

SCIENCE
PROBLEMS.UZ

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Актуальные проблемы социальных и гуманитарных наук

Ijtimoiy-gumanitar fanlarning dolzarb muammolari

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2025

SCIENCEPROBLEMS.UZ

IJTIMOIIY-GUMANITAR FANLARNING DOLZARB MUAMMOLARI

№ 12 (5) – 2025

АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО- ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

TOSHKENT-2025

BOSH MUHARRIR:

Isanova Feruza Tulqinovna

TAHRIR HAY'ATI:

07.00.00- TARIX FANLARI:

Yuldashev Anvar Ergashevich – tarix fanlari doktori, siyosiy fanlar nomzodi, professor;

Mavlanov Uktam Maxmasabirovich – tarix fanlari doktori, professor;

Xazratkulov Abror – tarix fanlari doktori, dotsent;

Tursunov Ravshan Normuratovich – tarix fanlari doktori;

Xolikulov Axmadjon Boymahmatovich – tarix fanlari doktori;

Gabrielyan Sofya Ivanovna – tarix fanlari doktori, dotsent;

Saidov Sarvar Atabullo o'g'li – katta ilmiy xodim, Imom Termiziy xalqaro ilmiy-tadqiqot markazi, ilmiy tadqiqotlar bo'limi.

08.00.00- IQTISODIYOT FANLARI:

Karlibayeva Raya Xojabayevna – iqtisodiyot fanlari doktori, professor;

Nasirxodjayeva Dilafruz Sabitxanovna – iqtisodiyot fanlari doktori, professor;

Ostonokulov Azamat Abdukarimovich – iqtisodiyot fanlari doktori, professor;

Arabov Nurali Uralovich – iqtisodiyot fanlari doktori, professor;

Xudoyqulov Sadirdin Karimovich – iqtisodiyot fanlari doktori, dotsent;

Azizov Sherzod O'ktamovich – iqtisodiyot fanlari doktori, dotsent;

Xojayev Azizxon Saidaloxonovich – iqtisodiyot fanlari doktori, dotsent

Xolov Aktam Xatamovich – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent;

Shadiyeva Dildora Xamidovna – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent v.b.;

Shakarov Qulmat Ashirovich – iqtisodiyot fanlari nomzodi, dotsent.;

Jabborova Charos Aminovna - iqtisodiyot fanlari bo'yicha falsafa doktori (PhD).

09.00.00- FALSAFA FANLARI:

Hakimov Nazar Hakimovich – falsafa fanlari doktori, professor;

Yaxshilikov Jo'raboy – falsafa fanlari doktori, professor;

G'aybullayev Otabek Muhammadiyevich – falsafa fanlari doktori, professor;

Saidova Kamola Uskanbayevna – falsafa fanlari doktori;

Hoshimxonov Mo'min – falsafa fanlari doktori, dotsent;

O'roqova Oysuluv Jamoliddinovna – falsafa fanlari doktori, dotsent;

Nosirxodjayeva Gulnora Abdukaxxarovna – falsafa fanlari nomzodi, dotsent;

Turdiyev Bexruz Sobirovich – falsafa fanlari doktori (DSc), Professor.

10.00.00- FILOLOGIYA FANLARI:

Axmedov Oybek Saporbayevich – filologiya fanlari doktori, professor;

Ko'chimov Shuxrat Norqizilovich – filologiya fanlari doktori, dotsent;

Hasanov Shavkat Ahadovich – filologiya fanlari doktori, professor;

Baxronova Dilrabo Keldiyorovna – filologiya fanlari doktori, professor;

Mirsanov G'aybullo Qulmurodovich – filologiya fanlari doktori, professor;

Salaxutdinova Musharraf Isamutdinovna – filologiya fanlari nomzodi, dotsent;

Kuchkarov Raxman Urmanovich – filologiya fanlari nomzodi, dotsent v/b;

Yunusov Mansur Abdullayevich – filologiya fanlari nomzodi;

Saidov Ulugbek Aripovich – filologiya fanlari nomzodi, dotsent;

Qodirova Muqaddas Tog'ayevna - filologiya fanlari nomzodi, dotsent.

