib chiqishni xohlaydi. Shuning uchun ham birinchi va to'rtinchi ustundagi ifodalarni yodlab olishga harakat qilaylik. Birinchi ustunda pastdan yuqoriga tomon urg'u berish ma'nosi kuchayib bormoqda. Albatta shu strukturaga yaqin qilib *What is remarkable, What is astonishing* kabilardan ham foydalansa bo'lar. To'rtinchi ustundagi ifodalar turli xil omillarga nisbatan qo'llaniladi. Bu yerda ehtiyotkorlik bilan aynan o'zingizning tor sohangizdagi ma'lumotga ko'proq mos tushadigan ifodani (boshqa maqolalardan topib belgilab borish orqali) qo'llang.

Alohida jihatlar haqida yana ikki og'iz so'z.

'What can be clearly seen in this table is the difference' kabilarni hech bo'lmaganda statistik farq qiladigan, ahamiyatli darajada farq qiladigan ko'rsatkichlargagina qo'llash kerak. $P \leq 0.05$ bo'lib turganda 7-8 foizli farq ko'rsatkichlariga yuqoridagi kabi ifodalar bilan urg'u berish qo'lyozmaning zarariga xizmat qilib qolishi ham mumkin. Yoki *'What stands out'* bilan 12-15% lik farqni ifodalash ham unchalik to'g'ri emas.

Describing high and low points in figures

Production of X peaked in 1985.

X rose to a high point and peaked in ...

The peak age for committing a crime is 18.

The number of Xs reached a peak during ...

Production of X reached a low point in 1990.

The rate fell to a low point of \$5.00 at the end of the year.

Peak so'zining ma'nosi sifatida google quyidagilarni namoyon qilmoqda.

1. the pointed top of a mountain (noun)
2. a projecting pointed part or shape (noun)
3. to reach a highest point, either of a specified value or at a specified time (verb)
4. at the highest level; maximum (adjective)

Demak biz siz bilan xromatografiya chizgilarida qo'llaydigan pik so'zi ingliz tilidagi ma'nosidan olingan. Shuning uchun ham eng yuqori nuqta, qiymat, ko'rsatkich kabilarga peak so'zi qo'llanilmoqda.

A va B sharoit larda ko'rsatkichlarning peak nuqtalarini bitta yoki ikkita (ketma-ket) gaplarda tasvirlash zarurati tug'ilsa, bitta vaziyat uchun '*high point*' ikkinchisida esa '*peak*' ni qo'llash orqali takrorlashdan foydalanmasligimiz uchun yaxshigina qo'llanma. Misol uchun:

'X reached its highest point on the 10th day of the treatment, but the peak for Y was observed at the earlier stage'

Eng kichik ko'rsatkichga nisbatan '*reach a/the low point*' hamda '*fell to low point*' ifodalari keltirilmoqda. Mabodo ikkita ketma-ket gapda (yoki bitta gapda) ham eng yuqori ham eng quyi nuqtalarni muhokama qilish zarurati paydo bo'lsa, bunday holatda ham so'zning takrorlanishidan foydalanmang. '*reached peak.....reached lowest point*' ko'rinishida emas, balki '*rose to peak.....reached the lowest point*' kabi.

Projecting trends

<p>The rate of Z The amount of Y The number of Xs</p>	<p>is likely to will probably is expected to is projected to</p>	<p>fall reach rise to increase level off decline by drop sharply remain steady be as high as decline steadily continue decreasing grow by more than</p>	<p>after 2020</p>
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Ikkinchi ustundagi ***‘is likely to’*** va ***‘will probably’*** ehtimollikni aks ettirishi hammamizga ayon. ***‘Probably’*** dan zarurat bo’lmasa foydalanmagan ma’qul. Undan farqli ravishda, ***‘be likely to’*** ehtimolliigi bor bo’lsada, nimagadir asoslangan holda qo’llaniladi. ***‘Be expected to’*** o’zbek tiliga *‘... kutiladi’* sifatida tarjima qilinadi va uning sodir bo’lish ehtimoli yuqoriroqdir. Uning prognoz qilish ma’nosidan qutulish uchun *‘nimaga asosan’* shu narsa kutilishini tushuntirib ketilsa maqsadga muvofiq bo’ladi. ***‘is projected to’*** *‘estimate or forecast (something) on the basis of present trends’* ni ya’ni davom etayotgan tendensiya asosida baholash ma’nosini anglatadi, ***‘be expected to’*** dan ko’ra asosliroq. Bu ifoda chiziqli ko’rinishda davom etayotgan tendensiyaga juda mos keladi.

‘Grow/increase by’ hamda ***‘grow/increase to’*** ning farqini tushunib ketaylik. Aytaylik X qiymat 50 raqam ko’rsatkichidan 75 raqam ko’rsatkichigacha ortdi. Ya’ni 50% ga yoki 75 gacha ortdi. Bu holda uni ***‘X grew/increased by 50%’*** yoki ***‘X grew/increased to 75’*** sifatda tasvirlashimiz mumkin.

Yoki pasayishda ham shu singari: ***‘X declined/decreased by 50%’*** 10 birlikdan 5 birlikgacha kamaygani ko’rsatsa, shuni boshqacha holatda ***‘X decreased/declined to 5’*** deb tasvirlash mumkin.

‘oshish yoki kamayish + by’ shuncha ko’rsatkichga oshganini yoki kamayganini ya’ni qo’shilgan yoki kamaygan ko’rsatkichni anglatadi.

‘o’sish yoki kamayish + to’ esa shu ko’rsatkichgacha oshganini yoki kamayganini anglatadi.

3→6 bo’lganda. ***‘X grew/increased to 6’*** yoki ***‘X grew/increased by 100%’***.

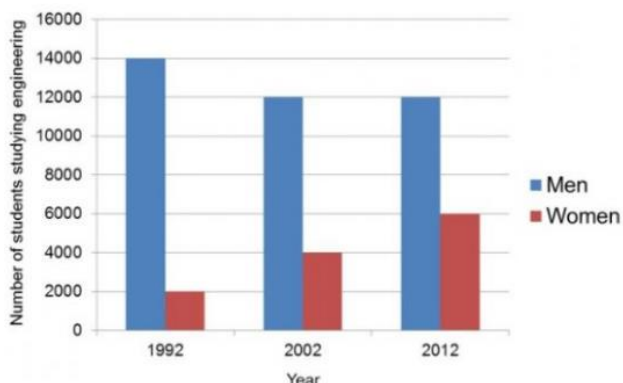
Anglagan bo’lsak shu kabi holatlarda ***‘by’*** bilan ifodalash o’quvchiga tushuntirish uchun osonroq. Chunki bunda foiz ko’rsatkichini qo’shish bilan raqamlarga katta e’tibor qaratishdan “qutulamiz”.

Ko’proq ma’lumot uchun <https://www.quora.com/Whats-the-difference-between-increase-to-and-increase-by> ga kiring.

‘Level off’ Cambridge lug’atiga ko’ra ***‘if a rate or amount levels off, it stops rising or falling and stays at the same level’*** ma’nosiga dalolat qilmoqda. Ya’ni ***‘Unemployment rose to ten***

percent and then levelled off o'zbek tilida 'ishsizlik darajasi o'n foizga ortganini va keyinchalik o'zgarishsiz qolganini' anglatadi.

O'zgarishlarni ifodalashiga oid <https://preply.com/en/blog/2018/08/17/charts-graphs-and-diagrams-in-the-presentation/> dan olingan ajoyib bir misol bilab tanishib chiqsak.



Ushbu 3 yilga oid 6 ta ustundagi ma'lumot qay darajada yaxshi tasvirlanganini qayta-qayta o'qib chiqib, o'zimizga xulosa qilaylik. Tasvir ham o'sha veb sahifadan olingan ko'rinishida keltirilmoqda.

The bar chart illustrates the number of men and women studying engineering at Australian universities between the years 1992 and 2012 at 10-year intervals.

It can be seen that the number of male students fell slightly from 14,000 in 1992 to 12,000 in 2002, and then remained level through the following decade. The number of female students is relatively low, starting at 2,000 in 1992. However, while the number of men decreased, the number of women increased. Female students grew steadily by 2,000 each decade. This led to a rise in the total number of engineering students from 16,000 to 18,000 in this period.

Men continue to make up the majority of students. However, the proportion of female students increased sharply in this period. In 1992 there was one woman to every seven men, but by 2012 this had narrowed to one woman to every two men.

Overall, we can see a clear upward trend in the number of female engineering students in Australian universities, while the number of male students seems to have levelled off.

Agarda rasm ko'rinishidagi ma'lumotlarimizni shu ko'rinishda ifoda eta olsak, nazarimda, taqrizchi va muharrirda bu qismga nisbatan umuman e'tiroz qolmasa kerak. Bizdagi maqolalar uchun shu kabi yondashuv aynan foyda bo'lishi kerak.

Aniqroq aytganda, ba'zi maqolalarda grafik ma'lumotlari shu qadar yuksak mahorat bilan aniq tasvirlanadiki, ularda grafikni sharhlashga zarurat qolmaydi, talab ham qilinmaydi. Chunki u kabi maqolalarda ma'lumotlar ko'pligi uchun uning muhokamasiga ehtiyoj qolmaydi. Lekin, o'rtacha darajadagi jurnallar (aytaylik $IF \leq 1.5$) da rasm va jadvallarni sharhlashga targ'ib qilinadi. Rasmni sharhlash baribir umumiy olganda foydali.

Chunki siz eng zukko o'quvchi ham diqqatdan qochirishi mumkin bo'lgan tomonni yoritishingiz va unga bu haqda eslatishingiz mumkin.

Describing Quantities

The language for writing about quantities can be a complex area for non-native speakers because there are many combinations of short grammar words, such as prepositions and pronouns, and these can easily be confused. Many of the phrases given below also contain approximators such as: *nearly, approximately, over half, less than, just over*.

Miqdor (o'zgarish) lar haqida yozish non-native speaker lar uchun qiyinchilik tug'dirishi mumkin. Chunki predloglar va olmoshlardan iborat qisqa grammatik so'z birikmalari mavjud va yozuvchilar bilan osonlikcha chalg'ib qolishi mumkin. Ushbu iboralarning ko'pchiligi *nearly, approximately, over half, less than, just over* dan iborat "taxminlovchi" ko'rsatkichlarni o'z ichiga oladi.

Describing fractions

Over half of those surveyed indicated that ...

Nearly half of the respondents (48%) agreed that ...

Approximately half of those surveyed did not comment on ...

Less than a third of those who responded (32%) indicated that ...

The number of first marriages in the United Kingdom fell *by nearly two-fifths*.

Of the 148 patients who completed the questionnaire, *just over half* indicated that ...

Well over More than Just over Many more than Around Almost As many as Approximately Just under Less than Fewer than Well under	half a third a quarter	of those surveyed of the respondents of those who responded	agreed that ...
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Birinchi ustunda keltirilgan ifodalarning 'yarim' bilan qo'shilgandagi o'zbek tilidagi ma'nolari bilan tanishib chiqamiz.

Many more than half – yarimga nisbatan ancha ko'p sondagi (sanaladigan otlarga nisbatan)

Well over half – yarimdan anchagina ko'proq

More than half – yarimdan ko'proq

Just over half – yarimdan ozgina ko'proq

Around half – yarim atrofida (ozgina ko'proq yoki kamroq)

Almost half – deyarli yarim

As many as – ...dek ko'p

Approximately half – taxminan yarmi

Just under half – yarimdan ozgina kamroq

Less than half – yarimdan kamroq (sanalmaydigan otlarga nisbatan)

Fewer than half – yarimdan kamroq (sanaladigan otlarga nisbatan)

Well under half – yarimdan anchagina kamroq

Ko'rganingizdek yuqoridan pastga qarab ma'no *yarimdan aaancha ko'pdan yarimdan aaancha kamga* tomon kamayib bormoqda. Shu ifodalardan birini yarim atrofidagi miqdor ko'rsatkichlariga nisbatan bimalol qo'llash mumkin.

E'tibor bering: *A third* yoki *one third* – uchdan biri. *The third* uchinchi. *a quarter* – to'rttdan biri

Describing proportions

Singapore has the highest proportion of millionaire households. (1)

The annual birth rate dropped from 44.4 to 38.6 per 1000 per annum. (2)

The proportion of live births outside marriage reached one in ten in 1945. (3)

Scotland had the lowest proportion of lone parents at only 14 per cent. (5)

The proportion of the population attending emergency departments was 65% higher in X than ... (5)

'Proportion' so'zi google ma'lumotlariga tayansak quyidagi ma'nolarni beradi.

1. a part, share, or number considered in comparative relation to a whole.
2. the relationship of one thing to another in terms of quantity, size, or number; ratio.
3. the comparative measurements or size of different parts of a whole.
4. dimensions; size.
5. the correct, attractive, or ideal relationship between one thing and another or between the parts of a whole.

Ya'ni biz ko'p qo'llaydigan *proporsional* so'zi uning faqatgina 5-ma'nosigagina yondosh. Yuqoridagi gaplarda qo'llanilganda esa ko'proq 1, 2 va 3 ma'nolariga yaqin holat aks ettirilgan. Nima uchun **'proportion'** alohida o'rgatilayotgani haqida biroz fikrlashaylik. Ikkinchi gapdagi **'proportion'** ni 1000 dan 44.4 va 38.6 qism deb emas boshqacharoq qilib foizda 4.44% va 3.86% qilib ko'rsatsak farq aniqroq ko'rinadimi yoki aksincha. Albatta bunda arzimagan ko'rinishni tashkil qilgandek taassurot uyg'otadi. Yoki birinchi gapdagi Singapur millionerlari sonini Amerika millionerlari soniga solishtirsak qiyosiy jihatdan to'g'ri solishtiruv bo'ladimi, albatta yo'q. Chunki bu yerda Singapurning aholi soniga nisbatan **'proportion'** nazarda tutilmoqda.

Shuning uchun ham olingan raqamli ma'lumotlarimizni nafaqat o'zimizning ma'lumotlarimiz bilan, balki boshqa ma'lumotlarga nisbatan undagi 'proportion' qay darajada ekanligini ham solishtirishimiz ilmiy ishimiz va qo'lyozmamiz sifatini oshirishga xizmat qilishi mumkin. Buning natijasida ma'lumotlarimizning ishonchlilik darajasini tushunish jarayonini osonlashishi mumkin.

Describing percentages

- 70% of those who were interviewed indicated that ... (1)
- Since 1981, England has experienced an 89% increase in crime. (2)
- The response rate was 60% at six months and 56% at 12 months. (3)
- In 1960 just over 5% of live births in 1960 were outside marriage. (4)
- Returned surveys from 34 radiologists yielded a 34% response rate. (5)
- He also noted that fewer than 10% of the articles included in his study cited ... (6)
- With each year of advancing age, the probability of having X increased by 9.6% (p = 0.006).
- The mean income of the bottom 20 percent of U.S. families declined from \$10,716 in 1970 to ...
- X found that of 2,500 abortions, 58% were in young women aged 15-24, of whom 62% were ...

Ushbu gaplar veb sahifada berilgan ko'rinishidagi keltirilmoqda. Foiz ko'rsatkichda o'zgarishlarni sharhlash eng ko'p qo'llaniladigan solishtirish vositasi desa mubolag'a bo'lmasa kerak. Bunda bir raqam ko'rsatkichidan ikkinchi raqam ko'rsatkichiga doir o'zgarish sodir bo'lganda, birinchi raqam ko'rsatkichi 100% hisoblaniladi va o'zgarish ulushining 100 marta orttirilgan qiymati nazarda tutiladi.

Birinchi gap foiz ko'rsatkichi bilan boshlanmoqda. Ilmiy maqolalarda raqam bilan yangi gapni boshlamaslik tavsiya qilinadi. O'zbek tilida 'of' '...ning' ma'nosini berishi bizga ma'lum. O'zbek tilida qaratqich kelishigi qo'shimchasi qachon qo'llanilishi zarurligi yoki zarur emasligini bila olamiz. Shunga o'xshash holat 'of' nima sababdan qo'llanilgan yoki yo'qligini tushunishga harakat qilaylik. Ikkinchi gapda 'of' ni qo'llab bo'lmaydi. Uchinchi gapda foiz ko'rsatkichi tegishli bo'lgan so'z undan avval kelishi hisobiga tabiiyki uni qo'llamaymiz. To'rtinchi gapda 'of' ni qo'llash shart va beshinchi gapda aksincha.

Well over			
More than			
Just over			
Many more than			
Around	40%	of those surveyed (1)	agreed that ...
Almost	50%	of the respondents (2)	
Approximately	80%	of those who responded (3)	
Just under			
Less than			
Fewer than			
Well under			

Uchinchi ustundagi birinchi va uchinchi holatlarda 'of' qo'llanilishi shart, ikkinchi gapda 'of' qo'llanilmasa ham bo'ladi. Ilmiy maqolalarni tayyorlashda qo'llagan ma'qulroq. Chunki bu bilan foiz ko'rsatkichi nimaga tegishli ekanligiga urg'u beriladi.

Describing averages

The average of 12 observations in the X, Y and Z is 19.2 mgs/m ...

This figure can be seen as the average life expectancy at various ages.

The proposed model suggests a steep decline in mean life expectancy ...

Roman slaves probably had a lower than average life expectancy.

The mean age of Xs with coronary atherosclerosis was 48.3 ± 6.3 years.

Mean estimated age at death was 38.1 ± 12.0 years (ranging from 10 to 60+ years)

The mean score for X was subjected to multivariate analysis of variance to determine ...

The mean income of the bottom 20 percent of U.S. families declined from \$10,716 in 1970 to

...

Biror tor sohaga oid olingan ma'lumotning o'rtacha qiymatini tasvirlash alohida e'tibor talab qiluvchi masalalardan biridir. Yuqorida keltirilgan gaplarda o'rganishimiz mumkin bo'ladigan jihatlar:

(1) o'rtacha qiymatni hisoblab chiqarilganda, albatta uning aniq (alohida) qiymatlari o'rtachadan qanchaga farq qilishi haqida ko'rsatib o'tilishi,

(2) \pm belgisidan avval va keyin, ya'ni, asosiy qiymat va o'rtachalikdan farqni ko'rsatuvchi qiymat orasida bitta bo'sh joy (пробел (pyc) – gap (ingliz)) qoldirilishi,

(3) butun son va o'nlik son oraligida nuqta belgisi qo'llanilishi (vergul emas) ekanligi oydinlashadi.

Yana shu narsani unchalik qat'iy bo'lmagan qoida sifatida o'zlashtirishimiz mumkinki, agarda ilmiy maqola yozish jarayonida biror *so'z*, *so'zlar birikmasi* yoki *gap(lar)* ni alohida diqqat bilan o'qilishini xohlasangiz uni *kursiv harflarda* yozish orqali ajratib ko'rsatishingiz mumkin bo'ladi. Bo'yalgan harflarda ko'rsatish unchalik xush ko'rilmaligi mumkin.

“Plus-minus” raqam qiymatlari ko'p hollarda standard og'ish qiymati bilan aks ettiriladi. Ba'zi hollarda standard xatolik ko'rsatkichi bilan. Avval ham ta'kidlanganidek, o'rtachalikdan qanchaga farq qilinishini ko'rsatuvchi biz *plus-minus* deb yurituvchi ko'rsatkich, o'rtacha qiymatni keltirib chiqargan mavjud barcha raqam ko'rsatkichlarini qamrab olmasligi mumkin. Juda oddiy misolda 4 raqam 9, 11, 8 va 12 dan iborat bo'lsa, o'rtacha qiymat 10 bo'ladi, “plus-minus” ko'rsatkich esa standard og'ish qiymati bo'yicha 1.8257 ni tashkil qiladi, ya'ni bunda 8 va 12 plus-minusdan tashqarida qolib ketadi. Ko'pchilik jurnallarda eksperimental takrorlar soni kamida 4 ni tashkil qilishi tavsiya qilinadi (hech bo'lmaganda 3, bu ham kam hollarda).

Describing ranges

Estimates of X range from 200,000 to 700,000 and up to a million or more.(1)

The respondents had practised for an average of 15 years (range 6 to 35 years).(2)

The participants were aged 19 to 25 and were from both rural and urban backgrounds.(3)

Rates of decline ranged from 2.71– 0.08 cms per day with a mean of 0.97 cms per day.(4)

They calculated ranges of journal use from 10.7%–36.4% for the humanities, 25%–57% for ... (5)

The evidence shows that life expectancy from birth lies in the range of twenty to thirty years.(6)

At between 575 and 590 metres depth, the sea floor is extremely flat, with an average slope of ... (7)

The mean income of the bottom 20 percent of U.S. families declined from \$10,716 to \$9,833. (8)
Range so'zi o'zbek tilida soha, diapozon, oraliq ma'nolarini beradi. Shu kabi ko'rsatkichlarni tasvirlash yuqoridagi gaplarda keltirilgan. Boshlang'ich va so'nggi raqam ko'rsatkichlarini ifodalash/tasvirlash aniq raqamlarning o'zida, foiz ko'rsatkichlarida, fizik kattaliklarda va boshqa birliklarda bemalol bajarilishi mumkin. Faqatgina bu yerda siz fikr yuritayotgan kontekstdagi ko'rsatkichlarni qay tariqa ifodalash to'g'riroq bo'lishini o'zingiz hal qiling. Bu masalada shu sohadagi avvalgi maqolalarga murojaat qilingani ma'qulroq.

Shu yerda yuqoridagi gaplar misolida ingliz tilidagi zamon masalasida biroz fikrlashib ketaylik. Birinchi, oltinchi va sakkizinchi gaplarda *Present Simple tense* dan foydalanilgani ko'rinib turibdi. Qolgan gaplarda esa *Past Simple tense* qo'llanilgan. *Past Simple tense* dagi ma'noni o'zbek tiliga qanday tarjima qilishimizdan qat'iy nazar, bu zamon qo'llanilishi bilan muallif tomonidan da'vo qilishdan ko'ra, o'quvchining o'ziga xulosa qilishga qo'yib berish ma'nosi kuchliroq. *Present Simple tense* dan esa qay darajada oqillik bilan foydalanishimizdan qat'iy nazar, aytilayotgan fikrning to'g'riligiga, manoga qarab ba'zi hollarda umumiylikka da'vo qilish tasviri biz yoritmasakda ko'rinib turadi. Birinchi, oltinchi va sakkizinchi gaplarni qaytadan yana bir o'qib ko'ringda, tushunishga harakat qiling.

<https://www.edge.org/response-detail/11693> saytidan olingan *sezilarli farqqa* oid ma'lumot bilan tanishib o'tishimiz biz uchun foydali bo'ladi.

A Statistically Significant Difference in Understanding the Scientific Process

Statistically significant difference — It is a simple phrase that is essential to science and that has become common parlance among educated adults. These three words convey a basic understanding of the scientific process, random events, and the laws of probability. The term appears almost everywhere that research is discussed — in newspaper articles, advertisements for "miracle" diets, research publications, and student laboratory reports, to name just a few of the many diverse contexts where the term is used. It is a short hand abstraction for a sequence of events that includes an experiment (or other research design), the specification of a null and alternative hypothesis, (numerical) data collection, statistical analysis, and the probability of an unlikely outcome. That is a lot of science conveyed in a few words.

Statistik jihatdan sezilarli farq – bu fan uchun zarur bo'lgan va maxsus yo'nalish bo'yicha ta'lim olganlar orasida odatiy atamaga aylangan oddiy ibora. Ushbu ifoda ilmiy jarayon, tasodifiy hodisalar va ehtimollik qonuniyatlari haqidagi asosiy tushunchani bayon etadi. Ushbu atama tadqiqotlar muhokama qilinadigan deyarli hamma joyda – gazeta maqolalarida, "mo'jizaviy" parhezlar uchun e'lonlarda, ilmiy nashrlarda va talabalar laboratoriya hisobotlarida uchraydi, va ushbu atamadan turli xil kontekstlarning atiga bir nechtasini nomlash uchun qo'llaniladi. Bu eksperiment (yoki boshqa tadqiqot dizayni), nol va alternativ gipotezani spetsifikatsiyalash, (raqamli) ma'lumotlarni yig'ish, statistik tahlilni va kam-ehtimolli natijaning ehtimoligini o'z ichiga oladigan voqealar ketma-ketligi uchun qisqacha abstraksiya. Bu oz miqdordagi so'zlar bilan bayon etilgan ilmiy natija.

It would be difficult to understand the outcome from any research without at least a rudimentary understanding of what is meant by the conclusion that the researchers found or did not find evidence of a "statistically significant difference." Unfortunately, the old saying that "a little knowledge is a dangerous thing" applies to the partial understanding of this term. One problem is that "significant" has a different meaning when used in everyday speech than when used to report research findings.

Hech bo'lmaganda tadqiqotchilar tomonidan "statistik jihatdan sezilarli farq" ning dalili topilgan yoki topilmagan degan elementar tushunchani xulosaning mohiyatida tushunmasdan har qanday tadqiqot natijasini tushunish qiyin bo'lardi. Afsuski, "Ozgina bilim xavfli narsa" degan eski ibora ushbu atamaga qisman taalluqlidir. Bitta muammo shundaki, kundalik hayotda ishlatilganida "sezilarli" so'zi tadqiqot natijalari haqida xabar berishdagi mohiyatidan boshqacha ma'noga ega.

Most of the time, the word "significant" means that something important happened. For example, if a physician told you that you would feel significantly better following surgery, you would correctly infer that your pain would be reduced by a meaningful amount—you would feel less pain. But, when used in "statistically significant difference," the term "significant" means that the results are unlikely to be due to chance (if the null hypothesis were true); the results may or may not be important. In addition, sometimes, the conclusion will be wrong because researcher can only assert their conclusion at some level of probability. "Statistically significant difference" is a core concept in research and statistics, but as anyone who was taught undergraduate statistics or research methods can tell you, it is not an intuitive idea.

Ko'pincha "sezilarli" so'zi biror muhim narsa sodir bo'lganligini anglatadi. Masalan, agar shifokor sizga "jarrohlik amaliyotidan keyin o'zingizni sezilarli darajada yaxshi (kontekstda *ancha yaxshi*) his etasiz", deb aytsa, og'riq sezilarli darajada kamayishini – og'riqni kamroq his qilishingizni o'ylaysiz. Ammo, "statistik jihatdan sezilarli farq" dan foydalanilganda, "sezilarli" atamasi natijalarning shunchaki tasodifiy emasligini anglatadi (nol gipotezasi to'g'ri deb hisoblanganda): natijalar muhim yoki muhim bo'lmasligi mumkin. Bundan tashqari, ba'zida noto'g'ri xulosa qilinadi, Chunki tadqiqotchi o'z xulosasini faqat qaysidir ehtimollik darajasidagina tasdiqlaydi/ko'rsatib beradi. "Statistik jihatdan sezilarli farq" bu tadqiqot va statistikadagi asosiy tushunchadir, ammo bakalavrlilik statistika kursini o'tagan yoki tadqiqot usullaridan xabardor har bir kishi sizga uning intuitiv fikr emasligini ayta oladi.

Despite the fact that "statistically significant difference" communicates a cluster of ideas that are essential to the scientific process, there are many pundits who would like to see it removed from our vocabulary because it is frequently misunderstood. Its use underscores the marriage of science and probability theory, and despite its popularity, or perhaps because of it, some experts have called for a divorce because the term implies something that it does not, and the public is often misled. In fact, experts are often misled as well. Consider this hypothetical example:

"Statistik jihatdan sezilarli farq" ilmiy jarayon uchun zarur bo'lgan g'oyalar to'plamiga taalluqli ekanligiga qaramasdan, davriy ravishda kuzatiladigan tushunmovchiliklar tufayli uni bizning

lug'atimizdan olib tashlashni xohlovchilar juda ko'p. Uning qo'llanilishi ilm-fan va ehtimollik nazariyasining o'zaro uyg'unligini namoyon qiladi, biroq uning mashhurligiga qaramay yoki ehtimol shu sababdan, ba'zi ekspertlar "bu atamaga ehtiyoj yo'q va jamoatchilik tomonidan noto'g'ri talqin qilinadi" deb bu ikki tushuncha (ilm-fan va ehtimollik nazariyasi) ni yonma-yon bo'lmasligiga boshqalarni undaydilar. Fakt shundan iboratki, ekspertlar ko'pincha yanglishishadi. Ushbu nazariy misolni ko'rib chiqing:

In a well-done study that compares the effectiveness of two drugs relative to a placebo, it is possible that Drug X is statistically significantly different from a placebo and Drug Y is not, yet Drugs X and Y might not be statistically significant different from each other. This could result when Drug X is statistically different from placebo at a probability level of $p < .04$, but Drug Y is statistically significantly different from a placebo only at a probability level of $p < .06$, which is higher than most a priori levels used to test for statistical significance. If just reading about this makes your head hurt, you are among the masses who believe they understand this critical shorthand phrase which is at the heart of the scientific method, but actually may have a shallow-level of understanding.

Ikki dorivor vositaning plasebo (a substance that has no therapeutic effect, used as a control in testing new drugs) ga nisbatan samaradorligini taqqoslaydigan sifatli o'tkazilgan tadqiqotda, X modda plasebodan statistik jihatdan sezilarli darajada farq qilishi mumkinligi, lekin Y modda unday emasligi aniqlangan. X va Y moddalar bir-biridan statistik jihatdan farq qilmasligi kerak. Natijalar X modda plasebodan $P < .04$ darajasida farq qilishini, Y modda esa plasebodan $P < .06$ darajasida farq qilishini, ya'ni statistik jihatdan eng past ahamiyatli ko'rsatkichdan-da yuqori ekanligini ko'rsatgan. Buni o'qib boshingizga og'riq kirsam, siz ilmiy usulning asosi bo'lgan ushbu kamchilikka yo'g'rilgan ifodani tanqidiy ko'ra oladigan (olim bo'lib), ammo ilg'ab olish darajasi yetarli bo'lmagan odamlar orasida bo'lasiz.

There are many critically important ways that findings of "statistically significant difference" can be misleading. But, even though there are real problems with understanding this term, it is firmly entrenched in everyday discussions of research, and for the general public, it shows some knowledge of the process of science.

"Statistik ahamiyatli farq" ko'rsatkichlari chalg'itishi mumkin bo'lgan juda ko'p muhim usullar mavjud. Ammo, bu atamani tushunishda aniq muammolar mavjud bo'lsa ham, u kunlik tadqiqot muhokamalarida va keng omma uchun qat'iy tartibda mavjud, u tadqiqot jarayonidagi alohida (o'ziga xos) bilimlarni namoyish qiladi.

A better understanding of the pitfalls associated with this term would go a long way toward improving our "cognitive toolkits." If common knowledge of what this term means included the ideas that a) the findings may not be important and b) conclusions based on finding or failure to find statistically significant differences may be wrong, then we would have significantly advanced general knowledge. When people read or use the term "statistically significant difference," it is an affirmation of the scientific process, which, for all of its limitations and misunderstandings, is a significant advance over alternative ways of knowing about the world. If we could just add two

more key concepts to the meaning of that phrase, we could improve how the general public thinks about science.

Ushbu atama bilan aloqador bo'lgan muammolarni yaxshiroq tushunish bizning "anglab yetish vositalarimizni" yaxshilashga ancha yordam beradi. Agar ushbu atama nimani anglatishi haqidagi umumiy tushuncha (yuqoridagi X va Y dori misolida) quyidagi fikrlarni o'z ichiga olsa:

a) *olingan ko'rsatkichlar (statistik jihatdan) muhim bo'lmasligi mumkin;*

b) *statistik ahamiyatga ega bo'lgan farqlarni topish yoki ularning yo'qligi to'g'risidagi xulosalar noto'g'ri bo'lishi mumkin* qabilida bo'lsa unda biz sezilarli darajada rivojlangan umumiy bilimga ega bo'lgan bo'lamiz.

Odamlar "statistik jihatdan sezilarli farq" ifodasini o'qiganlarida yoki ishlatganlarida, bu ilmiy jarayonlarning tasdig'i ekanligini, u barcha cheklashlar va tushunmovchiliklarga qaramay dunyo haqida bilishning, boshqa alternativ usullaridan sezilarli darajada oldinda bo'lgan usuli ekanligini anglaydilar. Agar ushbu iboraning ma'nosiga yana ikkita muhim tushuncha (ilm-fan va ehtimollik nazariyasi) ni kirita olsak, keng jamoatchilikning fan haqida qanday fikrda bo'lishini yaxshilashimiz mumkin.

Explaining causality

A great deal of academic work involves understanding and suggesting solutions to problems. At postgraduate level, particularly in applied fields, students search out problems to study. In fact, one could say that problems are the raw material for a significant proportion of academic activity. However, solutions cannot be suggested unless the problem is fully analysed, and this involves a thorough understanding of the causes. Some of the language that you may find useful for explaining causes and effects is listed below.

Akademik yozishdagi asosiy jihat/munosabat muammoni tushunish va unga javob taklif qilishdir. Magistrlikdan keyingi bosqichda, ayniqsa amaliy fanlar yo'nalishida, studentlar o'rganish uchun muammo qidiradilar. Fakt shundan iboratki, kimdir muammolar akademik faoliyatning muhimligi uchun qurilish materialidir deb hisoblashi mumkin. Biroq, muammoni obdon tushunib uni to'liq tahlil qilmaguncha unga yechim taklif qilina olmaydi. Til uslubi (akademik yozish) dagi ba'zi "sabablar" va "natijalar" quyida bayon qilingan.

Verbs indicating causality

Lack of protein	may cause can lead to can result in	mental disability.
Scurvy is a disease	caused by resulting from stemming from	lack of vitamin C.
Much of the instability in X	stems from	the economic effects of the war.
Low levels of chlorine	can give rise to	high blood pressure.

Yuqoridagi gaplardan sabablar va oqibatlarini keltirib chiqaruvchi ifodalarni yod olishimizga to'g'ri kelishini tushungan bo'lsangiz kerak. Demak bu ifodalar **'lead to', 'result in', 'cause', 'give rise to', 'stem from', 'caused by', 'resulting from'**. **'Resulting in'** 'ga olib kelmoq' ma'nosini bersa, **'resulting from'** 'dan kelib chiqmoq' ma'nosini anglatadi. Ushbu ifodalarni yod olib qo'llashga harakat qilib borilsa, ko'p foydalangan sari, ularning sababi ham tushunarli bo'lib boradi. **'may'** va **'can'** so'zlarini qanday tarjima qilishimizdan qat'iy nazar **'can'** qo'llanilganda nazarda tutilayotgan jarayonning sodir bo'lish ehtimoli ancha yuqori ekanligi yodda saqlaylik.

Verbs indicating contributive agency

X has contributed to the decline in ...(1)

It is now understood that X plays an important role in ...(2)

A number of factors play a role in determining the effects of ...(3)

The mixing of X and Y exerts a powerful effect upon Z through...(4)

Recent research has revealed that X has a detrimental effect on ...(5)

A number of factors are known to affect the volume and type of ...(6)

All these factors can impact on the efficiency and effectiveness of ...(7)

X is only one of many factors that help to determine the quality of (8)

Hissa qo'shish haqidagi ifodalar ichida eng samarali qo'llaniladigani albatta "contribute to" dir (1). Ikkinchi gapda e'tibor bering *'It is understood'* deb keltirilmoqda, *'it is understandable'* deb emas. Birinchi ifodada 'shunday ekanligini' tushunish mumkinligi muallif tomonidan tushuntirilmoqda. Ikkinchi ifodada esa tushunishda muammo yo'qligi, faqat bir narsa anglashilishi mumkinligi namoyon bo'ladi. Shunday bo'lgan taqdirda uni qo'llashga zarurat yo'q. Boshqa tomondan *'it is understandable'* academic writing ga mos ham emas.

'Play a role' (2) hamda *'plays an important role'* (3) o'rtasidagi farq shunda namoyon bo'ladiki, ya'ni uchinchi gapda muhimlik sababini tushuntirib ketish imkoniyati beriladi. *'A number of'* ko'plik ekanligi haqida avval fikr yuritib o'tilgandi (eslab qoling). Yuqori darajada hissa qo'shish yoki o'zgarish (lar) ga sabab bo'ladigan hollarda albatta *'effect'* dan samarali foydalanish mumkin. O'zbek tiliga *'ta'sir'* yoki *'samara'* sifatida tarjima qilinishi mumkin bo'lgan ushbu so'z *'upon'* yoki *'on'* bilan qo'llanilishi taqozo qilinadi (4,5). *'Affect'* so'zi esa kesim ko'rinishida qo'llanilishini yodda saqlab, undan to'g'ri foydalanishga harakat qilib boring. Omil so'zidan, o'zingizning tor sohangizdan kelib chiqib, kamroq foydalanganingiz ma'qul. Chunki unda umumiylik yuqori. Aniqroq atamadan ko'proq foydalangan ma'qulroq.

Quyidagi jadvalda shu mavzuga aloqador alohida fe'llar va tarjimalari keltirilgan

<p>Several factors are known to</p>	<p>affect X. (X ga ta'sir qilishi) shape X. (X ga shakl berishi) predict X. (prognoz qilishi) increase X. (X ni oshirishi) influence X. (ga ta'sir qilishi) determine X. (X ni (sifatida) aniqlashi) affect the rate of ...(...ning tezligiga ta'sir qilishi)</p>
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Ko'pgina omillarningma'lum	be associated with ...(...bilan birlashishi) increase the risk of ... (...ning xavfini oshirishi) be partially responsible for ...(...ga qisman javobgar/taalluqli bo'lishi) play a role in determining X. (X ning aniqlanishida rol o'ynashi)
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Nouns indicating causality

One *reason* why Xs have declined is that ...

A *consequence* of vitamin A deficiency is blindness.

The *causal role* of X in Y has been demonstrated by ...

The most likely *causes* of X are poor diet and lack of exercise.

The *causes* of X have been the subject of intense debate within ...

X can have profound health *consequences* for older people.

Physical activity is an important *factor* in maintaining fitness.

Many other medications have an *influence* on cholesterol levels.

Biror jarayonning oqibatini yoki sababini ko'rsatuvchi otlar yuqoridagi gaplarda keltirilgan. Bular demak: '*cause*' (sabab), '*reason*' (sabab), '*causal role*' (sabab bo'luvchi jihat), '*consequence*' (oqibat, natija), '*influence*' (ta'sir) va '*factor*'. Avvalgi kungi o'rganishlarimizda '*resulting in*', '*leading to*', '*giving a rise to*' haqida fikrlashdik. Mohiyatan, fe'l yoki harakat nomi ko'rinishidagi bu ifodalarga, bugun ko'rib chiqayotganimiz ot ko'rinishidagi '*cause*', '*reason*', '*causal role*' mos keladi. Ularni alohida gaplarda ketma-ket qo'llash foydali va bundan olinadigan foydamiz esa birinchidan bir xildagi ketma-ket ikkita gap strukturasi xalos bo'lamiz, ikkinchidan biri ikkinchisini mantiqan to'ldirishi mumkin. Aniq misolda:

A consequence of vitamin A deficiency is blindness. Moreover, its long-time shortage in the body might lead to ...

'*Influence*' so'zi '*effect*' bilan ma'no jihatidan yaqin hisoblanadi. Ya'ni ta'sir manosi beruvchi bu so'zni ham '*effects on/upon*' kabi '*influence on*' yoki '*influence to*' ko'rinishida qo'llash mumkin, '*influence on*' '*influence to*' dan afzalroq ko'riladi. '*Influence*' va '*effect*' o'rtasida 'get' va 'have' o'rtasidagidek farq borDEK. '*Influence*' qo'llanilganda umumiy ta'sir ko'proq nazarda tutiladi. '*Effect*' da esa oqibat, so'nggi natija ko'proq aks ettiriladi.

Nouns indicating contributive agency

X is a key *factor* in ... (1)

X is a major *influence* on ... (2)

X has a positive *effect* on ... (3)

X has a significant *impact* on ... (4)

X is an important *determinant* of ... (5)

X and Y are important driving *factors* of Z. (6)

X is generally seen as a *factor* strongly related to Y. (7)

X is a significant contributory *factor* to the development of ... (8)

This work has revealed several *factors* that are responsible for ...(9)

The study found that loneliness has twice the *impact* on early death as obesity does.(10)

To'rtinchi, beshinchi va sakkizinchi gaplardan anglash mumkinki '*significant*', '*important*', '*contributory*' so'zlarining qo'shilishi ular izohlab kelayotgan otlar bu jarayonda asosiy, hal qiluvchi vosita emasliklarini anglatadi. Birinchi, ikkinchi, oltinchi gaplardagi '*key*', '*major*' va '*driving*' so'zlarining qo'llanilishi bilan esa qo'llanilayotgan '*factor*' yoki '*influence*' asosiy o'ringa chiqmoqda, hal qiluvchi vositaga aylanmoqda.

'*Contribute to*' kabi '*contribute for*' dan ham foydalanish mumkin. Biroq '*to*' bilan ishlatilishi ko'proq ilmiyroqdek tuyiladi.

'*Effect*' so'zi ('*influence*' dan ko'ra) so'nggi natijaga ko'proq taalluqli ekanligini o'rgandik. *Impact* so'zi esa aniqroq, konkretroq farqni ko'rsatuvchi natija ekanligiga dalolat qiladi. Misol uchun o'ninchi gapda '*impact*' so'zining qo'llanilishi '*effect*' dan ko'ra muvofiqroq.

X is a/an	risk (xavfni yuzga keltiruvchi) common (odatiy) dominant (yetakchi/ustun) predictive (prognoz qiluvchi) important (muhim) significant (ahamiyatli) underlying (asosiy, bosh) contributing (hissa qo'shuvchi) confounding (ta'sir qiluvchi) complicating (murakkablashtiruvchi)	factor	in ... for....
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Prepositional phrases indicating causality

200,000 people per year become deaf	owing to (ga ko'ra) because of (ning sababidan) as a result of (ning natijasida) as a consequence of (ning oqibatida)	a lack of iodine. iod tanqisligi...
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Sentence connectors indicating causality

If undernourished children do survive to become adults, they have decreased learning ability.	Therefore, (shunga ko'ra) Consequently, (natijada) Because of this, (shuning sababidan) As a result (of this), (buning natijasida)	when they grow up, it will probably be difficult for them to find work.
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Avvalgi gapda aks ettirilgan '*sabab*' ning oqibatini yangi gapda aks ettirishda, yuqoridagi to'rtta ifoda '*Therefore*', '*Consequently*', '*Because of this*', '*As a result of this*' juda ham samarali qo'llaniladi. Ma'no jihatdan ular o'rtasida oz darajada farq bor deb hisoblash mumkin.

Ba’zida ‘*consequently*’ va ‘*subsequently*’ o’rtasida chalkashish kuzatilishi mumkin. ‘*Consequently*’ natijada ma’nosini bersa, ‘*subsequently*’ kelajakda, *shundan keyin, undan keyin*, so’ngra kabi ma’nolariga mos keladi. Faqat bu so’zning sabab-oqibat ma’nolariga aloqasi yo’q. ‘*Subsequently*’ dan ham samarali foydalanish yozish darajasini ortishiga olib keladi, faqat ushbu ikki ifodani aralashtirib yubormaslik yo’lini topishga to’g’ri keladi. **Sequence** – ketma-ketlik ekanligidan kelib chiqib, ‘*subsequence demak sub ketma-ketlik bo’ladi*’ tarzida eslab qolish mumkin. Kategoriya va sub kategoriya kabi.

Adverbial elements indicating causality

Malnutrition leads to illness and a reduced ability to work in adulthood,	thus	perpetuating the poverty cycle.
The warm air rises above the surface of the sea,	thereby	creating an area of low pressure.

Ushbu jadval ko’rinishida keltirilgan strukturani YOD OLIISH SHART. Noodatiy gap strukturasi, lekin qisqa, tugalga yaqin ifoda. Bu yerda ‘*thus*’ va ‘*thereby*’ so’zlaridan keyin ingliz tilidagi zamon qoidalariga mos kelmaydigan tarzda *fe’+ing* dan foydalanilmoqda. Aslida bu ko’rinishdagi strukturalar soni ham kam emas. Lekin yuqoridagi ko’rinish ilmiy uslubda juda ham samarali qo’llaniladi.

Expressing a causal relationship tentatively

X may have been an important factor in ...

X may have contributed to the increase in ...

X may have played a vital role in bringing about ...

X may have been caused by an increase in ...

In the literature, X has been associated with Y.

A high consumption of X could be associated with infertility.

X in many cases may be associated with certain bacterial infections.

There is some evidence that X may affect Y.

It is not yet clear whether X is made worse by Y.

This suggests a weak link may exist between X and Y.

The use of X may be linked to behaviour problems in ...

The human papilloma virus is linked to most cervical cancer.

The findings indicate that regular exercise could improve cognitive function in people at risk of

...

Sabab-oqibat munosabatlarini taxminiy vosita-sabab ko’rinishida alohida o’rganish haqiqatdan zaruriy jihat. Yana o’sha da’vo qilmaslik yoki ehtiyotkorlik bilan da’vo qilish masalasiga qaytamiz. Olgan natijalaringizni haqiqatga yaqinligiga da’vo qilish istagi judayam kuchayib ketganda, unda ham shoshmasdan, yuqoridagi gaplarda keltirilgandek ‘*may have + past participle*’ yoki ‘*may + infinitive*’ ko’rinishida aks ettirsangiz, xulosa qilishni o’quvchiga qoldirgan bo’lasiz.

'May have + past participle' (might have + past participle) qo'llanganda da'vo qilish anchagina yumshoq ko'rinish kasb etadi. Ya'ni faqat o'z eksperimentlaringizdagi natijalargina qamrab olinadi. Chunki bunda ham *Past Simple* dagidek tugallanib bo'lgan jarayon nazarda tutiladi. *'May be', 'could be', 'suggest'* kabi ifodalar bilan esa umumiylikka da'vo bor.

Shuning uchun sohangizga oid adabiyotlar bilan tanishayotganingizda alohida qilib shu kabi ifodalarni yozib borishga, shu strukturalarga taqlid qilishga va qo'llashga harakat qilib boring.

Murphy English Grammar (ikkinchisi, ko'k) da *'could'* kelasi zamon ma'nosida faqat *'if'* bilan qo'llanilishi mumkinligi keltirilgan. Ilmiy uslubda yuqoridagi so'nggi gapdan anglash mumkinki, *'if'* siz ham qo'llash mumkin. Lekin ma'no jihatdan uni inkor etolmaydi. Chunki bu gap ham *'The findings indicate'* deb boshlanmoqda.

Giving Examples

Writers may give specific examples as evidence to support their general claims or arguments. Examples can also be used to help the reader or listener understand unfamiliar or difficult concepts, and they tend to be easier to remember. For this reason, they are often used in teaching. Finally, students may be required to give examples in their work to demonstrate that they have understood a complex problem or concept. It is important to note that when statements are supported with examples, the explicit language signalling this may not always be used.

Mualliflar/yozuvchilar o'zlarining umumiy da'volari yoki argumentlarini qo'llab-quvvatlash uchun o'z fikrlarining guvohi sifatida maxsus NAMUNALardan foydalanishadi. Bu namunalar shuningek, o'quvchi yoki tinglovchiga notanish yoki qiyin bo'lgan konsensiyalarni tushunishga yordam beradi, va eslab qolinishi osonroq kechadi. Shu jihatdan bu namunalar ko'p hollarda o'qitiladi. Va albatta, talabalar o'z shlarida kompleks muammo yoki konsepsiyani tushuna olganliklarini ko'rsatib berishlari uchun ushbu namunalardan foydalanishlari talab qilinadi. Namunalar qaysi 'statement' bilan qo'llab-quvvatlanishini payqash muhim jarayon, ilmiy uslubda biror nimaga qat'iy (ochiq-oydin) 'signal berish' har doim ham foydali bo'lmasligi mumkin.

Examples as the main information in a sentence

A/An	well-known notable classic useful important	example of X is
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'Example' larni demak *well-known, notable, classic, useful, important* kabi so'zlar bilan izohlash mumkin. Bu so'zlarni qo'llayotganda albatta tor soha vakillariga yuqoridagi ifodalardan qaysilari ko'proq yoqishi mumkinligi haqida o'ylang. Ularning ko'zlari o'rgangan ifodaga murojaat qiling. Buni bilish uchun ishingiz taalluqli bo'lgan sohadagi maqolalardan hech bo'lmaganda ikkitasi bilan, tanishib chiqing.

For example, the word 'doctor' used to mean a 'learned man'.

For example, Smith and Jones (2004) conducted a series of semi-structured interviews in ...

Young people begin smoking for a variety of reasons. They may, for example, be influenced by

For example ilmiy uslubda juda ham keng qo'llanilmaydi. Akademik writing ilmiy maqola yozishdan kengroq soha. Shu jihatdan akademik writing da bu ifoda normal qabul qilinadi. Ilmiy maqolalarda esa quyida kelgan ifodalar osonroq hazm qilinadi.

This is exemplified in the work undertaken by ...

Another example of what is meant by X is ...

This distinction is further exemplified in studies using ...

An example of this is the study carried out by Smith (2004) in which ...

The effectiveness of the X technique has been exemplified in a report by Smith *et al.* (2010)

Ko'rib turganingizdek *'another', 'an example', 'to be exemplified'* dan ham foydalanib namunalarda haqidagi fikrlar ifodalanishi mumkin (exemplify - be a typical example of). Ko'pchilik mualliflar tomonidan 'namuna' sifatida e.g. va/yoki i.e. qisqartmalaridan foydalanish afzal ko'riladi.

e.g. – exempli gratia (Lotin tilida 'misol uchun'); i.e. – id est (Lotin tilida 'shuni anglatadiki').

Alohida namunalarda uchun quyidagi ifodalarni samarali qo'llash mumkin.

This is evident in the case of ...

This is certainly true in the case of ...

The evidence of X can be clearly seen in the case of ...

In a similar case in America, Smith (1992) identified ...

This can be seen in the case of the two London physics laboratories which ...

X is a good illustration of ...

X illustrates this point clearly.

This can be illustrated briefly by ...

By way of illustration, Smith (2003) shows how the data for ...

These experiments illustrate that X and Y have distinct functions in ...

Yuqorida keltirilganlardan xulosa qilishimiz mumkinki, alohida namunalarni qay tarzda chiroyli tasvirlash muallifning mahoratiga bog'liq. Bunda *'evident', 'certainly', 'similar', 'clearly', 'distinct'* kabi so'zlardan foydalanish fikringizning ifodalanishini osonlashtiradi. Aytaylik, siz olgan natija qaysidir muallif tomonidan olingan natijadan keskin farq qilmoqda. Bu holatda siz *'This is the evident resulted by the effect of'* tarzida o'z natijangizni himoya qilishingiz mumkin. Yoki aksincha, *'Similar results were shown', 'Results obtained in similar case'* yoki *'Certain evidence was demonstrated by'* kabi ifodalar bilan o'z namunangiz natijasini qo'llab quvvatlashingiz mumkin.

Examples as additional information

Young people begin smoking for a variety of reasons, *such as* pressure from peers or ...

The prices of resources, *such as* copper, iron ore, and aluminium, have declined over ...

Pavlov found that if a stimulus, for example the ringing of a bell, preceded the food, the ...

Many diseases can result at least in part from stress, *including*: arthritis, asthma, and migraine.

Gassendi kept in close contact with many other scholars, *such as* Kepler, Galileo, Descartes, and ...

'*Example*' lardan qo'shimcha ma'lumot berish uchun foydalanganimizda '*for example*' dan tashqari '*such as*' va '*including*' dan foydalanish mumkinligi yuqoridagilardan anglashilmoqda. Ushbu gaplarni alohida ko'rsatilishidan maqsad gapning asosiy ifodasida '*example*' lar emasligini uqtirish. Birinchi gapda yoshlarning sigaret chekishni boshlashi, ikkinchisida mis, temir rudalari va aluminiyning narxining pasaygani asosiy sahnada. Agarda shu gaplar '*Reasons, such as*' yoki '*Resources, such as*' bilan boshlanganda edi, ular o'quvchining diqqatini '*sabab*' ga yo'naltirib qo'ygan bo'lardi. Siz yozgan gapning keyingi gapga sillqlik bilan ulanishi yoki undan ajralib qolishida '*example*' ni asosiy sahnaga qo'yishingizning yoki qo'shimcha ma'lumot sifatida ko'rsatishingizning o'rni YAXSHIGINA.

Reporting cases as support

This case has shown that ...

This has been seen in the case of ...

The case reported here illustrates the ...

Overall, these cases support the view that ...

This case study confirms the importance of ...

The evidence presented thus far supports the idea that ...

This case demonstrates the need for better strategies for ...

As this case very clearly demonstrates, it is important that ...

This case reveals the need for further investigation in patients with ...

This case demonstrates how X used innovative marketing strategies in ...

Recent cases reported by Smith *et al.* (2013) also support the hypothesis that ...

In support of X, Y has been shown to induce Y in several cases (Smith *et al.*, 2001).

'*This case (these cases) demonstrate*' o'zbek tilida 'Ushbu holat (lar) shuni ko'rsatadiki' ma'nosini berishi yuqorida namunalardan yaqqol ko'rinib turibdi. Ingliz tilida akademik yozishda '*case*' dan unumli foydalanish o'z natijalaringizni qo'llab-quvvatlashingizga xizmat qiladi, boshqa tomondan so'z yoki strukturalar takrorlanishining oldini oladi. Aniq misolda:

Smit *et al.*, demonstrated increased level of X. In our case....

Bu kabi strukturani qo'llash orqali ham siz o'z ishingizda olingan natijani boshqa mualliflar tomonidan olingan natijalarga solishtirishdan kelib chiqadigan xulosani o'quvchining o'ziga qo'yib bergan bo'lasiz. Ya'ni, yuqoridagi misolda '*However*' ikkinchi gapning boshida kelsa, ya'ni siz tomoningizdan gap '*Lekin, bizning tadqiqotimizda*' deb boshlansa ('*However, in our case*') '*However*' ning nima sababdanligini tushuntirish zarurati paydo bo'ladi. '*In our case, lower level of XXX was observed*' ko'rinishida gapni tugallashingiz esa natijalarning turlicha ekanligini izohlamasdan "*silliqroq qutilish*" imkonini beradi.

Albatta ‘the case’ bilan diqqatni tortadigan ko’rinishdagi strukturalarni ham keltirib chiqarish mumkin. Misol uchun, yuqorida keltirilgandek ‘*As this case very clearly demonstrates*’ ko’rinishida. Bu tartibda gapni boshlagandan so’ng albatta diqqatni tortishga arzigulik sababni yoritib ketishga to’g’ri keladi.

Yuqoridagi tugallanmagan misollardan yana biri ‘*This case reveals the need for further investigation in patients with*’ kabilar bilan, yoki umuman olganda ‘*need for further investigation*’, ‘*requires further/deeper research*’ tarzida sizga aniq/to’liq ma’lum bo’lmagan sabablardan yengilroq qutulish mumkin. Bu kabi gaplar ayniqsa xulosalarda tez-tez uchrab turadi.

Signalling Transition

Previewing what is to follow in a paper or dissertation is like showing a map to a driver; it enables them to see where they are going. So it is useful to think of a preview section as a ‘road map’ for the reader. It must be accurate, but it must be easy to follow.

Writers are also expected to indicate to the reader when they are moving from one topic to another, or from one section of text to another. These are known as transition statements and examples of these, together with some previewing statements, are given below.

Maqola yoki dissertatsiyalarda prev’yu (oldindan ko’rishga taalluqli qisqacha lavha) ko’rinishida biror nimaga ergashish bu haydovchiga xarita ko’rsatish kabidir; bu ularni qayoqqa ketayotganlarini ko’rishga imkon beradi. Shuning uchun Prev’yu seksiyasi haqida o’qish o’quvchiga xuddi “yo’l xaritasi” bilan tanishish kabi foydali. Bu aniq-tiniq va ergashishga oson bo’lmog’i lozim.

Yozuvchilarning ham bitta mavzudan ikkinchi mavzuga qachon ko’chishlarini ko’rsatish o’quvchilar tomonidan kutiladi. Bu narsalar bizga ko’chib o’tish ifodalari nomi bilan ma’lum, unga oid va shu bilan birga prev’yuga oid ifodalar quyida keltirilgan.

Previewing sections of text

The section below describes ... (1)

What follows is an account of ... (2)

In the following pages, I will present ... (3)

The following is a brief description of ... (4)

In the section that follows, it will be argued that ... (5)

The problem of X is discussed in the following section. (6)

A more detailed account of X is given in the following section. (7)

The structure and functions of X will be explained in the following section. (8)

The following part of this paper moves on to describe in greater detail the... (9)

Yuqoridagi ifodalar *Research article* larda deyarli ishlatilmasada, Review, Book Chapter, Expert opinion ko’rinishidagi maqolalarda samarali qo’llaniladi. *Book Chapter* ko’rinishidagi monoavtor maqolalarda ‘I will present’ kabi ifodalar ham qo’llanilishi mumkin. Alohida ko’rilganda, 4-9 gaplarda ‘section’ yoki ‘part’ so’zlaridan foydalanilganini hisobga olib, bu gaplarning boblardan iborat bo’lgan qo’lyozmalarga mosligini, *Research article* ga deyarli mos emasligini payqash mumkin. Review yoki *Book Chapter* haqida ham nasib bo’lsa hali fikrlashamiz. Bunga ham harakat

qilib borish ham yozuvchi ham pedagog sifatida o'sishimizga katta yordam beradi. Qisqa qilib aytganda bugungi ifodalar ham kam ahamiyatli emas.

Introducing a new topic

Regarding X, ...	X ga munosabat bildirilganda,
As regards X, ...	X ga munosabat bildirilganda
In terms of X, ...	X ga nisbatan nuqtai nazardan qaralganda,
In the case of X ...	X bilan sodir bo'lgan sharoitda
With regard to X, ...	X ga nisbatan munosabat bo'yicha
With respect to X, ...	X ga nisbatan munosabat bo'yicha
On the question of X, ...	X ga nisbatan savol bo'yicha
As far as X is concerned, ...	X ga taalluqli jihat,

Yangi mavzuni/"mavzucha" ni boshlab ketish alohida ifodalar bilan bajarilishi yuqoridagi gaplar bilan tushuntirilmoqda. Bir abzatsni ikkinchisiga ulashda yuqoridagi kabi mos ifodadan foydalanilmagan hollarda tahrir davomida mosroq ifodalar taklif/talab qilinadi. Reviewer lar tomonidan biror so'z yoki ifoda o'rniga boshqa yaxshiroq, undan ko'ra mosroq ifoda tavsiya qilinsa, buni to'g'ri qabul qilish lozim. Chunki *'maqola tushunarli emas'* qabilidagi javob ko'p hollarda ko'pchilik tomonidan reviewerning bu mavzudan bexabarligiga yo'yiladi. Aslida esa unday emas. Chunki ilm-fanda soat sayin ko'payib borayotgan ma'lumotlar bilan tanishib ulgurishni hammadan talab qilib bo'lmaydi. *'Tushunarli emas'* qabilidagi javoblarga hojat qoldirmaslik uchun yuqoridagi ifodalar bizga yordamga keladi. Ular yordamida fikrimizni nimaga nisbatan, qaysi nuqtayi-nazardan, qaysi jihatiga ko'ra deb ataluvchi tomonlarini aniqroq tushuntira olamiz. Asosan yangi bobga/abzatsga/kichik mavzuga kirishni amalga oshirishda qo'llaniladigan bu ifodalardan Research article larda ham foydalanish qo'lyozma sifatini oshirishga xizmat qiladi. Avvalroq ulardan ba'zilar haqida fikrlashgan edik. Bu yerda ko'proq Kitob yoki Dissertatsiya ko'rinishidagi qo'lyozma asarlarda bu ifodalar yangi mavzuga qanday kirishni tasvirlash uchun qayta eslatib o'tilmoqda.

Ikkita mavzu o'rtasidagi bog'liqlikni ko'rsatib keta olish ilmiy maqola yozuvchilariga qo'yiladigan asosiy shartlardan biridir. O'quvchi qo'lyozmangizni o'qiyotganda mavzudan chetlashib qolmasligini istasangiz albatta yangi mavzuni chiroyli boshlang va avvalgi *mavzu/chapter/section* ga muvofiq tasvirlab keting. Avvalgi mavzu bilan yangi boshlanayotgan mavzu oralig'iga mos keluvchi variantni o'ylab toping va o'quvchini shu yo'lga boshlang.

Reintroducing a topic

As discussed above, ...	Yuqorida muhokama qilinganidek
As explained earlier, ...	Avvalroq tushuntirilganidek
As previously stated, ...	Oldinroq keltirilganidek
As indicated previously ...	Oldinroq ko'rsatib o'tilganidek
As described on the previous page, ...	Avvalgi betda tasvirlanganidek

As was mentioned in the previous chapter, ... Avvalgi bobda eslatib o'tilganidek
Returning (briefly) to the (subject/issue) of X, ... (qisqacha) X (mavzusi) ga qaytib o'tilganda
As explained in the introduction, it is clear that ... Kirish qismida tushuntirilganidek, ...aniq-
tiniq
As was pointed out in the introduction to this paper, Ushbu maqolaning kirish qismida
ko'rsatib o'tilganidek

Albatta qo'lyozmani yozish jarayonida bir kichik mavzuni qisqacha tushuntirib o'tilgandan so'ng o'sha mavzuga aloqador boshqa bir mavzuga ham bir-ikki qadam tashlab, u haqda ham qisqacha tushuntirib berish ketish hollari ko'p kuzatiladigan jarayonlardan biridir. Bu holatda avvalroq tushuntirilgan mavzuga o'quvchining diqqatini qaytarib olish uchun yuqoridagi ifodalardan minnatdor bo'lib foydalanishimiz mumkin bo'ladi. *'Research article'* larda *'As discussed', 'as mentioned', 'as stated', 'as described'* kabilardan biri bilan *'above', 'previously', 'earlier'* so'zlari yaxshi tandem hosil qiladi.

Biror mavzuga qayta murojaat qilishga yo'naltiruvchi ifodalardan nima uchun foydalanish zarurligini yaxshiroq tushunishga harakat qilib ko'raylik. XXI asr axborot asri ekani hammamizga ma'lum. O'zlashtirilishi va anglashinishi zarur bo'lgan ma'lumot ko'pligi ham. Biror maqolada siz o'rgangan ma'lumot *'intensive'* dan ko'ra *'extensive'* ga yaqinroq deb hisoblaylik. Ya'ni tor sohaga oid chuqur izlanishdan ko'ra kengroq yo'nalishda korrelyatsiya qidirishga muvofiqroq. Bunday hollarda har bir mavzu alohida qisqacha tushuntirilgandan so'ng ular orasidagi bog'liqlik tushuntiriladi. Bu orqali esa albatta avvalgi tushuntirilgan mavzuni o'quvchining yodiga bir marta eslatib o'tilishi orqali uning chalg'ib/adashib qolishining oldi olinadi.

Moving from one section to the next

Turning now to...

Let us now turn to...

Let us now consider ...

Moving on now to consider ...

Turning now to the experimental evidence on ...

Before proceeding to examine X, it is important to ...

Before explaining these theories, it is necessary to ...

Having defined what is meant by X, I will now move on to discuss ...

So far this paper has focused on X. The following section will discuss ...

This chapter has demonstrated that ... It is now necessary to explain the course of ...

Having discussed how to construct X, the final section of this paper addresses ways of ...

This section has analysed the causes of X and has argued that ... The next part of this paper will ...

E'tibor bergan bo'lsangiz ushbu ma'lumotlar bir seksiyadan ikkinchi seksiyaga o'tish deb nomlanmoqda. Ya'ni ushbu ifodalar tadqiqot maqolalardan ko'ra Review, Book Chapter, Dissertation kabilarga ko'proq mos tushadi. *'Let us + verb'* ifoda *Research article* larda uncha

xush ko'rilmaydi. So'nggi 3 ta gapda section so'zi keltirilmoqda va bundan albatta o'zbek tiliga Bob deb tarjima qilinuvchi qism haqida fikr yuritilayotgani ma'lum bo'ladi. Aslida Introduction, Material and Methods, Results and Discussion alohida Section sifatida ko'riladi. Biroq *Research article* larda bu boblarga odatda *'In this section'*, *'Turning to Section XXX'*, *'As explained in Material and methods section'* kabi ifodalar ishlatilmaydi.

Moving from one section to the next, indicating addition or contrast

Another significant aspect of X is ...

In addition, it is important to ask ...

Unlike Smith, Jones (2014) has argued ...

In contrast to Smith, Jones (2014) maintains ...

Despite this, little progress has been made in the ...

However, this system also has a number of serious drawbacks.

On the other hand, in spite of these recent findings about the role of ...,

Yuqorida keltirilgan ifodalar *Research article* larda judayam samarali qo'llaniladi. *'Another significant aspect'* hamda *'In addition (to)'* yoritilayotgan mavzuning qo'shimcha jabhasining muhokamasini boshlashga xizmat qilsa, *'Unlike X'*, *'In contrast (to)'*, *'Despite' (In spite of)*, *'However'*, *'On the other hand'* kabilar esa akslantirish jarayonlarini juda chiroyli boshlab beradi. Bu yerda biz ko'proq e'tibor berib yoritishimiz zarur bo'lgan jihat yuqoridagi ifodalar qo'llanilishidan oldin akslantirilayotgan mavzuni o'quvchiga tushunarli qilib tasvirlashimiz kerakligidir. Odatda bitta abzats ichida akslantiriladigan bu ikki jihatni iloji boricha tarozida to'g'ri saqlang. Ya'ni birinchi jihat qay darajada *'intensive'* yoki *'extensive'* tushuntirilgan bo'lsa ikkinchi jihatni ham iloji boricha shunga hamohang qilishga intiling. Aytaylik birinchi jihat 5 ta gap va 4 ta adabiyotga havola bilan tasvirlanida ikkinchi jihat sifatida akslantiruvchi tomon bitta adabiyot havolasi bilan cheklanmoqda. Bu holatda ikki xil tasavvur paydo bo'lishi mumkin:

1. O'quvchi sizning adabiyotlar bilan yetarli darajada tanishib chiqmaganingiz haqida xulosaga kelib sizning yozganingizga va akslanayotgan ikkinchi jihatning haqqoniyligiga shubha bilan qaraydi.

2. O'quvchi sizning akslanayotgan jihatni noto'g'ri interpretatsiya qilayotganingiz haqida xulosaga kelishi mumkin.

Albatta bu fikr mutlaq to'g'rilik da'vosiga ega emas. Ba'zida eng yangi biror adabiyot ma'lumoti akslanayotgan jihat uchun yagona manba bo'lishi ham mumkin. Shuning uchun ham sizning natijangizni qo'llab-quvvaylaydigan yoki unga aksincha xizmat qiladigan ma'lumotni akslanuvchi ma'lumot bilan balansda saqlang, va (yana o'sha gap) xulosa qilishni o'quvchining o'ziga qo'yib bering.

Summarising a section or chapter

Thus far, the thesis has argued that ...

Hozirga qadar, tezisda ...muhokama qilindi

The previous section has shown that ...

Avvalgi bob ...ekanligini ko'rsatdi.

To conclude this section, the literature identifies ...

Ushbu bob xulosasi adabiyot ma'lumotlari ... ekanligini aniqlaganligidir.

This section has reviewed the three key aspects of ...

Ushbu bobda ...ning uchta kalit jihatlari muhokama qilindi.

In summary, it has been shown from this review that ...

Ushbu sharhning umumiy bayonida ... ekanligi ko'rsatib berildi.

This chapter has described the methods used in this investigation and it has ...

Ushbu bobda ushbu izlanishda qo'llanilgan usullar tasvirlangan hamda ...gan.

This section has attempted to provide a brief summary of the literature relating to ...

Ushbu bobda ...ga tegishli adabiyotlarning qisqacha bayonini taqdim etishga harakat qilindi.

This chapter began by describing X and arguing that ... It went on to suggest that the ...

Ushbu bob X ni tasvirlash va ...ni muhokama qilish bilan boshlandi. ...ni taxmin qilish davom ettirildi.

In this section, it has been explained that ... The chapter that follows moves on to consider the...

Ushbu bobda ...ekanligi tushuntirildi. Keying bob ...ni muhokama qilishda davom etadi.

'Summarizing' google talqiniga ko'ra o'zbek tiliga 'umumlashtirmoq' deb o'girilmoqda. Biror 'Section' yoki 'Chapter' ni umumlashtirib "*qaymog'ini chiqarish*" yuqoridagi ifodalar bilan aniq-tiniq ko'rsatib berilmoqda. Conclusion qo'lyozma so'nggida keluvchi butun bir ilmiy asarning Xulosasini anglatsa, uning tarkibiy qismlarining o'ziga xos 'xulosasi' 'Summary' deb talqin etiladi. E'tibor berib qaralganda 'Summary' da yozuvchining tasvirlangan/muhokama qilingan mavzuga doir 'fikrlar jamlanmasi' qisqa qilib aks ettiriladi. Bunda demak, 'ushbu bobda' dan so'ng 'muhokama qilindi', 'ko'rsatib berildi', 'identifikatsiya qilindi', 'tahrir qilindi', 'bayon qilindi', 'ga taalluqli mavzuni tushuntirishga urinib ko'rildi' kabi ifodalar ishlatilmoqda. Ya'ni 'bu bobdan X ning Y ekanligi xulosa qilinadi' talqinida emas. So'nggi ikkita gap bilan judayam shunga yaqin tarzda ifodalashni xohlasangiz ham '...ning xulosa qilinishi davom etib bordi' yoki '...larga ergashgan holda ...deb hisoblash' kabilardan u yog'iga o'tmaganingiz maq'ul demoqchiday tuyuladi.

Eslab qoling. Summary Xulosa ko'rinishida bo'lmaydi. Balki qisqacha umumlashma xolos. Siz unda xulosa qilmang, shunchaki bobning qisqa umumlashmasini o'quvchiga eslatang.

Previewing a following chapter

In the chapter that follows, I present ...

Kelasi bobda, men ...ni namoyon qilaman

The next chapter describes the synthesis and evaluation of ...

Keyingi bob ...ning sintezi va baholanishini tasvirlaydi.

A summary of the main findings, together with ..., is provided in the next chapter.

Asosiy natijalarning ... bilan birgalikdagi asosiy umumlashmasi keyingi bobda keltiriladi.

The next chapter describes the procedures and methods used in this investigation ...

Keyingi bob ushbu ... izlanishlarda qo'llanilgan asosiy protseduralar va usullarni tasvirlaydi.

In the next section, I will present the principal findings of the current investigation ...

Keyingi bobda, ushbu izlanishning printssipial natijalarini namoyon qilaman.

These analytical procedures and the results obtained from them are described in the next chapter.

Ushbu analitik protseduralar hamda ular asosida olingan natijalar keying bobda aks ettiriladi.

Keyingi keladigan bobni boshlash uchun qo'llaniladigan ifodalar alohida o'rgatilmoqda. 'I present' va 'I will present' lardan ularni monoavtor qo'yozmagagina qo'llash mumkinligini ilg'ash mumkin. Yuqoridagi gaplardan yodda saqlab qolishimiz zarur bo'lgan kalit so'zlar ***'In the next chapter/section', 'The next chapter describes', '...findings follow the next chapter', '...are presented in the next chapter'*** dan iborat. *Review paper, Book Chapter* yozmoqchi bo'lganingizda albatta bu ifodalarni qo'llang. Preview ning ahamiyati haqida ikki og'iz so'z. Tasavvur qiling biror bir *Book Chapter* ni varaqlamasdan to'liqroq tushunishga harakat qilib o'qib, tanishib chiqdingiz va keyingi mavzuga vaqt sarflash yoki yo'qligi haqida xulosa qilish arafasida turibsiz. Shunda sizga *Preview* orqali keyingi chapter bilan tanishib chiqish imkoni taklif qilinadi. Bunda ko'pchilik o'quvchilarning keyingi chapter bilan tanishib chiqishi *Preview* qay darajada chiroyli tasvirlanganiga bog'liq. Nafaqat keyingi *Chapter* ni balki umumiy olganda o'quvchini o'qishga zavqlantirishda albatta undagi ko'z o'rgangan ifodalarning o'rni yuqori ekanligi haqida avvalroq bir necha bor fikrlashdik.

Writing about the Past

Writing about the past in English is made difficult by the rather complex tense system. However, the phrases grouped below give an indication of the uses of the main tenses in academic writing. For a comprehensive explanation of the uses of the various tenses you will need to consult a good English grammar book. A good recommendation is *Practical English Usage* by Michael Swan, Oxford University Press.

O'tgan zamon haqida ingliz tilida yozish kompleks zamon tizimlari orqali yanada murakkablashadi. Biroq, quyida guruhlar holida berilgan frazalar akademik yozishda zamonlardan foydalanishga oid ba'zi ko'rsatmalarni beradi. Turli zamonlardan foydalanib obdon tushuncha berish uchun yaxshi yozilgan ingliz tili grammatikasi kitoblaridan maslahat olishingizga to'g'ri keladi. Bu borada yaxshi tavsiya Michael Swan muallifligidagi *Practical English usage* kitobidir (Oxford University Press)

Kezi kelganda, *Practical English usage* kitobi bilan shaxsan tanish bo'lmaganligim bois, O'zbekistonda ko'pchilik foydalangan Raymond Murphy muallifligidagi *Essential Grammar in Use* hamda *English Grammar in Use* kitoblaridan foydalanishni tavsiya qilib qolgan bo'lardim. Zamonlarga oid ma'lumotlar yaxshi tushuntirilgan.