12.00.00- YURIDIK FANLAR:

Axmedshayeva Mavlyuda Axatovna – yuridik fanlar doktori, professor;

Muxitdinova Firyuza Abdurashidovna – yuridik fanlar doktori, professor;

Esanova Zamira Normurotovna – yuridik fanlar doktori, professor, O'zbekiston Respublikasida xizmat ko'rsatgan yurist;

Hamroqulov Bahodir Mamasharifovich – yuridik fanlar doktori, professor v.b.,;

Zulfiqorov Sherzod Xurramovich – yuridik fanlar doktori, professor;

Xayitov Xushvaqt Saparbayevich – yuridik fanlar doktori, professor;

Asadov Shavkat G'aybullayevich – yuridik fanlar doktori, dotsent;

Ergashev Ikrom Abdurasulovich – yuridik fanlari doktori, professor;

Utemuratov Maxmut Ajimuratovich – yuridik fanlar nomzodi, professor;

Saydullayev Shaxzod Alixanovich – yuridik fanlar nomzodi, professor;

Hakimov Komil Baxtiyarovich – yuridik fanlar doktori, dotsent;

Yusupov Sardorbek Baxodirovich – yuridik fanlar doktori, professor;

Amirov Zafar Aktamovich – yuridik fanlar doktori (PhD);

Jo'rayev Sherzod Yuldashevich – yuridik fanlar nomzodi, dotsent;

Babadjanov Atabek Davronbekovich – yuridik fanlar nomzodi, professor;

Normatov Bekzod Akrom o'g'li — yuridik fanlar bo'yicha falsafa doktori;

Rahmatov Elyor Jumaboyevich — yuridik fanlar nomzodi;

13.00.00- PEDAGOGIKA FANLARI:

Xashimova Dildarxon Urinboyevna – pedagogika fanlari doktori, professor;

Ibragimova Gulnora Xavazmatovna – pedagogika fanlari doktori, professor;

Zakirova Feruza Maxmudovna – pedagogika fanlari doktori;

Kayumova Nasiba Ashurovna – pedagogika fanlari doktori, professor;

Taylanova Shoxida Zayniyevna – pedagogika fanlari

doktori, dotsent;

Jumaniyozova Muhayyo Tojiyevna – pedagogika fanlari doktori, dotsent;

Ibraximov Sanjar Urunbayevich – pedagogika fanlari doktori;

Javliyeva Shaxnoza Baxodirovna – pedagogika fanlari bo'yicha falsafa doktori (PhD);

Bobomurotova Latofat Elmurodovna — pedagogika fanlari bo'yicha falsafa doktori (PhD).

19.00.00- PSIXOLOGIYA FANLARI:

Karimova Vasila Mamanosirovna – psixologiya fanlari doktori, professor, Nizomiy nomidagi Toshkent davlat pedagogika universiteti;

Hayitov Oybek Eshboyevich – Jismoniy tarbiya va sport bo'yicha mutaxassislarni qayta tayyorlash va malakasini oshirish instituti, psixologiya fanlari doktori, professor

Umarova Navbahor Shokirovna– psixologiya fanlari doktori, dotsent, Nizomiy nomidagi Toshkent davlat pedagogika universiteti, Amaliy psixologiyasi kafedrasini mudiri;

Atabayeva Nargis Batirovna – psixologiya fanlari doktori, dotsent;

Shamshetova Anjim Karamaddinovna – psixologiya fanlari doktori, dotsent;

Qodirov Obid Safarovich – psixologiya fanlari doktori (PhD).