Time phrases associated with the use of the simple past tense: specific times or periods of time in the past

O'tgan oddiy zamon ingliz tilida hozirga qadar bo'lib o'tgan va sodir bo'lgan vaqti ko'rsatiladigan yoki nazarda tutiladigan voqea/hodisalarga nisbatan qo'llaniladi. Quyidagi misollar ushbu fikrimizni to'liqroq tushuntiradi.

<p>During the Nazi period, (Natsistlar (hukmronligi) davrida) Between 1933 and 1945, (1933 va 1945 yillar orlaig'ida) From 1933 to 1945, (1933 yildan 1945 yilga qadar) In the 1930s and 1940s, (1930- va 1940-yillarda)</p>	<p>restrictions were placed on German academics. (Nemis olimlariga cheklov qo'yilgan.)</p>
<p>For centuries, (Asrlar davomida) In the second half of the 19th century, (XX asrning ikkinchi yarmida) At the end of the nineteenth century, (XX asrning oxirida)</p>	<p>church authorities placed restrictions on academics. (cherkov ma'muriyati olimlarga cheklovlar qo'ygan.)</p>
<p>Following World War I, (Birinchi jahon urushiga avval) In 1999, (1999 yili)</p>	<p>Fleming actively searched for anti-bacterial agents. (Fleming anti-bakterial vositalarni faol qidirgan.) Fleming was named one of the <i>100 Most Important People</i> of the century. (Fleming asrning <i>Eng Muhim 100 kishilaridan biri</i> deya atalgan.)</p>

Yuqoridagi misollardan alohida kalit soʻzlar nimalardan iborat ekanligini tushundik. Eʼtiborli jihati vaqtga taalluqli soʻzlar ketma-ketligidan soʻng vergul qoʻyish zaruratidir. Yana baʼzi eʼtiborga molik jihatlar quyida keltirilgan.

‘For’ *uchun* maʼnosidan tashqari, *davomida* maʼnosida ham qoʻllaniladi.

‘Between 1933 and 1945’ (1) va ‘from 1933 to 1945’ (2) oʻrtasidagi farq bor (kichik boʻlsada). Birinchi holatda davr oraligʻiga koʻproq diqqat qaratiladi, ikkinchi holatda boshlanish va tugash vaqtlariga koʻproq eʼtibor tortiladi.

Time phrases associated with the use of the present perfect tense: past and present connected

To date, little evidence has been found associating X with Y.

Hozirgi kunga qadar, X ni Y ni bilan bogʻlovchi oz darajadagi guvohliklar mavjud.

Up to now, the research has tended to focus on X rather than on Y.

Hozirgi kunga qadar, tadqiqotlarda Y dan koʻra X ga koʻproq diqqat qaratilmoqda.

So far, three factors have been identified as being potentially important: X, Y, and Z.

Hozirgacha, uchta omil potentsial jihatdan muhim deb koʻrilib kelmoqda: X, Y va Z.

Since 1965, these four economies have doubled their share of world production and trade.

1965 yildan buyon, ushbu toʻrt iqtisodlar (davlatlar) dunyo miqyosidagi ishlab chiqarish va savdo ulushlarini ikki barobar oshirib olishdi.

Until recently, there has been little interest in X.

X ga nisbatan qiziqish, hozirgi kunga qadar, kam boʻlgan.

Recently, these questions have been addressed by researchers in many fields.

Soʻnggi paytlarda, tadqiqotchilar tomonidan koʻplab sohalarda ushbu savollar yoʻnaltirilmoqda.

In recent years, researchers have investigated a variety of approaches to X but

Soʻnggi yillarda, tadqiqotchilar X ga nisbatan turlicha yondashuvlar ustida izlanishdi, biroq...

More recently, literature has emerged that offers contradictory findings about ...

(Undan ham) yaqinroq davrda, ...haqida oʻzaro zid keluvchi topilmalarni namoyon qiluvchi adabiyotlar yuzaga chiqdi.

The past decade has seen the rapid development of X in many ...

Soʻnggi oʻn yillik X ning turli ...dagi tezkor rivojini koʻrdi.

Over the past 30 years, there has been a significant increase in ...

Soʻnggi 30 yilda ...ning sezilarli rivojlanishi kuzatildi.

Over the past century, there has been a dramatic increase in ...

Soʻnggi yuz yillikda ...ning rivojlanishida keskin oʻsish kuzatildi.

Over the past few decades, the world has seen the stunning transformation of X, Y and Z.

So'nggi bir necha o'n yillikda, dunyo X, Y va Z ning ajoyib transformatsiyasi bilan yuzlashdi.

Present Perfect tense (Hozirgi tugallangan zamon) o'zbek tilida *Past Simple tense* dan struktura jihatidan alohida qo'shimchalar bilan qat'iy farqlanmaydi. Hozirgi tugallangan zamon haqida, yuqoridagi misollarda ajratib ko'rsatilgan kalit so'zlar orqali ko'proq tushunchaga ega bo'lish mumkin. E'tiborli jihati ushbu zamon voqeaning qachon sodir bo'lganidan qat'iy nazar '*hozirga qadar*' ma'nosidagi kalit so'zlar orqali ifodalanishidir. Bunda, *Past Simple tense* dan farqli ravishda voqeaning sodir bo'lgan aniq vaqti ko'rsatilmaydi.

Ushbu zamondan foydalanganda, yuqoridagi misollarda ko'rsatilganidek gapning ikkinchi bo'lagida albatta '*have + past participle*' majhul nisbatdagi gaplar uchun esa '*have + been + past participle*' strukturalardan foydalanish shart hisoblanadi. *Present Perfect tense* ga oid kalit ifodalardan foydalanib '*have + past participle*' qo'llamaslik struktura xatolikni keltirib chiqaradi hamda qo'lyozma sifatining past baholanishiga sabab bo'ladi.

The present perfect tense may also be used to describe research or scholarly activity that has taken place recently

Several studies have revealed that ...

Bir necha o'rganishlar ...ekanligini namoyon qildi.

Previous studies of X have not dealt with ...

X ustida olib borilgan avvalgi tadqiqot ... bilan shug'ullanmagan.

A considerable amount of literature has been published on X.

X ga muhim adabiyotlar hozirga qadar chop qilindi.

There have been several investigations into the causes of illiteracy (Smith, 1985; Jones, 1987).

'Illiteracy' ning sabablari ustida bir necha izlanishlar olib borilgan (Smith, 1985; Jones, 1987).

The new material has been shown to enhance cooling properties (Smith, 1985, Jones, 1987).

Yangi (olingan) material sovush xususiyatini oshirishi ko'rsatib berilgan (Smith, 1985; Jones, 1987).

Invasive plants have been identified as major contributing factors for the decline of ...

Invaziv o'simliklar ...ning pasayishiga sabab bo'luvchi asosiy omil ekanligi aniqlangan.

The relationship between a diet high in fats and poor health has been widely investigated (Smith, 1985; Jones, ...

Yog'ga boy diyetalar va nosog'lomlik o'rtasidagi bog'liqlar izlanishlarda keng o'rganilgan (Smith, 1985; Jones, ...

Present Perfect tense dan yaqin vaqtlarda aniqlangan/o'rganilgan tadqiqot ishlari uchun ham foydalanish mumkinligi ushbu mavzuning mohiyati sifatida ko'rsatib berilmoqda. Ushbu '*yaqin*

vaqtlar tushunchasi yuqori darajada soha yo'nalishlariga qarab farqlanadi deyish mubolag'a bo'lmas kerak. Aniq misollarda: biokimyo, genetika, kimyo, mikrobiologiya, farmakologiya, farmasevtika kabi yo'nalishlarda 10 yil oldingi adabiyot ma'lumotlari yangilik sifatida ko'rilmaligi mumkin. Biroq, dinshunoslik, falsafa, mantiq, adabiyotshunoslik kabi yo'nalishlarda bu yondashuvni to'g'ri deb bo'lmasligi barchamizga ayon.

Present Perfect tense hamda *Past Simple tense* yuqoridagi misollardagi kabi havola formatida keltirilganda o'rganilgan vaqti ko'rsatiladiku, ulardan birini qo'llashda nimaga asoslanish kerak? degan haqli savol tug'iladi. Agar maqoladagi havola formati [1, 2, 3] ko'rinishida bo'lmas ham shu savolning yuzga kelishi tabiiy. Bu holatdagi yondashuv demak, kontekstdan kelib chiqadi. Ya'ni muallifning yondashuvi bu zamonlardan qaysi birini qo'llashni avvaldan rejalashtirgan yondashuviga bog'liq. *'Hozirga qadar'* ma'nosida gap yoki abzats boshlanadigan holatlarda albatta *Present Perfect tense* dan foydalanish sharti biror aniq vaqtga dalolat qiladigan holatlarda va/yoki *'ulardan keyin'*, *'keyinchalik'*, *'keyingi tadqiqotlarda'* kabi kalit ifodalar qo'llanilganda esa *Past Simple tense* ni qo'llash majburiyati yuzga keladi. Ko'proq ilmiy adabiyot mutolaa qilish ushbu fikrlarni to'liqroq tushunishga olib keladi.

For reference to single investigations or publications in the past, the simple past tense is used

An experimental demonstration of this effect was first carried out by ...

Ushbu ta'sirning eksperimental namoyishi birinchi bor ... tomonidan olib borilgan.

The first experimental realisation of ..., by Smith et al. [12], used a ...

Smith va hamkasblari tomonidan olib borilgan, ...ning birinchi marta eksperimental jihatdan amalga oshirilishida ...dan foydalanilgan.

The first systematic study of X was reported by Patel et al. in 1986.

X ning birinchi sistematik o'rganilishi Patel va hamkasblari tomonidan 1986 yilda e'lon qilingan.

Smith and Jones (1994) were the first to describe X, and reported that ...

Smith va Jones (1994) X ni birinchi bo'lib tasvirlashgan, unda ... ekanligi ma'lum qilingan.

X as originally isolated from Y in a soil sample from ... (Wang et al., 1952).

X original tarzda, ...ning tuproq namunasidan olingan Y dan ajratib olingan (Wang va hamkasblari, 1952)

In 1975, Smith et al. published a paper in which they described ...

1975 yilda, Smith ha hamkasblari ...ni tasvirlagan maqola chop qilishgan.

In the 1950s, Gunnar Myrdal pointed to some of the ways in which ...

Gunnar Myrdal 1950 yillarda ...ni ...chi yo'llarni ko'rsatib bergan.

In 1981, Smith and co-workers demonstrated that X induced in vitro resistance to ...

1981 yilda Smith va hamkasblari X ...ga nisbatan in vitro resistentlikni oshirishini ko'rsatib berishgan.

In 1984, Jones et al. made several amino acid esters of X and evaluated them as ...

1984 yili Jones va boshqalar bir necha aminokislota efirlarini olishgan hamda ularni ...sifatida baholashgan.

In 1990, Patel et al. demonstrated that replacement of H₂O with heavy water led to ...

1990 yili Patel va hamkasblari H₂O ni og'ir suv bilan almashtirish ...ga olib borishini namoyon qilishgan.

Thirty years later, Smith (1974) reported three cases of *Candida Albicans* which ...

O'ttiz yildan so'ng, Smith (1974) *Candida Albicans* ning ...ni ...chi uchta holatini ma'lum qilgan.

Past Simple tense dan foydalanish zarurati yuqorida misollar bilan aniq-tiniq keltirilmoqda. E'tibor bersak, *falon yili* deb boshlanadigan gaplar aksariyat gaplardagi ushbu zamonning foydalanishiga dalolat qiladi. Qolganlarida esa '1950 yillarda', 'o'ttiz yildan so'ng', 'birinchi o'rganilishi' kabi kalit ifodalar qo'llanilmoqda. Yoki 'original tarzda' ifodasi birinchi marta bajarilganlikni anglatishini anglashimiz mumkin. Yodda saqlashimiz kerak bo'lgan jihat *Past Simple tense* dan foydalanish yozilayotgan gaplarimizni o'sha abzatsga yoki to'g'ridan to'g'ri kalit ifodalar bilan yoki mohiyatan kontekstga mos ma'no bilan muvofiq tushushi kerakligidir.

Unchalik qat'iy bo'lmagan fikr: *Present Perfect tense* bilan boshlangan abzatsni shu zamonning o'zi bilan tugallagan ma'qulroq. Aniq sodir bo'lgan vaqtiga ishora qilinadigan misollarni esa (ya'ni *Past Simple tense* da) yoki alohida abzats ko'rinishida berganingiz yoki noziklik bilan tushunishga qiyinchilik tug'dirmaydigan qilib ulab ketganingiz ma'qulroq bo'ladi.

Introducing Work

There are many ways to introduce an academic essay or short paper. Most academic writers, however, appear to do one or more of the following in their introductions:

- **establish the context, background and/or importance of the topic**
- **present an issue, problem, or controversy in the field of study**
- **define the topic and/or key terms used in the paper**
- **state the purpose of the essay or short paper**
- **provide an overview of the coverage and/or structure of the writing**

Akademik ko'rinishda yozilgan insho yoki kichik yozma asarni tanishtirishning ko'plab usullari mavjud. Ko'plab akademik yozuvchilar, shunga qaramay, o'z asarlarining kirish qismida quyidagilardan biri yoki ko'prog'ini kiritishga urinishadi.

- **Mavzuning konteksti (mazmun mohiyati), kelib chiqishi va/yoki muhimligi ta'minlanadi.**
- **O'rganilgan mavzudagi biror masala, muammo yoki qarama-qarshilik taqdim etiladi.**
- **Qo'lyozmada foydalanilgan mavzu va/yoki kalit so'zlar aniqlashtiriladi.**
- **Essey yoki kichik yozma asarning maqsadi haqida ma'lumot beriladi.**
- **Yozma ishning qamrovi haqida umumlashma va/yoki uning strukturasi keltiriladi**

Slightly less complex introductions may simply inform the reader: what the topic is, why it is important, and how the writing is organised. In very short assignments, it is not uncommon for a writer to commence simply by stating the purpose of their writing.

Biroz murakkabroq kirish qismlar esa soddaroq qilib aytganda o'quvchiga mavzuning nima ekanligini, uning nima sababdan muhimligini va bu nima sababdan tashkillanganini tushuntiradi. Judayam qisqa ko'rinishlarda, yozuvchilar uchun *ishning kirish qismini* yozishlarining maqsadi bilan boshlash noodatiy holat emas.

Introductions to research dissertations and theses tend to be relatively short compared to the other sections of the text but quite complex in terms of their functional elements. Some of the more common elements include:

- **establishing the context, background and/or importance of the topic**
- **giving a brief review of the relevant academic literature**
- **identifying a problem, controversy or a knowledge gap in the field of study**
- **stating the aim(s) of the research and the research questions or hypotheses**
- **providing a synopsis of the research design and method(s)**
- **explaining the significance or value of the study**
- **defining certain key terms**
- **providing an overview of the dissertation or report structure**

Dissertatsiya ishlari yoki tezislarning kirish qismi shu asarlarning boshqa qismlariga nisbatan qisqa, biroq ularning funksional tarkibiy qismlari jihatidan biroz murakkabroq bo'lishga moyil. Qamqab olinadigan jihatlar quyidagilardan iborat:

o'rganilgan mavzudagi biror masala, muammo yoki qarama-qarshilik taqdim etiladi;

- **tegishli akademik adabiyotlar ma'lumotlarini qisqacha sharhlash;**
- **o'rganilgan sohadagi muammo, qarama-qarshilik uzilishlarni aniqlash;**
- **tadqiqot maqsad(lar)i va tadqiqot savollari yoki farazlari bayon qilish;**
- **tadqiqot dizayni va usullarining qisqacha yozma bayonini taqdim etish;**
- **tadqiqning ahamiyati yoki qiymatini tushuntirish;**
- **muayyan asosiy shartlarni belgilash;**
- **dissertatsiya mohiyatining umumlashmasi yoki structural hisobotini ta'minlash.**

Examples of phrases which are commonly employed to realise these functions can be seen by clicking on the headings listed below. Note that there may be a certain amount of overlap between some of the categories under which the phrases are listed. Also, the order in which the different categories of phrases are shown reflects a typical order but this is far from fixed or rigid, and not all the elements are present in all introductions.

Ushbu funktsiyalarni amalga oshirish uchun odatda ishlatiladigan iboralar namunalarini quyida keltiriladigan sarlavhalardan bilib olish mumkin. E'tibor bering, ba'zi bir kategoriyalar qisman bir-biriga mos kelishi mumkin. Shu kabi ifodalar alohida mavzular sifatida keltirilgan. Shuningdek, turli kategoriyalar bilan keltirilgan ifodalar tartibi shunchaki tipik tartib, bu o'zgaraydigan yoki qat'iy emas va barcha kirish qismlarda barcha elementlar mavjud deb bo'lmaydi.

A number of analysts have identified common patterns in the introductions of research articles. One of the best known patterns is the CARS model (create a research space) first described by John Swales (1990). This model, which utilises an ecological metaphor, has, in its simplest form, three elements or moves:

- **Establishing the territory (establishing importance of the topic, reviewing previous work)**
- **Identifying a niche (indicating a gap in knowledge)**
- **Occupying the niche (listing purpose of new research, listing questions, stating the value the work, indicating the structure of the writing)**

Bir qator tahlilchilar tadqiqot maqolalarining kirish qismida keng tarqalgan namunalarni aniqladilar. Eng ma'lum bo'lgan namuna bu John Swales (1990) tomonidan tasvirlangan TMYa modelidir (tadqiqot maydonini yaratish). Ekologik metafora qo'llash bilan, ushbu model, eng soddada uchta elementga yoki harakatga ega deb aytish mumkin:

- **Hududni belgilash (mavzuning ahamiyatini aniqlash, oldingi ishlarni ko'rib chiqish)**
- **Yetishmovchilikni aniqlash (bilimdagi bo'shliqni ko'rsatuvchi jihatlar)**
- **Yetishmovchilikni ko'rsatish (yangi izlanishlarning maqsadi, savollarning ro'yxati, ish qiymatining bayoni, yozma asarning strukturasi).**

Establishing the importance of the topic for the world or society

X is **fundamental** to ...

X **has a pivotal role** in ...

X is **frequently prescribed for** ...

X is **fast becoming a key instrument** in ...

X **plays a vital role** in the metabolism of ...

X **plays a critical role** in the maintenance of ...

Xs **have emerged as powerful platforms** for ...

X is **essential for a wide range of** technologies.

X can **play an important role in addressing the issue** of ...

Xs are the **most potent anti-inflammatory agents** known.

There is evidence that X plays a crucial role in regulating ...

X is a **common condition which has considerable impact on** ...

In the new global economy, X has **become a central issue for** ...

Evidence suggests that X is **among the most important factors for** ...

X is **important for a wide range of scientific and industrial processes.**

Xs are **one of the most widely used groups of** antibacterial agents and ...

There is a growing body of literature that recognises the importance of ...

X is an **important component in the** climate system, and **plays a key role in** Y.

In the history of development economics, **X has been thought of as a key factor in** ...

Xs are one of the most widely used groups of Y and **have been extensively used for**

Mavzuning dunyo va jamiyatga aloqador muhim jihatlarini ifodalash uchun qo'llaniladigan strukturalar yuqoridagi misollarda ko'rsatib berilmoqda. Kalit ifodalari sifatida foydalanishimiz mumkin bo'lganlari alohida qilib bo'yalgan harflarda berildi. **'X plays a key role/pivotal role/vital role/important role/crucial role'** eslab qolishga murakkablik tug'dirmaydigan ifodalar bo'lib, ulardan akademik yozishning barcha turlarida ham (research article/dissertation/theses/essay/ review/expert opinions) keng foydalaniladi. Ma'no jihatidan bu ifodalari bir-biridan keskin farq qilmasda alohida tor sohalarda ko'proq qo'llaniladiganlari yo'q emas. Shuning uchun, o'z sohangizga oid ilmiy maqolalarni o'qish jarayonida qo'llanilgan shu kabi kalit ifodalarni qayd qilib borishni odat qiling, va bu kabi yondashuvlar keyinchalik yozish malakangizni tezroq o'stirishga turtki beradi.

Shuningdek 'important' bilan ham kirish qismlarida o'rganilayotgan mavzuning ahamiyatiga e'tibor qaratilishi urg'u berilmoqda. Bunda **'play an important role'**, **'important for a wide of ...'**, **'important component/factor in'**, **'important because (of)'** kabi ifodalardan foydalanish mumkin.

Science yo'nalishlariga **'to be thought'** dan ko'ra **'to be considered'** muvofiqroq.

'Essential'- zaruriy

Establishing the importance of the topic for the discipline

A key aspect of X is ...

X is of interest because ...

X is a classic problem in ...

A primary concern of X is ...

X is a dominant feature of ...

X is an important aspect of ...

X is a fundamental property of ...

The concepts of X and Y are central to ...

X is at the heart of our understanding of ...

Investigating X is a continuing concern within ...

X is a major area of interest within the field of ...

X has been studied by many researchers using ...

X has been an object of research since the 1960s.

X has been the subject of many classic studies in ...

X has been instrumental in our understanding of ...

The theory of X provides a useful account of how ...

Central to the entire discipline of X is the concept of ...

X is an increasingly important area in applied linguistics.

The issue of X has received considerable critical attention.

X has long been a question of great interest in a wide range of fields.

O'rganilayotgan soha uchun mavzuning muhimligini ifodalash qanday tashkil qilinishi mumkinligi yuqoridagi misollarda ko'rsatib berilmoqda. Bunda qo'llanilishi mumkin bo'lgan kalit ifodalar bo'yalgan harflar bilan ajratib ko'rsatildi. Alohida ba'zi murakkabroq atamalarning yuqoridagi misollardagi kontekstual ma'nolari haqida qisqacha eslab o'tsak.

discipline –fan sohasi (2)

primary concern – asosiy vazifa

dominant feature – yetakchi xususiyat

important aspect – muhim jihat

continuing concern – davom etayotgan jarayon

Yuqorida keltirilgan misollar biror fan sohasi ichidagi muhimlikni tushuntirish uchun qo'llanilganini hisobga olib, o'z qo'lyozmalarimizni yozish davomida ulardan foydalanayotganimizda (yuqoridagi strukturalarga mos ravishda) 'in' yoki 'of' dan keyin o'zimiz qo'llashimiz kerak bo'lgan atamada xatolikka yo'l qo'ymasligimiz kerak bo'ladi. Buning uchun ingliz tilida zamonaviy ilmiy maqolalarni o'qib tushunishga harakat qilish talab etiladi. Chunki yuqoridagi misollar (avvalgi va keying mavzularda bo'lgani kabi) umumiylikka yo'g'rilgan. Bu misollar bilan har bir fan sohasi uchun 'qat'iy shunday' degan ma'no/da'vo yo'q.

Establishing the importance of the topic (time frame given)

Recently, there has been renewed interest in ...

Traditionally, Xs have subscribed to the belief that ...

One of the most important events of the 1970s was ...

In recent years, there has been an increasing interest in ...

Recent developments in X have heightened the need for ...

The last two decades have seen a growing trend towards ...

Recently, researchers have shown an increased interest in ...

Over the past century, there has been a dramatic increase in ...

Recent trends in X have led to a proliferation of studies that ...

X proved an important literary genre **in the early** Y community.

The past decade has seen the rapid development of X in many ...

Since it was reported in 2005, X has been attracting a lot of interest.

Recently, a considerable literature has grown up around the theme of ...

Recent developments in the field of X have led to a renewed interest in ...

The past thirty years have seen increasingly rapid advances in the field of ...

The changes experienced by X **over the past decade** remain unprecedented.

In light of **recent events** in X, it is becoming extremely difficult to ignore the existence of ...

Mavzuning muhimligiga oid strukturalar vaqtga oid jihatlar qanday tuzulishi mumkinligi yuqoridagi misollar bilan alohida qilib ko'rsatib berilmoqda. Vaqtga oid kalit ifodalar 'recently/recent (events/advancements/developments), over the past thirty years/decade, the past two/three decades, traditionally' kabilardan iborat ekanligini bildik. Yuqoridagi misollarning aksariyati *Present Perfect tense* da keltirilganini ko'rsatilgan vaqtga oid ifodalarga to'liq mos keladi.

Alohida so'zlarning ma'nolari haqida qisqacha.

'Recent' *yaqindagi/yaqinda sodir bo'lgan*, 'recently' esa *yaqindagi(na)/yaqin kunlardagi* ma'nolarini beradi. Lekin 'recent advances/advancements/developments' *yaqin yillardagi* ma'nosiga dalolat qiladi, shaxsiy fikrimcha bu atamalar uzog'i bilan so'nggi o'n yillikdagi *advances/advancements/developments* ga nisbatan qo'llanilishi mumkin.

'Renewed' to'xtagan *jarayon/narsaning* qaytadan ish boshlashi/faoliyat yuritishiga nisbatan qo'llaniladi. 'Resume' 'revive', 'regenerate', 'revitalize', 'restore' kabi so'zlarning sinonimi hisoblanadi.

'Unprecedented' *avval qilinmagan yoki avval bajarilmagan* kabi umumiy ma'nolarga ega bo'lib, 'unparalleled', 'unequaled', 'unmatched', 'unrivalled' kabi so'zlarning sinonimidir. Ya'ni – tengi yo'q/o'xshashi yo'q.

Establishing the importance of the topic as a problem to be addressed

X is a major problem in ...

Of particular concern is ...

One of the main obstacles ...

One of the greatest challenges ...

A key issue is the safe disposal of ...

The main disadvantage of X is that ...

X is associated with increased risk of ...

X impacts negatively upon a range of ...

X is a common disorder characterised by ...

It is now well established that X can impair ...

X has led to the decline in the population of ...

X is a growing public health concern worldwide.

The main challenge faced by many researchers is the ...

X is one of the most frequently stated problems with ...

Lack of X has existed as a health problem for many years.

X is a major environmental problem, and the main cause of ...

Xs are one of the most rapidly declining groups of insects in ...

X is the leading cause of death in western-industrialised countries.

Exposure to X has been shown to be related to adverse effects in ...

There is increasing concern that some Xs are being disadvantaged ...

There is an urgent need to address the safety **problems caused by ...**

Mavzuning muhimligini muammolli masala sifatida qanday ko'rsatish/namoyon qilish mumkinligi yuqoridagi misollar bilan ko'rsatib berilmoqda. Bu kabi holatlarda ishlatish mumkin bo'lgan ifodalar bo'yalgan ranglar ajratib ko'rsatildi. Muammoga taalluqli bo'lgan so'zlar **'obstacle'** (*xalaqit qiluvchi omil*), **'challenge'** (*qiyinchilik*), **'disadvantage'** (*kamchilik/noqulaylik/ustunlikning aksi*), **'disorder'** (*tartibsizlik*), **'decline'** (*qisqarish/kamayish*), 'lack' (*kamchilik/yetishmovchilik/yetishmay qolmoq*) kabilar ekanligini (yana bir bor) ko'rib turibmiz.

Yuqoridagi kabi misollarni o'z qo'lyozmalarimizda yozish ko'plab ilmiy adabiyotlarni o'qishni va ularning natijalari bilan tanishib chiqishni taqozo qiladi. Yuqori malakali tadqiqotchi-yozuvchi va yosh tadqiqotchi-yozuvchi o'rtasidagi farq ingliz tili grammatikasi yoki stilistikasining o'zidagina emas, balki tegishli mavzudagi ko'plab adabiyot ma'lumotlariga tayanib xulosa qilib yoziladigan gaplarda/da'volarda yaqqol seziladi. Shuning uchun ham birinchidan so'nggi yillardagi ko'plab adabiyot natijalari bilan tanishishga va shu soxa mutaxassisleri bilan maslahatlashib yozishga harakat qilish kerak bo'ladi.

Establishing the importance of the topic as a problem to be addressed (2)

However,	X may cause ... X is limited by ... X suffers from ... X is too expensive to be used for ... X has accentuated the problem of ... the performance of X is limited by ... X could be a contributing factor to ... the synthesis of X remains a major challenge. X can be extremely harmful to human beings. research has consistently shown that X lacks ... a major problem with this kind of application is ... the determination of X is technically challenging. current methods of X have proven to be unreliable. these rapid changes are having a serious effect on ... X can be adversely affected under certain conditions. observations have indicated a serious decline in the population of ...
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Ushbu jadvalda mavzuning muhimligini muammoli masala sifatida aks ettirish **‘However’** dan so’ng qanday bajarilishi mumkinligi ko’rsatib berilmoqda. Mohiyatan **‘However’** (*biroq*) dan avval keladigan gap aksar hollarda ijobiy xarakterda bo’lishi ma’lum. Shuni hisobga olgan holda, yuqoridagi kabi gaplarni *ularga mos keluvchi gaplar* bilan birgalikda ifodalash talab etiladi.

Misol uchun,

X is the main/major factor that can determine the Y. However, the determination of X is technically challenging.

‘However’ dan keying keladigan qismda ma’no ijobiy xarakterda bo’lsa, tabiiyki, bunday hollarda, avvalgi gapda salbiy jihat yoritilishi zarurati kelib chiqadi.

Misol uchun,

X is considered as irrelevant to this problem. However, it could be a contributing factor to Y.

Referring to previous work to establish what is already known

Recent evidence suggests that ...
Extensive research has shown that ...
Studies of X show the importance of ...
It has previously been observed that ...
Several attempts have been made to ...
Previous research has established that ...
Data from several studies suggest that ...
Recent work by historians has established that ...
Previous research comparing X and Y has found ...
The existing body of research on X suggests that ...
There is a growing body of literature that recognises ...
Several theories on the origin of X have been proposed.
Existing research recognises the critical role played by ...
It is now well established from a variety of studies, that ...
Recently investigators have examined the effects of X on Y.
Surveys such as that conducted by Smith (1988) have shown that ...
Factors found to be influencing X have been explored in several studies.
A number of cross-sectional studies suggest an association between X and Y...
Studies over the past two decades have provided important information on ...
A considerable amount of literature has been published on X. These studies ...

Avvaldan ma'lum bo'lgan narsalarni ifodalashda/tushuntirishda avvalgi ilmiy ishlarga qanday murojaat qilinishi alohida mavzu sifatida yuqoridagi misollar bilan ko'rsatib berilmoqda. E'tibor berilsa bu mavzuda eng ko'p qo'llanilgan fe'llar *show*, *suggest*, *establish*, *recognize* ekanligini payqash mumkin. Bir abzatsning o'zida bu kabi misollardan birdan ortiq marta foydalanish zarurati tu'gilsa yuqoridagi fe'llarning sinonimlardan foydalanish ham ma'qulroq bo'ladi. Misol uchun: **'show'** dan keyin **'demonstrate'**, **'indicate'**, yoki **'report'** kabi.

Avvalgi ilmiy ishlarga ishora qiluvchi kalit ifodalar esa **'recent studies'**, **'previous works/results'**, **'existing research'** kabilar ekanligini ko'rib turibmiz. Bu kabi ifodalardan foydalanish esa, aynan o'rganilayotgan tor sohaga oid bo'lgan, bir necha jihatlari bilan unga o'xshash va faqat ba'zi jihatlari bilangina va/yoki oz darajada farq qiladigan ilmiy ishlar va ularning natijalari bilan yaqindan tanishib chiqishni taqazo qiladi. Tabiiy fanlar yo'nalishida ayni mavzuga eng yaqin ilmiy ishlarni NCBI.nlm.nih.gov, sciencedirect.com, google.com saytlaridan qidirib topishga davomli tarzda harakat qilib borish kerak bo'ladi.

Identifying a controversy within the field of study

A much debated question is whether ...

One major issue in early X research concerned ...

To date **there has been little agreement on** what ...

The issue has grown in importance in light of recent ...

One of the most significant current **discussions** in X is ...

In the literature on X, the relative importance of Y is debated.

One observer **has already drawn attention to the paradox in** ...

Questions have been raised about the use of animal subjects in ...

In many Xs, **a debate is taking place between** Ys and Zs **concerning** ...

Debate continues about the best strategies for the management of ...

This concept has recently been challenged by X studies demonstrating ...

The debate about X has gained fresh prominence with many arguing that ...

Scholars **have long debated the impact of** X on the creation and diffusion of ...

More recently, **literature has emerged that offers contradictory findings about** ...

One major theoretical **issue that has dominated the field** for many years concerns ...

The controversy about scientific evidence for X has raged unabated for over a century.

The issue of X **has been a controversial and much disputed subject within the field of** ...

The causes of X **have been the subject of intense debate within** the scientific community.

In the literature on X, the relative **importance of Y has been subject to considerable discussion.**

O'rganilayotgan/o'rganilgan soha doirasidagi qarama-qarshiliklar/ziddiyatlarni ifoda etishda qo'llaniladigan kalit ifodalar tegishli gap strukturalari bilan yuqoridagi misollarda ko'rsatib berilmoqda. Shunday strukturalar bo'yalgan harflarda aalohida rangda e'tiboringizga havola qilinmoqda.

Ushbu ifodalarni ziddiyat ma'nosi kamayib borishi tarzida quyidagi ketma-ketlikda ifodalash mumkin(dek):

Contradiction

Controversy

Agreement

Correspondence

'**Controversy**' va '**agreement**' '**paradox**' kabi ilmiylikdan ko'ra ko'proq mantiqqa yaqin tushunchalardir.

'**Controversy**' ko'proq mantiqiy tushuncha bo'lsa, '**contradiction**' esa ko'proq ilmiy. Yuqoridagi misollarda ushbu so'zlardan keyin keltirilgan atamalar ham bu fikrni tushunishga yordam beradi:

'**Controversy about scientific evidence**' hamda '**contradictory findings**'.

Shu kabi yondashuvni '**agreement**' va '**correspondence/accordance**' ga nisbatan ham qo'llasa bo'ladi. Misol uchun 'Consensus – general agreement' sifatida tushuntiriladi, 'general correspondence' emas.

'**Dispute**' ko'proq verbal va norasmiy, '**debate**' esa rasmiy maqomda ko'proq qo'llaniladi.

Explaining the inadequacies of previous studies

Previous studies of X **have not dealt with** ...

Researchers have not treated X in much detail.

Such expositions **are unsatisfactory because** they ...

Most studies in the field of X **have only focused on** ...

Such approaches, however, **have failed to address** ...

Previous published **studies are limited to** local surveys.

Half of the **studies evaluated failed to** specify whether ...

The research to date **has tended to focus on** X rather than Y.

Previously published **studies on the effect of X are not consistent**.

Smith's analysis does **not take account of** ..., **nor does** she examine ...

The existing accounts **fail to resolve the contradiction between** X and Y.

However, **much of the research up to now has been descriptive in** nature ...

The generalisability of much published research on **this issue is problematic**.

Research on the subject **has been mostly restricted to** limited comparisons of ...

However, few writers **have been able to draw on** any systematic research into ...

Short-term studies such as these do not necessarily **show subtle changes** over time ...

Although **extensive research has been carried out on** X, no single study exists which ...

However, these results were based upon data from over 30 years ago and **it is unclear if** ...

The experimental data are rather controversial, and **there is no general agreement** about ...

Most studies in X **have only been carried out in a small number of areas**.

Avvalgi chop qilingan ishlardagi yetishmovchiliklar/kamchiliklar qaysi ifodalar bilan va qanday strukturalarda aks ettirilishi mumkinligi yuqoridagi misollar bilan ko'rsatib berilmoqda. Bu kabi holatlarda *'have not dealt'*, *'have not treated'*, *'have not focused on'*, *'have failed'*, *'was not consistent'*, *'was unsatisfactory'*, *'not take account of'* *'was/has been restricted'*, *'not to be consistent'* kabi ifodalardan samarali foydalanish mumkinligini ko'rib turibmiz.

'Extensive research' bilan keng ko'lamli izlanish nazarda tutiladi, va shuning uchun ham bu ifoda kamchilik sifatida ko'rilmoqda. Aniqroq aytganda: bitta omilning 7-8 ta ko'rsatkichga ta'siri **'extensive research'** sifatida va 3-4 ta omilning 2-3 ta parametrga ta'siri esa **intensiv yondashuv** sifatida ko'riladi.

'The research to date has tended to focus on X rather than Y' bilan tadqiqotlarda Y dan ko'ra X ga ko'proq e'tibor qaratish tendensiya aylanib qolayotgani ham kamchilik sifatida ko'rsatilmoqda. 'Short-term studies' kamchilikka aloqador ifoda sifatida ko'rsatilmoqda. Ya'ni ba'zi eksperimentlarni uzoq muddatda va/yoki takroriy ravishda o'tkazish adekvat jarayon sifatida ko'riladi.

'The experimental data are rather controversial, and there is no general agreement about ...' bilan xech bo'lmaganda umumiy o'xshashlikning bo'lmasligi ham kamchilik sifatida ko'rilishi tushuntirilmoqda.

Umumiylikka asoslanib korrelyatsiya yoki muvofiqlikdagi kamchiliklar haqida xulosa qilish uchun xech bo'lmaganda so'nggi o'n yillikdagi 15-20 ta ilmiy maqola kontenti bilan yaqindan tanishib chiqib, shundan keyingina bu yuqoridagi misollardagi kabi da'volarni qilish to'g'ri yo'l bo'ladi.

Identifying the paucity or lack of previous research

There is little published data on ...

No previous study has investigated X.

The use of X **has not been investigated.**

There has been no detailed investigation of ...

There has been little quantitative analysis of ...

Data about the efficacy and safety of X **are limited.**

Up to now, far too little attention has been paid to ...

A search of the literature **revealed few studies which ...**

The impact of X on Y is understudied, particularly for ...

Few studies have investigated X in any systematic way ...

In addition, **no research has been found that surveyed ...**

So far, however, there has been little discussion about ...

So far, very little attention has been paid to the role of X.

Surprisingly, **the effects of X have not been closely examined.**

In contrast to X, **there is much less information about effects of ...**

A systematic understanding of how X contributes to Y **is still lacking.**

Despite the importance of X, **there remains a paucity of evidence on ...**

There have been no controlled studies which compare differences in ...

To date, the problem has received scant attention in the research literature

To date, there are few studies that have investigated the association between ...

Avvalgi tadqiqot ishlaridagi yetishmovchiliklar, miqdor jihatdan yetishmovchiliklar qanday kalit ifodalar bilan ifodalanishi yuqoridagi misollar bilan ko'rsatib berilmoqda. Ajrati ko'rsatilgan kalit ifodalardan tegishli mavzuga oid adabiyot ma'lumotlari kamligi, muhokamalar kamligi, tegishli mavzuga yetarlicha e'tibor berilmagani, alohida jihatlar o'rganilmaganligi kabi ma'nolarni ilg'ashimiz mumkin.

'Under' prefiksi ingliz tilida 'yetishmovchik' ka dalolat qiladi. Misol uchun 'understudied' yetarli darajada o'rganilmagan, 'underestimated' yetarli darajada baholanmagan, 'underfunded' yetarli darajada moliyalashtirilmagan ma'nolarini anglatadi ('understand' ga bu yondashuv muvofiq emas).

'Up to now','to date','so far' ifodalari qo'llanilmasa ham, gap strukturasi *Present Perfect tense* da ekanligidan ma'no hozirgacha o'rganilgan tadqiqotlar haqida borayotgani haqida bilib olish mumkin. Bu ifodalar bilan esa 'Hozirga qadarga o'rganilganlarga' e'tibor jalb qilinmoqda.

‘A search of the literature **revealed few studies which ...**’ kabi ma’noda fikr bildirishdan avval kerakli axborot qidirish bazalari bilan maksimal aniqlik bilan obdon ishlash zarurati kelib chiqadi.

While	some research has been carried out on X,	no single study exists which ...
Whilst		no studies have been found which ...
Although		no controlled studies have been reported.
		only two studies have attempted to investigate ...
		there have been few empirical investigations into ...
		there is still very little scientific understanding of ...
		the mechanism by which ... has not been established.

Ushbu jadvalda esa, *bo’lishiga qaramasdan* ma’nolarini anglatuvchi ‘while’, ‘whilst’, ‘although’ so’zlari bilan gaplar qanday yasalishi ko’rsatib berilmoqda.

Identifying a knowledge gap in the field of study

It **is still not known** whether ...

... **much less is known about** X.

The nature of X **remains unclear**.

Currently, **there are no data on** ...

What is less clear is the nature of ...

Very little is currently known about X in ...

Research to date has **not yet determined** ...

What is not yet clear is the impact of X on ...

There is still uncertainty, however, whether ...

The response of X to Y **is not fully understood**.

Causal factors leading to X **remain speculative**.

The neurobiological basis of X **is poorly understood**.

Little is known about X and it **is not clear** what factors ...

To date, **only a limited number of** Xs have been **identified**.

The mechanisms that underpin X **are not fully understood**.

Much uncertainty still exists about the relationship between ...

This indicates a need to understand the various perceptions of X that exist among ...

It is now well established that ... **However**, the influence of X on Y **has remained unclear**.

Biror o’rganish sohasiga oid bilimlar/tadqiqotlardagi uzilishlarni qanday izohlash yuqoridagi misollar bilan tuhuntirib berilmoqda. Qo’llash mumkin bo’lgan kalit ifodalar bo’yalgan harflarda ko’rsatib berilmoqda.

Tadqiqot maqolalarida ‘**is not fully understood**’, ‘**poorly understood**’ kabilar unchalik ham xush ko’rilmaydi.

‘Clear’ yoki ‘unclear’ esa research article ushbu aspektida eng mos ifoda desak mubolag’a bo’lmaydi. **Identify/identification** mohiyatan **establish/establishment** yoki **determine/determination** ning sinonimi. Lekin turli qurilma va usullarga yondashib aniqlangan narsa/buyum/kishilarni aniqlashga nisbatan qo’llashga eng mos atama hisoblanadi.

‘Speculative’ aniq ma’lumotdan ko’ra ko’ra taxminga asoslanishni ifodalovchi sifat/tushuncha hisoblanadi.

However,	<p>very little is known about X in...</p> <p>few studies have investigated ...</p> <p>the nature of X remains unclear.</p> <p>much less is known about how ...</p> <p>the use of X has not been investigated.</p> <p>far too little attention has been paid to ...</p> <p>the behaviour of X has not yet been investigated.</p> <p>the evidence for this relationship is inconclusive ...</p> <p>much uncertainty still exists about the relation between ...</p> <p>there have been no controlled studies which compare differences in ...</p>
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‘However’ dan so’ng keladigan gap bo’lagi qanday aks etishi mumkinligi jadvaldagi misollar bilan ko’rsatib berilmoqda. O’z qo’lyozmalarimizda shu kabi strukturalardan imkon qadar ko’proq foydalanib borishimiz, akademik yozish malakamizni oshishiga hissa qo’shadi.

Stating the focus, aim, or argument of a short paper

In this paper, I argue that ...

This paper attempts to show that ...

The central thesis of this paper is that ...

In the pages that follow, it will be argued that ...

In this essay, I attempt to defend the view that ...

The aim of this essay is to explore the relationship between ...

The purpose of this paper is to review recent research into the ...

Qisqa qo’lyozmalarda diqqat, maqsad yoki argumentlarning izohi yuqoridagi ifodalarda aks ettirilishini ko’rsatib berilmoqda. Yuqoridagi misollarda keltirilgan ifodalar qisqa ko’rinishdagi qo’lyozmalarning maqsad yoki argumentlarini ifodalashda qo’llanilishi ko’rsatilmoqda. ‘I argue’ yoki ‘I attempt’ ifodalaridan bu misollar monomuallif tomonidan yozilgan essey yoki tezislardagina ishlatilishi mumkinligini osonlikcha anglash mumkin.

Yuqoridagi so’nggi misolda *‘review’* so’zi keltirilmoqda. Bu gapdan qisqa tarzda bayon etilgan tezis ichida ham, biror tor soha ma’lumotlarining muhokamasiga nisbatan *‘review’* ni qo’llash mumkinligi anglashiladi. ‘Recent research’ ifodasini so’nggi necha yildagi ma’lumotlarga nisbatan qo’llash mumkinligi ham mavhum masalalardan. Har holda 10 yildan oldingi ma’lumotlarga nisbatan qo’llanilmagani ma’qulroq.

This paper	<p>argues that ...</p> <p>gives an account of ...</p> <p>discusses the case of ...</p> <p>analyses the impact of ...</p> <p>attempts to show that ...</p> <p>contests the claim that ...</p> <p>provides an overview of ...</p> <p>reviews the evidence for ...</p> <p>reports on a study which ...</p> <p>traces the development of ...</p> <p>explores the ways in which ...</p> <p>assesses the significance of ...</p> <p>highlights the importance of ...</p> <p>considers the implications of ...</p> <p>critically examines the view that ...</p> <p>proposes a new methodology for ...</p> <p>examines the relationship between ...</p> <p>compares the different ways in which ...</p> <p>investigates the factors that determine ...</p> <p>describes the design and implementation of ...</p>
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Stating the purpose of the current research

The specific objective of this study was to ...

An objective of this study was to investigate ...

This thesis will examine the way in which the ...

This study set out to investigate the usefulness of ...

This dissertation seeks to explain the development of ...

This case study seeks to examine the changing nature of ...

The objectives of this research are to determine whether ...

This prospective study was designed to investigate the use of ...

This research examines the emerging role of X in the context of ...

This study systematically reviews the data for..., **aiming to provide** ...

Drawing upon two strands of research into X, this **study attempts to** ...

This thesis intends to determine the extent to which ... and whether ...

This dissertation aims to unravel some of the mysteries surrounding ...

This study therefore **sets out to assess** the effect of X ..., and the effect of ...

The main aim of this study is to investigate the differences between X and Y.

Part of the aim of this project is to develop software that is compatible with ...

There are two primary aims of this study: 1. To investigate ... 2. To ascertain ...

This study seeks to obtain data which will help to address these research gaps.

One purpose of this study was to assess the extent to which these factors were ...

The purpose of this investigation is to explore the relationship between X and Y.

Biror tadqiqot ishining maqsadini aks ettiruvchi ifodalar yuqoridagi misollar bilan ko'rsatib berilmoqda. Ishning maqdasi ma'nosini bildiruvchi so'zlar 'aim', 'purpose', 'objective' ekanligini anglash mumkin. Maqsadga aloqador fe'llar 'examine' – tekshirib ko'rmoq, 'explain' – tushuntirmoq, 'investigate' – tadqiq qilmoq, izlanish olib bormoq, 'assess' – baholamoq, 'explore' – tadqiq qilmoq, 'determine' – aniqlamoq ekanligini ko'rib turbmiz.

'Aim' va 'purpose' so'zlari 'intention' kabi faqat maqsad ma'nosini anglatadi. 'Objective' maqsad ma'nosi bilan birgalikda, ayniqsa ko'plik ko'rinishida, (ishning/tadqiqotning) vazifalar(i) ma'nolarini ham beradi.

'Set out' to start an activity with a particular aim (1), to start a journey (2), to start an activity with (3) ma'nolarini anglatadi. Ushbu fe'l ham maqsad qilmoq ma'nosini beradi. Ya'ni 'Ushbu ishdaqilish maqsad qilinadi' ni, 'This work aims/intends/sets out to ...' kabi ifodalash mumkin.

Describing the research design and the methods used

Data for this study **were collected using** ...

Five **works will be examined, all of which** ...

This investigation **takes the form of a case-study of** the ...

This study was **exploratory and interpretative in nature.**

This study **uses a qualitative case study approach to** investigate ...

The research **data** in this thesis **is drawn from** four main **sources:** ...

The approach to empirical research **adopted for this study was one of** ...

This dissertation **follows a case-study design, with in-depth analysis of** ...

By **employing qualitative modes of enquiry,** I attempt to illuminate the ...

Qualitative and quantitative research designs were adopted to provide ...

Both **qualitative and quantitative methods** were used in this investigation.

A **holistic approach is utilised, integrating** X, Y and Z material to establish ...

The study was conducted **in the form of a survey,** with data being gathered via ...

The methodological approach taken in this study is a **mixed methodology based on** ...

A combination of quantitative and qualitative approaches was used in the data analysis.

Tadqiqot ishining dizayni va usullarini ifodalashda qo'llanilishi mumkin bo'lgan ifodalar yuqoridagi tugallanmagan gap ko'rinishidagi misollar bilan tushuntirilib berilmoqda. Usul va dizaynga oid bo'lgan ifodalar bo'yalgan harflar bilan ko'rsatib berildi.

'Case-study' biror voqea-hodisaning boshidan oxirigacha, to'liq holda detallarigacha o'rganishdir. Ko'proq ijtimoiy soha yo'nalishlarida qo'llaniluvchi bu atama miqdorga aloqador biror ilmiy natijaga olib kelmasligi, biror savolga aniq javob bermasligi mumkin, lekin

boshlang'ich tushunchalarni ta'minlay oladi. Misol uchun arxeologik tekshiruvlar natijasida biror savolga aniq javob topilmasligi mumkin, lekin boshlang'ich xulosalarga kelinadi.

Bu haqda ko'proq ma'lumot bilan <https://www.pressacademia.org/definition-of-case-study/> da tanishish mumkin.

'Interpretative' *sharh berishga oid, tushuncha berishga oid* ma'nolarini beradi.

'Qualitative and quantitative methods' *science* yo'nalishlarida biror umumiy jihatlarga ega jonli yoki jonsiz o'rganish ob'yektlarining shunchaki borligini va miqdorini hisoblashga aloqador usullarini o'z ichiga oladi. Kimyoda, misol uchun, sifat va miqdor reaksiyalari.

'A holistic approach' biror o'rganiladigan obyektning barcha jabhalarini qamrab olib, uni nima sababdan o'rganilayotganining mohiyatini tushunish va/yoki tushuntirib berishni anglatadi.

Explaining the significance of the current study

This is the first study to ...

This study **provides new insights into ...**

This work **will generate fresh insight into ...**

The study offers some important insights into ...

Understanding the link between X and Y will help ...

This is the first study to undertake a longitudinal analysis of ...

The present research explores, for the first time, **the effects of ...**

The importance and originality of this study are that it explores ...

The findings should **make an important contribution to** the field of ...

Characterisation of X **is important for our increased understanding of ...**

It is hoped that **this research will contribute to a deeper understanding of ...**

This study **aims to contribute to this growing area** of research by exploring ...

This project **provided an important opportunity to advance the understanding of ...**

Therefore, this study **makes a major contribution to research on** X by demonstrating ...

There are several important areas where this study **makes an original contribution to ...**

The experimental work presented here **provides one of the first investigations into how ...**

Ishning ahamiyatini ifodalab beruvchi ifodalar alohida mavzu sifatida yuqoridagi misollar bilan keltirilmoqda. Bo'yalgan harflar bilan o'zgartirishsiz qo'llashimiz mumkin bo'lgan ifodalar ajratib ko'rsatildi. Bu kabi gaplarni tuzish va albatta abstraktda, kirish qismida, yoki xulosa qismida ulardan foydalanish SHART hisoblanadi. Chunki ilmiy maqolada ahamiyati bor biror yangilikka da'vo qilinadi va bu ahamiyatning bo'rttirilmay, ortiqcha bezaklarsiz, chiroyli aks ettirilishi o'quvchi diqqatini o'ziga jalb qiluvchi jihatlardan biriga aylanadi.

'This is the first study to' ifodasidan muammosiz foydalanish mumkin. Chunki har qanday ilmiy ishda qaysidir jihatni *'birinchi marta bajarilish'* tomoni sifatida ko'rsatish mumkin, aks holda ishni takrorlashdan farqi qolmagan bo'lardi. Faqatgina 'to' dan keyin nimani aks ettirishda biroz boshqa maqolalardagi shu jihatlarga oid ma'lumotlar bilan ko'proq tanishishga to'g'ri keladi. Bu borada

‘**makes an original contribution to**’ yoki ‘**aims to contribute to (deeper understanding)**’ kabi ifodalardan foydalanish o’qish uchun qulaylikni oshiradi. Bir tomondan bu kabi ifodalar fikrni biroz mavhumligini ta’minlasa, ikkinchi tomondan da’voimizni silliqroq qabul qilinishiga xizmat qiladi. Chunki bu ifodalar bilan *qo’shiladigan hissa* haqida fikr yuritiladi.

Ishimizning ilmiy ahamiyatini tushuntirishda eng kamida ‘**provide/contribute to better/deeper understanding**’, ‘**lead to advance the understanding of**’ ‘**provide new insight into**’ kabilardan foydalanishimiz qo’lyozma sifatining oshishiga olib keladi.

Describing the limitations of the current study

The thesis does **not engage with** ...

It is not the task of this paper **to examine** ...

This study **is unable to encompass the entire** ...

Establishing X **is beyond the scope of** this study.

It is **beyond the scope of this study to examine** the ...

A full discussion of X **lies beyond the scope of** this study.

The reader should bear in mind that the study is based on ...

Another potential problem is **that the scope** of my thesis **may be too broad**.

Due to practical constraints, this paper **cannot provide a comprehensive review of** ...

Muhokama qilinayotgan ishning cheklanganlik darajalari/limitlari haqidagi fikrlarni qaysi ifodalar bilan ta’riflash mumkinligi yuqoridagi misollar bilan tushuntrilmoqda. Limitga oid ifodalar esa bo’yalgan harflar bilan ko’rsatib berildi.

Bunga oid fe’llar ‘**engage with**’ (*bilan shug’ullanmoq*), ‘**encompass**’ (*qurshab olmoq, o’z ichiga olmoq*), ‘**(not) provide**’ (*ta’minlamoq*) ekanligini bildik.

‘**Beyond**’ O’zbek tilida *u tomonida/narigi tomonida* ma’nosini beradi. Misol uchun ‘**beyond reality**’ *reallikdan tashqarida* kabi tarjima qilinishi mumkin.

‘Scope’ *qamrov, ko’lam* ma’nolarida qo’llaniladi. Misol uchun ‘**Journal scope is not limited with these above mentioned disciplines**’ *jurnal qamrovi yuqoridagi sohalar/yo’nalishlar bilan cheklanmaydi* degan ma’noga dalolat qiladi.

Research article larda ‘**The thesis does not engage with ...**’ yoki ‘**It is not the task of this paper to examine ...**’ kabi ifodalardan zarurat bo’lmasa foydalanmagan ma’qul. Agarda bu kabi gaplardan keyin keladigan sabab arziri bo’lmasa o’quvchini chalg’itishi mumkin.

This study is unable to encompass the entire ...

Establishing X is beyond the scope of this study.

It is beyond the scope of this study to examine the ...

kabi gaplar esa biror g’oya, gipoteza yoki da’voga asos bo’ladigan natijalarni muhokama qilishda, izohlashda ayni muddao.

Giving reasons for personal interest in the research*

I became interested in Xs after reading ...

My interest in this area developed while I was ...

I have worked closely with X for many years and ...

My personal experience of X has prompted this research.

My main reason for choosing this topic is personal interest.

It is my experience of working with X that has driven this research.

This project was conceived during my time working for X. As a medical advisor, I witnessed ...

*** sometimes found in the humanities, and the applied human sciences**

Tadqiqot qilishga shaxsiy qiziqishining sabablarini qanday ifodalash mumkinligi yuqoridagi misollar bilan ko'rsatib berilmoqda. * bilan, bu kabilarni aks ettirish gumanitar va amaliy gumanitar fan sohalarida uchrab turishi mumkinligi eslatilmoqda.

Yuqoridagi kabi misollar ko'proq *essay* yozishda qo'llanilishi mumkinligini gap strukturalari *I* va *My* atrofida ekanligidan anglab yetish mumkin.

Tez-tez ko'zimiz tushadigan grammatik xatoliklardan biri 'be interested **to X**' yoki 'be interested **X**' kabi ifodalashdir. X ga qiziqishni ifodalashda albatta 'I am **interested in**' yoki 'My personal **interest in**' tarzida yozish shart.

'**Conceive**' *tasavvur qilmoq, ko'z oldiga keltirmoq* ma'nolarini anglatadi. So'nggi gapda, shaxsiy qiziqish ilmiy loyihaning qanday tasavvur qilinganligi misolida keltirilmoqda. Muallif avvalgi gapning ma'nosini o'zi guvoh bo'lgan ...larga ulab ketmoqda. Yozganlarimizda uzilish bo'lmasligini tushuntirishga juda qulay misol. Ya'ni sodir bo'lish vaqti mantiqiy juda ham tushunarli bayon qilingan.

Outlining the structure of the paper or dissertation

The first section of this paper will examine...

This paper begins by ... It will then go on to ...

My thesis is composed of four themed chapters.

The essay has been organised in the following way.

The remaining part of the paper proceeds as follows: ...

The main issues addressed in this paper are: a), b) and c).

This paper first gives a brief overview of the recent history of X.

This paper has been divided into four parts. The first part deals with ...

The third chapter is concerned with the methodology used for this study.

The overall structure of the study takes the form of six chapters, including ...

Chapter Four analyses the results of interviews and focus group discussions undertaken during

...

Chapter Two begins by laying out the theoretical dimensions of the research, and looks at how

...

The fourth section presents the findings of the research, focusing on the three key themes that

...

Biror maqola yoki dissertatsiyaning strukturasi haqida qisqacha umumiy ma'lumot berish qaysi ifodalar bilan yasalishi mumkinligi ko'rsatib berilmoqda. 'Outline' qisqacha ma'lumot, mundarija kabi tarjima qilinishi mumkin.

Yuqoridagi misollardagi foydalangan holda, turlicha ko'rinishdagi ifodalardan 3-4 ta seksiyadan iborat qo'lyozma asarning har bir qismi uchun alohida o'ziga xos strukturani aks ettirishimiz mumkin bo'ladi. Misol uchun quyidagicha.

The first section of the paper examines previous results/findings and reviews/discusses X, Y, and Z. Methods used to obtain given results are discussed in the second chapter. The third chapter deals with the application of X, and future perspectives. Remaining parts include A, B, and C. A few more files are supplemented.

Shu kabi yondashuv o'qish uchun qulayroq. Agarda 3 ta bo'lim haqidagi 3 ta gap *'The first section of the paperThe second chapter The third chapter* kabi ko'rinishda har qancha chiroyli yozilsa ham baribir biroz zerikarli ta'asurot uyg'otadi. Yana bir jihat: ketma-ket keladigan yuqoridagi kabi gaplarda bir xil fe'llardan ham ketma-ket foydalanmaslikka harakat qilish kerak.

Explaining key terms used in the current work

(also refer to *Defining Terms*)

Throughout this paper, **the term ‘X’ will refer to ...**

The term ‘X’ will be used in this thesis to refer to ...

Historically, the term ‘X’ has been used to describe ...

It is necessary here **to clarify exactly what is meant by ...**

The phrase ‘X’ will be used in this study to describe the ...

According to Smith (2002), X can be defined as follows: ‘...’

In this article, **the abbreviation XYZ will be used to refer to ...**

Throughout this dissertation, **the term ‘X’ will be used to refer to ...**

The term ‘X’ is a relatively new name for ..., commonly referred to as ...

In this essay, **the term ‘X’ will be used in its broadest sense to refer to all ...**

In this dissertation, **the terms ‘X’ and ‘Y’ are used interchangeably to mean ...**

While **a variety of definitions of the term X have been suggested**, this paper will use the **definition first suggested by Smith (1968)** who saw it as ...

Atamalarning aynan nimani anglatishini ifodalash uchun qo'llaniladigan strukturalar yuqoridagi misollar bilan keltirilmoqda. Buning zarurati nimadan iborat ekanligini haqida **Defining terms** mavzusida fikrlashgan edik. Qo'shimcha tarzda shuni aytish mumkinki, ilm-fan rivojlangani sari yangi atamalar paydo bo'lib boraveradi, va bu tendensiyada yangi kiritilgan atamalarning nimaga nisbatan qo'llanilganini tekst ichida bildirib ketish zarurati ham paydo bo'ladi. Buning ehtimoliy sabablari qaysidir atamaning yangi yo'nalishda qo'llanilganligi, yangicha ma'noda qo'llanilganligi, qaysidir jihatiga ko'ra umum-qabul qilingan ma'nodan biroz farq qilishi kabilardir. Shu jihatlarga ko'ra zarurat bo'lganda yuqoridagi strukturalardan foydalanish imkoniyati haqida o'ylab ko'rishga to'g'ri keladi.

Yuqoridagi misollarda eng ko'p qo'llanilgan ifoda **'The term X will refer/refers'** ekanligini bildik. **'By this term X was/has been suggested'** kabi ma'nolar ham ko'proq ifodalanishi mumkinligini anglash mumkin. Yana bir e'tiborli jihati *ma'noni anglatmoq, nazarda tutmoq* kabi tarjima qilinadigan **'mean'** so'zidan yuqoridagi misollarda bir martagina foydalanilgan. Akademik yozishdan ko'ra bu so'z og'zaki muloqotga ko'proq mos hisoblanadi.

Abbreviatura nimani anglatishini tushuntirishni osonlashtirish maqsadida umumiy qoida – qisqartma birinchi marta keltirilganda, uning to'liq nomi berilib ketadi. Ba'zi jurnallarda Abstract da qisqartmaning to'liq nomi keltirilganligi yetarli emas deb hisoblanadi va asosiy tekst ichida ham (Kirish qismida misol uchun) to'liq nom yana bir marta berib ketiladi.

Referring to Sources

One of the distinguishing features of academic writing is that it is informed by what is already known, what work has been done before, and/or what ideas and models have already been developed. Thus, in academic texts, writers frequently make reference to other studies and to the work of other authors. It is important that writers guide their readers through this literature. This section of *Academic Phrasebank* lists some of the phrases that writers may use for this purpose.

Akademik yozishning ajralib turadigan jihatlaridan biri shundan iboratki, unda hozirgacha ma'lum bo'lgan narsa, oldin qanday ishlar qilinganligi va/yoki qanday g'oyalar va modellar ishlab chiqilganligi haqida ma'lumot beradi. Shunday qilib, akademik matnlarda yozuvchilar ko'pincha boshqa tadqiqotlar va boshqa mualliflarning ishlariga murojaat qilishadi. Yozuvchilar ushbu ilmiy ish orqali o'z o'quvchilariga (yo'l) boshlovchilik qilishlari juda muhimdir. Akademik phrasebank ning ushbu qismida yozuvchilar nu maqsadlarda foydalanishi mumkin bo'lgan ba'zi ifodalar keltirilgan.

A note on the literature review: It is the purpose of the literature review section of a paper or dissertation to show the reader, in a systematic way, what is already known about the research topic as a whole, and to outline the key ideas and theories that help us to understand this. As well as being systematic, the review should be evaluative and critical of the studies or ideas which are relevant to the current work. For example, you may think a particular study did not investigate some important aspect of the area you are researching, that the author(s) failed to notice a weakness in their methods, or that their conclusion is not well-supported (refer to *Being Critical*).

Adabiyotlar ma'lumotlarini sharhlash bo'yicha eslatma: *Ilmiy asar yoki dissertatsiyaning adabiyotlarni sharhlash bo'limining maqsadi, o'quvchiga tizimli ravishda, tadqiqot mavzusi bo'yicha hozirgacha ma'lum bo'lgan ma'lumotlarni bir butun sifatida ko'rsatish va buni tushunishimizda yordam beradigan asosiy g'oyalar va rejalarni bayon qilishdir. Tizimli bo'lish bilan bir qatorda, sharh mavzuga aloqador tadqiqot ishlarini yoki g'oyalarni hozirgi baholay olishi yoki tanqid qila olishi kerak. Masalan, biron bir tadqiqot ishi sohaning siz tadqiq qilayotgan qaysidir muhim jihatini o'rganmagan, muallif (lar) o'z metod(la)ining zaif tomonlarini payqamagan yoki ularning xulosalari yaxshi qo'llab-quvvatlanmagan deb deb xulosa qilishingiz mumkin (***Being Critical ga qarang***)*

A note on referencing style: The way a writer refers to other sources varies somewhat across different disciplines. In some cases, where the individual author is important, the author's name will be the main subject of the sentence; in other cases, the author's name may only be mentioned in brackets (...) or via a number notation system (e.g. footnotes and endnotes). The 'author as subject' style is less common in the empirical disciplines (sciences) and more commonly used in the humanities. Different referencing systems are used in different disciplines. In the majority of the examples given here, the Harvard in-text referencing system has been used.

Ilmiy ishlarga murojaat qilish uslubi haqida eslatma: Yozuvchining boshqa manbalarga murojaat qilish uslubi turli xil yo'nalishlarda turlicha bo'ladi. Ayrim hollarda, individual muallifning kimligi muhim bo'lsa, muallifning ismi jumlaning asosiy subyekti bo'ladi; boshqa holatlarda, muallifning ismi faqat qavs ichida (...) yoki raqamlar tizimida (masalan, o'sha bet ostidagi izohlar va matn so'ngida keladigan izohlarda) aytilishi mumkin. "Muallifning mavzu sifatida kelishi" uslubi empirik yo'nalishlarda (Science) kamroq uchraydi va gumanitar yo'nalishlarda keng qo'llaniladi. Turli xil yo'nalishlarda turlicha murojaat uslublaridan foydalaniladi. Bu erda keltirilgan ko'pgina misollar Harvard in-text murojaat tizimida qo'llanilgan.

A note on verb tenses: For general reference to the literature, the present perfect tense (have/has + verb participle) tends to be used. For reference to specific studies carried out in the past, the simple past tense is most commonly used. This is normally the case where a specific date or point in time in the past forms a part of the sentence. When referring to the words or ideas of writers, the present tense is often used if the ideas are still relevant, even if the author is no longer alive. The examples given below reflect these general patterns, but these are by no means rigid.

Fe'l zamonlariga oid eslatma: Adabiyotlarga umumiy murojaat qilish uchun Hozirgi tugallangan zamon (have/has + o'tgan zamon sifatdoshi) qo'llaniladi. Avval olib borilgan izlanishlarga murojaat qilish uchun O'tgan oddiy zamondan eng ko'p foydalaniladi. Odatda, ma'lum bir sana yoki vaqtni ko'rsatish jumlaning bir qismini tashkil etishi normal qabul qilinadi. Mualliflarning so'zlari yoki g'oyalari haqida gap ketganda, Hozirgi oddiy zamon ko'pincha qo'llaniladi (agarda g'oyalar hali ham dolzarb/talluqli bo'lsa), hatto muallif tirik bo'lmasa ham. Quyida keltirilgan misollar ushbu umumiy jihatlarni aks ettiradi, ammo bu qat'iy vositalar bilan emas.

General comments on the relevant literature

The literature on X **has highlighted** several ...

Different theories exist in the literature regarding ...

More **recent attention has focused on** the provision of ...

There are relatively few historical studies in the area of ...

A large and growing body of **literature has investigated** ...

Much of the **literature** since the mid-1990s **emphasises** the ...

Much of the current **literature** on X **pays particular attention to** ...

There is a large volume of **published studies describing the role** of ...

The existing literature on X **is extensive and focuses** particularly **on** ...

There is a relatively small body of **literature** that **is concerned with** ...

The generalisability of much published research on this issue **is problematic**.

A considerable amount of **literature has been published** on X. These studies ...

Previous research **findings** into X **have been inconsistent and contradictory** (Smith, 1996; ...).

The academic **literature** on X **has revealed the emergence of** several contrasting themes.

Tegishli adabiyot ma'lumotlariga beriladigan umumiy izohlar/sharhlar yuqoridagi bo'yalgan harflar bilan ko'rsatib berilmoqda. Bu maqsadlarda ko'plab qo'llaniladigan fe'llar/ifodalar *'highlight', 'pay attention', 'focuse on', 'emphasize', 'describe', 'concern with'* kabilar ekanligini ko'rib turibmiz.

E'tibor beriladigan jihati yuqoridagi kabi (aksariyat) izohlardan keyin adabiyot ma'lumotlariga havola qilinmaydi. Sababi ularning barchasi umumiy ma'lumotlar sifatida qaraladi. So'nggi ikkita gapda esa havola qilish majburiyati yuzga kelmoqda. Havola qilinishi zarurati bo'lmagan yuqoridagi misollar *Present Simple tense* da aks ettirilgan va yozuvchining shaxsiy qarashlari yoki sharhga oid fikrlaridir. Umumiy izohlarni berish/ifodalashning ahamiyatli tomoni biror *intensive* yoki *extensive* mavzuga oid kichikroq *sharh* vazifasini bajaradi.

Previous research: a historical perspective

Research into X **has a long history.**

For many years, this phenomenon **was** surprisingly **neglected by** ...

Only in the past ten years have studies of X directly **addressed** how ...

Prior to the work of Smith (1983), **the role** of X **was** largely **unknown.**

Over the past decade, most **research** in X has **emphasized** the use of ...

In recent years, **there has been** an increasing amount of literature on ...

Early examples of research into X **include** ... (Smith, 1962; Jones, 1974).

During the past 30 years, **much more information has become available** on ...

The first serious **discussions and analyses** of X **emerged during the 1970s** with ...

Over the past two decades, **major advances** in molecular biology **have allowed** ...

Historically, **research** investigating the factors **associated with X has focused on** ...

It is only since the work of Smith (2001) that **the study** of X **has gained** momentum.

The construct of X **was first articulated by** Smith (1977) and **popularised in** his book: ...

Around the early 1960s, small-scale **research** and case studies began to **emerge** linking ...

It was not until the late 1960s that historians **considered X worthy of scholarly attention.**

Awareness of X **is not recent**, having possibly first been described in the 5th century BCE by ...

Avvalgi bajarilgan ishlarning tarixiy rivojlainishi/istiqboliga aloqador fikrlar qay ko'rinishda bildirilishi mumkinligi yuqoridagi misollar bilan tushuntirilmoqda. Ijobiy jihat sifatida ko'rsatilishi mumkin bo'lgan jihatlar *'adressed', 'emphasized', 'emerged', 'allowed', 'focused on', 'articulated', 'popularised', 'gained'* kabi fe'llar misolida ifodalanmoqda. *'Neglected by', 'be unknown',* yoki *'lacked'* kabilar bilan esa kamchilik sifatida ko'rilishi mumkin bo'lgan tomonlar ifodalanishini ko'rib turibmiz. Tarixiy rivojlanishga aloqadorlikni ifodalash uchun *'historically', 'during the period...', 'over the period ...', 'in the ...years'* kabilardan foydalanish imkoniyati borligi eslatib o'tilmoqda.

Alohida muallifning ilmiy ishida murojaat uning familiyasi orqali tushuntirilgan chop qilingan yil qavs ichida berib ketilishi haqida avvalroq ko'p marta fikrlashdik. Havolaga bunday murojaat

qilish raqamli uslubda berilsa ham yuqoridagi misollarda muallifning familiyasini keltirish xech qanday muammo tug'dirmaydi.

Previous research: methodological approaches taken

Most **research on X has been carried out in ...**

Most **researchers** investigating X **have utilised ...**

Using this approach, **researchers have been able to ...**

Several **systematic reviews** of X **have been undertaken.**

The vast majority of **studies on X have been quantitative.**

What we know about X is **largely based on observational studies.**

There are a number of **large cross-sectional studies** which suggest ...

Much of the previous **research on X has been exploratory** in nature.

Much of the X **research has focused on** identifying and evaluating the ...

What we know about X **is largely based upon empirical studies** that investigate how ...

Publications that **concentrate on X** more **frequently adopt a historical or chronological approach ...**

Avvalgi barilgan ishlardagi uslubiy yondashuvlar qaysi ifodalar yordamida ifodalanishi ushbu mavzuda yuqoridagi misollar bilan ko'rsatib berilmoqda. Bu mavzuga ta'alluqli jumlarlar *'research is carried out', 'research utilise', 'review is undertaken', 'studies are quantitative', 'research focuse on', 'based on ... studies', research is explorative* kabilar ekanligini yodda saqlab o'z qo'yozmalarimizda ulardan samarali foydalanishga harakat qilib borishimiz kerak bo'ladi.

Cross-sectional study meditsina/biologiya tadqiqotlarida olib boriladi. Unda, avval o'tkazilgan empirik tadqiqotga asoslanib kuzatuv bo'yicha o'rganish amalga oshiriladi. ***'Empirik hisob-kitob qilingan formula' jumlasini avval experiment yoki kuzatuv asosida keltirib chiqarilgan ma'nosini anglatadi, ya'ni nazariy hisob-kitobga tayangan holda emas. Bunda, utkazilgan bir necha tadqiqot natijalar asosida 'empirik koeffitsent' keltirib chiqarilishi va nazariy jihatdan prognoz qilish uchun qo'llanilishi mumkin.***

Exploratory study biror fan sohasida olingan ma'umotlarni aniqligini tekshirish, mavjud bilimlarning qamrab olish sohasini kengaytirish uchun amalga oshiriladigan eksperiment va tahlil qilish bilan amalga oshiriladigan o'rganish usuli. Buning natijasida olingan natijalarning aniqlik darajasi ortishi mumkin.

Previous research: area investigated

To date, **several studies have investigated** ...

A number of studies have begun to examine ...

Various studies have assessed the efficacy of ...

Researchers attempted to evaluate the impact of ...

A great deal of **previous research** into X **has focused on** ...

Several **studies have used longitudinal data to** examine ...

Previous **studies have explored the relationships between X and Y.**

Twenty cohort study **analyses have examined the relationship between** ...