22.00.00- SOTSIOLOGIYA FANLARI:

Latipova Nodira Muxtarjanovna – sotsiologiya fanlari doktori, professor, O'zbekiston milliy universiteti kafedra mudiri;

Seitov Azamat Po'latovich – sotsiologiya fanlari doktori, professor, O'zbekiston milliy universiteti;

Sodiqova Shohida Marxaboyevna – sotsiologiya fanlari doktori, professor, O'zbekiston xalqaro islom akademiyasi.

23.00.00- SIYOSIY FANLAR

Nazarov Nasriddin Ataqulovich –siyosiy fanlar doktori, falsafa fanlari doktori, professor, Toshkent arxitektura qurilish instituti;

Bo'tayev Usmonjon Xayrullayevich –siyosiy fanlar doktori, dotsent, O'zbekiston milliy universiteti kafedra mudiri.

OAK Ro'yxati

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MUNDARIJA

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THE IMPACT OF ACCENT AND PRONUNCIATION ON COMMUNICATION IN GLOBAL ENGLISH

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Abstract. In today's globalized world, with speakers from a wide range of linguistic and cultural backgrounds coming together, English has emerged as a universal language. Because of this, speakers of English have a wide range of accents that are frequently influenced by their native tongues. This study investigates how accent and pronunciation affect mutual understanding and successful cross-cultural communication. It looks at how accents can help and sometimes hurt communication, using survey data, earlier studies, and real-world examples. Additionally, the study explores topics like listener perceptions, linguistic bias, and methods for promoting more inclusive communication. The results imply that intelligibility is still crucial for successful interaction even though sounding like a native speaker is not necessary. For more inclusive international communication, it is essential to embrace accent diversity and promote understanding between people.

Keywords: global English, accent, pronunciation, communication, intelligibility, Linguistic bias, English as a Lingua Franca.

HOZIRGI ZAMON INGLIZ TILIDA URG'U VA TALAFFUZNING ALOQAGA TA'SIRI

Arapjonova Zebo Otabek qizi

Andijon davlat chet tillari instituti

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Andijon davlat chet tillari instituti

Annotatsiya. Bugungi globallashtirilgan dunyoda, turli xil til va madaniy kelib chiqishga ega bo'lgan so'zlashuvchilar birlashgan holda, ingliz tili universal til sifatida paydo bo'ldi. Shu sababli, ingliz tilida so'zlashuvchilar ko'pincha o'z ona tillaridan ta'sirlangan turli xil urg'ularga ega. Ushbu tadqiqot urg'u va talaffuz o'zaro tushunishga va muvaffaqiyatli madaniyatlararo muloqotga qanday ta'sir qilishini o'rganadi. Unda so'rovnoma ma'lumotlari, avvalgi tadqiqotlar va real hayot misollaridan foydalangan holda urg'ular muloqotga qanday yordam berishi va ba'zan zarar etkazishi mumkinligi ko'rib chiqiladi. Bundan tashqari, tadqiqot tinglovchilarning idroki, lingvistik tarafkashlik va yanada inklyuziv muloqotni rivojlantirish usullari kabi mavzularni o'rganadi. Natijalar shuni ko'rsatadiki, ona tilida so'zlashuvchi kabi gapirish shart bo'lmasa ham, muvaffaqiyatli o'zaro ta'sir uchun tushunarlilik hali ham juda muhimdir. Inklyuziv xalqaro muloqot uchun urg'u xilma-xilligini qabul qilish va odamlar o'rtasida tushunishni rivojlantirish juda muhimdir.

Kalit so'zlar: global ingliz tili, urg'u, talaffuz, muloqot, aqllilik, lingvistik tarafkashlik, Lingua Franca sifatida ingliz tili.

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Native speakers of English are no longer the only ones who speak it. It is now a widely used tool in media, business, education, and diplomacy. The diversity of English dialects increases with its spread. Though their first languages have influenced their accents and pronunciations, a Nigerian engineer, a Japanese businesswoman, and a Russian student may all speak English.

An essential question is brought up by this diversity: how do pronunciation and accent impact comprehension in international English communication? Diversity in speech is normal and expected, but it can occasionally result in miscommunication, discrimination, or even exclusion. The impact of pronunciation and accent on successful communication in international settings is the main focus of this article's investigation.

Although they are not the same, *accent* and *pronunciation* are closely related linguistic phenomena. Accent encompasses broader speech characteristics such as rhythm, intonation, and stress patterns that are shaped by an individual's native language and regional background, while pronunciation refers more narrowly to the way individual sounds and words are articulated. Together, they play a critical role in how effectively a speaker's message is received and interpreted by listeners.

The rise of English as a Lingua Franca (ELF) a concept popularized by scholars such as Jenkins [5] and Seidlhofer [12] has transformed the global linguistic landscape. In ELF contexts, communication typically occurs between non-native speakers of English, meaning that mutual intelligibility often takes precedence over adherence to any specific "native" pronunciation norms. Jenkins (2000) argues that since English now serves as a bridge among diverse speakers worldwide, the traditional focus on native-like pronunciation standards has become less relevant and even counterproductive. Seidlhofer [12] similarly emphasizes that effective communication in global English interactions depends on shared understanding rather than conformity to native models.

Research over the past few decades strongly supports the notion that intelligibility—that is, how easily a listener can understand a speaker's message—is more crucial for successful communication than sounding "native." Munro and Derwing [10] highlight that while foreign accents may be perceptible, they rarely prevent understanding when pronunciation is clear and consistent. Their studies distinguish between *accentedness* (how foreign a speaker sounds) and *intelligibility* (how understandable the speech is), arguing that listeners often overemphasize the former while underestimating the latter's importance.

However, despite the growing acceptance of diverse English varieties, linguistic bias continues to shape how accents are perceived. Lippi-Green [8] contends that accent-based judgments often reflect deeper social hierarchies and ideologies rather than actual communication barriers. In many cases, listeners unconsciously associate certain accents—particularly British or American—with higher competence, education, or authority, while stigmatizing others as less prestigious or "incorrect." This bias can have serious social and professional consequences, influencing hiring decisions, classroom participation, and even interpersonal trust.

Recent scholarship has also examined the emotional and identity-related dimensions of accent. Studies such as those by Matsuda [9] and Coupland [1] suggest that accent is deeply intertwined with self-perception and cultural belonging. Learners who attempt to eliminate their accent entirely may experience a sense of disconnection from their linguistic identity,

while others take pride in maintaining it as a marker of their heritage. Thus, accent functions not only as a communicative tool but also as a symbol of personal and cultural authenticity.

A small-scale survey of 50 international university students who regularly use English in social and academic contexts was carried out to support this investigation.

1. Their opinions of various English accents.
2. Communication difficulties brought on by pronunciation.
3. Their opinions on native versus non-native accents.

Five participants were interviewed to obtain qualitative information about how accent affects their confidence and communication results.

Most participants concurred that sounding "native" is not as important as having a clear pronunciation. They claimed that enunciation errors or new vocabulary were more confusing than accents. It's interesting to note that some participants claimed that non-native speakers were easier to understand than native speakers with distinctive regional accents.

The persistence of linguistic bias was demonstrated by some respondents' admission that they unintentionally connected particular accents—such as American or British—with professionalism, intelligence, and higher social status. This finding aligns with the broader body of research indicating that accent-based prejudice is one of the most pervasive yet subtle forms of linguistic discrimination. [8] Many societies have internalized the notion that "standard" accents, particularly those from inner-circle English-speaking countries, represent authority, sophistication, and correctness. As a result, speakers with non-native or regional accents are often unfairly perceived as less competent, less credible, or less educated, regardless of their actual proficiency or expertise. [3]

Several participants expressed that their accent made them feel self-conscious, especially in academic and professional contexts. They reported experiencing anxiety or hesitation before speaking in public or engaging in group discussions, fearing negative evaluation from others. This phenomenon, often described as *linguistic insecurity* [7], can have long-term effects on learners' confidence and willingness to participate in communicative exchanges. Over time, such feelings may discourage individuals from fully engaging in international academic or professional settings, ultimately limiting their opportunities for growth and expression.