A number of **authors have considered the effects of** ... (Smith, 2003; Jones, 2004).

At least 120 **case-control studies worldwide have examined the relationship between** ...

Numerous **studies have attempted to explain** ... (for example, Smith, 1996; Jones, 1998; ...).

Avvalgi chop qilingan ishlardagi tadqiq qilingan areallar qanday ifodalar ifodalanishi mumkinligi yuqoridagi misollar bilan ko'rsatib berilmoqda. Avvalgi uchta misol oldinroq o'rganilgan mavzularga ham taalluqli bo'lgan, xususiylikdan ko'ra umumiylikka ko'proq moyil bo'lgan misollar ekanligini ko'rinib turibdi.

'Impact' so'zi 'ta'sir' ma'nosida qo'llanilishi va 'effect' dan ko'ra aniqroq, ya'ni natijaga nisbatan qo'llanilishga mosroq ekanligi haqida avvalroq fikr yuritib o'tgan edik.

'Areal' ni izohlashda 'examined/explored the relationship between' ifodasi bir necha o'rinlarda ishlatilmoqda. Bundan bu mavzuga oid eng ko'p qo'llaniluvchi ifoda ekanligi anglashiladi.

'Case-control study' shunday o'rganish turiki, bunda olinadigan natijalari bir-biridan farq qiladigan ikkita guruh, ta'sir qilishi taxmin qilinadigan biror omil ta'siri ostida bir-biri bilan solishtiriladi. Misol uchun kontrol guruhi sog'lom odamlar va ikkinchi guruh biror kasallik bilan og'rigan bemorlar bo'lgan taqdirda, ulardagi farqlar statistic tahlil qilinadi. Ushbu o'rganish usulining afzalligi ko'p resurs talab qilmasligi, kamchilik tomoni esa natijalar aniqligining yuqori emasligidadir.

Mualliflar familiyasini ko'rsatish orqali havola qilishda, qavs ichida **'for example'** orqali va uni qo'llamasdan amalga oshirish mumkinligi ko'rsatib berilmoqda. Bu holat yuqori ehtimolki **'a number of'** va **'numerous'** bilan bo'g'liq emas. Sababi ikkisi ham xech bo'lmaganda 5 dan yuqori bo'lgan raqamlarga nisbatan qo'llaniladi. **Ilmiy maqolalarda adabiyotlarga yuqoridagi uslubda havola qilish odatda 'for example' siz amalga oshiriladi.**

Previous research: what has been established or proposed

Several lines of evidence suggest that ...

Previous research has established that ...

Data from **several studies suggest that ...**

It is now well established from a variety of studies that ...

A number of **studies have postulated** a convergence between ...

Surveys such as that conducted by Smith (1988) **have shown** that ...

Many recent **studies (e.g. Smith, 2001; Jones, 2005) have shown** that ...

Traditionally, **it has been argued that ... (e.g. Smith, 1960; Jones, 1972).**

Several biographies of Brown **have been published.** Smith (2013) presents ...

In previous studies on X, **different variables have been found to be related to ...**

Many historians **have argued that ...** (e.g. Jones, 1987; Johnson, 1990; Smith, 1994).

There is a consensus among social scientists that ... (e.g. Jones, 1987; Johnson, 1990; ...

Data from several sources **have identified** the increased X and Y associated with obesity.

It has been demonstrated that a high intake of X results in damage to ... (Smith, 1998; ...).

There is a large number of published studies (e.g., Smith, 2001; Jones, 2005) that describe ...

Some **cross-sectional studies suggest** an association between X and Y (Smith, 2004; Jones, 2005).

It has been suggested that levels of X are independent of the size of the Y (Smith *et al.*, 1995).

It has conclusively been shown that X and Y increase Z (Smith *et al.*, 1999; Jones, 2001 ...).

To date,	several studies	have	used ...
Thus far,	previous studies		found ...
Up to now,	a number of studies		reported ...
			shown that...
			indicated that ...
			linked X with Y.
			suggested that ...
			demonstrated that ...
			begun to examine the use of ...
			confirmed the effectiveness of ...
			revealed a correlation between X and Y.
			highlighted factors that are associated with ...

Avvalgi tadqiqotlarda, biror nimaning aniqlanganligi yoki taklif/taxmin qilinganligi qanday soʻzlar/ifodalar bilan ifodalanishi mumkinligi yuqoridagi misollar va jidavalning toʻrtinchi ustunida berilgan feʻllar bilan tushuntirilmoqda. Eʼtibor beriladigan boʻlsa, yuqoridagi feʻllarning deyarli barchasi yoki biror nimaning aniqlanganligini yoki taklif/taxmin qilinganligini koʻrsatadi. **‘Demonstrated/showed/revealed’, ‘highlighted’, ‘confirmed’, ‘established’, ‘found’, ‘reported’** kabilar **‘aniqlanganlikka’** dalolat qiluvchi feʻllar. **‘Suggested’, ‘proposed’, ‘postulated’** kabi feʻllar

'taklif/taxmin qilingan' yoki *'ilgari surilgan'* ma'nosini anglatadi. *'Examined'* (tekshirib ko'rgan) va *'argued'* (bahslashgan), *'linked'* (bog'lagan) so'zlari esa yuqoridagi ikkila holatga nisbatan ham qo'llanilishi mumkin. Shularni hisobga olgan holda, avvalgi tadqiqotlardagi biror jihatni izohlash jarayonida, biror nimani aniq-tiniq o'rganilganligini ifodalash uchun shunga dalolat qiluvchi fe'llardan, aniq xulosa qilish qiyinchilik tug'diradigan holatlarda esa *'linked'* yoki *'examined'* kabi fe'llardan foydalanish bilan fikrni yakuniga yetkazish mumkin.

Stating what is currently known about the topic

X, Y and Z appear to **be closely linked** (Smith, 2008).

X appears to **be positively related to** both Y and Z (Smith, 2007)

X **is a principal determining factor of** Y (Smith, 2005; Jones, 2013).

X **is one of the most** intense reactions following CHD (Lane, 2003).

There is an unambiguous relationship between X and Y (Rao, 1998).

X **is significantly reduced** during the first months of ... (Smith, 2000; Jones, 2006).

X **has been found to oppose** the anti-inflammatory actions of Y on Z (Alourfi, 2004).

GM varieties of maize are able to cross-pollinate with non-GM varieties (Smith, 1998; O'Brien, ...)

A relationship exists between an individual's working memory and ***their*** ability to ... (Jones, 2002).

Biror bir mavzuga oid ma'lumotlar ichida hozirda ma'lum bo'lgan holatni izohlash uchun qo'llaniladigan ifodalar yuqoridagi misollarda ko'rsatib berilmoqda. Ma'lum bo'lgan holatlarni izohlashda qo'llanilgan fe'llar ma'no jihatidan bir-biridan turli darajada farq qilishini ko'rib turibmiz.

'Closely linked' bir-biriga bog'liqlikni aks ettiradi.

'Positively related' to'g'ri proporsional ma'nosiga moyil (ya'ni a ortsa B ham ortadi kabi).

'Be a principal determining' Y ning aniqlanishida X ning prinsipial ta'sirga ega egaligini anglatadi.

'is one of the most' X ning eng deb sifatlanuvchi omillardan biri ekanligiga ishora qiladi.

'unambiguous relationship' faqatgina bir xil ma'noda interpretatsiya qilinadigan munosabatni ifodalaydi.

'found to oppose' X ning ...ga nisbatan aks ta'sir qilishiga dalolat qiladi.

GM ning yuqoridagi misolda qisqartma holida keltirilishidan *'Genetically modified'* atamasi GM ko'rinishida ham tushunarli qisqartma sifatida qabul qilina boshlaganligini anglashimiz mumkin.

'an individual's working memory' ning kimga tegishli ekanligi e'tibor bersak birlik shaklda emas *'their'* so'zi bilan izohlanmoqda. Birlik shaklda *'his/her'* ko'rinishida aks ettirish bilan bir qatorda, shaxsning 'he' yoki 'she' ekanligi noma'lumligi nuqtai-nazaridan 'their' dan ham foydalaniladi.

Reference to a previous investigation: researcher prominent

Smith (1999)	showed that reducing X to 190°C decreased ... (see Figure 2). demonstrated that when the maximum temperature is exceeded ... found that as levels of literacy and education of the population rise ...
Jones <i>et al.</i> (2001)	compared the rate of ... labelled these subsets as ... measured both components of the ... used a survey to assess the various ... identified parents of disabled children as ... set up a series of virtual experiments using ... examined the flow of international students ... carried out a number of investigations into the ... studied the effects of X on unprotected nerve cells. analysed the data from 72 countries and concluded that ... interviewed 250 undergraduate students using semi-structured ... performed a similar series of experiments in the 1960s to show that ... reviewed the literature from the period and found little evidence for this ... conducted a series of trials in which he mixed X with different quantities of ... investigated the differential impact of formal and non-formal education on ...

Biror atoqli tadqiqotchi (lar)/olim (lar) ning izlanishlariga/natijalariga havola qilish qanday aks ettirilishi yuqoridagi ikkita jadvaldagi misollar bilan tushuntirilmoqda. Umuman olganda yuqoridagi kabi yondashuvlar atoqli bo'lmagan tadqiqotchilarga nisbatan ham qo'llanilishi mumkinligi hisobga olgan holda, jadvallarning o'ng qismida berilgan berilgan ma'lumotlarni sharhlashni har birimiz mustaqil amalga oshiraylik.

'Prominent' so'zi ingliz tilida dunyoga mashhur, hammaga tanish bo'lgan kishilarga nisbatan qo'llaniladi. Hozirgi kunda juda tor sohalarda ham juda ko'plab dunyoga mashhur atoqli olimlar borligini hisobga olib 'prominent' bilan kimlarga sifat berish mumkinligini biroz mulohaza qilib ko'rishga to'g'ri keladi. Aytaylik, Aristotel, ibn Sino, Farobiy, Mendelejev kabi hammaga ma'lum mashhur olimlar, Nobel lauretlari, nomlari biror fanga ma'lum qonun bilan bog'liq shaxslarga va boshqa shular kabi miqyosdagilarga nisbatan qo'llaniladi. 'Prominent' olimlarning nomlarini aynan yozib keltirish orqali, ularning natijasiga o'quvchida shubha qoldirmaslik kabi sabablar mavjud. Havola qilish uslubi tekst ichida familiya tartibida yoki raqamli tarzda kelishidan qat'iy nazar 'Prominent' olimlarning natijalari muhokama qilinayotganda, ularning familiyalaridan hamda 'active voice' dan foydalanish to'g'riroq bo'lishi yuqoridagi misollar bilan keltirilmoqda.

Reference to a previous investigation: time prominent

- In 1959, a seminal article **was published entitled** ... (1)
In 1889, Brown **performed a bilateral ablation of** the ... (2)
In 1859, the publication of X **had a major impact on** ... (3)
In 1965, Jones **published his major historic survey of** ... (4)
In 1975, Smith et al. **published a paper in which they described** ... (5)
In 1984, Jones et al. **made several amino acid esters** of X and evaluated them as ... (6)
In 1981, Smith and co-workers **demonstrated that X induced** in vitro resistance to ... (7)
In 1990, Patel et al. **demonstrated that replacement** of H₂O with heavy water **led to** ... (8)
In 1990, Al-Masry et al. **reported a new and convenient** synthetic **procedure to obtain** ... (9)
Thirty years later, Smith (1974) **reported three cases of X which** ... (10)
In the 1950s, Gunnar Myrdal **pointed to some of the ways in which** ... (11)
Following World War 1, **Fleming actively searched for** anti-bacterial agents. (12)
Almost 20 years ago, Jones (1985) **formulated his X theory**, centred around ... (13)

‘Prominent’ so‘zining ma‘nosi haqida avvalgi mavzuda biroz tushunchaga ega bo‘dik. Avvalgi chop qilingan ishlardagi vaqtni ‘prominent’ sifatida ko‘rsatish qaysi ifodalar orqali amalga oshirilishi mumkinligi yuqoridagi misollar bilan keltirilmoqda.

‘Prominent’ sifatida avvalgi ishlarga havola qilishning ehtimoliy sabablari quyidagilardan iborat.

1. Birinchi marta tegishli mavzuga oid ma‘lumotlar qachon keltirilganligi o‘quvchiga eslatib otiladi. Bundan maqsad tegishli ma‘lumot birinchi marta chop qilingan davrda qilingan da‘voning ma‘nosi hozirga kelib qanchadur o‘zgargan bo‘lishligiga o‘quvchining diqqatni avvalroqdan qaratish. Yuqoridagi beshinchi va to‘qqizinchi gaplar shu ma‘noga aloqador.
2. Tegishli mavzu bo‘yicha keltirilgan havoladagi ma‘lumot undan avval keltirilgan ma‘noga/da‘voga muvofiq bo‘lmasligi yoki zid kelishi mumkin bo‘lgan hollarda shu yo‘l tutiladi. Bundan maqsad esa o‘quvchiga yozuvchining positsiyasi xolisligini uqtirish. Yuqoridagi sakkizinchi va o‘ninchi misollar shu ma‘noga yaqinlik namoyon qiladi.
3. Mavzuga aloqador bo‘lgan ma‘lumotlarni sharh qilgan yoki ular asosida bir-biridan farq qiladigan jihatlarga tayanib birdan ortiq bo‘lgan da‘volarni farqlash va sinflash amalga oshiriladi. Bundan maqsad esa turli xil bo‘lgan da‘volarning sababini o‘quvchiga yetkazishga taraddud ko‘riladi. Yuqoridagi ‘reported three cases’ ifodasidan foydalanilgan o‘ninchi misol shu ma‘nolarni anglatishi mumkin.

Bu mavzuda berilgan misollardan qisqacha xulosa qiladigan bo‘lsak, avvalgi chop qilingan ishlardan biriga ‘prominent’ ko‘rinishini berishdan avval, o‘z pozitsiyangizni aniq belgilab oling. Bundan keyin beriladigan sizning shaxsiy fikringiz shunga mos darajada tugal bo‘lishiga harakat qiling.

Reference to a previous investigation: investigation prominent

One longitudinal study found that ...

A seminal study in this area is the work of ...

One study by Smith (2014) **examined the trend** in ...

A recent study by Smith and Jones (2012) **involved** ...

A qualitative study by Smith (2003) **described how** ...

A recent systematic literature review concluded that ...

Preliminary work on X **was undertaken** by Jones (1992).

A longitudinal study of X by Smith (2012) **reports** that ...

A key study comparing X and Y **is that of** Smith (2010), in which ...

The first systematic study of X **was reported by** Smith *et al.* in 1986.

Detailed examination of X by Smith and Jones (1961) **showed** that ...

Analysis of the genes **involved in X was first carried out** by Smith *et al.* (1983).

A significant analysis and discussion on the subject **was presented by** Smith (1988).

The study of the structural behaviour of X was first carried out by Jones *et al.* (1986).

A small scale study by Smith (2012) **reached different conclusions, finding no increase in** ...

The study by Jones (1990) **offers probably the most comprehensive empirical analysis of** ...

‘Investigation’ ni *‘prominent’* sifatida ko’rsatish qaysi ifodalar bilan amalga oshirish mumkinligi yuqoridagi misollar bilan ko’rsatib berilmoqda. Avvalgi olib borilgan izlanish/tadqiqotlardan qaysidir birlariga ‘prominent’ sifatini berishning maqsadlaridan biri ishning ilmiy ahamiyatiga yoki ahamiyatga molik jihatlaridan biriga o’quvchining diqqatini qaratishdir. Bu esa o’z navbatida muallifning tadqiqot ishi ham shunchaki oddiy mavzuda olib borilmaganligiga ishora qiladi.

Yuqoridagi misollarda keltirildan kalit ifodalardan ba’zi murakkabroq bo’lganlarining ma’nolari haqida biroz chuqurroq tushunchaga ega bo’lsak.

‘Seminal study’ – a **study** that is influential because it provides new or unique insights, methodologies, or results. **Seminal** studies often provide the foundation for future research. <https://www.igi-global.com/dictionary/professional-development-for-quality-teaching-and-learning/55222>

‘Longitudinal study’ bir xil variatsiyalardan foydalangan holda bir necha marta takroran amalga oshiriladigan eksperiment va/yoki kuzatishga asoslanadigan o’rganish turi.

‘Small scale research’ nazariy yondashuvdan ko’ra amaliy natijalar va realistic qarashlarga suyanadigan (pragmatik holda) tadqiqot usulidir. Tizimli ravishda bunda markaziy ahamiyatga ega bo’lgan izlanish usullari bilan ishlanadi va turlicha yondashuvlarning kuchli va zaif tomonlari ko’rsatib beriladi.

‘Qualitative research/study’ raqamlarga bog’liq bo’lgan ma’lumotlarni to’plash emas, balki mavzuning mohiyatini tushunishga/yoritishga qaratilgan ilmiy uslub yoki kuzatuv shaklidir. Bu usul mazmunan **‘case-study’** ga yaqin atama sifatida ko’riladi.

Kimningdur tadqiqot/ilmiy ishiga biz tomonimizdan ‘prominent’ nisbatining berilishi bizning mavzuga aloqador ma’lumotlarni qay darajada yaxshi o’zlashtirganimizni va

yozuvchi sifatidagi saviyamizni ko'rsatib beruvchi indikatorlardan biri sifatida ko'rilishi mumkin.

Reference to a previous investigation: investigation prominent (2)

In an analysis of X, Smith *et al.* (2012) found ...

In a follow-up study, Smith *et al.* (2009) found that ...

In an investigation into X, Smith *et al.* (2012) found ...

In a study investigating X, Smith (2004) reported that ...

In a comprehensive study of X, Jones (2001) found that ...

In a study conducted by Smith (1978), it was shown that ...

In studies of rats given X, Smith and colleagues found that ...

In a study which sets out to determine X, Smith (2012) found that ...

In a randomised controlled study of X, Smith (2012) reported that ...

In another major study, Smith (1974) found that just over half of the ...

In a recent cross-sectional study, Smith (2006b) investigated whether ...

In a large longitudinal study, Smith *et al.* (2012) investigated the incidence of X in Y.

In one well-known recent experiment, limits on X were found to be ... (Smith, 2013)

'Prominent investigation' sifatida ko'riladigan ilmiy ishlarga havola qilish qanday kalit ifodalar bilan boshlanishi mumkinligi yuqoridagi misollar bilan ko'rsatib berilmoqda. **'Prominent'** darajasi **'follow-up study'**, **'comprehensive study'**, **'study that sets out to determine'**, **'randomised controlled study'**, **'major study'**, **'cross-sectional study'**, **'longitudinal study'**, **'well-known experiment'** kabi sifatlar bilan ifodalanishini yuqoridagi misollardan ko'rib turibmiz.

Hozirgacha ma'nolari haqida chuqurroq tushuncha ega bo'lmaganlarimiz alohida atamalar haqida qisqacha to'xtalib o'tsak.

'Follow-up study' avval o'rganilgan/chop qilingan ilmiy ish natijalarini keyinchalik qanday o'zgarishini yoki o'zgarmay qolishini o'rganishga qaratilgan o'rganish turi. Meditsinada qo'llaniladigan ma'nosini izohlaganda, biror kasallikka oid oldinroq olingan ma'lumotlar, o'sha o'rganilgan patsientlar misolida davom ettiriladi.

'Comprehensive study' har tomonlama/keng qamrovli o'rganish turi hisoblanadi. Bunda aniqlanishi qaratilgan ob'yektga aloqador har qanday jihat o'rganiladi.

'Randomised' O'zbek tilida tasodifiy degan ma'noni bersa, **'randomised controlled study'** esa tasodifiy nazorat qilishga qaratilgan o'rganish turidir. Ko'proq meditsinada qo'llaniladigan bu tur o'rganishda biror *sistematik xatolikning aniq mabaalari* davolashning yangi usullarining samarasini tekshirish orqali aniqlanib olinadi. Bu yondashuv ikki yoki undan ortiq guruhlarda tajribalar/kuzatuvlar olib borilishi va so'ngra natijalarning o'zaro solishtirilishi orqali amalga oshiriladi.

Reference to a previous investigation: topic prominent

To determine the effects of X, Jones *et al.* (2005) compared ...

X **was originally isolated from** Y in a soil sample from ... (Jones *et al.*, 1952).

The electronic spectroscopy of X **was first studied by** Smith and Jones in 1970.

X **formed the central focus of a study** by Smith (2002) **in which the author found** ...

To better understand the mechanisms of X and its effects, Jones (2013) **analysed** the ...

X **was first demonstrated experimentally by** Pavlov (Smith, 2002). **In his seminal study** ...

The acid-catalyzed condensation reaction between X and Y **was first reported by** Smith in 1872.

The way in which X is regulated was studied extensively by Smith and colleagues (Smith *et al.* 1995 and 1998).

'Prominent topic' sifatida ko'riladigan mavzular qanday aks ettirilishi mumkinligi yuqoridagi misollar bilan tushuntirib berilmoqda. Bu ma'noda qo'llaniladigan kalit ifodalar *'be originally isolated'*, *'be first studied'*, *'formed the central focus'*, *'be first demonstrated/reported'*, *'in seminal study'*, *'be studied extensively'* kabilar ekanligini yuqoridagi misollardan ko'rib turibmiz. Mavzuni 'prominent' sifatida aks ettirilishi siz tomoningizdan olib borilgan ish yetarli darajada ahamiyatli ekanligiga ishora bo'ladi. Shu bilan birga bu darajadagi ishning qaysi tomonlarini chuqurroq o'rganish va/yoki undagi ehtimoliy nuqsonli tomonlarini ham tadqiq etish muhim ekanligini yuqoridagi gaplardan keyin noziklik bilan ulab ketish qo'lyozmangiz sifatining oshishiga olib keladi. Buning uchun sohangizga oid ilmiy maqolalarni o'qish jarayonida shu jihatlar qanday aks ettirilishiga e'tibor berib boring, ularni qayd qilib boring va o'z yozishmalaringizda qo'llang.

Reference to what other writers do in their text

In Chapter 2, Smith **provides us with a number of important** ...

In the subsequent chapter, Smith **examines the extent to which** ...

By drawing on the concept of X, Smith **has been able to show that** ...

Some analysts (e.g. Carnoy, 2002) **have attempted to draw fine distinctions between** ...

Drawing on an extensive range of sources, **the authors set out the different ways in which** ...

Other authors (see Harbison, 2003; Kaplan, 2004) **question the usefulness of such an approach.**

Boshqa mualliflar o'zlarining maqolalari yoki kitoblaridagi tekstlarda nimalarni bayon qilishgani qanday ifodalar bilan yoritilishi yuqoridagi misollarda bizga ko'rsatib berilmoqda. Yuqoridagi misollarda qo'llanilgan fe'llarga e'tibor bersak mohiyatan bir-biridan keskin farq qiladi: *ta'minlagan, tekshirib ko'rgan, ko'rsatishga muvaffaq bo'lgan, urunib ko'rgan, yo'l tutgan, so'roq ostiga qo'ygan*. Bu kabi sifatlar bilan izohlash uchun albatta sohaga oid ko'proq ma'lumotga ega bo'lishga harakat qilishga to'g'ri keladi. Misol tariqasida, biror isbot darajasida yoritilgan ma'lumotni *...ni aniqlashga urunib ko'rgan* kabi ifodalashimiz bizning foydamizga xizmat qilmasligi aniq.

Tegishli adabiyotlarga havola qilingan misollarda ‘e.g.’ va ‘see’ ifodalaridan foydalanish mumkinligi ko’rsatib ketilmoqda. *Research article* larda bu kabi yondashuvdan foydalanilmasligi haqida avvalroq fikrlashgan edik.

Quyidagi jadvallarda keltirilgan misollarni o’qib tushunishga va o’z qo’lyozmalarimizda ulardan samarali foydalanishga harakat qilib borishimiz kerak bo’ladi

Smith (2000)	<p>identifies X, Y, and Z as the major causes of ...</p> <p>draws on an extensive range of sources to assess ...</p> <p>highlights the need to break the link between X and Y.</p> <p>uses examples of these various techniques as evidence that ...</p> <p>mentions the special situation of Singapore as an example of ...</p> <p>questions whether mainstream schools are the best environment for ...</p> <p>draws our attention to distinctive categories of X often observed in ...</p> <p>considers whether countries work well on cross-border issues such as ...</p> <p>discusses the challenges and strategies for facilitating and promoting ...</p> <p>provides in-depth analysis of the work of Aristotle showing its relevance to ...</p> <p>defines evidence based medicine as the conscious, explicit and judicious use of ...</p> <p>lists three reasons why the English language has become so dominant. These are: ...</p> <p>traces the development of Japanese history and philosophy during the 19th century.</p>
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<p>In her review of ...,</p> <p>In her major study,</p> <p>In her analysis of ...,</p> <p>In her case study of ...,</p> <p>In her introduction to ...,</p> <p>In her seminal article,</p> <p>In her classic critique of ...,</p> <p>In her interesting analysis of ...,</p>	<p>Smith (2012) identifies five characteristics of ...</p>
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Reference to another writer's idea or position

According to Smith (2003), preventative medicine is far more cost effective, and therefore ...

As noted by Smith (2003) X is far more cost effective, and therefore ...

Smith (2013)	argues claims suggests maintains concludes points out	that	preventative medicine is far more cost effective, and therefore better adapted to the developing world.
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Smith (2013)	offers proposes suggests argues for		an explanatory theory for each type of irrational belief.
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Boshqa mualliflarning g'oyalariga yoki biror ilmiy g'oyaga nisbatan positsiyalariga qanday qilib havola qilish mumkinligi yuqoridagi misollar bilan ko'rsatib berimoqda.

'**According to someone**' ifodasi tabiiy fanlar yo'nalishidagi *Research article* larda qo'llaniladigan uslubga unchalik mos emas. Bu ifodadan ko'proq siyosiy holatlarga, kishilarning fikrlarini tushuntirish uchun foydalaniladi. O'zbek tilida '**...ga ko'ra**' yoki '**...ning fikricha**' ma'nolarini beruvchi bu ifodadan foydalangandan ko'ra yuqoridagi jadvallarda berilgan fe'llardan foydalangan ma'qulroq. Sababi bunda siz tomoningizdan tushuntiriladigan kimningdir fikri aniqroq ifoda ettiriladi. Ya'ni '*bahs qilgan*', '*da'vo qilgan*', '*taxmin qilgan*', '*qo'llab quvvatlagan*', '*xulosa qilgan*' yoki '*ko'rsatgan*' deyilgani '**...ning fikricha shunday**' yoki '**...tomonidan shunday eslatilgan/izohlangan/qayd qilingan**' (*as noted by*) ko'ra degandan aniqroq ifoda sifatida ko'riladi.

Yuqoridagi ikkita jadvaldagi strukturalar bog'lovchi so'z '*that*' bilan farqlanmoqda. E'tibor beradigan bo'lsak birinchi jadvalda '*that*' qo'llanilgan holatda undan keyin keladigan gap qismi alohida gap sifatida yozilishi mumkin bo'lgan ma'noga ega. Ya'ni bunda '*that*' bog'lovchi so'zdan foydalanmasdan bu kabi ma'noni chiqarib bo'lmaydi. Ikkinchi jadvalning uchinchi ustunida berilgan bo'lak esa alohida gap ko'rinishidagi ma'noga ega emas. Ya'ni bu qismni alohida gap sifatida yozishning imkoni yo'q. Shu kabi holatlarni tushungan holda, o'z fikrlarimizni ifodalash jarayonida bu kabi nozik jihatlarga e'tiborli bo'lish qo'lyozmalarimiz sifatining yetarli darajada yaxshi bo'lishiga xizmat qiladi.

Synthesising material: bringing sources together

Similarly, Nicoladis (2006) found that X ... (1)

In the same vein, Smith (1994) in his book XYZ notes ... (2)

This view **is supported by** Jones (2000) **who writes** that ... (3)

Smith **argues that** her **data support** O'Brien's (1988) **view** that ... (4)

Al-Masry's (1986) **work on X is complemented by** Smith's (2009) study of ... (5)

Almost every **paper that has been written on X includes** a section relating to ... (6)

Unlike Smith, Jones (2013) argues that ... (7)

In contrast to Smith, Jones (2013) argues that ... (8)

A broader perspective has been adopted by Smith (2013) who argues that ... (9)

Conversely, Wang (2010) **reported no significant difference** in mortality between X and Y. (10)

Bitta gap tarkibida ikki (guruh) muallif(lar)ning natijalari/fikrlari bir-birini qo'llashi yoxud inkor qilishiga doir holatlar qaysi ifodalar bilan qisqa va tushunarli ifoda ettirilishi ko'rsatib berilmoqda. Yuqoridagi 1-6 gaplarda bir-birini qo'llaydigan natijalarga dalolat qiladigan ma'nolarni ko'rib turibmiz. Demak shu kabi holatlarda biz ham '*similarly*', '*in the same vein*' kabi ravishlar, yoki '*be supported/support*', '*be complimented*', '*include*' kabi fe'llardan foydalangan holda, yuqoridagiga o'xshash strukturalar bilan bitta gapda o'z fikrimizni izohlashimiz mumkin.

Ma'no aksincha bo'lgan holatlarda esa, '*unlike*', '*in contrast*', '*conversely*' kabi ifodalarni qo'llagan holda bir-biriga zid keluvchi natijalar haqidagi fikrimizni bitta gap ichida aks ettirishimiz mumkin.

Smith argues that ...	Similarly, Jones (2013) asserts that ...
Al-Masry (2003) sees X as ...	Likewise, Wang (2012) holds the view that ...

Bir-birini qo'llashi mumkin bo'lgan mualliflar va ularning natijalari bitta uzun gap ko'rinishini taqozo qiladigan holatlarda ikkita gap bilan ularni ifoda etish ma'qul ko'riladi. Bunda ushbu jadvaldagi kabi strukturadan foydalanish ayni muddao.

Some writers (e.g. Smith, 2002) have attempted to draw fine distinctions between ... Some authors have mainly been interested in questions concerning X and Y (Smith, 2001; Jones ...) Much of the available literature on X deals with the question of ...	Others (see Jones, 2003; Brown, 2004) question the usefulness of ... Others have highlighted the relevance of ... But Smith (2008) is much more concerned with ...
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Ikki guruh mualliflarning fikri bir-biridan ko'proq farq qiladigan holatlarda yuqoridagi jadvaldagi kabi o'z fikrlarimizni ifodalashimiz mumkin. Ya'ni bunda umumiy ma'no *'Ba'zi mualliflar ...ekanliginigan. (1) (Biroq) boshqalar esa ...nigan (2)'* kabi bo'ladi.

Zhao (2002) notes that ... Smith (2013) found that X accounted for 30% of Y.	However, Jennings' (2010) study of Y found no link between ... Other researchers, however, who have looked at X, have found ... Jones (2010), for example, ...
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Smith (2010) presents an X account, While Smith (2008) focusses on X,	whilst Jones (2011) ... Jones (2009) is more concerned with ...
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Turli mualliflarning fikrlari/natijalari bir-biriga zid keladigan holatlarda 'however' va 'while/whilst' dan foydalanib yuqoridagi kabi o'z fikrlarimizni ifodalashimiz mumkinligi ko'rsatib berilmoqda. Yodda saqlashimiz kerak bo'lgani **'However'** ikkinchi gapda qo'llaniladi. 'While/whilst' qo'llaganimizda esa bir-biriga zid qo'yiladigan ma'nolar bitta gapda aks ettiriladi.

Ushbu mavzuga xulosa o'rnida yozadigan bo'lsa bir-birini qo'llaydigan yoki bir-biriga zid keladigan ma'nolar/natijalarni izohlashimizdan avval bitta gap yoki ikkita gapda aks ettirishdan qaysi biri oq'ish va tushunish uchun qulayroq bo'lishini mulohaza qilib ko'rishimiz kerak bo'ladi. Gapdagi ma'no qisqa ifodalar/strukturalar bilan bilan ifodalanishi imkoni bo'lsak, bitta gap o'qish uchun qulayroq. Tushunilishi ko'proq aqliy mehnat/mantiqiy analiz talab qiladigan va tabiiyki uzunroq strukturalarda aks ettiriladigan natijalarni esa ikkita gap bilan ifodalagan ma'qulroq.

Some ways of introducing quotations

Commenting on X, Smith (2003) argues: '... ..'

As Carnoy (2004: 215) states: 'there are many good reasons to be sceptical'.

As Smith argues: 'In the past, the purpose of education was to ...' (Smith, 2000:150).

In the final part of the *Theses on Feuerbach*, Marx writes: 'Philosophers have hitherto only ...'

Sachs concludes: 'The idea of development stands today like a ruin in ...' (Sachs, 1992a: 156).

As Smith (2013: 320)	notes: '... ..' argues '... ..' writes: '... ..' observes: '... ..' points out: '... ..' reminds us: '... ..'
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Iqtibos (Tsitata) deb tarjima qilinuvchi 'quotation' qay tarzda ifoda etilishi yuqoridagi misollar bilan ko'rsatib berilmoqda. Yuqoridagi kabi misollar ijtimoiy soha yo'nalishlariga oid maqolalarda ko'proq foydalaniladi. Bunday holatlarda biz tsitatani **quotes** ya'ni ' ' bilan yozishimiz va undan avval ikki nuqta (colon) qo'yishimiz kerak ekanligini ko'rib turibmiz.

‘Quotation’ ning o’ziga xos bo’lgan ahamiyati shundan iboratki, uni qo’llash orqali o’quvchining diqqati tsitata qilinayotgan jumlada aynan nima deyilganligiga jalb qilinadi va zarurat tug’ilsa izohlashga harakat qilinadi.

, comma	. dot (full stop)	: colon	; semicolon	! exclamation mark
? question mark	’ apostrophe	‘ ’ quotes	“ ” double quotes	/ slash
– dash	- hyphen	() brackets	[] square brackets	*

asterisk

Summarising the review or parts of the review

Together, these studies indicate that ...

Overall, these studies highlight the need for ...

Considering all of this evidence, it seems that ...

Collectively, these studies outline a critical role for...

In all the studies reviewed here, X is recognised as ...

The evidence presented in this section **suggests that ...**

The studies presented thus far **provide evidence** that ...

Taken together, these studies support the notion that ...

Overall, there seems to be some evidence to indicate that ...

Together these studies provide important insights into the ...

All of the studies reviewed here support the hypothesis that ...

Two important themes **emerge from the studies discussed so far:**

However, such studies remain narrow in focus dealing only with ...

The evidence reviewed here seems to suggest a pertinent role for ...

These studies clearly indicate that there is a relationship between ...

In view of all that has been mentioned so far, one may suppose that ...

There remain several aspects of X about which relatively little is known

Sharh qilingan ma’lumotning umumlashmasi yoki qisqa bayoni qanday ifodalar bilan ifodalanishi mumkinligi yuqoridagi misollar bilan ko’rsatib berilmoqda. **‘Summary’** haqida avvalgi mavzularda biroz fikrlashgan edik. Umumlashma fikrlarni izohlashda qo’llashimiz mumkin bo’lgan kalit so’zlar **‘taken together’, ‘overal’, ‘together’, ‘collectively’** kabilar ekanligini ko’rib turibmiz. Sharh qilingan adabiyotlarni nazarda tutadigan holatlarda esa, **‘these studies’, ‘the evidence reviewed here’, ‘all the reviewed studies’, ‘all of the evidence’** kabi ifodalardan foydalanishimiz mumkinligi ko’rsatib berilmoqda.

Yuqoridagi misollarda **‘support’, ‘provide’, ‘outline’, ‘highlight’, ‘indicate’, ‘seem’, ‘suggest’, ‘suppose’** kabi fe’llardan foydalanilmoqda. Bundan shuni xulosa qilishimiz mumkinki, siz tomoningizdan sharh qilingan ma’lumotlarning umumiy, qisqacha bayonining ma’nosi biror da’voni qo’llab quvvatlashini, yoki ilgari surishini, yoki ko’rsatishini, yoki taklif/taxmin qilishini aniq nazarda tutish talab qilinadi. Sharh qilingan adabiyot ma’lumotlari biror da’voni qo’llab

quvvatlagan holatda ‘**suppose**’ dan foydalanish albatta qo’lyozma sifatining pasayishiga sabab bo’ladi, garchi buning aksi bo’lsa ham.

Describing Methods

In the Methods section of a dissertation or research article, writers give an account of how they carried out their research. The Methods section should be clear and detailed enough for another experienced person to repeat the research and reproduce the results. Where the methods chosen are new, unfamiliar or perhaps even controversial, or where the intended audience is from many disciplines, the Methods section will tend to be much more extensive. Typical stretches of text found in this section of a research article or dissertation along with examples of the kind of language used for these are listed below. Note that for most of the functional categories in this section, the verbs are written in the simple past tense.