Furthermore, accent bias operates not only at an interpersonal level but also within institutional and societal structures. In educational environments, teachers may subconsciously give more positive feedback to students whose pronunciation aligns more closely with perceived "standard" norms, while penalizing those who sound "foreign." In workplace contexts, hiring managers or employers may unconsciously associate certain accents with leadership potential or professionalism. [4] Such implicit biases reinforce linguistic hierarchies that privilege specific varieties of English while marginalizing others.

However, recent scholarship advocates for a more inclusive understanding of linguistic diversity. Researchers like Jenkins [6] and Seidlhofer [12] argue that in today's globalized communication landscape, native-speaker norms are no longer a reliable benchmark for effective communication. Instead, mutual intelligibility and cultural empathy should form the basis of linguistic evaluation. Encouraging this shift requires awareness campaigns, inclusive teacher training, and exposure to a wider range of global Englishes in both media and education.

Personal identity was also closely linked to accent. For many participants, their accent was not merely a pattern of speech but a reflection of who they are—their roots, upbringing, and sense of belonging. Some students expressed a desire to “neutralize” their accents in order to sound more professional or to blend in with international peers. This tendency reflects the long-standing belief that success in global communication requires approximating a native-speaker model, often American or British English. However, such efforts can create a psychological tension between the desire for social acceptance and the need to preserve one’s linguistic and cultural identity.

Other students, in contrast, took pride in their accent, viewing it as an authentic marker of their heritage and individuality. For them, the accent served as a subtle reminder of their culture’s contribution to the global English community. This attitude aligns with postmodern perspectives on language and identity, which emphasize that linguistic variation should be celebrated rather than suppressed. [11] In this view, an accent is not a flaw to be corrected but a narrative to be understood—a living proof of English’s evolution into a truly global language.

The link between confidence and pronunciation also emerged as a central theme. Participants noted that when their accent or pronunciation was accepted without judgment, their confidence in speaking English increased significantly. Conversely, when they perceived negative reactions—mockery, correction, or misunderstanding—they became more hesitant to participate in conversations or presentations. This pattern echoes findings by Dewaele and MacIntyre [2], who found that emotional factors such as *foreign language anxiety* and *self-perceived competence* directly influence willingness to communicate. Confidence, therefore, becomes both a cause and a consequence of how one’s accent is perceived by others.

Overcoming communication problems related to pronunciation, as the participants emphasized, requires not only linguistic skill but also mutual respect, patience, and open-mindedness. When listeners approach diverse accents with curiosity rather than criticism, they foster an environment of inclusivity that empowers all speakers to express themselves freely. Educators and communicators play a pivotal role here: by modeling acceptance of linguistic diversity, they can help dismantle the stigma surrounding non-native accents and cultivate more equitable communication spaces.

Ultimately, the study suggests that accent and identity are inseparable from one’s confidence as a communicator. Acknowledging and valuing accent diversity is not simply a matter of tolerance—it is an affirmation of the human experience embedded in every voice. By embracing this diversity, global English speakers can move beyond superficial judgments of “correctness” toward a deeper, more empathetic understanding of one another. [12]

Pronunciation and accent are inherent components of international English communication. Although there are difficulties, particularly because of prejudice and strange sounds, the goal should be to ensure intelligibility and respect for diversity rather than strive for “perfect” pronunciation. Promoting inclusive attitudes and speaking clearly and confidently should be top priorities for educators, communicators, and language learners. By doing this, we can replace the antiquated “native-speaker” ideal with a more practical, human-centered model of English usage across the globe.

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