Dissertatsiya yoki tadqiqot ishi maqolasining "Usullar" bo'limida mualliflar o'z tadqiqot ishlarini qanday olib borganliklari to'g'risida hisob berishadi. Usullar bo'limi boshqa tajribali odam tadqiqot ishini takrorlay oladigan darajada aniq va batafsil bo'lishi kerak. Tanlangan usullar yangi, notanish yoki hatto munozarali bo'lsa, yoki o'qishi mo'ljallangan o'quvchilar turli fan sohalariga tegishli bo'lsa, unda usullar bo'limi yanada kengroq bo'ladi. Tadqiqot maqolasi yoki dissertatsiyasining usul qismida keltiriladigan, akademik yozuv tartiblariga mos keladigan ifodalar/namunalar quyida keltirilgan. E'tibor bering, ushbu qismdagi ko'p funktsional kategoriyalar uchun qo'llanilgan fe'llar *o'tgan oddiy zamonda* yozilgan.

Describing previously used research methods

Many researchers have utilized X to measure ...

Ko'plab tadqiqotchilar X dan ... ni o'lchash uchun foydalanganlar.

One of the most well-known tools for assessing ...

...ni baholash uchun eng yaxshi qurollar...

Traditionally, X has been assessed by measuring ...

An'anaviy tarzda, X ni baholash ...ni o'lchash orqali bajarilgan.

A number of techniques have been developed to ...

...uchun bir necha texnik usullar ishlab chiqilgan

Different methods have been proposed to classify ...

...ni tasniflash ushun bir necha usullar taxmin qilib ko'rilgan/ilgari surilgan.

X is the main non-invasive method used to determine ...

X, bu ... ni aniqlash uchun qo'llanilgan invaziv bo'lmagan asosiy metod.

Different authors have measured X in a variety of ways.

Turli mualliflar X ni turlicha yo'llar bilan o'lchashgan.

Several methods currently exist for the measurement of X.

X ni o'lchash uchun hozirda bir necha usullar mavjud.

Previous studies have based their criteria for selection on ...

Avvalgi o'rganishlar ni seleksiya qilish uchun o'z mezonlarini asoslab chiqishgan/rivojlantirishgan

X is one of the most common procedures for determining ...

...ni aniqlash uchun eng ommabop protseduralardan biri bu X dir.

There are three **main types of study design used to identify** ...

The use of life story data has a relatively long tradition within X.

X sohasida 'life story' malumotlaridan foydalanish nisbatan uzoq an'analarga/tarixga ega.

Recent advances in X methods have facilitated investigation of ...

X usullar bo'ycha yaqin vaqtlardagi rivojlanishlar ...ni tadqiq qilishni yengillashtirib berdi.

There are a number of instruments available for measuring the ...

...ni o'lchash uchun hozirda bir necha asboblar/qurollar/jihozlar mavjud.

X and Y **are currently the most popular methods for investigating** ...

X va Y hozirda ...ni tadqiq qilish uchun eng ommabop usul hisoblanadi.

Recently, simpler and more rapid tests of X have been developed.

Yaqin vaqtlarda X uchun oddiyroq va tezroq ishlaydigan testlar rivojlantirilgan.

In most recent studies, X has been measured in four different ways.

Eng so'nggi o'rganishlarda, X turlicha bo'lgan to'rt xil yo'lda o'lchanadi/aniqlanadi.

The use of qualitative case studies is a **well-established approach** in ...

...ni aniqlash uchun 'qualitative case studies' dan foydalanish yetarlicha aniqlikdagi yondashuvdir.

Xs **have been used in the past to investigate** the mechanical **properties of** ...

Oldinlari X dan ...ning mexanik xususiyatlarini tadqiq qilish uchun foydalanilgan.

Yuqoridagi misollar biror bir ...ni aniqlash uchun ishlab chiqilgan/rivojlantirilgan usullarning izohlanishi uchun qo'llanilishi mumkinligi alohida mavzu sifatida ko'rsatib berilmoqda. Mantiqan yondashganda bu kabi gaplardan *tadqiqot maqolalarining* **Methods** qismida foydalangandan ko'ra, olingan natijalarning interpretatsiyasi uchun **Results and Discussion** qismida foydalanish to'g'riroq bo'ladi.

Bu kabi ma'nodagi gaplarni ifodalashdan maqsad foydalanilgan usullarning ishonchlilik darajasini izohlash, avvalgi usullar bilan solishtirish, turli xil usullarning asosini tushuntirish kabilardan iborat bo'ladi.

Muallifning asosiy vazifalaridan biri olingan natijalarining to'g'riligiga/haqiqatga yaqinligiga o'quvchilarni ishonitirishdan iborat. Bu yo'lda muallif (lar) biror natijaga erishish uchun ilm bilan shug'ullanuvchilar foydalanadigan usullarga murojaat qilishadi. Bu usullarning qay darajada ishonchlilik darajasiga egaligi tegishli soha vakillariga ma'lum. Mualliflar o'z natijalarini interpretatsiya qilishlari uchun usullarning afzalliklari va kamchiliklari haqida qisqa eslatib o'tishlari o'quvchilarning olingan natijalarni tahlil qilishlarini osonlashtiradi.

Bu kabi msiollarni keltirishning biz uchun foydali bo'lgan tomonlaridan yana biri shundan iboratki, bunda *avvalroq olingan natijalar bilan sizning natijalaringizdagi sezilarli farqlar* foydalanilgan metodga bog'liqligiga ham da'vo qilinishi mumkin.

Giving reasons why a method was adopted or rejected

A major advantage of X is that ...

The benefit of this approach is that ...

X based methods provide a means of ...

X was selected for its reliability and validity.

A case study approach was used to allow a ...

This method is particularly useful in studying ...

A quantitative approach was employed since ...

Qualitative methods offer an effective way of ...

The design of the questionnaires was based on ...

The X method is one of the more practical ways of ...

The semi-structured approach was chosen because ...

The X approach has a number of attractive features: ...

The advantages of Xs are that they are simple to deliver.

The second advantage of using the multivariate method is ...

The study uses qualitative analysis in order to gain insights into ...

One advantage of the X analysis is that it avoids the problem of ...

Another advantage of using computer simulations is that it allows ...

Continuous sampling methods have a number of advantages over ...

The collaborative nature of the focus group offers another advantage ...

Qualitative methods can be more useful for identifying and characterising ...

Biror usulni qo'llash uchun nima sababdan qabul qilingani yoki undan voz kechilgani sababini ifodalash uchun qo'llash mumkin bo'lgan ifodalar yuqoridagi tugallanmagan gaplar misolida keltirilgan. Usulning iobiy taraflari sifatida ko'rsatish uchun qo'llanilgan sifatlar *'major advantage'*, *'benefit of this approach'*, *'reliability and validity'*, *'be more practical'*, *'effective'*, *'simple'* kabilar ekanligini yuqoridagi misollardan bilib oldik. Ustunlik tarafni nazarda tutish uchun ingliz tilida *'advantage'*, aksincha noqulaylik/kamchilik jihatini izohlash uchun *'disadvantage'* ifodasidan foydalaniladi. Yuqoridagi misollarda *'advantage'* so'zining keng qo'llanilganidan bu ma'noda eng ommabop atama ekanligini xulosa qilish mumkin.

A case-study approach was	used chosen adopted	to ensure that ... to help understand how ... to allow a deeper insight into ... to conduct this exploratory study. to evaluate the effectiveness of ... to determine the factors that affect ... to gain a detailed understanding of ... to assess the management practices of ... to obtain further in-depth information on the ... to provide rounded, detailed illustrations of the ... to capture the complexities of the phenomenon.
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Ushbu jadvalda gap strukturalari qanday yasalishi ko'rsatib berilmoqda, va yondashuvlar nima maqsadda amalga oshirilganini izohlash uchun qo'llaniladigan fe'llar bo'yalgan harflarda ajratib ko'rsatilmoqda. Siz ifodalamoqchi bo'lgan fikringizni o'quvchiga to'liq yetkazib berishda to'g'ri fe'lni tanlay olish muhim ahamiyatga ega hisoblanadi. Buning sohangizga oid adabiyotlarni ko'proq mutolaa qilishingiz va kerakli bo'lgan atamalarni qayd qilib borishingiz yana bir bor eslatib o'tiladi.

A major problem with the experimental method is that ...

The main disadvantage of the experimental method is that ...

However, there are *certain drawbacks* associated with the use of ...

There are *certain problems* with the use of focus groups. One of these is that there is less ...

Biror bir usuldan foydalanilmagan hollarda uning sababini izohlash zarurati paydo bo'lsa, u holda, '*a major problem*', '*the main disadvantage*' yoki '*certain drawbacks*' kabi sifatlardan foydalangan holda yuqoridagi kabi strukturalar orqali o'z fikrimizni izohlashimiz mumkinligi ko'rsatib berilmoqda.

Indicating the use of an established method

The solution was then assayed for X using the Y method.

X **was prepared according to the procedure used by** Jones *et al.* (1957).

The synthesis of X **was done according to the procedure of** Smith (1973).

X was synthesised **using the same method that was detailed for Y, using ...**

Samples were analysed for X as previously reported by Smith *et al.* (2012).

Analysis was based on the conceptual framework **proposed by** Smith *et al.* (2002).

This compound **was prepared by adapting the procedure used by** Jones *et al.* (1990)...

Avvalroq boshqa mualliflar tomonidan qo'llanilgan usullar va/yoki protseduralarga havola qilish qanday amalga oshirilishi mumkinligi yuqorida keltirilgan misollar bilan ko'rsatib berilmoqda.

Hozirgacha shunga yaqin mavzular haqida bir necha bor to'xtalib o'tkanimiz boiz yuqoridagi misollarni nima sababdan alohida mavzu sifatida ko'rsatilgani haqida biroz fikr yuritimiz. Biz tomonimizdan qo'llanilgan usullarning adekvatlik darajasi ikki xil usul bilan izohlanishi mumkin.

Birinchi holatda qo'llanilgan usullarning to'g'ri qo'llanilgani soha mutaxassislariga yetarli darajada ma'lum va mashhur bo'lmasa, o'quvchida natijalarimizning yetarli darajada haqiqatga yaqinligi haqida shubha uyg'onishi mumkin. Buning oldini olish uchun usulning interpretatsiyasi talab qilinadi. Bu yondashuv nisbatan yangi hamda ikki yoki undan ortiq usullar integratsiyasi natijasida paydo bo'lgan usullar uchun amalga oshirilishi maqsadga muvofiq.

Ikkinchi holatda biz tomonizdan qo'llanilgan usullar boshqa mualliflar tomonidan ishlab chiqilgan, rivojlantirilgan yoki modifikatsiya qilingan bo'lsa, u holda shunchaki shu ishlarga havola qilish orqali amalga oshiriladi. Yuqoridagi misollar shu ikkinchi sababni ko'rsatishda foydalaniladi. Bunda biz e'tibor berishimiz kerak bo'lgan eng asosiy jihat o'quvchining diqqatini *'according to procedure used by', 'as previously reported by', 'the same method that was detailed by',* yoki *'was prepared/obtained/carried by adapting the procedure used by'* kabi ifodalarni qo'llash orqali natijalarimizga asos bo'lgan usullarning adekvatligiga ishora qilishdir.

Xulosa qilib aytganda, *intensiv* ko'rinishdan *estensiv* ma'noga yaqinroq bo'lgan maqolalarda, auditoriyasi turli soha vakillari bo'lishi mumkin bo'lgan maqolalarda usullarning adekvatligini tushuntirishni yuqoridagi kabi yondashuv bilan amalga oshirish mumkin. Tegishli soha o'quvchilariga ma'lum va mashhur usullarga nisbatan bu kabi yondashuv zarur emas deb hisoblash mumkin. Misol uchun *'Protein quantification was carried by Lowry method'* kabi oddiygina qilib.

Describing the characteristics of the sample

The cohort was divided into two groups according to ...

A random sample of patients with ... **was recruited from** ...

Articles **were searched from** January 1965 **until** April 2014.

The sample was representative with respect to gender and ...

Forty-seven students studying X **were recruited for this study.**

A systematic literature review was conducted of studies that ...

Just over half the sample (53%) **was** female, **of whom** 69% were ...

Of the initial cohort of 123 students, 66 **were** female and 57 male.

Eligible women **who matched the selection criteria were identified by** ...

Only children **aged between 10 and 15 years were included in the study.**

The participants were divided into two groups based on their performance on ...

Two groups of subjects were interviewed, namely X and Y. **The first group were** ...

The project used a convenience sample of 32 first year modern languages students.

All of the participants were aged between 18 and 19 at the beginning of the study...

All studies described as using some sort of X procedure were included in the analysis.

Participants were recruited from 15 clinics across ..., covering urban and rural areas ...

The initial sample consisted of 200 students, 75 **of** whom **belonged to minority groups.**

Semi-structured interviews were conducted with 17 male offenders with a mean age of 38 years.

recruit = enlist – yollamoq, ishga olmoq

Tadqiqot ishi uchun obyekt qilib olingan namunalarni tavsiflash qanday amalga oshirilishi yuqoridagi misollar bilan ko'rsatib, tushuntirilib berilmoqda. Tadqiqot natijalarning qilinayotgan da'voga qay darajada mosligi haqida o'quvchida yetarli darajada tasavvur paydo bo'lishi uchun ilmiy maqolalarning Usullar qismida bu jihatlarni yoritib o'rish zaruriy masalalardan biridir. Bu jihatlarni yoritib ketilmasa albatta *review* jarayonida bajariladigan vazifalar ko'proq bo'lishi tabiiy jarayondir.

Turli soha yo'nalishlarida bu jihat bo'yicha turlicha talablar bo'lishi tabiiy. Misol uchun qishloq xo'jaligi yo'nalishidagi ba'zi eksperimentlar uchun *taxminan biror joydan namuna olish* (randomly selected) eng optimal variant sifatida qaralsa, tibbiyot yo'nalishlarida izlanish maqsadiga eng loyiq bo'lganlarni tanlab olish (*who matched the selection criteria were identified by*) zaruriy talablardan biri sifatida qaraladi. Yoki farmakologik tadqiqotlarda o'rganishlar guruhlariga bo'lgan holda amalga oshirilishi ham talab qilinadigan mezonlardan biridir. Shu jihatlarni inobatga olib, sohamizga oid ilmiy maqolalarni o'qish jarayonida namunalarni tavsiflashda nimalarga e'tiborli bo'lish kerakligiga ham e'tibor berib ketishimizga to'g'ri keladi.

Indicating criteria for selection or inclusion

Criteria for selecting the subjects were as follows:

Publications **were only included in the analysis if...**

The participants in this study were recruited from ...

To identify X, the following parameters were used: ...

The area of study **was chosen for its relatively small ...**

Primary inclusion criteria for the X participants were ...

Eligibility criteria required individuals to have received ...

Five individuals **were excluded** from the study **on the basis of ...**

A small sample was chosen because of the expected difficulty in obtaining ...

The subjects were selected on the basis of the degree of homogeneity of their ...

A comparison group of 12 male subjects without any history of X was drawn from a pool of

...

Tanlab olish yoki *o'z ichiga olish* holatlariga sabab bo'ladigan me'zonlarni qanday qilib ifodalash mumkinligi yuqoridagi misollar bilan ko'rsatib, keltirilmoqda. Ushbu me'zonlarni ko'rsatib berishning zaruriy jihatlardan biri mualliflar tomonidan qilinadigan da'voning ishonchligini o'quvchilarga yetkazish. Ilmiy maqolalarning Usullar qismida shu jihatlarning yoritilib ketilishi *review* jarayonida ishingizning, yuqori ehtimol bilan, osonroq kechishiga sabab bo'ladi. Chunki bu

jihatlarining ortidan *editor* va *reviewerlarda* jurnal talablarining minimum darajasi bajarilganligi (yoki aksincha) haqida birlamchi tasavvur uyg'onadi.

Yuqoridagi kabi jihatlarni yoritish jarayonida '*criteria for selecting*', '*eligibility criteria*', '*primary inclusion criteria*' kabi otlardan hamda '*included*', '*were used*', '*were recruited*' kabi fe'llardan foydalanish o'quvchilarning o'qishi va tushinishi uchun qulaylik tug'diradi. 'On the basis of ...' dan samarali foydalanib, me'zon bo'lgan jihatni nima asosga suyanishini chiroyli aks ettirish mumkinligiga yuqoridagi misollarda ishora qilib ketilmoqda.

Tanlashga sabab bo'lgan me'zon uzunroq tekst ko'rinishidagi yoki birdan ortiq jihatlariga ega bo'lsa, yuqorida ko'rsatilgan birinchi gapdagi kabi ikki nuqta (*colon*) dan foydalanish o'qish uchun qulaylikni yuzaga keltiradi.

Describing the process: infinitive of purpose

In order to identify ..., the participants were asked to ...

In order to understand how X regulates Y, a series of transfections was performed.

To establish whether ...,

To measure X, a question asking ... was used.

To determine whether ..., the cells were incubated for ...

To rule out the possibility that X, the participants were ...

To control for bias, measurements were carried out by another person.

To assess whether and how Xs are produced and received, we measured ...

To see if the two methods gave the same measurement, the data was plotted and ...

To enable the subjects to see the computer screen clearly, the laptop was configured with ...

To increase the reliability of measures, each X was tested twice with a 4-minute break between ...

...

To compare the scores three weeks after initial screening, a global ANOVA F-test was used

The vials were capped with ... **to prevent** ...

The process was repeated several times *in order to remove* ...

In an attempt **to make** each interviewee feel as comfortable as possible, the interviewer ...

Maqsadni ifodalovchi infinitive (*to + verb*) tarzida O'zbek tiliga tarjima qilinuvchi ushbu ifoda tadqiqot maqolalarining *Usullar* qismida eng ko'r qo'llaniluvchi ifodalaridan biri bo'lganligi sabab (ehtimol boshqa sabablar ham bor) alohida mavzu sifatida keltirilmoqda. '*In order*' ifodasi bilan birgalikda *infinitive* dan foydalanish tabiiy fanlari yo'nalishidagi maqolalarda *afzal ko'rilmisligi* haqida avvalroq fikrlashdik. '*Infinitive*' ning o'zi bilan gapni boshlash uzun tekst ko'rinishidagi gaplar uchun qulayroq variant sifatida ko'rilishini yuqoridagi misollardan anglab turibmiz. Ya'ni '*...ni amalga oshirish uchun, ...jarayoni bajarildi*' kabi umumiy ma'noga ega bo'lgan yuqoridagi gaplarning birinchi yarmida **maqsad (vergul bilan)**, va buning uchun nima amalga oshirilgani gaplarning ikkinchi yarmida keltirilishi to'g'riroq variant ekanligini ko'rib turibmiz. Maqsad gapning ikkinchi yarmida keltiriladigan holatlarda verguldan foydalanish zarurati yo'qligini ham ko'rib turibmiz.

Yana bir e'tiborga molik jihati shundan iboratki, *bu kabi ma'nolarni aks ettirish jarayonida passive voice (majhul nisbat) dan foydalanish afzal ko'riladi*. Yuqoridagi gaplarning faqatgina bittasidagina *active voice* dan foydalanilgani ushbu fikrimizga asos bo'la oladi.

Describing the process: expressing purpose with 'for'

For the attitude questions, a Likert scale was used.

For the purpose of height measurement, subjects were asked to stand ...

For the purpose of analysis, two segments were extracted from each ...

For the estimation of protein concentration, 100 μ L of protein sample was mixed with ...

'For' dan foydalangan holda maqsadni ifodalash yuqoridagi misollar bilan ko'rsatib berilmoqda. Avvalgi mavzudagi *infinitive* ko'rinishidan bu yondashuvning farqi shundan iboratki, bunda, maqsad aks ettirilgan qism vergul bilan ajratilgan holda, faqatgina gapning birinchi yarmida keltiriladi. Tekst ko'rinishi uzun bo'lmagan gaplarda ham, 'for' dan foydalangan holda maqsadni gapning ikkinchi yarmida keltirish struktura jihatidan noto'g'ri hisoblanadi.

Describing the process: verbs used in the passive

All participants *were sent* ...

The data *were normalised* using ...

Ethical approval *was obtained* from ...

Drugs *were administered* by icv injection ...

Descriptive data *were generated* for all variables.

The procedures of this study *were approved* by ...

Prompts *were used* as an aid to question two so that ...

Data *were collected* using semi-structured interviews in ...

Participants *were thanked* for their time and effort and for ...

The experiments *were run* using custom software written in...

Two sets of anonymised questionnaires *were completed* by ...

A total of 256 samples *were taken* from 52 boreholes (Figure 11).

The solution *was washed* three times with deionized water and ...

Significance levels *were set* at the 1% level using the student t-test.

Data management and analysis *were performed* using SPSS 16.0 (2010).

Published studies *were identified* using a search strategy developed in ...

Data *were gathered* from multiple sources at various time points during ...

Injection solutions *were coded* by a colleague to reduce experimenter bias.

The pilot interviews *were conducted* informally by the trained interviewer ...

Article references *were searched* further for additional relevant publications...

O'zbek tilida *majhul nisbat* ta'rifi bilan yuritiluvchi atama ingliz tilida *Passsive voice* deyilishi haqida oldingi mavzularda biroz fikrlashgan edik. **To be + past participle** ko'rinishida

ifodalanuvchi bu strukture ish harakatning kim tomonidan bajarilganligini ifodalamasdan, shunchaki qanday bajarilganligini ifodalaydi. Yuqoridagi misollarda ‘to be’ fe’li bilan birga keltirilgan *o’tgan zamon sifatdoshlari* shu kabi ma’nolarga eng mos atama sifatida ko’rib, bizning e’tiborimizga havola qilinmoqda.

Tadqiqot maqolalarining **Methods** qismida eng ko’p qo’llaniluvchi yuqoridagi kabi strukturalar ‘active voice’ dan ko’ra o’qish uchun qulayroq va academic writing nisbatan mosroq. ‘Active voice’ dan yuqoridagi kabi ma’nolarda foydalanish albatta mumkin, biroq o’quvchiga qulayroq variant ‘passive voice’ dir.

Yuqoridagi kabi gaplarni tozish jarayonida birlik va ko’plik shakli bir xil ko’rinishga ega bo’lgan otlarga nisbatan biroz xushyorroq bo’lish talab etiladi. Misol uchun ‘series’, ‘species’ kabi so’zlar birlik shaklda ham qo’llaniladi. Boshqa bir misol: O’zbek tilida *bakteriya* atamasi ostida birlik nazarda tutiladi. Ingliz tilida esa ‘bacteria’ aynan ko’plik shakldir. Uning birlik shakli esa ‘bacterium’ dir.

Describing the process: sequence words

To begin this process, ...

The first step in this process was to ...

The second method used to identify X involved ...

Prior to	commencing the study, ethical clearance was sought from ... analysing the interview data, the transcripts were checked for ... data collection, the participants received an explanation of the project. undertaking the investigation, ethical clearance was obtained from ...
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After	‘training’, the participants were told that ... collection, the samples were shipped back to X in ... testing for the presence of antibodies, the blood was ... the appliance was fitted, the patients attended X every four weeks.
-------	--

On	arrival at the clinic, patients were asked to ... completion of X, the process of parameter estimation was carried out obtaining written informed consent from the patients, a questionnaire was ...
----	--

Once	the samples were extracted, it was first necessary to ... the Xs were located and marked, a thin clear plastic ruler ... the exposures were completed, the X was removed from the Y and placed in ... the positions had been decided upon, the Xs were removed from each Y and ...
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Following	<p>correction for ..., X was reduced to ...</p> <p>conformational analysis of X, it was necessary to ...</p> <p>administration of X to patients, we assessed the effects on ...</p> <p>this treatment, the samples were recovered and stored overnight.</p>
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When	<p>dividing X, care was taken to ...</p> <p>removing X, it was important to ...</p> <p>inviting the participants, the purpose of the research was clearly explained.</p>
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Sodir bo'lgan biror jarayonni tasvirlashda qanday so'zlardan foydalanish mumkinligi va undagi e'tibor berilishi kerak bo'lgan jihatlar yuqoridagi misollar bilan keltirilmoqda. Biz ko'p e'tibor berishimiz kerak jihat shundan iboraki, agar gap strukturasi soda gap ko'rinishida bo'lsa unda vergul qo'yishga zarurat tug'ilmaydi. Misol uchun 'The first step in this process was to synthesize the derivatives' kabi. Agarda yuqoridagi jadvallarda keltirilgan kkalit so'zlar **'prior to', 'after', 'on', 'once', 'following', 'when'** dan foydalanish jarayonida gap ikki qismga bo'linadi va gapning asosiy bo'lmagan birinchi qismi vergul bilan ajratiladi. Misol uchun 'Once samples were ready, the next step was started' kabi.

Prior to start of ... – ...ning boshlanishigacha

After arrival of ... – ...ning yetib kelishidan so'ng

On completion of ... – ...ning tugatilishi bilan/zahoti

Once it reaches the tissue – u to'qimaga yetib borgandan keyin

Following the procedure of ... – ...ning protsedurasiga (ketma-ketligiga) ergashgan holda

Yuqoridagi kalit ifodalar va strukturalardan o'z qo'lyozmalarimizda foydalanishimiz *native English speaker* larga hamda Proofreading xizmatlariga murojaat qilishimiz zaruratining kamayishiga sabab bo'ladi.

The subjects *were then shown* a film individually and *were asked* to ...

The soil *was then weighed* again, and this weight *was recorded* as ...

The results *were corrected* for the background readings and *then averaged* before ...

These ratings *were then made* for the ten stimuli to which the subject had been exposed ...

The analysis *was checked* when initially performed and *then checked* again at the end of ...

Finally, questions *were asked* as to the role of ...

In the follow-up phase of the study, participants *were asked* ...

The final stage of the study comprised a semi-structured interview with participants who ...

Jarayonni tasvirlash uchun *majhul nisbatda* berilgan fe'llar birdan ortiq marotaba bitta gap ichida takrorlanishi mumkinligini ham yuqoridagi ba'zi misollar bilan ko'rib turibmiz.

Describing the process: adverbs of manner

The medium **was then aseptically transferred** to a conical flask.
A sample of the concentrate **was then carefully injected** into ...
The tubes **were accurately reweighed** to six decimal places using ...
The soil **was then placed** in a furnace and **gradually heated** up to ...
The vials **were shaken manually** to allow the soil to mix well with the water.
The resulting solution **was gently mixed** at room temperature for ten minutes and ...

Ravishlardan foydalanishda nimalarga e'tibor berish alohida mavzu sifatida yuqoridagi gaplar misolida ko'rsatib berilmoqda. Ma'lumki ravishlar fe'lni izohlab keladi. Yuqoridagi misollarda quyidagi xulosalarni qilishimiz mumkin.

1. **'then'** kabi so'zlar **'to be'** fe'lidan keyin va **ravish**dan oldin ishlatiladi. **'was then carefully done'**
2. **ravish sifatdosh**dan avval ham keyin ham qo'llanilishi mumkin. Ya'ni: **'was carefully done'** (1) yoki **'was done carefully'**(2). Lekin birinchi varianti ko'proq ommabop va o'qish uchun qulayroq variantdir.

Aseptically – *aseptic tarzda* (free from contamination caused by harmful bacteria, viruses, or other microorganisms; surgically sterile or sterilized)

Carefully – *ehtiyorkorlik bilan*

Accurately – *aniqlik bilan*

Gradually – *sekin-asta*

Manually – *qo'l mehnati bilan*

Gently – *ohistalik bilan*

Describing the process: 'using' + instruments

Data **were collected using** two high spectral resolution Xs.
Semi-automated genotyping **was carried out using** X software and ...
Using the X-ray and looking at the actual X, it was possible to identify ...
Comparisons between the two groups **were made using** unrelated t-tests.
The data **were recorded** on a digital audio recorder **and transcribed using** a ...
Statistical significance **was analysed using** analysis of variance and t-tests as appropriate.
Using an Anthos Micro plate Reader, we were able to separate single cells into different ...
15 subjects **were recruited using** email advertisements requesting healthy students from ...
All the work on the computer **was carried out using** Quattro Pro for Windows and ...

Jarayonni tasvirlashda 'using' dan foydalanib gap strukturalari qanday tartiblanishi yuqoridagi misollar bilan bilan keltirilmoqda. Biror natjalarni qo'lga kiritish uchun foydalanilgan instrumentlar/usullarni izohlashda 'using' dab foydalanish *tadqiqot maqolalarining* Usullar qismida eng ko'p ko'zga tashlanuvchi ifodalardan biri hisoblanadi. Yuqoridagi namunalardan

xulosa qilib aytganda, ‘majhul nisbat + *using*’ ilmiy yozishda o’qish uchun qulay variant hisoblanadi. Bunda *gap ikki qismga bo’linmasdan va vergul qo’llanmasdan* yoziladi. ‘Using’ dan foydalaniladigan ikkinchi bir holatda bu ifoda gapning avvalida keltirilishi mumkin. Bunda, demak, ‘*Using* + foydalanilgan instrument/usul’ dan son’gapning shu qismi vergul bilan ajratiladi hamda gapning asosiy qismi ifoda etiladi.

Describing the process: statistical procedures

The data *were normalized using* ...

A P value descriptive data *were generated* for all variables.

Reliability *was calculated* using Cronbach’s alpha.

All analyses *were carried out* using SPSS, version 20.

Statistical analysis *was performed* using SPSS software (version 20).

Significance levels *were set* at the 1% level using the student t-test.

Data management and analysis *were performed* using SPSS 16.0 (2010).

The mean score for the two trials *was subjected* to multivariate analysis of variance to ...

Normalize – normallashtirmoq, Generate – yuzaga keltirmoq, ishlab chiqmoq

Calculate – hisoblamoq, Carry out – amalga oshirmoq

Perform – bajarmoq, ijro etmoq, Subject – bajarmoq, amalga oshirmoq

Statistik hisob-kitoblar qay tarzda amalga oshirilganini ifodalash yuqorida keltirilgan fe’llardan foydalangan holda qanday shakllantirilishi misollar bilan bizga ko’rsatib berilmoqda. O’zbek tilida bu fe’llarni qanday tushunishimizdan qat’iy nazar, ulardan to’g’ri foydalanib o’z fikrlarimizni ifodallashimiz zaruriy masalalardandir. Bu kabi gaplar tadqiqot maqolalarining Usullar qismida, yoki jadval ko’rinishida berilgan ma’lumotlarning izohi sifatida jadvalning ostki qismida yulduzcha bilan belgilagan holda keltirilishi mumkin.

Statistical Package for the Social Sciences ko’rinishida shifrlanuvchi SPSS atamasi o’z nomi bilan ijtimoiy soha yo’nalishlarida qo’llaniluvchi software hisoblanadi (<https://en.wikipedia.org/wiki/SPSS>).

Cronbach’s alpha ham ijtimoiy soha yo’nalishlarida qo’llaniluvchi, bitta obyektни tasvirlovchi muvofiqlik xarakteristikasini ko’rsatadi va ayni paytda obyektning gomogenlik ko’rsatkichi hisoblanmaydi. Ishonchlilik ko’rsatkichlaridan biri sifatida qaraladi (https://en.wikipedia.org/wiki/Cronbach%27s_alpha).

Describing the process: questionnaire design

The first question elicited information on ...

Seven questions, adapted from X, assessed ...

All survey questions utilised a 5-point Likert scale.

Using a 5-point Likert scale, **participants were asked** ...

A short questionnaire was designed to ascertain the participants’ ...

The questionnaire was designed to measure the following constructs:

Participants were asked to respond using a 5-point Likert scale ranging from ...

The questions asked participants to rate how strongly they agreed with each statement.

The study began with two open-ended survey questions that asked participants to indicate ...

The questionnaire asked participants to complete three open-ended questions that asked about ...

O'zbek tiliga *anketa* yoki *savolnoma* deb tarjima qilinuvchi 'questionnaire' qanday ifodalanishi yuqoridagi misollar bilan ko'rsatib berilmoqda. Ijtimoiy soha yo'nalishlarida bu kabi yondashuvlarga ko'p murojaat qilingani bois, bu tushunchalar alohida mavzu sifatida keltirilmoqda. Qo'llash mumkin bo'lgan ifodalar bo'yalgan harflar bilan ajratib ko'rsatildi. Bu kabi holatlarda '*elicit*', '*be adapted*', '*utilize*', '*be asked*', '*be designed*' fe'llaridan yuqoridagi kabi strukturalar bilan foydalanish tavsiya qilinmoqda.

The first question	was designed to	find out ... gauge how much... ascertain whether ... identify the types of ... test participants' knowledge of ... measure the students' ability to explain ... elicit a simple answer to a complex question about ...
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Find out – bilib olmoq (find – topmoq)

Gauge – o'lchamoq; kalibrlamoq; standartlamoq; baholamoq

Ascertain – aniqlamoq; ishonch hosil qilmoq

Test – tekshirib ko'rmoq

Measure – o'lchamoq, aniqlamoq

Elicit – ajratib olmoq; aniqlamoq

Indicating methodological problems or limitations

In particular, **the analysis of X was problematic.**

In observational studies, **there is a potential for bias from ...**

The small size of the dataset meant that **it was not possible to ...**

Further data collection **is required to determine exactly how X affects Y.**

Another major source of **uncertainty is in the method used to calculate X.**

In this investigation **there are several sources for error. The main error is ...**

It was not possible to investigate the significant relationships of X and Y further because...

The responses relating to X were subjective and were therefore susceptible to recall bias.

Metodologik muammolar yoki cheklanishlarni qanday ifodalash mumkinligi yuqoridagi misollar bilan ko'rsatib berilmoqda. Ushbu namunalar tadqiqot maqolalarining *Usullar* qismidan ko'ra *Discussion* qismiga yoki umumiy aytganda muhokama jarayonlariga aloqador gaplar deb xulosa qilishimiz mumkin. Ilm-fanda qo'llaniladigan ko'pchilik usullar va yondashuvlar qanchalik umumiylik kasb etmasin, o'zining qo'llanilishi mumkin bo'lgan intervali/xos sohasiga ega. Bu xoh aniq fanlardagi usullar, xoh ijtimoiy yo'nalishlardagi kuzatuvlar bo'lsin. Misol uchun miqdor reaksiyalar uchun qo'llaniladigan usullar qaysidir intervaldagina to'g'ri chiziqli ko'rinishga ega, yoki ijtimoiy kuzatuvlarda qaysidir jihatlar albatta istisno qilinadi. *'In observational studies, there is a potential for bias from ...'* misoli ushbu fikrimizga asos bo'la oladi. Ya'ni bunda 'og'ish' yoki 'qiyshashish' ehtimoli borligiga ishora qilinmoqda.

Reporting Results

The standard approach to this section of a research article or dissertation is to present and describe the results in a systematic and detailed way. When reporting qualitative results, the researcher will highlight and comment on the themes that emerge from the analysis. These comments will often be illustrated with excerpts from the raw data. In text based studies, this may comprise quotations from primary sources. In quantitative studies, the results section is likely to consist of tables and figures, and writers comment on the significant data shown in these. This often takes the form of the location or summary statement, which identifies the table or figure and indicates its content, and a highlighting statement or statements, which point out and describe the relevant or significant data. All figures and tables should be numbered and given a title. More elaborate commentary on the results is normally restricted to the Discussion section. In research articles, however, authors may comment extensively on their results as they are presented, and it is not uncommon for the Results section to be combined with the Discussion section under the heading: Results and Discussion.

Ilmiy maqola yoki dissertatsiyaning **Results** bo'limiga standart yondashuv bu natijalarni tizimli va batafsil ko'rinishda ko'rsatib berish hamda tasvirlashdir. Sifatga aloqador natijalar haqida hisobot berishda tadqiqotchi tahlildan kelib chiqadigan mavzularni yoritadi va sharhlaydi. Ushbu kommentariyalar ko'pincha ishlov berilmagan ma'lumotlardan olingan qismlar bilan tasvirlanadi.

Matnga asoslangan o'rganishlarda, bu birlamchi manbalardan olingan tsitatalarni o'z ichiga olishi mumkin. Miqdorga aloqador o'rganishlarda, Results bo'limi jadval va turlicha rasmlardan iborat bo'lishi ehtimoli yuqori, yozuvchilar tomonidan esa ulardagi ahamiyatli ma'lumotlar sharhlanadi. Bu ko'pincha joylashuv o'rni (**Results**) da yoki qisqacha bayon ko'rinishida bo'ladi. Bunda, ahamiyatli ma'lumotlarni tasvirlaydigan jadval yoki rasmlar aniqlanadi va uning tarkibi, yorituvchi bayonoti yoki bayonotini tasvirlanadi. Barcha rasmlar va jadvallar raqamlangan va nom berilgan bo'lishi kerak. Natijalar haqida batafsilroq sharhlar odatda **Discussion** bo'limida beriladi. Shunga qaramay, tadqiqot maqolalarida mualliflar o'zlarining taqdim etilgan natijalarini keng sharhlashlari mumkin, va **Results** bo'limining **Discussion** bo'limi bilan "**Results and Discussion**" katta sarlavhasi ostida birlashishi noodatiy emas.

Referring back to the research aims or procedures

The first set of questions aimed to ...

To compare the difference between ...

The purpose of Experiment 3 was to ...

Simple **statistical analysis was used to ...**

The next **question asked the informants ...**

To assess X, the Y questionnaire was used.

Changes in X and Y were compared using ...

Regression **analysis was used to predict the ...**

To distinguish between these two possibilities, ...

The first set of **analyses examined the impact of ...**

The correlation between X and Y was tested using ...

T-tests **were used to analyse the relationship between ...**

The average scores of X and Y were compared in order to ...

In order **to assess Z, repeated-measures ANOVAs were used.**

Nine **items on the questionnaire measured** the extent to which ...

Tadqiqot ishining maqsadiga yoki protseduralarga qayta murojaat qilish alohida mavzu sifatida yuqoridagi misollar bilan ko'rsatib berilmoqda. Maqola yozish jarayonida bu kabi holatlar odatiy bo'lgani bois, qanday ifodalar bilan tasvirlash mumkinligini bilish ham muhim jihatlardan. Yuqoridagi gap strukturalari turlicha ko'rinishni aks ettirmoqda. Ularning barchasida ham maqsad ma'nosini ifodalovchi 'aim' yoki 'purpose' so'zlari yoki protseduraga aloqadorlik keltirilmagan. Biroq barcha gaplarning ma'nosi shu jihatlarga aloqador.

Maqsad yoki protseduraga qayta murojaat qilishning asosiy sabablari quyidagilar bo'lishi mumkin.

1. Maqsad yoki protsedura haqida batafsilroq ma'lumot beriladi.
2. Maqsad yoki protseduraga aloqador tahlillar bilan bo'g'liqlikka ishora qilinadi (bu ayniqsa ekstensiv ko'rinishdagi tadqiqot ma'qolalari uchun muhimroq, chunki auditoriya ko'lami kengroq bo'lishi mumkin).

3. E'tibordan biroz chetda qolishi mumkin bo'lgan tahlillar/usullar/protseduralar va ularning ahamiyati haqida o'quvchiga eslatib ketiladi.

Referring to data in a table or chart

Table 1	shows compares presents provides	an overview of ...
Figure 1		the experimental data on X. the summary statistics for ... the breakdown of X according to ... the intercorrelations among the nine measures of X. the results obtained from the preliminary analysis of X.

The table below illustrates The pie chart above shows The top half of the table shows The bottom half of the table shows	some of the main characteristics of the ... the breakdown of ...
---	---

The results of the correlational analysis The themes identified in these responses The results obtained from the preliminary analysis of X	are shown are set out are presented can be compared are summarised	in Table 1. in Figure 1.
--	---	---

As shown in Figure 1, As can be seen from the table (above), From the graph above we can see that It can be seen from the data in Table 1 that	the X group reported significantly more Y than the other two groups.
---	--

Jadval yoki rasm (photo/grafik/gistogramma va hokazo) ko'rinishidagi ma'lumotlarni qanday izohlash yoki tasvirlash mumkinligi yuqoridagi strukturalar bilan ko'rsatib berilmoqda. Bunday holatlarda demak, 'show', 'compare', 'present', 'provide', 'illustrate', 'summarize', 'compare' kabi fe'llardan kalit so'z sifatida foydalanish tavsiya qilinmoqda. Yuqorida birinchi va ikkinchi jadvallarda *active voice* hamda uchinchi jadvalda *passive voice* strukturalari keltirilgan. Ushbu jadval strukturalarini o'zimizga standart sifatida qabul qilishimiz mumkin.

O'zbek tilida *ko'rinib turganidek*, *ko'rish mumkinki*, *ko'rishimiz mumkinki* qabilida ifodalanuvchi *'as seen'*, *'as shown'*, *'we can see'*, *'it can be seen'* ifodalari tabiiy fanlari yo'nalishidagi tadqiqot maqolalarida unchalik xush ko'rilmaydi. Bu fikrga mutlaq haqiqat tusini bermay, avvalgi uchta jadvaldagi kabi izohlash yo'lini tutish afzalroq ekanligini tushunishga harakat qilish lozim. Bunda, eng kamida o'qish uchun qulayroq variant tanlangan bo'ladi.

Highlighting significant data in a table or chart

What stands out in the table is ...

Closer inspection of the table shows ...

It is apparent from this table that very few ...

The most interesting aspect of this graph is ...

In Fig.10 there is a clear trend of decreasing ...

What is striking about the figures in this table **is** ...

What is interesting about the data in this table **is that** ...

The differences between X and Y are highlighted in Table 4.

From the chart, it can be seen that by far the greatest demand is for ...

From this data, we can see that Study 2 resulted in the lowest value of ...

This table is quite revealing in several ways. First, unlike the other tables ...

From the data in Figure 9, it is apparent that the length of time left between ...

Data from this table can be compared with the data in Table 4.6 which shows ...

As Table III shows, there is a significant difference ($t = -2.15$, $p = 0.03$) between the two groups.

'Significant data' atamasini O'zbek tilida *ahamiyatga molik ma'lumot* sifatida talqin qilishimiz mumkin. Jadval yoki diagramma/grafik/sxema ko'rinishida aks ettirilgan hamma ma'lumotni ham ahamiyatga molik ma'lumot deb aytib bo'lmaydi. Ilmiy maqolalarda o'rganilishi zarur deb hisoblanadigan ma'lumotlarning hammasi ham ahamiyatga molik farqlarni yuzaga keltirmasligi mumkin. Shuning uchun ham muallif (lar) tomonidan jadval yoki rasm ko'rinishidagi aynan ahamiyatga molik bo'lgan ma'lumotlarga **Results** yoki **Results and Discussion** bo'limlarida yoritilishi zaruriy masalalardan biri sanaladi. Bu kabi ma'lumotlarni yuqoridagi misollarda aks ettirilgani kabi izohlanishi tavsiya etiladi. Bu masalada qo'llanilishi mumkin bo'lgan kalit ifodalar *'what stands out'*, *'it is apparent'*, *'the most interesting aspect'*, *'there is/are trend(s)'*, *'what is striking/interesting'*, *'be highlighted'*, *'quite revealing'* kabilar ekanligi ko'rdik.

Avvalgi mavzuda aytilganidek 'it can be seen' yoki 'we can see' kabi ifodalarga juda ko'p murojaat qilmaganimiz ma'qul. Bu kabi ifodalardan ko'ra *'Table X/Chart X/Fig.X shows/proves/reveales...'* kabi strukturalardan foydalangan afzalroq.

Xulosa. Jadval va rasm ko'rinishidagi natijalarimizdagi *ahamiyatga molik* ma'lumot qaysilar ekanligini belgilab olishimiz hamda **Abstract**, **Introduction** va **Conclusion** ga mos ravishda o'quvchining diqqatini bu ma'lumotlarga qay darajada ozroq yoki ko'proq tortishimiz haqida aniq tasavvurga ega bo'lishimiz muhim masalalardan.

Stating a positive result

The mean score for X was ...

Further analysis showed that ...

Further statistical tests revealed ...

A two-way ANOVA revealed that ...

On average, Xs were shown to have ...

Strong evidence of X was found when ...

This result is significant at the $p = 0.05$ level.

The results, as shown in Table 1, **indicate that ...**

A positive correlation was found between X and Y.

There was a **significant positive correlation between ...**

The difference between the X and Y groups **was significant.**

There was a significant difference in X, $t(11) = 2.906$, $p < 0.01$

There was a significant difference between the two conditions ...

Respondents who reported low levels of X also **reported significantly lower levels of Y.**

Ijobiy natija sifatida qaralishi mumkin bo'lgan jihatlarning aks ettirilishi yuqoridagi misollar bilan tushuntirib o'tilmoqda. Bu mavzuga oid kalit ifodalar *'strong evidence'*, *'be significant at'*, *'positive correlation'*, *'significant difference'*, *'significantly lower/higher'* kabilar ekanligini yuqoridagi misollarda ko'rib turibmiz. Bu jihatlarni yoritishdan maqsad nafaqat o'quvchiga bu natijalar haqida eslatish, balki mualliflar tomonidan natijalarning to'g'ri interpretatsiya qilinganligini ham namoyon qilishdir.

'Strong evidence' eksperimental asoslangan, ichki va tashqi isbotlanganlik darajasi bilan tasdiqlangan yoki chuqur mantiqiy xarakterda (boshqa adabiyot ma'lumotlariga havola qilmagan holda) ham bo'lishi mumkin. Buni faqatgina da'vo qilishga arziydigan jihatini asosli tarzda ifodalash va ko'rsatib berish talab qilinadi.

'Positive correlation' har doim ham biz uchun ijobiy bo'lmasligi yoki aksincha *teskari korrelyatsiya (negative correlation)* ishimiz uchun ahamiyatli/foydali bo'lishi mumkinligi nuqtai-nazaridan **'Reverse correlation'** ifodasidan ham **'positive result'** ya'ni ijobiy natija sifatida foydalanishimiz mumkin. *Korrelyatsiyalangan* atamasi *proportshional* atamasidan ko'ra mavhumroq. Ya'ni aniqlik darajasi proporsionallikda yuqori.

Positive correlation – ijobiy korrelyatsiya (X ortadi, Y ham ortadi).

Negative correlation – salbiy korrelyatsiya (X ortadi, Y esa pasayadi).

Direct correlation – to'g'ri korrelyatsiya (X ortadi, Y ham ortadi, to'g'ri proporsionalga yaqin).

Reverse correlation – teskari korrelyatsiya (X ortadi, Y esa kamayadi, teskari proporsionalga yaqin).

Stating a negative result

No increase in X was detected.

No difference greater than X was observed.

No significant differences were found between ...

None of these differences were statistically significant.

No significant difference between the two groups was evident.

No significant reduction in X was found compared with placebo.

No evidence was found for non-linear associations between X and Y.

No significant correlation was found between X scores and the Y scores ($p = .274$)

X appeared to be unaffected by Y.

Only trace amounts of X were detected in ...

There was no evidence that X has an influence on ...

The Chi-square test did not show any significant differences between ...

Overall, X did not affect males and females differently in these measures.

A clear benefit of X in the prevention of Y could not be identified in this analysis.

T-tests found no significant differences in mean scores on the X and Y subscales.

Salbiy natijalarni va ahamiyatli farq kuzatilmagan holatlarni yoritish ham muhim jihat sifatida ko'riladi. Chunki bu salbiy natija avvalroq boshqa tadqiqotchilar tomonidan olingan natijalarga zid kelishi yoxud ularni qo'llab quvvatlashi mumkin bo'ladi. Faqat bu kabi natijalarni batafsil yoritish unchalik to'g'ri yo'l bo'lmasligi ham mumkin. Bu kabi tomonlarni qisqa ifodalash qanday amalga oshirilishi mumkinligi yuqoridagi misollar bilan ko'rsatib berilmoqda. Asosiy kalit ifodalar esa **'no difference'** yoki **'no significant difference'** ekanligini ko'rib turibmiz.

E'tiborga molik jihati gap tuzilishi **'there was significant difference'** ko'rinishida emas, balki **'no (significant) difference was found/observed//detected between ...'** ko'rinishida yozishimiz ekanligidir. Tadqiqot maqolalarida *ahamiyatli farq yo'qligiga dalolat qiluvchi* eng ko'p/keng qo'llaniluvchi strukturalar shulardan iboratdir.

Boshqacha ko'rinishdagi struktura **'X tests found/revealed/detected no significant difference'** ko'rinishida bo'lishi mumkin. **'X tests did not find/reveal/detect any significant differences'** emas. Struktura jihatidan bu tanlov xatolik kasb etmaydi. Biroq, qo'llanilayotgan **'any'** batafsilroq sharhlashni taqozo qiladi va yuqori ahamiyatga molik bo'lmagan jihatga (keraksiz tarzda) ko'p diqqat qaratishga jalb qiladi.

Reporting positive and negative reactions

Stimulation of X cells with Y did not increase the ...

With successive increases in intensity of the X, the Y moved further to ...

Following the addition of X, a significant increase ($P < 0.05$) in the Y was recorded.

When X cells were stimulated with Y, no significant difference in the number of Z was detected.

Tadqiqot jarayonlaridagi ijobiy yoki salbiy ta'sirlar qanday ifodalanishi alohida mavzu sifatida yoritib berilmoqda. Bo'yalgan holda ajratib ko'rsatilgan gap bo'laklariga bir butun sifatida qarasaq *biror ta'sir natijasida qaysidir o'zgarish sodir bo'lganligi yoki bo'lmaganligi* ifodalanmoqda. Aynan shu ko'rinishdagi strukturalar akademik yozish qoidalarining asosiy jihatlaridan biridir. Og'zaki nutqda **'When we add X to Y, there was no significant difference'** kabi ifodalash mumkin bo'lgan ma'no tadqiqot maqolalarida aynan **'Following the addition of X to Y, a significant increase was recorded'** yoki **'The addition of X to Y resulted in significant increase'** kabi ifodalanishi talab qilinadi.

Highlighting interesting or surprising results

Interestingly, the X was observed to ...

This result is **somewhat counterintuitive**.

Interestingly, this correlation is related to ...

The more surprising correlation is with the ...

Surprisingly, only a minority of respondents ...

The most surprising aspect of the data is in the ...

The correlation between X and Y is **interesting because** ...

The most striking result to emerge from the data is that ...

Interestingly, there were also differences in the ratios of ...

The single most striking observation to emerge from the data comparison was ...

This is a/an (rather)	surprising (<i>hayratlanarli</i>) significant (<i>ahamiyatli</i>) interesting (<i>qiziqarli</i>) remarkable (<i>diqqatga sazovor</i>) unexpected (<i>kutilmagan</i>) disappointing (<i>xafa qiladigan</i>)	result. outcome.
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Olingan natijalardagi qiziqarli va ajablanarli/kutilmagan jihatlarni yuqorida keltirilgan misollar ko'rinishida ifodalash tavsiya qilinmoqda. Yuqoridagi strukturalarda uch xil ko'rinish tasvirlangan. Birinchi xil ko'rinishda sifat **interesting/surprising** dan foydalanib qiziqarli/kutilmagan jihat/natijaga diqqat qaratilmoqda. Boshqa ko'rinishlarda esa shu sifatlar asosidagi ravishlardan foydalanilmoqda. Sifat va ravishdan foydalanish tabiiyki gap strukturalaridagi keskin farqlarni yuzaga keltirmoqda. **'Surprisingly'** yoki **'interestingly'** kabi ravishlardan gapning boshlanishida foydalanilganda vergul bilan ajratib yozib ko'rsatib tushuntirilmoqda.

'Counterintuitive' yoki **'counter-intuitive'** intuitsiyaga yoki odatdagi umumiy hislarga qarshi ma'nosini beradi.

'Intuitive' esa intuitsiyaga oid ma'nosini anglatadi.

Surveys and interviews: Reporting response rates

The overall response to the survey was poor.

Thirty-two **individuals returned the questionnaires.**

The response rate was 60% at six months and 56% at 12 months.

Of the study population, 90 subjects completed and returned the questionnaire.

Of 150 patients who were sent invitations, 81 returned the reply slip, of whom 60 agreed to

...

By the end of the survey period, **data had been collected from 64 individuals, 23 of whom were ...**

There were 53 responses to the question: ‘...?’

Respondents were asked to indicate whether ...

The total number of responses for this question was ...

The overall response to this question was very positive.

Respondents were asked to suggest other reasons for ...

In response to the question: ‘...?’, **a range of responses was elicited.**

This section of the **questionnaire required respondents to give information on ...**

Anketa/so'rovnomalarda ko'rinishidagi jarayonlarda javob berish ko'rsatkichiga oid ma'lumotlarni qay tazda aks ettirish mumkinligi yuqoridagi misollar bilan tushuntirilib berilmoqda. Ijtimoiy soha yo'nalishlari yoki meditsinada ko'proq qo'llaniladigan bu kabi yondashuvlarda raqamlarga oid aniq talablar qo'yilmasligi mumkin, va shunga bog'liq ravishda da'vo qilinayotgan ma'lumotlarning to'g'riligini asoslash yuqoridagi kabi izohlarga muhtoj.

Respondentlar soni katta raqamni tashkil etgan holatlarda, ularni foiz ko'rsatkichlarda ifodalash osonroq bo'lishini ayrim misollarda ko'rdik. Bu raqamlar ikki yoki 3 xonali sonlardan iborat bo'lsa, aniqlikni to'g'ri ifodalash *'shuncha...dan shuncha'* ko'rinishida ifodalash tavsiya qilinmoqda.

Surveys and interviews: Reporting proportions

Over half of those surveyed reported that ...

A minority of participants (17%) indicated that ...

70% of those who were interviewed indicated that

Almost two-thirds of the participants (64%) said that

The majority of those who responded to this item felt that ...

When asked whether ..., **90% of the respondents** reported that ...

Just over half of those who answered this question reported that ...

In response to Question 1, **most of those surveyed** indicated that ...

When the participants were asked, **the majority** commented that ...

Of the 148 patients who completed the questionnaire, **just over half** indicated that ...

Qismlarga oid ma'lumotlarning xabarini berishga taalluqli ma'lumotlar alohida mavzu sifatida tushuntirilmogda. Bu kabi ma'nolarda qo'llash mumkin kalit ifodalar 'majority', 'minority', 'half of', '(just) over half of', 'most of' kabilar yoki aniq raqamlarda ifodalangan foiz ko'rsatkichlar bo'lishi mumkinligini ko'rib turibmiz (qism/nisbat/fraksiyalarga oid boshqa kalit ifodalar uchun **Describing fractions** mavzusiga qarang).

Raqamli ma'lumotlarni ketma-ket taqdim etish o'quvchi tomonidan ma'lumotning o'zlashtirilishiga qiyinchilik tug'dirishi va boshqa tomondan qiziqishning pasayishiga sabab bo'lishi mumkin. Shu jihatlarni hisobga olganda, olingan natijaning raqam ko'rsatkichlariga mos tushadigan ifodalardan foydalanish va zarur deb topilganda aniq raqamlarda qavs ichida berib ketish o'qish va eslab qolish uchun qulaylik tug'diradi. Bu kabi fraksiyalarga aloqador atamalardan foydalanish strukturalarning qaytalishini ham oldini olishga xizmat qilishi mumki.

Surveys and interviews: reporting themes

Another reported problem was ...

Opinions differed as to whether ...

Concerns were expressed about ...

A number of **issues were identified** ...

A variety of **perspectives were expressed** ...

These **views surfaced** mainly **in relation to** ...

Concerns regarding X **were more widespread.**

There was a sense of X **amongst interviewees.**

Five broad **themes emerged from** the analysis.

A common **view amongst interviewees was** that ...

One **concern expressed regarding X was whether** ...

This **theme came up for example in discussions of** ...

The **themes** of X and Y **recurred** throughout the dataset.

Two divergent and often conflicting **discourses emerged** ...

Two discrete **reasons emerged** from this. First ... Second ...

Issues related to X **were not** particularly **prominent** in the interview data.

A recurrent **theme** in the interviews **was a sense** amongst interviewees that ...

So'rovnoma/interv'yularga aloqador holatlar, yoki umumiy olganda ham, mavzu haqida axborot berish masalalarini ifodalash usullari yuqoridagi misollar bilan keltirilmoqda. Bu kabi gaplar mohiyatan *tadqiqot maqolalarining Kirish* qismiga qismiga ko'proq mos keladi. **Kirish** qismida umumiylikdan xususiylikka tomon o'quvchi diqqati tortib borish jarayonida, umumiylik kasb etadigan masalalar detallarigacha tavsiflanmay, muammo atrofidagi *mavzularning* eslatilishi bilan davom etirilishi to'g'ri yo'llardan biridir.

Shuningdek yuqoridagi misollardagi kabi yondashuvlar olingan natijalarning muhokamasiga ham aloqador bo'lishi mumkin. 'Theme' so'zi *mavzu* ma'nosidan tashqari *muhokama mavzusi* ma'nosida ham qo'llaniladi. *Muhokama mavzusi* ma'nosi rakursidan qaralganda, keltirilgan namunalar *ijtimoiy soha yo'nalishlarining o'zigagina taalluqlidek* taasurot qoldiradi.

Namunalardagi umumiylikka asoslanilsa, *muhokama mavzusining* mohiyatini yetkazishda aniq-tiniq ifodalash va bu gaplardan keyin keladigan ma'noga to'g'ri bog'lanishni ta'minlash asosiy masalalardan ekanligi anglash mumkin.

Surveys and interviews: Reporting participants' views

It was suggested that ...

One **interviewee argued that ...**

There were some suggestions that ...

In all cases, **the informants reported that ...**

In their accounts of the events **surrounding ...**

There were some negative comments about ...

The participants on the whole demonstrated ...

Some felt that ... , while others considered that ...

Some interviewees argued that ... , while others ...

This view was echoed by another informant who ..

Whilst a minority mentioned that..., all agreed that...

Only **a small number of respondents indicated that ...**

A small number of those interviewed suggested that

For a small number of participants X was the reason for ...

The majority of participants agreed with the statement that ...

When asked about X, **the participants were unanimous in the view that ...**

So'rovnomma va interv'yularda qatnashgan ishtirokchilarning qarashlarini izohlashga oid misollar alohida mavzu sifatida ko'rsatib berilmoqda. Bu ma'noda qo'llash mumkin bo'lgan fe'llar *'suggest', 'comment', 'indicate', 'agree'* kabilar ekanligi uqtirilmoqda. *Biror kim yoki biror nimaga rozilikni* ifodalash *'agree with'* bilan, *uzun ko'rinishli, alohida fe'l qatnashadigan gap bo'lagiga nisbatan rozilikni* tasvirlash esa *'agree that'* bilan amalga oshirish yuqoridagi ikkita misolda uqtirilmoqda.

Surveys and interviews: Introducing excerpts

As one interviewee said: '...'

As one interviewee put it: '...'

One informant reported that ...

The comment below illustrates ...

One participant commented: '...'

For example, **one interviewee said: '...'**

In one case, **the participant thought that ...**

Another interviewee, when asked ..., said: '...'

Other responses to this question included: '...'

Another interviewee alluded to the notion of ...

Talking about this issue an interviewee said: '...'

Commenting on X, **one of the interviewees said ...**

One individual stated that ‘...’. And another commented ‘...’

O‘zbek tiliga ko‘chirma, parcha sifatida tarjima qilinuvchi ‘excerpt’ ni qanday ifodalash mumkinligi yuqoridagi misollar bilan keltirilmoqda. Bunda ikki xil usul mavjudligini payqashimiz mumkin. Birinchi usulda, **‘said’, ‘commented’, ‘reported’** kabi fe‘llardan song **‘colon’** (ikki nuqta) qo‘yiladi hamda **‘quotes’** bilan aynan nima deyilganidan parcha keltiriladi. Ikkinchi usulda esa qo‘llanilgan fe‘llardan so‘ng **‘that’** bog‘lovchisi orqali parchaning ma‘nosi moslashtirilib yoki o‘zlashtirilib yoziladi. Misol uchun.

Birinchi usul. An interviewee **said: ‘I do not like being interviewed’.**

Ikkinchi usul. An interviewee **said that he does not like being interviewed.**

Transition: moving to the next result

If we now **turn to ...**

...ga o‘tadigan bo‘lsak

A comparison of the two results reveals ...

Ikki natijaning solishtirilishi ...namoyon qiladi.

Turning now to the experimental evidence on ...

...dagi eksperimental guvohlikni hisobga olgan holda

Comparing the two results, it can be seen that ...

Ikki natijani solishtirsak, ...ni ko‘rishimiz mumkin.

The next section of the survey was concerned with ...

Tadqiqotning keying bo‘limi ...ga taalluqli

In the final part of the survey, respondents were asked ...

So‘rovnomaning so‘nggi qismida, respondentlar ... haqida so‘ralishdi.

Natijalarni sharhlash jarayonida bir natijaning muhokamasidan boshqa natijaga o‘tish holatlarida qo‘llanshi mumkin bo‘lgan ifodalar kichik bir mavzu sifatida ko‘rsatib berilmoqda. Bunda **‘turn(ing) to’** dan foydalangan holda yoki keyingi bo‘lim, qismlarga talluqli ma‘nolalar bilan amalga oshirish mumkinligiga ishora qilinmoqda.

Summarising the results section

These results suggest that ...

Ushbu natijalar ...ni taxmin qiladi

Overall, these results indicate that

Umumiy olganda, bu natijalar ...ni ko‘rsatadi.

In summary, these results show that ...

Qisqacha bayon qilganda, ushbu natijalar ...ni ko‘rsatadi

In summary, for the informants in this study, ...

Ushbu o‘rganishda ishtirok etgan informatorlar qisqacha bayon qilganda, ...

Together these results provide important insights into ...

Bu natijalar birgalikda ...ga kirish uchun muhim tushuncha bilan ta'minlaydi.

Taken together, these results suggest that there is an association between ...

Bu natijalar birgalikda ...o'rtasida aloqadorlik borligini taxmin qiladi.

The results in this chapter indicate that ...

Ushbu bobda berilgan natijalar ...ekanligini ko'rsatadi.

The next chapter, therefore, moves on to discuss the ...

Shundan kelib chiqib, keying bobda ... muhokama qilinadi.

Natijalar bo'limining qisqacha bayoni/xulosasi/rezyumesini qanday boshlash mumkinligi yuqoridagi misollar tushuntirilmoqda. *Umumiy olganda ma'nosini* beruvchi **'overall', 'in summary', 'taken together'** kabi kalit soz'lardan foydalanish gapni biror bo'limdagi *Summary* haqida borayotganiga ishora qiladi. *Summary* da qo'llanilishi mumkin bo'lgan fe'llar 'show/indicate/demonstrate' dan tashqari **'provide'** (ta'minlamoq) yoki **'suggest'** (taxmin qilmoq) kabilar bo'lishi mumkinligi ko'rsatib berilmoqda.

Biror ilmiy natijaga yoki asosga suyangan holda taxmin qilishda **'suggest'**, aksincha bo'lsa **'assume'** dan foydalanishlik haqida avvalroq fikrlashgan edik.

Discussing Findings

The term 'discussion' has a variety of meanings in English. In academic writing, however, it usually refers to two types of activity: a) considering both sides of an issue, or question before reaching a conclusion; b) considering the results of research and the implications of these. Discussion sections in dissertations and research articles are probably the most complex sections in terms of their elements. They normally centre around a 'statement of result' or an important 'finding'. As there is usually more than one result, discussion sections are often structured into a series of discussion cycles. The most common elements in these cycles, and some of the language that is typically associated with them, are listed below. Note that when offering explanations and suggesting implications, the language used is very tentative or cautious (refer to the section entitled *Being Cautious*).

"Muhokama" atamasi ingliz tilida turli ma'nolarni bildiradi. Ammo akademik yozishda, odatda, faoliyatning ikki turini nazarda tutadi: a) xulosaga kelishdan oldin masalaning yoki savolning ikkala tomonini ko'rib chiqish; b) tadqiqotlar natijalari va ularning aloqadorligini hisobga olish. Dissertatsiyalar va ilmiy maqolalardagi *Discussion* bo'limlari, ehtimol, tarkibiy qismlari jihatidan eng murakkab bo'limlardir. Odatda bu bo'limlar *'natijalar tasdig'i'* yoki *muhim 'natijalar'* atrofida markazlashadi. Natijalar, odatda, birdan ortiq bo'lganligi sababli, munozara bo'limlari ko'pincha bir necha *muhoqama tsikllariga* bo'linadi. Ushbu tsikllarda eng ko'p uchraydigan tarkibiy qismlar va ularning yozilish (til) uslubi bilan bog'liq bo'lgan ba'zi jihatlar quyida keltirilgan. E'tibor bering, tushuntirishlar va ta'sirlarni taklif qilishda ishlatiladigan til uslubi tajribaga asoslangan yoki ehtiyotkor bo'ladi (*Being Cautious* bo'limiga qarang).

Providing background information: reference to literature

Several reports have shown that ...

As mentioned in the literature review, ...

Prior studies that have **noted the importance of ...**

Very little was found in the literature on the question of ...

Previous studies evaluating X observed inconsistent results on whether ...

A strong relationship between X and Y has been reported in the literature.

In reviewing the literature, no data was found on the association between X and Y.

Foydalanilgan adabiyotlardagi ma'lumotlarni tasvirlashda qo'llash mumkin bo'lgan umumiy strukturalar *axborotning kelib chiqish tarixi* mavzusi sifatida alohida misollar bilan qayta tushuntirilmoqda. Yuqoridagi misollarda *'showed/have shown', 'mentioned', 'noted', 'found', 'observed', 'reported'* fe'llaridan foydalanish mumkinligi ko'rsatib o'tilmoqda. Albatta mutaxassilik doirasiga bo'g'liq ravishda kontekstga eng muvofiq tushuvchi atamadan/fe'ldan foydalanish eng to'g'ri yo'l bo'ladi. Ya'ni raqamli eksperimental natija olingan holatlarda, misol tariqasida, 'observed' dan foydalanish unchalik to'g'ri bo'lmasligi mumkin. Chunki *kuzatishdi* yoki *kuzatildidan* ko'ra *'found', 'reported', 'determined', 'demonstrated'* to'g'riroq va ayni damda umumiyroq atama bo'ladi.

Avvalgi ishlarga ishora qiluvchi kalit ifodalar sifatida *'several reports', 'previous studied', 'prior studies'* yoki *'in literature'* kabilardan foydalanish mumkinligi tavsiya qilinmoqda. *'(In) reviewing literature'* dan mavzuga oid adabiyotlar tahlili natijasiga aloqador xulosa/bayonotlarni ifodalashda foydalanish to'g'riroq bo'ladi.

Providing background information: reference to the question

The third **question in this research was ...**

An initial objective of the project was to identify ...

The first **question in this study sought to** determine ...

It was hypothesised that participants with a history of ...

The present study was designed to determine the effect of ...

With respect to the first research question, it was found that ...

This study set out with the aim of assessing the importance of X in ...

Muammoning kelib chiqish tarixiga oid masalalarda, savolning/muammoning tag zamirini ifodalash qanday amalga oshirilishi mukinligi yuqoridagi misollar bilan tushuntirilib berilmoqda. Bundan, demak, *'the first/second/third question'* ifodasi yozuv ko'rinishida (*the 1st/2nd/3rd question kabi emas*) berilishi to'g'ri yo'l bolishligini ko'rib turibmiz. *'The (current) study was designed', 'it was hypothesized', 'with/in respect to the X question', 'the study set out with the aim'* kabilardan tadqiqot muammosi haqida o'quvchida tasavvur paydo qilingandan so'ng foydalangan ma'qulroq, yoki ushbu ifodalardan keyin muammoning kelib chiqishiga oid tushuntirish berib ketilishi maqsadga muvofiq bo'ladi.

Restating the result or one of several results

One interesting finding is ...

The current study found that ...

Another important finding was that ...

The most interesting finding was that ...

In this study, Xs were found to cause ...

The results of this study show/indicate that ...

On the question of X, this study found that ...

This experiment did not detect any evidence for ...

The most important clinically relevant finding was ...

X provided the largest set of significant clusters of ...

It is interesting to note that in all seven cases of this study ...

The most obvious finding to emerge from the analysis is that ...

In the current study, comparing X with Y showed that the mean degree of ...

The results of this study did not show that .../did not show any significant increase in ...

Biror natija haqida qayta xabar berishga oid misollar alohida mavzu sifatida o'rgatilmogda. Qayta xabar berishdan *maqsad natijalarni batafsilroq yoki boshqa rakursdan tushuntirish* bo'lishi mumkin. Bunda, demak, natijaning muhimligiga muhokama qilinayotgan kichik mavzu yoki abzatsga bo'g'liqlik nuqtai-nazaridan yondashish kabi jihatlar sabab bo'lishi mumkin. Natija(lar)ning ahamiyatiga oq'uvchining diqqatini tortish uchun *'interesting', 'important', 'significant'* kabi sifatlardan hamda *'find', 'show', 'emerge', 'cause', 'detect', provide* kabi fe'llardan foydalanish imkoniyati ko'rsatib berilmoqda. Qaysidir natijaga qayta murojaat qilishda albatta uning muhim jihati ifodalanishi shart. Aks holda o'quvchida qo'lyozma sifatiga nisbatan salbiy qarash paydo bo'lishi mumkin.

Indicating an unexpected outcome

Surprisingly, X was found to

What is surprising is that

One unanticipated finding was that

Surprisingly, no differences were found in

This finding was unexpected and suggests that

It is somewhat surprising that no X was noted in this condition

Contrary to expectations, this study did not find a significant difference between

However, **the observed difference between X and Y in this study was not significant.**

However, the ANOVA (one way) showed that these **results were not statistically significant.**

Kutilmagan natijalarni yoritish alohida mavzu sifatida berilmoqda. Buning ahamiyati shundan iboratki, kutilmagan natijaga o'quvchining diqqati tortiladi va ehtimoliy sabablarini muhokama qilishga bog'lab ketiladi. Kutilmagan natijani shunchaki e'tibordan chetda qoldirish o'quvchida nafaqat kutilmagan natijaning o'ziga, balki boshqa natijalarga nisbatan ham ishonchsizlik paydo qilishi mumkin. Shuni hisobga olgan holda, kutilmagan natijalarni bitta gap bilan bo'lsada, qisqa qilib tushuntirib o'tishga harakat qilish kerak.

Bu ma'noda qo'llash mumkin bo'lgan kalit ifodalar *'surprising(ly)'*, *'contrary to expectation'*, *'significant(ly)'*, *'unanticipated'*, *'unexpected'* kabilar ekanligini bildik. Ushbu ifodalardan foydalanib o'quvchi diqqati qaratilgandan keyin, shunga loyiq ehtimoliy sabab bilan fikrni davom ettirish qo'lyozma sifatining yaxshilanishiga sabab bo'ladi.

Surprising – ajablanarli, hayratlanarli, kutilmagan

Significant – ahamiyatli

Unexpected – kutilmagan (expect – kutmoq, ya'ni biror nima sodir bo'lishini)

Unanticipated – kutilmagan (anticipate – kutmoq; sezmoq; oldindan kutmoq)

Contrary to expectation – kutilganlarga zid ravishda

Comparing the result: supporting previous findings

This study confirms that X is associated with ...

This finding was also reported by Smith *et al.* (1989).

This finding is consistent with that of Smith (2000) who ...

Comparison of the findings with those of other studies **confirms** ...

This also accords with our earlier observations, which showed that ...

These results reflect those of Smith *et al.* (1992) **who also found** that ...

Increased activation in the X in this study corroborates these earlier findings.

These results corroborate the findings of a great deal of the previous work in ...

This finding broadly supports the work of other studies in this area linking X with Y.

In accordance with the present results, previous studies have demonstrated that ...

It is encouraging to compare this figure with that found by Jones (1993) who found that ...

Consistent with the literature, this research found that participants who reported using X also

...

This study supports evidence from previous observations (e.g. Smith, 2006; Jones *et al.*, 2011).

There are similarities between the attitudes expressed by X in this study and those described by

...

O'rganilgan tadqiqot ishi yoki undagi ma'lumotlar bilan avvalgi natijalarni *qo'llab-quvvatlash ishi* qanday amalga oshirilishi mumkinligi yuqoridagi misollar bilan ko'rsatib berilmoqda. *Qo'llab-quvvatlash ma'nosida* *'confirm'*, *'also reported'*, *'be consistent'*, *'accord'*, *'reflect those that found by'*, *'corroborate'*, *'support'*, *'(be) in accordance'*, *'encourage'*, *'consistent with'*, *'similarities*

between’ ifodalaridan foydalanish imkoniyati bilan tanishib chiqdik. Ushbu ifodalar biz tomonimizdan olingan natijalarning ishonchli ekanligiga o’quvchini undovchi vositalardan biri ekanligini yodda saqlagan holda, *qo’llab quvvatlash* ma’nosiga eng muvofiq tushuvchi ifodadan foydalanishga harakat qilishimiz kerak. Ya’ni bo’g’liqlik darajasi yuqori bo’lmagan holatlarga nisbatan *‘confirm’, ‘corroborate’, ‘support’* kabi fe’llardan ko’ra *‘be in consistent’, ‘seem to be consistent’, ‘similarities between’* kabi ifodalardan foydalangan ma’qulroq. Qo’llab-quvvatlash ma’nosida ishlatilishi mumkin bo’lgan boshqa ifodalar quyidagi jadvalda tugallanmagan gap ko’rinishlarida keltirilgan.

These results	<p>further support the idea of ...</p> <p>confirm the association between ...</p> <p>are consistent with data obtained in ...</p> <p>match those observed in earlier studies.</p> <p>are in line with those of previous studies.</p> <p>are in agreement with those obtained by ...</p> <p>are in accord with recent studies indicating that ...</p> <p>seem to be consistent with other research which found ...</p> <p>are consistent with those of Smith and Jones (2015) who ...</p> <p>are in agreement with Smith’s (1999) findings which showed ...</p> <p>support previous research into this brain area which links X and Y.</p> <p>corroborate the ideas of Smith and Jones (2008), who suggested that ...</p>
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Comparing the result: contradicting previous findings

This study has been unable to demonstrate that ...

However, this result has not previously been described.

This outcome is contrary to that of Smith et al. (2001) **who found** ...

This finding is contrary to previous studies which have suggested that ...

In contrast to earlier findings, however, no evidence of X was detected.

The yields in this investigation were higher compared to those of other studies.

However, the findings of the current study do not support the previous research.

Smith et al. (1999) showed that ... **This differs from the findings presented here ...**

The overall level was found to be 15%, lower than that of previously reported levels.

It has been suggested that ... (Smith et al., 2002). **This does not appear to be the case.**

The levels observed in this investigation are far below those observed by Smith *et al.* (2007).

These results differ from X’s 2003 estimate of Y, **but they are broadly consistent with** earlier

...

Tadqiqot ishida olingan natijalar avvalgi natijalarga zid kelsa, ularni qanday izohlash mumkinligi yuqoridagi misollar bilan tushuntirilib berilmoqda. Zid kelish darajasi yuqori bo’lganda *‘be contrary to’, ‘in contrast to’, ‘be far from’, ‘no evidence ...was found’* kabi ifodalardan foydalanish mumkinligini anglash mumkin. Farq juda yuqori darajada bo’lamagan holatlarda esa,

'... do not support...', 'be not consistent', 'be higher/lower', 'not appear to be the case' kabi ifodalardan foydalanish mo'tadillikni yuzaga keltiradi.

Tadqiqot maqolalarida bir necha omillar o'rganilib, *olingan natijalar ko'p sondagi raqamlarni tashkil qilishi nuqtai-nazaridan* zid kelish yoki muvofiq kelmaslik darajalari markaziy ahamiyatga molik natijaga asoslanilsa, xulosa qilishga to'g'riroq yo'l bolishi mumkin. Aytaylik A, B va C omillar bo'yicha olingan natijalar avvalgilariga solishtirilganda, markaziy natija – A da katta farq kuzatilsa hamda B va C natijalarda sezilarli farq kuzatilmasa, '**results are not consistent**' yo'lini tutish noto'g'ri bo'lmaydi. A ga qo'shimcha ravishda, natijalardagi farqlar B va C omillarning birida yoki ikkisida ham kuzatilsa, u holda '**in contrast to**' yoki '**be contrary to**' ifodalaridan foydalanish to'g'ri xulosa sifatida qabul qilinishi ehtomoli yuqori.

Offering an explanation for the findings

A possible explanation for this might be that ...

Another possible explanation for this is that ...

This result may be explained by the fact that ...

There are, however, other possible explanations.

These relationships may partly be explained by ...

There are several possible explanations for this result.

A possible explanation for these results may be the lack of adequate ...

These differences can be explained in part by the proximity of X and Y.

These factors may explain the relatively good correlation between X and Y.

This inconsistency may be due to ...

These results are likely to be related to ...

This discrepancy could be attributed to ...

It seems possible that these results are due to ...

This rather contradictory result may be due to ...

The observed increase in X could be attributed to ...

It is difficult to explain this result, **but it might be related to** ...

The possible interference of X cannot be ruled out.

It may be that these participants benefitted from ...

Differences between X and Y may have influenced ...

These possible sources of error could have affected ...

There are two likely causes for the differences between ...

The reason for this is not clear but it may have something to do with ...

The observed correlation between X and Y might be explained in this way: ...

Since this difference has not been found elsewhere it is probably not due to ...

(Olingan) natijalarga tushuntirish berish eng ko'p qo'llaniluvchi va yuqori ahamiyatga ega ifodalardan biridir. Olingan natijalar jadval yoki rasm ko'rinishida keltirilgan bo'lsa, ularga uchta tadqiqotchi tomonidan bir-biridan keskin farq qiliuvchi uch xil tushuntirish berilishi mumkin.

Demak, olgan natijalarimizga to'g'ri tushuntirish berishimiz o'quvchi tomonidan kutiladi va bizning ilmiy yondashishimiz bu bilan baholanadi. Mavzuga oid yondashuvlar turlicha ekanligini yuqoridagi misollarda ko'rib turibmiz. Biroz umumiylik kasb etgan jihatlar *'possible explanation', 'may be explained', 'it seems possible'* atrofida qurilishi imkoniyatidir. *'Possible'* ma'no jihatidan ehtimollikka emas balki (sodir bo'lish) imkoniyatga yaqinroq.

Yuqorida keltirilgan misollarda farq yoki muvofiqliklarga nisbatan *'might be related', 'might be due to', 'might be explained', 'is probably (not) due to'* qo'llanilganini ko'rib turibmiz. Ushbu ifodalarda ehtimollik yuqoriroq darajada. *'Could be attributed', 'could have (been) affected', 'can (not) be ruled out'* da esa ehtimollik emas imkoniyat darajasini aks ettiradi.

Advising cautious interpretation of the findings

Another source of uncertainty is ...

A note of **caution is due here since ...**

These **findings may be somewhat limited by ...**

These **findings cannot be extrapolated to all** patients.

These **data must be interpreted with caution because ...**

It could be argued that the positive results were due to ...

These **results therefore need to be interpreted with caution.**

In observational studies, **there is a potential for bias from ...**

It is important to **bear in mind the possible bias in** these responses.

Although exclusion of X did not ..., these **results should be interpreted with caution.**

However, with a small sample size, **caution must be applied**, as the findings might not be ...

Olingan natijalarni ehtiyotkorlik bilan interpretatsiya qilish yuqoridagi misollar bilan ko'rsatib berilmoqda. Ehtiyotkorlikning zarurati haqida shu mavzuga bir necha o'rinlarda fikrlashdik. Shu ma'lumotlarga qo'shimcha ravishda ba'zi jihatlar haqida. Yuqoridagi misollardan ko'rib turibmizki ehtiyotkorlik yo'lini tutishga bir necha sabablar bo'lishi mumkin. Shulardan biri *extrapolyatsiya*. Xusisiylikdan umumiylikka da'vo qilishda, ekstrapolyatsiya nuqtai nazaridan, qilayotgan xulosamiz to'g'ri yoki noto'g'ri bo'lishi mumkin. Buni to'liq aniqlashning imkoni bo'lmasligi interpretatsiya (tushuntirish yo'li) da ehtiyotkorlikka ergashishimiz zarurati kelib chiqadi.

Ehtiyotkorlik yo'lini tutishga sabab bo'luvchi omillar va shunga muvofiq qo'llaniluvchi ifodalar *'uncertainty', 'be limited by', 'not be extrapolated to', 'could be argued', 'potential bias', 'possible bias'* lardan iborat ekanligini yuqoridagi misollarda ko'rib turibmiz. Demak *noaniqlik, biror sababga ko'ra cheklanganlik, ekstrapolyatsiyalanmaslik, tortishuvli (mavzu) bo'lish va og'ish yoki qiyshashish* kabi jihatlar ehtiyotkorlik yo'lini tutishga sabab bo'luvchi umumiy omillardir.

Sohamizga oid ilmiy maqolalar bilan tanishish davomida *'caution'* va *'cautious interpretation'* ga sabab bo'luvchi boshqa omillarni ham tushunib borishimiz hamda o'z qo'lyozmalarimizni tayyorlash davomida ulardan foydalanimiz yozish malakamizning oshishiga olib keladi.

Suggesting general hypotheses

It is possible, therefore, **that** ...

It can thus be suggested that ...

In general, therefore, **it seems that** ...

It may be the case therefore **that** these variations ...

It is therefore **likely that** such connections exist between ...

It is possible to hypothesise that these conditions are less **likely to** occur in ...

These findings suggest that ...

According to these data, we can infer that ...

This **observation may support the hypothesis that** ...

Hence, **it could conceivably be hypothesised that** ...

The value of X **suggests that a weak link may exist between** ...

These **results provide further support for the hypothesis that** ...

Therefore, X **could be a major factor**, if not the only one, causing ...

Gipoteza/faraz ma'nolarini beruvchi '*hypothesis*' (plural '*hypotheses*') ga [Google](#) tomonidan '*a supposition or proposed explanation made on the basis of limited evidence as a starting point for further investigation*' ma'nosi berilmogda. Ya'ni, **gipoteza cheklangan ma'lumotga tayanish bilan taxmin qilinadigan tushuntirish yo'li** ekanligi anglashilmogda. Gipoteza ham ilmiy bilishning tarkibiy qismlaridan biri ekanligi nuqtai nazaridan yondashganda, tadqiqot maqolalarida ularni yoritib ketish ham normal qabul qilinadi.

Gipotezani tasvirlashda qo'llash mumkin bo'lgan umumiy ifodalar '*possible that*', '*suggested that*', '*likely to/that*', '*infer*', '*could be a major*' kabilar ekanligini yuqoridagi misollar bilan ko'rib turibmiz. Gipoteza o'zagini qo'llash orqali esa '*hypothesize*', '*be hypothesized*', '*support the hypothesis*' kabi ifodalardan foydalanish yanada umumiyroq bo'lgan imkoniyatlarni beradi.

Nafaqat olingan natija (*data/findings*) balki kuzatishlar (*observartion*) ham fikrlarni gipoteza shaklida ifodalashga asos bo'lishi mumkinligini yuqoridagi misollar tushuntirib turibdi. Gipoteza *shunchaki taxmindan ancha jiddiy hisoblanadigan* atamadir. Bu atama bir necha variatsiyalar orasidagi aloqadorlikni aks ettirishi kerak. Shuning uchun '*we hypothesize*', '*our results hypothesize*' kabi ifodalarni yozishdan avval malakali olimlar bilan maslahatlashganingiz ma'qul.

Noting implications of the findings

It can therefore be assumed that the ...

An implication of this is the possibility that ...

The present study raises the possibility that ...

One of the **issues that emerges from these findings** is ...

Some of the **issues emerging from this finding relate specifically to** ...

These **findings may help us to** understand ...

This **finding, while preliminary, suggests that**

This **finding has important implications for developing** ...

This **observational study suggests that** a diet rich in X **may** help prevent ...

These **findings raise intriguing questions regarding** the nature and extent of ...

This **combination of findings provides some support for** the conceptual premise that ...

Olingan natijalarning ma'nosiga ahamiyat qaratish qanday ifodalanishi yuqoridagi misollar bilan keltirilmoqda. Yuqoridagi misollarni alohida mavzu sifatida jamlashning ehtimoliy sababaridan biri bu, *natijalar nimani anglatishini tushuntirish orqali* ishning ilmiy ahamiyatiga oq'uvchining ko'proq diqqatini jalb qilishdan iborat. O'quvchining diqqatini/ahamiyatini qaratish '**raise the possibility**', '**emerge from these findings**', '**findings may help to**', '**finding/study suggests**', '**findings raise question regarding**', '**findings provide support**', '**finding relate to**' kabi ifodalar orqali amalga oshirish mumkinligi ko'rsatib berilmoqda.

Yuqoridagi kabi ifodalarni o'z qo'lyozmalarimizda yuzaga keltirish uchun, albatta, yozganlarimizga qayta-qayta tanqidiy yondashishga, *nazardan chetda qolgan jihatlarga ko'proq e'tibor berish malakasini o'zimizda shakllantirishga* harakat qilib borishimiz kerak. Yuqoridagi ifodalar **Results**, **Results and Discussion** yoki **Conclusion** bo'limlariga ko'proq mos tushadi. Bu kabi ifodalarni qo'llashimiz o'quvchi tomonidan avvalga natijalarga qayta murojaat qilish holatining oldini olishi mumkin.

Commenting on the findings

These findings are **rather disappointing**.

However, these results were **not very encouraging**.

The test was **successful as it was able to identify** students who ...

The present **results are significant in at least two major respects**.

The **results** of this study **do not explain** the occurrence of these adverse events.

These **findings will doubtless be much scrutinised**, but there are some immediately dependable conclusions for ...

Olingan natijalarga izoh berishga misollar alohida mavzu sifatida jamlanib turshuntirilmoqda. Natijalarga nisbatan munosabat turlicha bo'lishi e'tiboridan, '**disappointing**' (*xafa qiladigan, ko'ngil to'lmaydigan*), '**encouraging**' (*ruhlantiradigan*), '**scrutinised**' (*sinchkovlik bilan tekshirilgan*), '**successful**' (*muvaffaqiyatli, omadli*), '**significant**' (*sezilarli, ahamiyatli*) kabi sifatlar namuna sifatida ko'rsatib berilmoqda. '*Disappointing*', '*encouraging*', '*scrutinised*', '*successful*' kabi sifatlar ijtimoiy sohaga oid maqolalarga mohiyatan yaqinroq. *Science* yo'nalishidagi maqolalarda yuqoridagi ifodalardan '**results are significant**' va '**results ... do not explain**' ikkisini qo'llash mumkin.

Biror bir natijaga izoh berishdan avval, nima deyishning aniq maqsadini belgilab oling. Siz bermoqchi bo'lgan izoh o'quvchining diqqatini tortishga arzigulik bo'lishiga ishonch hosil qiling.

Giving suggestions for future work

This is an important issue for future research.
Research questions that could be asked include ...
There are still many unanswered questions about ...
Several questions remain unanswered at present.
Despite these promising results, questions remain.
Further work is required to establish the viability of...
Further research should be undertaken to investigate the ...
There is abundant room for further progress in determining ...
A further study with more focus on X is therefore suggested.
Future studies on the current topic are therefore recommended.
To develop a full picture of X, additional studies will be needed that ...
In future investigations, it might be possible to use a different X in which ...
Further studies, which take these variables into account, will need to be undertaken.

Kelajakdagi bajarilishi rejalashtirilgan ishlar qanday ifodalanishi alohida mavzu sifatida ko'rsatib berilmoqda. **'Suggestion'** bu yerda **'proposal'** ga sinonim ma'noda qo'llanilmoqda. Kelajakda o'rganilishi rejalashtirilgan ishlarni demak, **'suggested', 'recommended', 'be undertaken', 'be needed', 'need to be undertaken'** kabilar bilan ifodalash, yoki **'important issue for future research', 'questions that could be asked', 'there are unanswered questions', 'additional/further studies'** kabi ma'nolarga ishora qilib ketish orqali tasvirlash mumkin.

Writing Conclusions

Conclusions are shorter sections of academic texts which usually serve two functions. The first is to summarise and bring together the main areas covered in the writing, which might be called 'looking back'; and the second is to give a final comment or judgement on this. The final comment may also include making suggestions for improvement and speculating on future directions.

Xulosalar akademik tekstlarning qisqa bo'limlari bo'lib, ular odatda ikkita vazifani bajaradi. Birinchisi, "ortga qarash" deb nomlanishi mumkin bo'lgan, tekstda asosiy yo'nalishlarni umumlashtirish va birlashtirish; ikkinchisi - bu haqida yakuniy sharh yoki mulohazani ifodalash. Yakuniy sharh shuningdek takomillashtirish bo'yicha takliflar kiritishni va kelajakdagi yo'nalishlar to'g'risida fikr yuritishni o'z ichiga olishi mumkin.

In dissertations and research papers, conclusions tend to be more complex and will also include sections on the significance of the findings and recommendations for future work. Conclusions may be optional in research articles where consolidation of the study and general implications are covered in the Discussion section. However, they are usually expected in dissertations and essays.

*Dissertatsiyalar va tadqiqot ishlarida xulosalar murakkabroq bo'lib, natijalarning ahamiyati hamda kelgusi ishlar uchun tavsiyalar bo'limlarini o'z ichiga oladi. Natijalarning konsolidatsiyatsi (mustahkamlash) va umumiy ma'nolari 'Discussion' bo'limida yoritiladigan ilmiy maqolalarda **xulosalar** ixtiyoriy bo'lishi mumkin. Ammo, ular dissertatsiyalar va insholar uchun juda muhim hisoblanadi.*

Restating the aims of the study

This **study sets out to** ...

This **paper has argued that** ...

This **essay has discussed the reasons for** ...

In this investigation, **the aim was to assess** ...

The aim of the present research was to examine ...

The purpose of the current study was to determine ...

The main goal of the current study was to determine ...

This project was undertaken to design ... **and** evaluate ...

The present study was designed to determine the effect of ...

The second aim of this study was to investigate the effects of ...

Ishning maqsadini qaytadan o'quvchiga eslatishni zamonaviy tadqiqot maqolalarida zaruriy deb hisoblash mumkin. Chunki zamonaviy o'quvchi katta hajmdagi ilmiy ma'lumotlar bilan tanishib chiqish, ularni hazm qilish, yetkazish ishlari bilan band bo'lib qo'ladi. Bu masalada o'quvchiga yengillik yaratish maqsadida, bo'limlar boshida yoki zarur deb hisoblangan joylarda ishning maqsadini (yana bir bor) eslatib ketiladi. Yuqoridagi misollarda maqsad ma'nosini ifodalash uchun

'aim', 'purpose', 'goal' so'zlarining barchasidan foydalanish mumkin ekanligi anglashiladi. Maqsadni ifodalash uchun qo'llash mumkin bo'lgan fe'llar esa **'be undertaken', 'be designed', 'to determine', 'to examine'** kabilar ekanligini ko'rib turibmiz. Avvalgi mavzularda 'aim' fe'l sifatida ham qo'llanilishi mumkinligini ko'rgan edik. Misol uchun 'determining X was aimed' kabi. Ko'p ma'noli ifodalardan biri bo'lgan **'set out'** ning ma'nolaridan biri **'intend', 'plan', 'design', 'purpose'** ifodalariga sinonim ekanligidir. Ya'ni **'set out to ...'** ... *ni maqsad qiladi* ma'nosiga dalolat qiladi.

Summarising main research findings

This **study has identified** ...

This **study has shown** that ...

The research has also shown that ...

The second major finding was that ...

These **experiments confirmed that** ...

X made no significant difference to ...

This **study has found that** generally ...

The investigation of X has shown that ...

The results of this investigation show that ...

X, Y and Z **emerged as reliable predictors of** ...

Multiple regression analysis revealed that the ...

The most obvious finding to emerge from this study is that ...

The relevance of X is clearly supported by the current findings.

One of the more **significant findings to emerge from this study is** that ...

Tadqiqot ishlaridagi asosiy natijalarni umumlashtirish ishlari qanday bajarilishi yuqoridagi misollar bizga ko'rsatib berilmoqda. Bu maqsadda qo'llanilishi mumkin bo'lgan fe'llar **'identify', 'show', '(finding) be', 'confirm', 'make (difference)', 'find', 'emerge', 'reveal', 'support'** kabilar ekanligida misollar bilan tushuntirib berildi. 'Generally' dan foydalanib umumlashtirish ma'nosini nazarda tutish anglashilmoqda. Umumlashtirish ishlarini **'the first/the second major finding'** kabi ifodalardan foydalanib bir necha qismlarga bo'lib ham ifodalash imkoniyati eslatib o'tilmoqda. **'The most obvious/significant finding'** kabi ifodalar bilan eng sifati beriluvchi jihatlar/natijalarni ham yoritish imkonimiz bor. Umumlashtirish ma'nolarida *ko'rsatildi/aniqlandi/o'rganildi* kabi ifodalardan foydalanish biroz mavhumlikni yuzaga keltiradi. Ehtimol **Abstract**da aks ettiriladigan ma'noning takrorlanishiga ham sabab bo'lar. *Tasdiqlandi / qo'llab quvvatlandi / (ekanligi) yuzaga chiqdi* kabi ifodalar esa umumlashmadagi da'voning aniqligini oshiradi hamda natijalar ahamiyatining va qo'lyozma sifatining yuqoriligiga dalolat qiladi. **'Significant finding'** yoki **'significant difference'** jihatlarini aks ettirib ketish tadqiqot ishining sifati yuqori bo'lganligi hamda qo'lyozma yaxshi darajada yozilganligi haqida tasavvurga kelishga sabab bo'ladi.

Suggesting implications for the field of knowledge

In general, therefore, **it seems that** ...

The results of this study indicate that ...

These **findings suggest that in general** ...

The **findings of this study suggest that** ...

Taken together, these **results suggest that** ...

An implication of this is the possibility that ...

The evidence from this study suggests that ...

Overall, this **study strengthens the idea that** ...

The current **data highlight the importance of** ...

The **findings of this research provide insights for** ...

The **results of this research support the idea that** ...

These **data suggest that X can be achieved through** ...

The **theoretical implications of these findings are unclear**.

The **principal theoretical implication of this study is that** ...

This **study has raised important questions about the nature of** ...

The **following conclusions can be drawn from the present study** ...

Taken together, these **findings suggest a role for X in promoting Y**.

The **findings of this investigation complement those of earlier studies**.

These **findings have significant implications for the understanding of how** ...

Although this study focuses on X, the **findings may well have a bearing on** ...

Olingan natijalarning o'rganish sohasiga oid ma'no-mazmunini ifodalash/izohlash yo'llari yuqoridagi misollar bizga alohida mavzu sifatida ko'rsatib berilmoqda. *Tadqiqot natijalarida ilmiy yangilik sifatida ko'riladigan jihat unchalik ko'zga ko'rinarli bo'lmasa* (1), yoki, aytaylik *tadqiqot natijalari shunchaki informativ natijalar sifatida ko'rilsa* (2) (ya'ni ilmiy yondashuvda yangilik yo'q, yangilik faqat o'rganish obyektida qabilidagi), *auditoriyasi keng bo'lgan maqolalarda olingan natijalarni tushunish qiyinchilik tug'dirsa* (3) o'quvchi tomonidan muallifning olingan natijalarga beradigan umumiy ma'nosi kutiladi.

Bu ma'noda eng ko'p qo'llanilgan ifoda 'suggest' ekanligi nuqtai nazaridan uning ma'nosi haqida biroz chuqurroq fikrlashaylik. '**Obtained results/findings/data/evidence suggest that**' kontekstida '**suggest**' so'zi biror nima shunday ekanligini ilm ommasiga taklif etish (ya'ni boshqalar tomonidan baholanishi uchun) (1), biror nima shunday ekanligiga ishora qilish va shunga muvofiq ravishda taxmin qilish (2) ma'nolarini beradi. '**Obtained results suggest to explore X more deeply**' kabi strukturada esa maslahat bermoq/taklif qilmoq ma'nosini anglatadi (ya'ni biror ishni bajarishni).

'**Strengthen/support the idea that**', '**provide deeper understanding/insight**', '**highlight the importance/significance of**' kabilar ijobiy ma'noda eng qo'llaniluvchi ifodalardir. Ushbu umum ma'noda ko'p qo'llaniluvchi ifodalardan keyin shaxsiy fikrimizni aniq-tiniq ifoda etishimiz shart. '**conclusion can be drawn**' ifodasi bilan fan sohasi uchun natijaning ma'nosi/ahamiyati nimadan iborat ekanligini izohlab ketish imkoniyati borligi ham ko'rsatib berilmoqda.

Explaining the significance of the findings or contribution of the study

The **findings will be of interest to** ...
This **thesis has provided a deeper insight into** ...
The **findings reported here shed new light on** ...
The **study contributes to our understanding of** ...
These **results add to the rapidly expanding field of** ...
The **contribution of this study has been to confirm** ...
Before this study, **evidence of X was purely anecdotal.**
This **project is the first comprehensive investigation of** ...
The **insights gained from this study may be of assistance to** ...
This **work contributes to existing knowledge** of X by providing ...
This **is the largest study so far documenting a delayed onset of** ...
Prior to this study it was difficult to make predictions about how ...
The **analysis of X undertaken here, has extended our knowledge of** ...
The **empirical findings in this study provide a new understanding of** ...
This **paper contributes to recent historiographical debates concerning** ...
This **approach will prove useful in expanding our understanding of how** ...
This **new understanding should help to improve predictions of the impact of** ...
This **is the first report on X** from a nationally representative cohort of patients.
The **methods used for this X may be applied to** other Xs elsewhere in the world.
The X that **we have identified** therefore **assists in our understanding of the role of** ...
This **is the first study of substantial duration which examines associations between** ...
The **findings from this study make several contributions to** the current literature. First,...
These **findings contribute in several ways to our understanding of X and provide a basis for**
...

Olingan natijalarning ahamiyati yoki tadqiqot ishining hissasini ifodalashga oid misollar alohida mavzu sifatida ko'rsatib berilmoqda. Bu masalada yoritish mumkin bo'lgan jihatlar, demak, chuqurroq/to'liqroq/yangicha tushunishga xizmat qilish, bilish sohasini kengayishiga olib kelish, biror yangi yo'nalish bo'yicha birinchi o'rganish/loyiha ekanligi kabilar ekanligini yuqoridagi misollardan ko'rib turibmiz.

This study	lays the groundwork for future research into ... provides the first comprehensive assessment of ... establishes a quantitative framework for detecting ... adds to the growing body of research that indicates ... is the only empirical investigation into the impact of ...
The present study	has been one of the first attempts to thoroughly examine ... appears to be the first study to compare the experiences of ... has gone some way towards enhancing our understanding of ... has confirmed the findings of Smith et al. (2001) which found that...

Recognising the limitations of the current study

A limitation of this study is that ...

Being limited to X, this study lacks ...

The **small sample size did not allow ...**

The **major limitation of this study is** the ...

This **study was limited by the absence of ...**

X makes these findings less generalisable to ...

Thirdly, the study did not evaluate the use of ...

It is unfortunate that the **study did not include ...**

The **scope of this study was limited in terms of ...**

The **study is limited by the lack of information on ...**

The **most important limitation lies in the fact that ...**

The **main weakness of this study was the paucity of ...**

Since the study was limited to X, it was not possible to ...

An additional uncontrolled factor is the possibility that ...

It was not possible to assess X; therefore, it is unknown if ...

An issue that was not addressed in this study was whether...

The generalisability of these results is subject to certain limitations. For instance, ...

One source of weakness in this study which could have affected the measurements of X **was**

...

Tadqiqot ishidagi yetishmovchiliklar/cheklanishlar/kamchiliklarni qanday izohlab ketish yuqoridagi misollar bilan keltirilmoqda. Yuqoridagi kabi yondashuvlar muallifning shaxsiy maqolasiga nisbatan ham (1), yoki muhokama qilinayotgan maqolaga nisbatan ham amalga oshirilishi mumkin. Muallif tomonidan o'z ishidagi yetishmovchiliklarni izohlash yondashuvning ahamiyatini *Summary* yoki *Conclusion* da, natijalarni qisqa umumlashmasini taqdim etishda, to'g'ri tushuncha berish hamda kelajakdagi o'rganishlarga ishora qilib ketish bilan bog'liq bo'lishi mumkin.

Bu ma'noda qo'llash mumkin bo'lgan kalit ifodalar *'limitation'*, *'lack'*, *'limitation'*, *'weakness'* kabi otlar, *'be limited'*, *'not adressed'*, *'lack'*, *'not allow'*, *'not evaluate'*, *'not include'*, *'was not possible to assess/evaluate'* kabi fe'l va fe'l + strukturalardan iborat ekanligini yuqoridagi misollarda ko'rib turibmiz. Shuningdek *'unknown'* yoki *'unclear/not clear'* kabi sifatlardan foydalanish imkoniyati haqida o'ylab ko'rish tavsiya etilmoqda.

Yuqoridagi ikkita misolda *'whether'* yoki *'if'* bog'lovchilaridan qanday foydalanish keltirilmoqda. Ushbu ikki ifodadan birinchisi akademik yozishga mosroq deb hisoblash mumkin..

Acknowledging limitation(s) whilst stating a finding or contribution

Notwithstanding these limitations, the study suggests that ...

Ushbu cheklovlarga qaramay, tadqiqot shuni ko'rsatmoqdaki ...

Whilst this study did not confirm X, it did partially substantiate ...

Ushbu tadqiqot X ni tasdiqlamasa ham, ... ni qisman asoslab berdi ...

Despite its exploratory nature, this study offers some insight into ...

Izlanish xususiyatiga qaramay, ushbu tadqiqot ...ga nisbatan ba'zi tushunchalarni beradi.

Inspite of its limitations, the study certainly adds to our understanding of the ...

Cheklanishlariga qaramay, ushbu tadqiqot ishi bizning ... haqidagi tushunchamizga qo'chimcha ma'lumot beradi.

Notwithstanding the relatively limited sample, this work offers valuable insights into ...

Nisbatan cheklangan namuna bo'lishiga qaramay, ushbu ish ... haqidagi qimmatli ma'lumotlarni taqdim etadi.

Although the current study is based on a small sample of participants, the findings suggest

...

Ushbu tadqiqot ishtirokchilarning oz soniga asoslangan bo'lsa ham, natijalar shuni taxmin qilmoqdaki ...

Tadqiqot natijalari yoki uning hissasi haqida bayon qilish davomida undagi cheklanishlar va yetishmovchiliklarni ifodalab ketish qanday amalga oshirilishi mumkinligi yuqoridagi misollar bilan ko'rsatib berilmoqda. Bu ma'noda, demak, **'notwithstanding', 'whilst', 'inspite of', 'despite', 'although'** ifodalaridan foydalanishni yana bir bor ko'rib turibmiz.

Yuqoridagi gaplarning mohiyati shundan iboratki unda, *kamchilik* tom ma'noda kamchilik sifatida ko'rsatilmayapti, aksincha *'... kabi kamchilik bo'lsa ham, lekin'* ma'nosi aks ettirilmoqda. Yana ham optimistik yondashganda, *bu jiddiy kamchilik emas* degan ma'no bor. Bu kabi yondashuvlar o'quvchida bizning qo'lyozmamizga nisbatan ijobiy ta'assurot paydo bo'lishiga xizmat qiladi. Ya'ni bunday yondashuv bilan o'quvchini qo'lyozmaning kamchiligidan ko'ra, *X ga qo'shgan hissasi yaxshiroq ekanligiligiga yo'naltiriladi.*

Making recommendations for further research work

The **question raised by this study is ...**

The **study should be repeated using ...**

This would be a fruitful area for further work.

Several questions still remain to be answered.

A natural progression of this work is to analyse ...

More research using controlled trials is needed to ...

More broadly, research is also needed to determine ...

A further study could assess the long-term effects of ...

What is now needed is a cross-national study involving ...

Considerably more work will need to be done to determine ...

The **precise mechanism** of X in insects **remains to be elucidated.**

These **findings provide** the following **insights for future research:** ...

Large **randomised** controlled **trials could provide more definitive evidence.**

This **research has thrown up many questions in need of further investigation.**

A greater focus on X could produce interesting findings that account more for ...

The **issue of X is an intriguing one which could be usefully explored in further research.**

If the debate is to be moved forward, **a better understanding of X needs to be developed.**

I suggest that before X is introduced, **a study similar to this one should be carried out on ...**

More information on X would help us to establish a greater degree of accuracy on this matter.

Mualliflar tomonidan *kelgusida qanday ishlarni bajarish tavsiya qilinishi mumkinligiga* aloqador ifodalar alohida mavzu sifatida keltirilmoqda. Buning sababini tushunishga harakat qilaylik. Yuqorida keltirilgan misollarning ko'pchiligi tabiiy fanlar sohasiga taalluqli ekanligidan kelib chiqib yondashamiz. Biror tadqiqot ishida qanday yo'nalishda ishni davom ettirish olinadigan natijalarga bog'liq bo'ladi. Chop qilishga arzigulik ma'lumotlar, odatda, biror bir kichik qonuniyat yoki korrelyatsiyalarga asoslanadi. Bu ma'lumotlarni jamlash va maqola ko'rinishiga olib kelish jarayonida, kelgusida bajarilishi tavsiya qilinadigan yo'nalishlar shu ish mualliflari tomonidan tushuntirib beriladi. Mutaxassislar tomonidan beriladigan tavsiya yoki tavsiya ko'rinishidagi fikrlar alohida diqqat qaratiladigan jihatlarni va ishning chuqurroq ilmiy va amaliy ahamiyatini o'zida aks ettiradi. Bu ma'noda *'need (to)', 'should', 'could', 'have to', 'would'* kabi (modal) fe'llar bilan birga *'provide', 'help to establish', 'assess'* kabi fe'llardan samarali foydalanish mumkinligini ko'rib turibmiz.

Tavsiya qilishdan maqsadni ifodalovchi jihatlar *'better/deeper understanding', 'more definitive evidence'* kabilar ekanligiga ishora qilib ketilmoqda.

Advise – maslahat bermoq (fe'l). **Advice** – maslahat (har kim tomonidan berilishi mumkin)

Recommend – tavsiya bermoq. **Recommendation** – tavsiya (mutaxassis tomonidan beriladi)

Quyidagi jadvallarda ushbu mavzu bo'yicha qo'llash mumkin bo'lgan boshqa ifodalar ko'rsatib berilmoqda. Umumiy ma'noda qo'llash mumkin bo'lgan so'z ketma-ketligi qalin harflar bilan ko'rsatib berilmoqda.

Further	<p>work needs to be done to establish whether ...</p> <p>studies need to be carried out in order to validate ...</p> <p>studies regarding the role of X would be worthwhile.</p> <p>experimental investigations are needed to estimate ...</p> <p>work is needed to fully understand the implications of ...</p> <p>research is required to establish the therapeutic efficiency of ...</p> <p>modelling work will have to be conducted in order to determine ...</p> <p>investigation and experimentation into X is strongly recommended.</p> <p>experiments, using a broader range of Xs, could shed more light on ...</p> <p>research in other Xs is, therefore, an essential next step in confirming ...</p>
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Quyidagi jadvalda modal fe'llar *'might/should/could'* va *'need to'* fe'li bilan mavzuga oid qanday ma'nolarni ifodalash mumkinligi aks ettirilgan. *'Explore', 'determine', 'carry out', 'undertake', 'question', 'examine'* fe'llari bu mavzuda eng ko'p qo'llaniladigan so'zlar ekanligini xulosa qilishimiz mumkin.

Further research	<p>might explore ...</p> <p>could usefully explore how ...</p> <p>should focus on determining ...</p> <p>is required to determine whether ...</p> <p>in this field would be of great help in ...</p> <p>should be carried out to establish the ...</p> <p>should be undertaken to explore how ...</p> <p>on these questions would be a useful way of ...</p> <p>needs to examine more closely the links between X and Y.</p> <p>could also be conducted to determine the effectiveness of ...</p>
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Setting out recommendations for practice or policy

Other types of X **could include: a), b).** ...

There is, therefore, a definite need for ...

Greater efforts are needed to ensure ...

Provision of X will enhance Y and reduce Z.

Another important practical implication is that ...

Moreover, more X should be made available to ...

The challenge now is to fabricate Xs that contain ...

Unless governments adopt X, Y **will not be attained.**

These **findings suggest several courses of action for** ...

A reasonable approach to tackle this issue could be to ...

Continued efforts are needed to make X more accessible to ...

The **findings** of this study **have a number of practical implications.**

There are a number of **important changes** which **need to be made.**

Management to enhance bumble-bee populations **might involve ...**

This **study suggests that X should be avoided** by people who are prone to ...

A key policy priority should therefore be to plan for the long-term care of ...

This **information can be used to develop targetted interventions aimed at ...**

Taken together, these findings do not support strong recommendations to ...

Ensuring appropriate systems, services and support for X should be a priority for ...

The **findings** of this study **have a number of important implications for future practice.**

Amaliyot/malaka yoki *'policy'* uchun tavsiyalarni maqsad qilish yoki belgilab berish ifodalari yuqoridagi misollar bilan alohida mavzu sifatida keltirilmoqda. *'...could include', '...have a number of', 'suggest several courses of'* kabi ifodalar *birdan ortiq bajarilishi mumkin bo'lgan opsiyalarga* nisbatan qo'llanishi ko'rsatib berilmoqda. **"Yengilroq maslahat"** ko'rinishida o'z tavsiyalarimizni ifodalashda **'should'** modal fe'lidan foydalanish imkoniyatimiz borligini yodda saqlaylik. *'... need (to)', 'strong recommendation'* kabilarning qo'llanilishi tavsiyaga nisbatan jiddiylik/keskinlik kayfiyatini beradi. **'Might'** modal fe'lidan foydalanish fikrni **'recommendation'** xarakteridan ko'ra **'suggestion'** ga ma'no jihatidan yaqinroq bo'lishiga xizmat qilishini mulohaza qilib ko'rishimiz ham foydadan holi bo'lmaydi.